

**INTERNATIONAL UNIVERSITY OF LEADERSHIP**

**Learning Entrepreneurship at an Early Age Could Reduce  
Poverty and Homelessness**

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## **I. Introduction**

Entrepreneurship for children is based on the purpose of encouraging young people to be more creative, the development of this research work has as an assumption the educational development. Note that teaching is outdated and little stimulated in educational institutions since there is a need to create educational methods engaged by entrepreneurship, reinforcing the importance of improving the school environment, as these children are the future managers of organizations and they will become decision-makers, these children are transforming agents. The school environment is the best place for children to practice actively involved in activities that engage entrepreneurship. The children already bring entrepreneurial peculiarities such as, for example, the curiosity that together with the stimulation of the capacity for creation, can collaborate in the potentiation of intellectual capacity, so that they can act according to the impasses organizational.

The increase in entrepreneurial practices is extremely important since educational resources are allocated to traditional teaching methods, this research work demonstrates the main conjunctions of entrepreneurship for children traditional teaching does not capture the reality current, so, notably, the introduction of new teaching methods incorporated to theory and practice is becoming more and more necessary, so it is important to apply the entrepreneurial education in public and private schools, making education into entrepreneurship as a learning mechanism for future managers, in order to minimize failures caused by mismanagement. During the creation of this study, it was noted that we undertake a lot for need and sustenance and less for opportunity with the aim of changing this framework, the application of entrepreneurship in childhood is important, because it can generate in the child a stimulus in favor of entrepreneurship. In your life as an adult, the student can become an entrepreneur.

In the world of entrepreneurship, success is very often associated with wealth and financial stability. It would therefore be possible to believe that entrepreneurs with more money and coming from well-off families are likely to have a head start on others when it comes to entrepreneurship. On the other hand, several character traits specific to entrepreneurship are likely to be much more developed when you grow up in a modest environment where it is always necessary to be creative and persevering, unlike people who were born with a silver spoon in their mouth. Often, being or having been poor serves as a catalyst for innovation, resilience and ingenuity, ultimately enabling entrepreneurs to turn this difficulty into wealth.

Politicians, educational leaders, business leaders, and entrepreneurs themselves see early-age entrepreneurship education, as the source of the entrepreneurial culture necessary for the economic renewal that our old countries need. The stakes are so high that the entrepreneurial spirit has been recognized by the European Union as one of the eight key skills for lifelong learning. Promoting the diversity of talents and encouraging the spirit of entrepreneurship from an early age and during school seems more necessary than ever today. The main purpose of this dissertation is to evaluate the importance of learning entrepreneurship at an early age to reduce poverty and homelessness. Entrepreneurship, which is based on profit generation for the implementation of various social projects, has to be developed on the basis of the best international practices. I believe teenagers should be learning entrepreneurship at an early age to create new models of social activities for the formation of an innovative socially oriented economy. This study will focus on analyzing the role of learning entrepreneurship that will increase cost-effectiveness through the optimal use of human resources.

The introduction of entrepreneurship teaching has a revolutionary character, since it adds to the traditional vocation of training employees and academics, the entrepreneurial culture, more

suiting to the new formats of labor relations resulting from the restructuring of the world economy. Faced with this changed scenario, educational institutions should stop focusing on preparing students to look for a job and focus on preparing for life and the development of self-learning, inserting the teaching of entrepreneurship in regular curricula, and the formation of new professionals.

The importance of disseminating an entrepreneurial culture in educational institutions, to provide an entrepreneurial environment for future professionals, is fundamental, because according to Giménez and Calabrò (2018), the traits of entrepreneurial behavior can be achieved through practice and lived experiences, as well as the assimilation of structured and codified knowledge in the classroom.

The teaching of entrepreneurship means a paradigm shift in our didactic tradition, since, in the classroom, elements such as attitude, behavior, emotion, dream, and individuality, gain a vacancy previously occupied only by knowledge. Thus, considering that the teaching of entrepreneurship can have positive impacts, awakening an entrepreneurial potential in everyone who seeks to transform their reality, innovating, creating, and developing administrative skills.

This work aimed to present the importance of teaching entrepreneurship in the basic education of regular high school students, aiming at training young people focused on the demand of the labor market, adopting, as a premise, the relevance of teaching entrepreneurship in the process of changing paradigms that begins when young people stop acting and thinking like a simple employee, starting to adopt entrepreneurial attitudes and own their own business. To achieve the objectives proposed in this work, bibliographical collections, and academic articles, among other sources that could contribute to the understanding of the subject, and which were part of the content of the theoretical foundation of this research, were consulted. Then, the methodology

was subdivided into five stages, distributed as follows: method of approach and nature of the research, research procedures, data collection instrument, research subjects, and form of analysis and interpretation of data. Subsequently, the analysis of the data contained in the graphs was carried out. And finally, the research was completed with the final considerations.

## **Background**

Steve Jobs says, “Stay hungry, stay foolish,” which he mentioned during his very inspiring speech at Stanford. This state of mind, which comes down to staying hungry, is often specific to entrepreneurs who have known what hunger is and who are therefore driven by a burning desire to escape poverty and have an unprecedented thirst for success. Unlike the more affluent, entrepreneurs who have experienced poverty are accustomed to constantly seeking new opportunities rather than settling for them. The fear of remaining in a state of poverty becomes a powerful motivator, often pushing us to take risks and work tirelessly to achieve our goals. This relentless pursuit for a better life also fuels a deep passion for their business, increasing tolerance for adversity.

One of the most significant benefits of having been poor is the development of ingenuity and creativity. It is often said that necessity is the mother of invention, which forces entrepreneurs to think outside the box and find innovative solutions to their challenges. As Mr. Laliberté said in his speech, limited access to capital and resources requires us to show ingenuity and creativity to be able to accomplish more with less. Often, these constraints, which can sometimes seem insurmountable, become an engine for the entrepreneur to take advantage of his network and his skills to accomplish more with less. It is also the spirit of the start-up, which, unlike large companies, has no means and yet often succeeds in achieving things that would have been impossible in these organizations with almost infinite means! Money does not allow everything.

In a world that is changing more and more rapidly, entrepreneurs must more than ever be able to demonstrate agility and adapt to the realities of the moment. Entrepreneurs who have experienced poverty understand the importance of adapting quickly to changing circumstances. They are used to navigating uncertain and volatile environments, allowing them to quickly pivot their strategies when faced with unexpected challenges. This ability to adapt to dynamic conditions gives them a competitive edge, as they are more comfortable taking risks and seizing opportunities that others might overlook.

Most entrepreneurs who had gone through episodes of poverty also had the strongest work ethic. Not having the financial means to have teams from their launch, they quickly understood the importance of the hard work that entrepreneurship requires as well as perseverance. Therefore, they are willing to put in long hours and make sacrifices to build their business from the ground up. This unwavering commitment to their vision pushes them to go beyond, setting them apart from those who can take success for granted.

The greatest ideas often come from personal frustrations. When we try to solve a problem that we have personally faced, our passion is increased tenfold. Therefore, entrepreneurs who have experienced poverty, I believe, have a unique understanding of the challenges faced by underserved communities. Their personal experiences also give them deep empathy. This helps them put themselves in the customer's shoes and thus develop a product or service that meets a real need. While poverty presents many challenges, it is also important to recognize the hidden benefits it can offer aspiring entrepreneurs. Hunger for achievement, resourcefulness, agility, a strong work ethic, and deep empathy are just some of the valuable qualities that can be cultivated through the experience of poverty. By harnessing these advantages, entrepreneurs can turn adversity into opportunity, fuelling their journey to success. Now more than ever, it is essential for



the entrepreneurial ecosystem to welcome and support individuals who have emerged from poverty, as they bring a unique perspective and a remarkable ability to innovate in the face of adversity.

The promotion of business creation is not a new concern for public authorities. Martin Giraudeau (2010) traces the investment in this theme by the American state to the aftermath of the Second World War, when the creation of small businesses was considered as a way of reintegration for veterans. If, from the 1970s, the creation of a business also imposed itself as a major public concern, if some business and engineering schools developed from that time programs intended to train entrepreneurs (the model in this area is the “Entrepreneurs” major created at HEC in 1978), entrepreneurial spirit. Entrepreneurship will then gradually be established as a strategic issue for societies in the era of the "knowledge economy", and the lack of entrepreneurship as a public problem which the authorities are called upon to seek solutions. Thus, in the 1990s, the OECD and the European Commission were disturbed by the situation of the countries of Central and Eastern Europe in this respect, insisting on the fact that the socialization of their inhabitants in entrepreneurship is a condition for the successful transition of these societies to the market economy. The idea that the public authorities have a role to play in this area, in particular via the mediation of the school, a socializing institution par excellence, then crystallizes.

### **Purpose of the Study**

The socio-economic crisis, which has seized almost all countries of the world today, requires the state to solve a number of social problems: unemployment, poverty, homelessness, social insecurity, etc. Meanwhile, in the modern world, none of the sectors of the economy in any country can solve these social problems on its own. In this regard, in many developed countries in America and Europe, the ideology of “learning entrepreneurship at an early age” is becoming very

popular, it is understood as entrepreneurial activity aimed at solving social problems using innovative methods and technologies, but there is a research gap on learning entrepreneurship in early age. Therefore, I will conduct this research to evaluate the role of learning entrepreneurship at an early age in reducing poverty, unemployment, homelessness, etc.

### **Research Questions**

The questions for this research are:

- What is the relationship between learning entrepreneurship at an early age between poverty?
- What is the relationship between learning entrepreneurship at an early age between homelessness?

### **Research Objectives**

The objectives of this research are as a under:

- To find out the relationship between learning entrepreneurship at an early age and poverty
- To find out the relationship between learning entrepreneurship at an early age and homelessness

### **Research Hypothesis**

- There is a positive relationship between learning entrepreneurship at an early age and poverty.
- There is a positive relationship between learning entrepreneurship at an early age and homelessness.

## **Significance of Study**

The development of learning entrepreneurship in the US will increase social capital, raise the standard of living of the population, and, as a result, have a positive impact on the development of the social, economic, and political spheres of the state. The problem of learning entrepreneurship at an early age is new and poorly understood in the US. Referring to foreign experience, I will investigate this type of entrepreneurship, which is based on the extraction of profit for the implementation of various social projects. It is anticipated that the development of learning entrepreneurship at an early age will increase economic efficiency. The opinion is substantiated that learning entrepreneurship at an early age will contribute to the employment of socially unprotected segments of the population.

Talking about the importance of entrepreneurship for economic and social development has become common nowadays. However, it is observed that little is done to stimulate and develop the entrepreneurial potential of young people. The introduction of entrepreneurship teaching has a revolutionary character, as it adds to the traditional vocation of training employees and academics, an entrepreneurial culture, more suited to the new formats of labor relations resulting from the restructuring of the world economy. Faced with this changed scenario, educational institutions must stop focusing on preparing students for the search for a job and focus on preparing them for life and developing self-learning, including the teaching of entrepreneurship in regular curricula and the training of new professionals. The importance of disseminating an entrepreneurial culture in Educational Institutions, to provide an entrepreneurial environment for future professionals, is fundamental, because according to Gimenez (2005), the traits of entrepreneurial behavior can be achieved through practice and lived experiences, as well as through the assimilation of structured and codified knowledge in the classroom. Teaching entrepreneurship means a break in paradigms

in our teaching tradition, since, in the classroom, elements such as attitude, behavior, emotion, dream, and individuality, gain a place previously occupied only by knowledge. Therefore, teaching entrepreneurship can have positive impacts, awakening entrepreneurial potential in each individual who seeks to transform their reality, innovating, creating and developing administrative skills.

## II. Literature Review

Entrepreneurship is the main factor that promotes the economic and social development of a country and is associated with the ability to create and manage companies, seize opportunities, succeed, generate employment, income and wealth, and individual fulfilment through attitudes of concern, boldness, and proactivity in its relationship with the world. The attitude of those who, on their initiative, carry out actions or devise new methods to develop and streamline services, products, or any organization and administration activities.

According to Filion (1999a), entrepreneurship comprises the area whose object of study is entrepreneurs. The word entrepreneur comes from the French term entrepreneur. Which, literally translated, means “he who is between” or “in-between”. Entrepreneurship is a neologism derived from the free translation of the word entrepreneurship and used to designate studies related to the entrepreneur, his profile, his origins, his system of activities, and his universe of action. (Dolabela, 2008a, p. 59). As per Dolabela (2008b, p. 24), “It is a term that implies a way of being, a conception of the world, and a way of relating”. Dornelas (2012, p. 28) also states: “Entrepreneurship is the development of people and processes that, together, lead to the transformation of ideas into opportunities”.

Several authors in their works report that the first example of entrepreneurship can be credited to Marco Polo, who himself signed a contract with a person holding financial resources to sell his goods, establishing a trade route to the East. So, while the financier passively took the risks, the enterprising adventurer Marco Polo actively took all the emotional and physical risks.

In the Middle Ages, the term entrepreneur was used to describe a manager of large production projects. At that time, the entrepreneur did not take risks, he only used the agents' availability to manage the projects. According to Dornelas (2012, p. 20), “This individual did not

take excessive risks, and only managed the projects, using available resources, usually from the country's government". Over time, other definitions were presented according to studies by different authors. In the 17th century, an entrepreneur was considered a person who entered into a contractual agreement with the government to perform a service or supply products.

Richard Cantillon, an important writer and economist of the 17th century, is considered by many to be one of the creators of the term entrepreneurship, having been one of the first to differentiate the entrepreneur – the one who took risks – from the capitalist – the one who provided the capital. (Dornelas, 2012, p. 20). It was only in the 18th century, as a result of industrialization, that the entrepreneur was differentiated from the capitalist. However, in the late 19th and early 20th centuries, entrepreneurs were confused with managers or administrators. Only in the middle of the 20th century were entrepreneurs related to innovation.

According to Dolabela (2008a, p. 59) "Currently, it means the activity of every person who is at the base of a company, from the franchisee or owner of a mechanical workshop to the one who created or developed a multinational". For the term "entrepreneur" there are many definitions, but one of the oldest that perhaps reflects the entrepreneurial spirit is that of Joseph Schumpeter (1949): "The entrepreneur is the one who destroys the existing economic order by introducing new products and services, by creating new forms of organization or by exploiting new resources and materials." (Dornelas, 2012, p. 28).

Due to the contributions of scholars from different areas of knowledge, there are many definitions of entrepreneurship and the entrepreneur, as different specialists use the principles of their areas of interest to build the concept. However, two currents have aspects common to most of them: the economists, who associate the entrepreneur with innovation, and the behaviourists, who emphasize attitudinal aspects, such as creativity and intuition.

*Table 1 Concepts of entrepreneurship and entrepreneur Adapted from Dolabela (2008a, p. 67-68).*

<b>Author</b>	<b>Concept</b>
<b>Cantillon</b> (1680-1734)	People who bought raw material processed it and then sold it, underlying the notions of opportunity and taking risks.
<b>J. B. Say</b> (1767-1832)	The entrepreneur moves economic resources from a sector of lower productivity to another one of greater productivity and better income.
<b>Joseph Alois Schumpeter</b> (1883-1950)	An entrepreneur is someone who makes new combinations of elements creating new products, new production methods, identifying new consumer markets or sources of supply, creating new types of organization and overcoming the old less efficient and more expensive methods.
<b>Fortin P.</b> (1992)	An entrepreneur is a person capable of transforming a dream, a problem or a business opportunity into a viable company.
<b>Babson College</b>	A way of thinking and acting that is obsessed with opportunity, holistic in approach and supported by leadership, to create wealth.
<b>Harvard University</b> (Prof. Howard H. Stevenson)	We define entrepreneurship as the exploration of opportunity regardless of the resources at hand. Entrepreneurship is neither a set of personality traits nor an economic function. It is, rather, a cohesive and measurable pattern of managerial behaviour.
<b>Timmons J. A.</b> (1994)	Entrepreneurship is creating and building something of value out of virtually nothing. It is the process of creating or seizing an opportunity and pursuing it regardless of controlled resources. The Entrepreneur is someone capable of identifying, seizing and taking advantage of an opportunity, seeking and managing resources to transform the opportunity into a successful business.
<b>Filion LJ</b> (1991)	An entrepreneur is a person who imagines, develops and realizes visions.

The entrepreneur is best known as the one who creates new businesses but can also innovate within existing businesses, that is, it is possible to be an entrepreneur within companies that have already been built. To be successful, the entrepreneur must not only know how to create his enterprise. He must also know how to manage his business to maintain and sustain it over an

extended life cycle and obtain significant returns on his investments. This means administering, planning, organizing, directing and controlling all activities directly or indirectly related to the business. (Chiavenato, 2007).

Filion (1999b) associates the image of the entrepreneur with his ability to imagine and develop visions. By imagining, he dreams and having visions means setting goals for the realization of that dream. [...] The entrepreneur is characterized by being a creative person, marked by the ability to set and achieve goals and who maintains a high level of awareness of the environment in which he lives, using it to detect business opportunities. An entrepreneur who continues to learn about potential business opportunities and to make moderately risky decisions aimed at innovation will continue to play an entrepreneurial role. (Filion, 1999b, p.19). Dornelas (2012) further expands the applications of the term entrepreneur by defining eight possible types of entrepreneurs.

*Table 2 Types of entrepreneurs Adapted from Dornelas (2012, p. 29).*

<b>Type</b>	<b>Definition</b>
<b>Born Entrepreneur</b> (Mythological)	They are usually the best-known and acclaimed. Their stories are brilliant and often start from nothing and create great empires. They are visionary, optimistic, ahead of their time and 100% committed to fulfilling their dreams. Examples: Bill Gates and Andrew Carnegie
<b>Entrepreneur who learns</b> (Unexpected)	It is usually a person who, when least expected, came across a business opportunity and made the decision to change what he did in life to dedicate himself to his own business.
<b>Serial Entrepreneur</b> (Creates new businesses)	The serial entrepreneur is passionate not only about the companies he creates but mainly about the act of undertaking. Sometimes he is involved in several businesses at the same time, and it is not uncommon to have several stories of failure. But these serve as a stimulus for overcoming the next challenge.
<b>Corporate Entrepreneur</b>	They are generally very competent executives, with managerial skills and knowledge of administrative tools. They take risks and have the challenge of



	dealing with the lack of autonomy since they will never have a 100% free way to act. This makes them develop advanced trading strategies.
<b>Social Entrepreneur</b>	The social entrepreneur's life mission is to build a better world for people. Their characteristics are similar to those of other entrepreneurs, but the difference is that they realize themselves by seeing their projects bring results for others and not for themselves.
<b>entrepreneur by necessity</b>	The entrepreneur by necessity creates his own business because he has no alternative. Usually does not have access to the job market or has been fired. There is no other option left but to work on your own.
<b>Entrepreneur Heir (Family Succession)</b>	The entrepreneurial heir is tasked with continuing the family legacy. Many start very early to understand how the business works and to assume responsibilities in the organization and end up assuming management positions at a young age.
<b>Normal Entrepreneur (Planned)</b>	He is the type of entrepreneur who does his homework, seeks to minimize risks, is concerned about the next steps of the business, and has a clear vision of the future and works towards goals.

However, the entrepreneur is the one who detects an opportunity and creates a business to capitalize on it, taking calculated risks. In any definition of entrepreneurship, there are at least the following aspects related to the entrepreneur:

- Has the initiative to create a new business and a passion for what he does.
- It creatively uses available resources, transforming the social and economic environment where it lives.
- Accepts taking calculated risks and the possibility of failure.

### **Learning Entrepreneurship**

Although the phenomenon of entrepreneurship is old, the debate around the theme has reached relevance, both in academic discussions and in the context of public policies, only in the last 20 years. According to Dornelas (2012), until a few years ago, it was believed that

entrepreneurship was innate, and in no way could it be taught, the entrepreneur was born with a differential and was predestined to success, and people who were not born with “gift” entrepreneurs were discouraged from seeking to open an enterprise. Thus, it is understood that the increase in interest in entrepreneurship teaching processes and methodologies began in studies that questioned this understanding that entrepreneurial capacity is innate to human beings and can only be genetically inherited.

Nowadays, this discourse has changed and, more and more, it is believed that the entrepreneurial process can be taught and understood by anyone and that success is due to a range of internal and external factors to the business, the profile of the entrepreneur and of how he manages the adversities he encounters on a daily basis. (Dornelas, 2012, p. 30). Many authors recommend and suggest that the teaching of entrepreneurship be inserted as a discipline from basic education since it seems common to understand that the traditional teaching method does not offer the necessary support to stimulate and develop the entrepreneurial characteristics of young people, since very theoretical contents and limited to the classroom environment do not allow the training of potential entrepreneurs to take place in line with the reality of the market.

For Dolabela (2003, p. 15 and 16), “entrepreneurial education should begin at an early age, as it is at this stage that children have not yet been imprisoned by non-entrepreneurial social values and myths that mislead”. “In 2000, with the help of a group of professors and the support of the non-governmental organization World Vision, I drove a modest wedge into what I consider the central point of a country that wants to pursue development: basic education and, within it, entrepreneurial education for children from four years old and for teenagers. But it's important to note that I don't want to turn every child into a business creation agent. Entrepreneurship is just one of the endless ways to undertake. My vision of entrepreneurship is comprehensive,

encompasses all and any human activity and therefore includes entrepreneurs in research, government, the third sector, and the arts, anywhere. The entrepreneur is defined by the way of being, not the way of doing. The goal is for everyone to prepare to undertake in life.

As stated above, entrepreneurship is not only linked to the business area, but to all areas of human knowledge, therefore, the important thing is to encourage young people to discover their potential and encourage them to develop those characteristics that are intrinsic to each individual. Therefore, it is up to the teacher to develop in the child the entrepreneurial culture that every human being has at birth. On the other hand, teaching adults is more difficult since the approach is given in the sense of freeing them from already rooted values. Dolabela (2008b, p. 49), cites ten reasons for teaching entrepreneurship, which are:

*Table 3 Reasons for Learning Entrepreneurship Adapted from Dolabela (2008b, p. 49).*

<b>Reasons</b>	<b>Explanation</b>
<b>Reason 1</b>	There is a high infant mortality rate in companies. In the world of emerging companies, the rule is to fail, not to succeed. Of every three companies created two close their doors. Small businesses (less than 100 employees) fail more: 99% of bankruptcies are small businesses. If some succeed without any support, most fail, often unnecessarily. The creation of companies is essential for economic growth and social development.
<b>Reason 2</b>	In recent decades, work relationships have changed. Employment gives rise to new forms of participation. Companies need professionals who have a global view of the process, and who know how to identify and satisfy customer needs. The tradition of our teaching, of training employees at university and professional levels, is no longer compatible with the organization of the world economy today.
<b>Reason 3</b>	Today, even for those who are going to be employed, a high degree of “entrepreneurship” is required. Companies need employees who, in addition to mastering technology, also know the business, know how to listen to customers and meet their needs, can identify opportunities and more: seek and manage the resources to make them viable.

<b>Reason 4</b>	The traditional teaching methodology is not suitable for training entrepreneurs.
<b>Reason 5</b>	Our educational institutions are distanced from the “support systems”, that is, companies, public agencies, financiers, class associations, and entities on which small entrepreneurs depend to survive. University/company relations are still incipient.
<b>Reason 6</b>	Culture. The values of our education do not point towards entrepreneurship.
<b>Reason 7</b>	The perception of the importance of SMEs (Small and Medium Enterprises) for economic growth is still insufficient.
<b>Reason 8</b>	The culture of the “big company”, predominates in education. - There is no habit of approaching small companies. Administration courses, with rare exceptions, are aimed at managing large companies.
<b>Reason 9</b>	Ethic. A major concern in teaching entrepreneurship is the ethical aspects that involve the entrepreneur's activities. Due to their great influence on society and the economy, it is essential that entrepreneurs — like any citizen — are guided by noble principles and values.
<b>Reason 10</b>	Citizenship. The entrepreneur must be someone who is highly committed to the environment and the community, with a strong social conscience. The classroom is an excellent place to discuss these topics.

Some researchers claim that entrepreneurship is a transient behaviour and that not all people have it, they believe that it is unlikely that entrepreneurship can be explained only by personal characteristics, but that it is influenced by the situations and environment in which they find themselves. In response to these questions, Dolabela (2008a, p. 141), says “Although there is no certainty about whether or not it is possible to teach entrepreneurship, there is a point on which scholars agree: it is possible to learn to be an entrepreneur, but, as in some other areas, through methods other than the traditional ones. Dornelas (2012, p. 30, sic), states that “the entrepreneurial process can be taught and understood by anyone”.

Although there is still no scientific answer as to whether it is possible to teach someone to be an entrepreneur, it is known that it is possible to learn to be one, and, for that, it is fundamental

to create an environment that favours this learning, because, considering the possibility of forming an entrepreneurial personality through education is a fundamental factor for promoting entrepreneurship education and, consequently, for social development. Thus, there is a need to adapt the most appropriate didactic-pedagogical contents and practices to achieve these objectives, not just using common methods of transmitting knowledge from traditional teaching, seeking, in this way, to enable teaching methods that encourage greater creativity and the search for the new.

### **The Key to Success**

In our interdependent and interconnected world, it has become increasingly important for children to be able to foster a growth mindset to prepare for the challenges of tomorrow. If a child can feel comfortable with risk and have a positive attitude towards failure, he will not be afraid to learn, to conquer unknown territories, and new horizons, and to share his creative ideas. This is the basis of entrepreneurship: allowing everyone to dare to create their path, their own story. The pedagogy will be more and more collaborative and the new mission of the public school in addition to the mission of the verticalized transmission of knowledge, will have to fold its cards, in the creation of educational and collaborative playgrounds.

In extremely marginalized communities, newer companies struggle to increase their production or the volume of their services. In fact, demand cannot absorb such an increase. These companies therefore remain modest, a problem exacerbated when they compete and lower the prices of their products/services (Bateman et al., 2011). Furthermore, in the context of weak state intervention, solving inclusion problems relies almost exclusively on youth entrepreneurship (Herrera, 2017). This can constitute an obstacle for the most deprived, due to the weakness of their networks or their capacities (level of education, professional skills, access to capital, resources) demand cannot absorb such an increase. These companies therefore remain modest, a problem

exacerbated when they compete and lower the prices of their products/services (Bateman et al., 2011).

“Young people” can be considered the demographic representation of a given group, referring in the present study to individuals aged 18 to 35 years. Youth is a concept deployed in this analysis to capture the socio-economic and political positioning of young people in this unique historical context, where political, economic, climatic and demographic processes converge to create multiple harms. In this article, we refer to youth as a social group that occupies a distinct place in power structures and historical processes, also subject to multiple injustices compared to previous generations (Herrera, 2017). Culturally, we also characterize youth in terms of kinship, hierarchies of power and responsibility, and represent them as “belonging to a younger generation” (Patrick, 2020).

There is a decline in state support, which coincides with the evolving political, economic, climatic and demographic challenges that young people face in this particular historical context, all combined at a low level of education will see the emergence of radically different models of professional inclusion. Migration, informal education, vocational training and networks constitute important channels of inclusion. They force changes in gender and generational norms that allow young people to be flexible enough to achieve self-sufficiency and escape poverty. While these processes are not necessarily new, the context, drivers and manifestations have evolved. For example, the role of vocational training in the context of strong dependence on NGOs and certain informal processes of inclusion in the labor market is unprecedented. This contrasts with previous phases of formalization of public sector employment and infrastructural and social investments. Furthermore, the impact of declining farm size and output, privatization and the cost

of living has changed. Thus, this new inclusion in the informal labor market and the precariousness of young people seem to evolve on a different basis.

A new mode of inclusion emerges from a much-hampered context faced by young people. Compared to previous generations, young adults (aged 18 to 35) are economically vulnerable and have fewer opportunities to access productive assets (agricultural land, free housing, livestock, motorcycles, and driving licenses), sewing machine), obtain post-primary education and skills, or find employment in the civil service or industrial sector. In a period of weak state development, increased neoliberalism and insecurity, the inclusion of young people in rural and urban labor markets is increasingly precarious. It is characterized by a variety of independent activities, agricultural or not, in the informal sector. At the same time, this situation also offers rural and urban youth visible opportunities for change, in particular among certain subjects interviewed on qualitative study sites who call into question gender-specific and generational norms (environmental, among others). They thus create new means of subsistence and take advantage of technological advances.

For young men, and in the absence of formal credit or savings mechanisms, escaping poverty and accumulating starting capital most often depend on access to funds to finance their migration (i.e., transport costs). It is mainly a male model, and only half of the subjects in this situation chronically poor people manage to gather savings through their parents or their work. Local workers only have piece-rate pay or short-term contracts and do not seem to be emerging from poverty. Some migrants fall back into poverty when they return home. The most successful migrants are those whose income is not consumed by large family and kinship networks before their return and who are able to bring in some capital. This accumulated capital, along with informal training and skills acquired during migration (through local sponsors, migration itself, or

observation of others), is used to create small businesses in the native country. Small businesses owned by young men who thrive - whether through support and training from relatives or through the use of capital and training from migration - are found primarily in the transport sector (taxi driving, garages), import-export (thanks to migratory links) and the repair of electronic devices (mobile phones, computers, printing services).

Young women and women who are poor or vulnerable (to abuse or abandonment) respond to the challenge of underemployment and migration of young men by increasing their production of independent income. Their participation in the labor market increases in order to provide for the basic needs of their children, pay health costs and finance their children's primary education. Compared to middle-aged or older women, young girls experience a substantial increase in the volume and variety of goods traded and services provided (grain and food processing, work and door-to-door sales). The lucky ones see their small business grow into a small business, and then diversify it into several businesses. Vocational training, often offered in the form of "second chance education", faces serious limitations in terms of funding. NGOs often finance or support training in some of these subsistence subsidiaries (processing of agricultural products, conservation of a diversity of foods or sewing). The most sustainable exits from poverty are associated with NGOs that form women's credit groups and cooperatives, which allow women to set prices and diversify into additional activities.

These paths are accompanied by an evolution of standards and networks. Young women's efforts to obtain training are preceded by careful efforts to renegotiate gender and generational norms, including working innovatively within their social context and then challenging and adapting social norms. Young women divorce and remarry more frequently than older women. Stigma and various forms of domestic violence remain potential consequences of marital



conflicts, particularly those linked to women's work. Traditional processes do not easily achieve justice or resolve conflicts. However, “*structured cultural spaces to which they have access*” (Cooper, 1997). We also see that the women's action is supported by adult men, who believe that young men should not subject them to domestic violence because of their business activity. This attests to the critical role of women's work in the context of the growing economic and political challenges that young people face.

Young women and men also rely on social networks that they reinvent. For example, some women take part in informal credit groups or formal tontines while men leave gangs, characterized by delinquency (Abdoulkader, 2013) to join self-help groups. This assistance takes different forms: better social and economic inclusion through credit, mutual support to meet different needs and exchange of ideas regarding business, employment or migration opportunities. Notably, young people (men and women) also use these alliances to mobilize as a group and address issues faced in their broader local communities, such as water shortages.

These trajectories are relatively more static for young rural people whose main occupation remains anchored in agricultural production (or is often linked to it). Young people in rural areas are generally more exposed to impoverishment or chronic poverty. They are sometimes forced to beg. Opportunities for diversification within and outside of agriculture are intermittent and often difficult to identify, such as the sale of processed products and services in areas that depend on demand from local farmers and farmworkers whose incomes are low.

### **Overcoming Educational Biases to Promote Entrepreneurship**

These new dynamics, based on concrete situations, will probably allow our children to no longer be passive actors in the great technological changes or consumers of the present, but to teach them to become the actors, the agents of change of tomorrow, in full aware and in full control.

Learning to meet the challenges, to train for the professions of the future from an early age, will therefore be at the heart of the concerns in order to move from a logic of control and inspection to a logic of trust and cooperation and where we could give the keys to each child to become the entrepreneur of his life. But who says 'enterprising', also means overcoming the cognitive and educational biases anchored in collective consciousness, particularly concerning young girls, to entrepreneurship and digital and technology professions. At a time of talent shortage, it is becoming more and more urgent not to ignore more than 50% of the population.

The search for a harmonious balance between women and men in the digital professions is a major challenge for our country in several respects. This issue is first of all of a social nature, in this sector of activity as in all the others it is essential to promote the conditions allowing women to have the same rights, to practice the same trades, and to access the same positions of responsibility as men. It is also an issue of sovereignty, in a context where information systems are central to the economic activity of our country. It is also a question of guaranteeing the conditions favouring innovation and the entrepreneurial spirit among small and the little ones of our country, thanks to the contribution of all our vital forces, in their differences and their complementarities. One point, an impact company, is naturally sensitive to these issues. Fully aware of our social responsibility, attached to the subject of equality between women and men, we are developing numerous initiatives with our partners involved in national education, higher education and the world of continuing education and employment.

Today the school curriculum is very theoretical. Instilling an entrepreneurial spirit at a very young age has many advantages and could be considered a societal issue. Indeed, it develops in young people capacities and skills such as self-confidence, perseverance, empowerment, the ability to take on societal challenges, creativity, the discovery and exploitation of opportunities, or

still the entrepreneurial intention. Several studies have shown that entrepreneurship training positively influences entrepreneurial intention. The latter is the best predictor of the impact of entrepreneurship training. Furthermore, such an approach allows learners to have early knowledge of the economic environment of their country and to better understand the entrepreneurial approach. Learners become familiar with the procedures for creating and managing a business and are informed of the existence of support structures for business creation (incubators, accelerators, consulting firms, and state business creation structures). Raising students' awareness of the profession of business manager can also lead them to consider it as a possible career path. In addition, entrepreneurial education aims to develop among students a pleasure in undertaking and completing projects. Also, in sub-Saharan Africa, of the 98% of young people enrolled at primary level, only 9% reach higher education and only 6% obtain their diploma. It is therefore important that they have a foundation in entrepreneurship in order to ensure their survival.

Some countries have integrated this entrepreneurial approach into the school curriculum and have a better impact. Some countries have already understood the importance of this innovative educational approach, even if the dimension of a complete ecosystem also seems to be emerging. This is the case in Rwanda. Since 2016, entrepreneurship has been taught in the same way as history or mathematics. The objective is to make tomorrow's workers “job creators” and not “job seekers”, and to provide pupils and students with the skills necessary to succeed in the job market. To carry out this mission, the government is collaborating with the American non-governmental organizations also present in Uganda and Kenya. In 2019, the Ivorian Ministry of National Education and Technical Education with its partners which are the International Organization of Conscious Entrepreneurial Community Schools (Oiecec) and the International Organization of the Francophonie (Oif) has decided to integrate entrepreneurship into the school

system from preschool to secondary school, in order to *“train children's leadership, make them responsible, autonomous and form a new enterprising Ivorian, true cornerstone of an emerging and developed Ivory Coast”* as mentioned by Effimbra Nicolas, general inspector of national education, coordinator of school life.

Entrepreneurial education is proving to be a likely solution to the employability of young people, as observed on a small scale in Senegal. It is in this sense that Aeneas Chuma, Africa director of the International Labor Organization (ILO) recalled that “In Sub-Saharan Africa, 60% of 18 - 35-year-olds could start their own business”.

### **Three Ways to Introduce Entrepreneurship in Education**

It is customary to see in the educational systems, the teaching of entrepreneurship courses at the higher/university level. This trend, although having laid the foundations for socio-professional integration by the faculty of entrepreneurship, has a barely visible impact. The entrepreneurial spirit must be instilled from a very young age, when the child begins to learn to make contact with his or her educational environment. A true entrepreneurial ecosystem must be created to allow change entrepreneurs to flourish. Without being exhaustive, it will be appropriate to:

- Integrate lessons on the notion of entrepreneurship through comics and cartoons, but also all kinds of fun games that allow you to pass it on to younger people; different companies have created entrepreneurial activity programs that can unlock the potential of young people by helping them create social businesses during the school year.
- Create entrepreneurship clubs within middle and high schools with which successful entrepreneurs (who could become mentors) could be connected to create the desire to start

up start-ups. If the example of Rwanda is telling, it is appropriate to add to this initiative financial education programs and other types of learning essential for entrepreneurship.

- Create “mini” incubators in each university town or capitalize on research laboratories, in order to test concepts and prototypes of products/services proposed by project leaders who are still students, such as the Techno pole Sup Valor set up by ENSP (National Higher School of Polytechnic) in Cameroon. It could also involve developing technological innovation projects at the level of university centres. Mechanisms for making financial support and mentoring available must be known at this level in order to encourage young people to really get started.

In this sense, companies engage in entrepreneurial actions likely to promote it. They are in fact organizations of workshops intended for both children and adults as evidenced by the activity organized in collaboration with the Alfred Nobel Schools Group, the first conscious entrepreneurial community school, webinars and the creation of educational content such as podcasts and videos to guide the process of creating a business, all accessible on The Digital Finance Hub.

Currently, 60% of the African population is under 24 years old and the trend is towards quality, dematerialized education. Africa has around 260 million pupils in 1.5 million schools and around 27 million students out of a population of 600 million people aged under 25. By 2030, it is estimated that 30 million young people will enter the job market each year. This will involve creating jobs for them (450 million additional jobs).

Africa will face a major challenge. Thus, generalizing this educational approach to the whole of Africa would be an effective response to the employability problems of young people

without qualifications and the many children who leave the school system without know-how. Entrepreneurial skills, such as resilience, diligence and problem-solving, will be extremely useful as the job market evolves and should therefore be taught from an early age. The same goes for soft skills such as self-confidence, communication skills, leadership, flexibility, team spirit and the ability to manage time. For young people to succeed today and in the future, they will not only need to strengthen their existing soft skills,

### **Importance of Entrepreneurship Education from Early Age**

Entrepreneurship is a way of life and certain habits of this way of life must be encouraged early to refine them over time. Risk management, creating a product or service, customer care, surrounding yourself with competent people, etc. These skills will last a lifetime. The earlier we start, the more equipped we are, no matter what the future holds. Developing the entrepreneurial spirit in children is an excellent way to make them aware of their potential and to teach them to develop qualities and values that will follow them throughout their lives: confidence, creativity, resourcefulness and perseverance. It is important to introduce entrepreneurship as early as possible because young people can develop a passion. It can help them to learn, to have responsibilities and it is good for their future. Also, they can find out if they like the field of entrepreneurship and see if they want to be an entrepreneur after school.

Entrepreneurship education is a way to foster a spirit of industry, stimulate innovation and promote creative solutions. It is also important for developing skills that help in business management. It can be integrated into all levels of education and the earlier it is addressed, the better. But for this to work in practice, it is important to understand trends in entrepreneurship education. Trends in entrepreneurship education are new forms and methodologies used in teaching to encourage the concept of industry among students. In general, the aim of these trends

is to stimulate creativity, proactivity, innovative vision and autonomy among young people. This allows them, later, when they enter the job market, to create innovative businesses and solutions that generate value for society.

Experiencing entrepreneurial content in education is a way for young people to prepare for the world of work. So, they can make a career in a company or start their own business. This content stimulates reasoning and the search for concepts, knowledge and techniques that help solve the daily problems that you will face in your professional life. And these trends can be applied at all levels of education, from primary to higher education.

It can even be part of courses aimed at entrepreneurs and experienced professionals seeking professionalism. Based on these trends, educational institutions should include subjects in the curriculum that promote the development of skills useful to the industry concept. The knowledge acquired during studies can be triggered by students later in the job market. The advantage is that it provides the foundation needed to run a business, work independently or enter business within a company.

Entrepreneurship education is crucial to enhancing the skills and competencies increasingly valued in the business world. As you have seen, proactivity, autonomy, creativity, innovation and entrepreneurial vision are part of it. The aim of entrepreneurship education is to develop in people a capacity for action, attitudes and a spirit of industry. This trip allows young people to find solutions to different types of problems. In the book *Teaching Entrepreneurship: panorama, trends and best practices* (Alta Books, 2019), Rose Lopes, Edmilson Lima and Vânia Nassif emphasize that this type of teaching is relevant at the stage of the knowledge society. “This allows them, especially in the case of young people, to be better prepared for career options other than employment in organizations created and managed by others,” they say. According to the

authors, they can thus act from different possibilities: independent work, own business, intra-company or participation in social projects, for example. An entrepreneur can even learn in practice how to run a business, but if he has a theoretical basis, it's even better. Through entrepreneurship education, young people learn from a young age to lead, seek motivation for growth, and be visionaries. They are therefore much better prepared for the challenges of the market when they leave school and university. The implementation of entrepreneurship education generates various benefits for young people:

### ***Stimulate Creativity***

Entrepreneurial education methodologies aim to stimulate students' creativity. The proposition is that they seek solutions to the challenges of daily life and see as an opportunity what at first glance seems to be a problem. Not least because the best companies on the market come from innovative solutions to consumer problems, right? To do this, just look at the examples of industries such as Uber, iFood and Amazon, which have taken advantage of gaps and opportunities in the market to succeed.

### ***Develop Autonomy***

Autonomy is a skill that highlights good entrepreneurs. After all, how many people stop taking an idea on paper for fear of not being able to run a business independently? Therefore, another advantage of entrepreneurship education is that autonomy is a characteristic developed from the beginning of the class.

### ***Improve Soft Skills***

More than technical knowledge, the concept of the industry requires non-technical skills, that is to say, behavioral skills. Good interpersonal communication, leadership, authenticity and



empathy are some examples. The advantage is that during the classroom dynamic, students improve these types of skills that can help them lead a team and manage a business in the future. Soft skills help students even when entering the market because this type of ability can compensate for the lack of professional experience.

### ***Create an Industry Culture***

This type of education promotes the creation of an entrepreneurial culture, especially among younger generations. And the more the concept of industry and innovation, the more the economy and society benefit. Even if this culture encourages the development of new solutions to old problems.

### ***Create Opportunities***

This type of education benefits students from all socioeconomic backgrounds. The reason is that it teaches students to think “outside the box” and cultivate unconventional talents and skills. It creates opportunities, ensures social justice, promotes trust and stimulates the economy.

### **Trends in Entrepreneurship Education**

To stay abreast of trends in entrepreneurship education, it is necessary to identify innovative methodologies that can be applied to students. Increasingly, we are using methods that encourage problem-solving through a participatory approach. In other words: students must get their hands dirty and learn from practice too. Innovative methodologies useful for entrepreneurship education include problem-solving learning, design thinking and gamification.

Another way to follow trends is to focus on interdisciplinary and new technologies. After all, when an entrepreneur is going to start a business, he has to gather knowledge and skills from

different fields, right? It must also use technology in processes, as it fits into an increasingly digital world. Nothing could be fairer than including these two factors in entrepreneurship.

One of the benefits of interdisciplinary and the use of technology is the creation of collaborative teaching environments that encourage teamwork. One of the premises of teaching entrepreneurship is to combine the theoretical basis with practical activities that challenge students to solve real market problems that they will face in the future.

There are different trends in the approach to entrepreneurship. One is about technology in education and the other is about the factors that influence it. If you are a manager who wants to promote entrepreneurship among your employees, keeping an eye on these factors can also help you in this task. In the next few lines, you will therefore get to know these movements briefly.

### ***Use of Technology***

There is no way to promote education without using technology since it is integrated into new habits regarding education as well as leisure, work and consumption. An interesting example is that of entrepreneurship competitions, in which young people must create business plans and organize all the structuring of imaginary companies. In this type of activity, you can discover ideas from booming industries around the world, use spreadsheets to modulate costs and revenues, and even make a startup “pitch” through videos.

### ***Deep Integration***

Entrepreneurship education must be integrated into students' classrooms and curricula. It is therefore necessary to invest in programs, training and creative spaces (which you will read about later). Example: Businesses created by students in entrepreneurship competitions can serve as examples in different classes, such as mathematics, chemistry, biology, history, etc.

### ***Research and Relationships***

In terms of search, the trend is towards the increasing use of voice or image search engines. Therefore, personal assistants and gadgets will become part of people's daily lives, who will use the devices in a completely personalized way. When it comes to relationships, there is an intense change in the way people connect with the advent of social media. Today, relationships are mediated by technology, particularly through messaging apps such as WhatsApp.

### ***Makerspaces***

Makerspaces are environments with resources for innovation, experimentation and creativity. These spaces are useful for students to create new solutions and develop the concept of the industry with their hands full. In practice, the “making room” can start with a simple meeting table, access to technology such as tablets or laptops and plenty of reading material. In the teaching of entrepreneurship, another bet is made on consumer trends. In recent years, more and more people are shopping online on e-commerce sites and making digital payments. In addition, social networks are becoming even more relevant to encourage the consumption of products and services.

### ***Passion for Solutions***

Another trend is that creations are driven by solutions to everyday problems. In the concept of industry, this is useful not only for the economy but also for the needs of cities (basic sanitation and drinking water, for example).

### ***Flexible Work***

Flexible working hours, homework and the use of technology in independent activities are some trends that should also be taken into consideration in entrepreneurship. Conventional working hours will still make sense for young people in a few years.

### ***Private Life***

Reading these trends, it is possible to see that technology is increasingly changing the market, consumption and work. But it also comes with a discussion about people's privacy, since they have access to their data through digital services. This theme is evident in the work routine of many businesses, which today are adopting cloud services to store and create all their files and routines. Therefore, the concern and commitment to customers and partners regarding privacy must be taken seriously.

### **Ways to Promote Entrepreneurship Education**

To promote entrepreneurship, one of the things to keep in mind is that interdisciplinary makes all the difference. As we have already mentioned, the business requires the use of knowledge in several areas. This interdisciplinary allows students to use their skills holistically and create more comprehensive solutions to the problems they face. This makes it easier to develop a systemic vision of a company and an open space for innovation. Following are tips for promoting entrepreneurship.

### ***Spotlight on Young People***

From all the ideas in this text, it is clear that this type of learning should be focused on young people. This is how, from a young age, they develop entrepreneurial skills and innovative thinking, which are fundamental in business. The sooner education includes entrepreneurship, the better. One of the objectives of entrepreneurial education is to prepare new generations to build

intelligent and innovative firms that promote the economy and make relevant contributions to society.

### *A New Language Outside the Classroom*

When entrepreneurship becomes a reality, it is also reflected outside the classroom. The knowledge acquired will be used by the students in the market for opportunity identification and business planning.

### **The Challenges of Entrepreneurship Training**

Entrepreneurship still faces various challenges to be implemented. One of them is the very inclusion of the subject in the program schedule for each level of education. The content must address theoretical and practical concepts using interesting methodologies and focus on interdisciplinary. Classes, in turn, must focus on creativity and make room for collaboration. Thus, students can be encouraged to create solutions to real city, consumer and market problems. Another challenge is integrating new technologies and resources (such as making room) into the classroom, which is difficult – particularly in public education. Additionally, investing in entrepreneurship education is a way to add diversity to the business world, which may seem too difficult or complex to outsiders.

Coaching is a process aimed at improving behavioral skills and competencies. The main benefit is that it generates self-knowledge. This makes perfect sense for an entrepreneur, who needs to know their strengths and address their vulnerabilities and limiting beliefs to achieve high performance. It is also self-knowledge that allows the entrepreneur to find a purpose, which will help him run his business.

Several skills are fundamental in the entrepreneur's journey: leadership, systemic vision and motivation, for example. The methodology also helps in creating business strategies and making decisions. This process of personal and professional development allows you to get in touch with your true goals. There, coaching helps you develop a strategic plan, to chart the paths that will allow you to achieve your goals. In other words: you define where you want to go, and coaching maps the path to that place or situation. All these factors are useful in strengthening entrepreneurship education. The more knowledge and personal skills the entrepreneur have, the better he can apply the lessons of business in accordance with his objective.

As we can see, entrepreneurship education is the path to innovation and creating a thematic culture among future generations. But it is not easy to apply in practice, because it still faces several challenges. What can make the difference is being aware of trends in entrepreneurial education which, as we explained above, have a strong connection with technology. And it is worth paying attention to this issue because it generates different benefits not only for students but also for society as a whole. Even if you are a manager operating within a small ecosystem, as a business, investing in entrepreneurship education is also a viable possibility. In this case, the coaching methodology helps the organization and employees to be even better prepared for entrepreneurship.

### **Entrepreneurship from Early Age to Reduce Poverty**

The key argument of the analysis is that recent political, economic, climatic and demographic trends have intersected with increasing vulnerabilities at the individual and household level, creating new models of inclusion for young adults. Among chronically poor youth in Tahoua and Zinder, barriers to education were high due to the inability to pay school fees/food needs, resulting in either exclusion by administrators from school, or self-exclusion. In terms of

livelihoods, access to small capital to move from low-paid agricultural or family work to potentially more rewarding self-employment is very limited for young men and women. Therefore, chronically poor youth tend to remain in the same combinations of daily part-time, agricultural, or non-agricultural employment over time. With limited capital, they are more often forced to rent productive assets rather than own them, further limiting their ability to generate profit from their livelihoods over time. Also, price gouging is a widespread trend in commission-based services, particularly among less-tenured workers. Migration is not an easy external option for young people in chronic poverty due to its financing costs, and when endured.

Some pathways to beneficial inclusion reveal that some young people can still escape poverty in these difficult contexts. Exits from poverty depend mainly on the accumulation of capital and skills earlier in youth, either through education, inheritance (capital or skills) observation, or through migration. Paid work, for the lucky ones, can still be a double-edged sword. For the few people who manage to find work, escape routes are possible, but it is rare to land a long-term contract. For people waiting for salaried employment in the public sector, combining career strategies is a common aspect (part-time in the private sector and “volunteering” in public structures while waiting for a position to open). A much more common route out of poverty is to invest capital and start a business to acquire key skills through school or job training or shadowing, and support from social networks. For most young men, this journey out of poverty begins with the accumulation of capital to cover the transportation costs of migration through family and income. Migration income is then used to invest in a business upon return home. Women more frequently escape poverty when they work within the framework of social norms before questioning them to emancipate themselves and assert their productive role.

There are also new models of precarious forms of inclusion in the world of work and in certain forms of self-employment based on the mortgage of production materials, such as goods given on credit. In unregulated or unfavorable conditions, they often constitute a trap towards chronic poverty or fail to resist systemic shocks/trends favouring re-impoverishment. Temporary exits from poverty are irregular. They also lead to impoverishment when young people face a combination of systemic trends (unstable economic environment, political changes leading to soaring costs of education) and micro-shocks (loss of family support or health shock). The sudden loss of a paid job is a strong factor in impoverishment. This is also the case for prolonged engagement in commission work or self-employment without possession of productive resources (sewing business without machines, motorcycle taxi service with expensive rentals). Migration can also become a factor of impoverishment: the probability of failure is all the greater as the capital and the skills that the migrant possesses upstream are low, and his level of debt is high (informal loans allowing migration to be financed).

### **Examples of Successful Entrepreneurs who started Early.**

Several stories of successful entrepreneurs teach, however, that there is no hard and fast rule when it comes to taking risks in a new business. Given this, there is a list of valuable tips, inspired by stories of famous entrepreneurs, who started their businesses with little or almost nothing.

#### ***Richness is not a Criteria for Starting a Business***

Owner of a fortune of around US\$2.6 billion, Oprah Winfrey is a classic example that you don't need to be born with a silver spoon to become a successful entrepreneur. Perhaps the most famous television presenter on the planet, Oprah also holds the title of the richest black woman in the world and owns a true communications empire. Daughter of a very young single mother, Oprah



spent part of her childhood in rural poverty in the USA, in addition to suffering abuse from relatives and a family friend when she was still a child. Her destiny began to change when, as a teenager, she won a public speaking contest that earned her a full scholarship to Tennessee State University, where she studied Social Communication. Soon after graduation, she started working at a local television channel. It was the beginning of a success story.

“Resources and opportunities are important for starting a business, but it is the entrepreneur’s behavioural skills that will guarantee the success of a company. Among them, I highlight empathy, resilience and creativity. To identify a business opportunity, you need to put yourself in the customer’s shoes. To survive instability, it is important to adapt and learn from problems. To stand out and generate value, you need to think differently. Such skills are not learned, they are developed – and this can be the great strength of those who are already accustomed to a reality of scarce resources”, says Bruno Anicet Bittencourt, professor at the School of Management and Business at the University of Vale do Rio dos Sinos (Unisinos).

There is the critical “plus” of access to credit in the country to encourage new businesses. In this regard, Alessandra Andrade, manager of Faap Business Hub, explains that: “when you have what is called F&F, friends and family, and you can count on the resources of people who believe in you and who are willing to invest in your business, without having to resort to the banking and financial system in general, is easier to start. Now, money alone doesn't solve the problem. We need work and dedication.” Bettencourt also adds that there is a much better chance of making money with a market test than with just an idea on paper. Therefore, entrepreneurs need to test their solutions, even if with a smaller scope and with a smaller audience. This initial experimentation allows not only validation with the market but also an approach to the first customers, possible partners and potential investors.

### ***Overcoming Obstacles Is Part of Entrepreneurship***

In 2018, the Harry Potter books reached the mark of 500 million copies sold worldwide. No one has any doubt that the wizard's stories and everything that derives from them – film adaptations, amusement parks, spin-offs, and an almost infinite line of merchandising – are a success. What many don't know, however, is that the series creator, JK Rowling, saw her idea rejected no less than 12 times before Bloomsbury Publishing decided to publish the first book in the saga, “Harry Potter and the Philosopher's Stone”. Furthermore, the author makes no secret of the fact that she began the wizard's stories during a very turbulent period in her life, when she was divorced, raising her eldest daughter alone and unemployed.

The lesson here is that persistence is the key to any successful business. It is essential for entrepreneurs not to give up as soon as the first obstacle appears. Can you imagine how many jobs would not have been created and how many young people might not have developed a taste for reading if JK Rowling had given up on Harry Potter due to initial rejections of the idea? The essential tip for beginning entrepreneurs regarding the obstacles that may arise is planning.

“Ideally, there should always be a plan that considers potential problems, so that you can prepare yourself in some way for the answers. It is necessary to have the humility to recognize that, no matter how prepared you are, there are many other people who are just as prepared and who aspire to follow the same path”, says José Sarkis Arakelian, administrator and professor at Fundação Armando Alvares Penteado (FAAP). “Difficulties and setbacks will always exist, what is needed is to understand this difficulty and be prepared to act against it. We have to always try to do better than others and persist”, he adds.

### ***Being Geniuses Is Not a Rule***

Another classic story of a successful entrepreneur who came “out of nowhere” is that of Steve Jobs. The adopted son of a simple couple, he started, alongside his friend Steve Wozniak, the billionaire Apple from the garage of his parents' house in California. Then, you stop and think “ok, but Steve Jobs was a genius!” True, but we also need to demystify the idea that you necessarily need to be a genius to undertake. Director of Development at Apple states that this idea is common sense because great inventions remain in the media for decades and are used as examples in courses, lectures and universities. And, generally, they are artefacts linked to technology. “This makes it clear that to be a successful entrepreneur you need to create something revolutionary. We should measure a successful business first by its simplicity and second by the way it solves problems for as many people as possible. It is not always necessary for there to be great technology behind a business for it to be considered innovative. We have to give visibility to small businesses, which make the lives of thousands of people easier but are not always in the media or the spotlight. Great business is usually about simplicity and a different vision of the person who creates that solution or that product”, he says.

Bruno Anicet Bitten Court states that more than genius, simply, the development of a business requires different technical, managerial and behavioural skills. In this sense, teamwork is essential. “In this way, the idea of the 'entrepreneur' capable of resolving everything alone increasingly appears to be inadequate for a scenario as dynamic and uncertain as the current one. It is clear that the most successful businesses are developed by multidisciplinary and complementary teams. After all, it has been shown that innovation arises from exchanges and interactions between people”, he points out.

***Necessity is not the Only Trigger***

A very striking characteristic of entrepreneurs is that innovative ideas tend to emerge in the country only in times of crisis. This, obviously, is not a demerit, but it is necessary to combat the idea that one undertakes only out of necessity. The entrepreneurial spirit must be stimulated at all times. More than starting with “despair”, people need to train their eyes on the needs of the market. When Jan Koum created WhatsApp, for example, he was not in difficulty, despite his humble origins as a Ukrainian immigrant in the United States, but simply identified a trend that was emerging in the market. “When we combine the needs of people with the famous creativity, we have several success stories. Europeans and, mainly, Americans are educated from childhood to undertake and be successful. We also still have a culture of job stability, apart from the bureaucracy and high tax burden. This makes life very difficult for entrepreneurs”, highlights Adilson Félix de Sá.

To change this scenario, the Director of Development at Apple believes it is important to start talking about entrepreneurship from an early age, at school, and that there are also government initiatives in order to make life as easy as possible for those who want to undertake, whether in terms of opening and closing a company or in relation to credits and taxes. The entrepreneurial spirit is in fashion. Politicians, educational leaders, business leaders and entrepreneurs themselves see it as the source of the entrepreneurial culture necessary for the economic renewal that our old countries need. The issue is so important that the entrepreneurial spirit has been recognized by the European Union as one of the eight key skills for lifelong learning. Promoting the diversity of talents and encouraging the entrepreneurial spirit from an early age and during school seems more necessary than ever today.

### ***Fostering an Entrepreneurial Culture***

The term “undertaking” is however overused: it is not only a question of 'earning money' with a start-up, but also above all a question of being the entrepreneur of one's own existence, in order to develop a real posture (and not an imposture) of an entrepreneur whether in the fields of digital, social, art or even crafts. The economic model is more of a means than an end. In addition, developing an entrepreneurial spirit in children, girls and boys, is an excellent way to make them truly aware of their potential and their ability to develop qualities and values that will follow them throughout their lives: confidence, creativity, boldness, perseverance, the ability to manage the zone of discomfort and uncertainty.

### ***The Key to Success Is To Become Entrepreneur of Own Life***

In our interdependent and interconnected world, it has become increasingly important for children to be able to foster a growth mindset to prepare for the challenges of tomorrow. If a child can feel comfortable with risk and have a positive attitude towards failure, he will not be afraid to learn, to conquer unknown territories, and new horizons, and to share his creative ideas. This is the basis of entrepreneurship: allowing everyone to dare to create their own path, their own story. Pedagogy will be increasingly collaborative and the new mission of public schools, in addition to the mission of virtualized knowledge transmission, will have to fold its cards, in the creation of educational and collaborative playgrounds.

### ***Overcoming Educational Biases to Promote Entrepreneurship***

These new dynamics based on concrete situations will probably allow our children to no longer be the passive actors of major technological changes or consumers of the present, but to teach them to become the actors, the agents of change of tomorrow, in the midst of conscious and in total control. Learning to meet challenges, to train for the professions of the future from an early

age, will therefore be at the heart of concerns in order to move from a logic of control and inspection to a logic of trust and cooperation and where we could give the keys to each child to become the entrepreneur of their life. But who says 'starting' also means going beyond the cognitive and educational biases anchored in the collective consciousness, particularly with regard to young girls, entrepreneurship and digital and technology professions? At a time of talent shortage, it is becoming more and more urgent to no longer ignore more than 50% of the population.

The search for a harmonious balance between women and men in digital professions is a major challenge for our country in several respects. This issue is first of all of a social nature, in this sector of activity as in all others it is essential to promote conditions allowing women to have the same rights, to practice the same professions, and to access the same positions of responsibility as men. It is also an issue of sovereignty, in a context where information systems are central to the economic activity of our country. It is also a question of guaranteeing the conditions favouring innovation and the entrepreneurial spirit among small and the little ones of our country, thanks to the contribution of all our living forces, in their differences and their complementarities.

### ***Encouraging the Entrepreneurial Spirit and Balance between Women and Men***

A society should be naturally sensitive to equality issues. It should be fully aware of our social responsibility, committed to the subject of equity between women and men, we are developing numerous initiatives with our partners involved in national education, higher education and the world of continuing education and training.

### **III. Research Methodology**

A strategy using the mixed methodology will be employed to find out the relationship between learning entrepreneurship at an early age and poverty and to find out the relationship between learning entrepreneurship at an early age and homelessness. In this research, the qualitative and the quantitative are in an equal and parallel manner. Two modes of investigation take place simultaneously, not successively. Triangulation of data for convergence of methods is the strategic objective here. This involves obtaining data from different natures to increase knowledge of the observed phenomenon. An in-depth, qualitative approach coexists with a surface approach, carrying statistical generalizations. The interpretation of the results juxtaposes the analyses of quantitative and qualitative data.

Designing a research design with mixed methods involves decisions on the choice of design, its guidance during implementation, and the type of integration of the results. The integration of the data collected depends on the phasing of the methods over time and their interactions. Beyond the conditions of acceptability and usefulness of mixed methods stated above, the mode of integration of data and results is one of the quality criteria of research with mixed methods. Pluye (2019) validated a specific method for assessing the quality of mixed studies, the MMAT (Mixed Methods Appraisal Tool) (Pluye et al., 2011). The evaluation takes into account the standard criteria for evaluating qualitative and quantitative methods but is also interested in the justification of the estimate, the level of integration and the justification of the added value of this integration.

#### **Nature of Research**

The inductive method was used as an orderly form of reasoning, as we moved beyond the analysis of particular data and moved towards general notions about the subject in question. For

Lakatos and Marconi (2010, pg. 68, sic), “induction is a mental process through which, starting from particular data, sufficiently verified, a general or universal truth is inferred, not contained in the parts examined”. Thus, the objective of using this method was to reach broader conclusions than the content established in the premises on which it is based, that is, starting from a phenomenon to arrive at a general law through observation and experimentation, discovering the relationship between two or more phenomena to generalize an answer.

Regarding the nature of the research, the mixed method was chosen as the most appropriate approach to this study, that is, it encompasses aspects inherent to quantitative and qualitative research. According to Gressler (2007), the quantitative approach is characterized by the formulation of hypotheses, operational definitions of variables, quantification in the modalities of data and information collection, and use of statistical treatments and has, in principle, the intention of guaranteeing the accuracy of the results. , avoid distortions of analysis and interpretation. Qualitative, therefore, is used when seeking to describe the complexity of a given problem, not involving manipulation of variables and experimental studies. In this way, we intended to analyze both the numbers that quantified the data collected, as well as the perspectives of the answers given by the participants during the research.

## **Research Design**

Beyond the objective necessities that have been recalled to produce the most efficient research design possible, the choice of a design has been determined by more subjective elements such as the epistemological posture of the researcher and his methodological know-how as well as his ease of access to land. The guidance of the investigation and the choice of design are not completely determined by the representation that the researcher previously constructed of the data



and results. His self-efficacy to include one's research within mixed methods will play a triggering or avoidance role. Past experiences, successes and failures, contribute to decisions and guidance.

In mixed methods, researchers (Morse et al., 2006) consider that it is possible to combine two different quantitative or qualitative methods in the same mixed research design. However whatever either the nature or the quantity of the methods, it seems that one is often preponderant compared to the others, the latter coming to explain, illustrate or discuss the results of the first, which Creswell nevertheless contests (2009).

The priority given to the qualitative or the quantitative methodology is based on its structures the collection of data and their interpretation, must be explained from the outset. Pluye and his colleagues (2019), in the field of patient-oriented research, showed that in 2015, 20% of research publications that announced a mixed design did not meet the minimum criteria for the combination of methods and that a small proportion of research could be truly qualified as “All mixed methods”, the others prioritizing either the qualitative or the quantitative as the preponderant method.

As for the purposes, this work is characterized as exploratory and descriptive research. Exploratory, therefore, normally occurs when there is little knowledge about the topic to be addressed. Through the exploratory study, we seek to understand the subject in greater depth, in order to make it clearer or construct important questions for conducting the research. For Gil (1996), exploratory research aims to provide greater familiarity with the problem, with a view to making it more explicit or building hypotheses. It can be said that this research has as its main objective the improvement of ideas or the discovery of intuitions. It is also characterized as descriptive, since, according to Santos (2009, p. 193, sic) “In descriptive research, the characteristics of a given population are described, a descriptive study of a given phenomenon

with its variables". For Vergara (2007), descriptive research is one that exposes clear and well-defined characteristics of a given population or phenomenon, which involves standardized and well-structured data collection techniques. Therefore, this research was developed to provide a general overview of the teaching of entrepreneurship in basic education, which contributes to clarifying issues superficially addressed on this subject.

Regarding the means, it is classified as bibliographic and field research. Severino (2007) says that bibliographic research is that which is carried out based on the available record, resulting from previous research, in printed documents, such as books, articles, theses, etc. It uses data or theoretical categories already worked on by other researchers and duly registered. Therefore, bibliographical research was of fundamental importance for the construction of the theoretical foundation of this research, as we sought to find works with objectivity and a wealth of information that could contribute to understanding the importance of teaching entrepreneurship.

### **Data Collection**

In this research, for a quantitative approach, a questionnaire has been designed with closed-ended questions based on the Likert Scale. For a qualitative approach in this research bibliographic study will be conducted to incorporate suggestions for entrepreneurship ideas for young kids to combat poverty and homelessness in future. There are numerous researchers who worked on the benefits of entrepreneurship education at a younger age. Quantitative methods require careful attention to monitoring data collection, "straightening" samples, rerunning collection, and other operations to ensure statistical processing of the largest volume of data possible. In the case of this research, questionnaires and measurement scales have to be established, the psychometric validity of these tools is necessary to be established, and the conduct of the survey has to be precise and based on a succession of exploratory and confirmatory phases. This schedule is not always

compatible with a qualitative approach, which is inherently more flexible to implement. Its rigour is determined by other parameters: open-ended surveys, and control of the methods implemented to avoid bias due to the investigator in the management of interviews or observations. Planning itself can be uncertain, but the principle of information saturation remains empirical. It requires analyzing the interviews continuously and processing each observation without delay in order to stop data collection when the latest observations no longer bring new material.

### ***Data Collection Instrument***

As for the research instruments, a questionnaire composed of ten closed questions was used as a tool for data collection, five of which had space to justify their choice, which was delivered to the participants to be answered through email. According to the author Gil (1999, p.128), the questionnaire can be defined as “the investigation technique composed of a more or a smaller number of questions presented in writing to people, with the objective of knowing opinions, beliefs, feelings, interests, expectations, situations experienced, etc.” For Marconi and Lakatos (2010, p. 184), “the questionnaire is a data collection instrument consisting of an ordered series of questions, which must be answered in writing and without the presence of the investigator”.

On the other hand, for the qualitative part of the research, Google Scholar has been used to search for articles and books. 15 resources in total have been chosen that were related to the entrepreneurship ideas for young kids to combat poverty and homelessness in future. In bibliographical research, information was sought in books, dissertations, theses, articles, internet and periodicals. As a result of this research, a greater knowledge of entrepreneurship, business opportunities, environment and culture

### ***Population and Sample***

As for the research subjects, the sample to be studied was defined, using as a selection method the ranking of schools that are best classified, with three schools from the state education network, which will be identified in this work as School A, B and C. 30 (thirty) students from each school participated, totalling 90 (ninety) participants, being students from the 1st, 2nd and 3rd year of secondary education of these institutions, being divided into a proportion of 50% female and 50% male.

### **Data Analysis**

Data analysis has been done in two steps. First of all, the data obtained from the quantitative questionnaire will be analysed using SPSS (Statistical Package for Social Sciences) and MS Excel. Descriptive statistics Pearson correlation, and linear regression techniques will be used in order to investigate the hypothesis. Secondly, qualitative data will be analysed using interpretive techniques where data obtained from scholarly sources has been deconstructed to obtain the required information.

Analysis in SPSS allowed the insertion of research data generating graphs enabling more detailed treatment, allowing the creation of various analysis models, and facilitating understanding for readers. Analysis in MS Excel has been used to present the frequency and graphs. For Gil (2010), once collected, the data must be analyzed to provide support for the answers to the problem proposed for the investigation. Furthermore, the author reports that these data need to have a broader interpretation, which in turn, will depend on the knowledge previously acquired by the researcher. From the graphs prepared, a quantitative analysis of the data was carried out in an empirical manner, considering that throughout the development of the research, a theoretical and scientific basis was obtained regarding the bibliography relating to the subject, facilitating the interpretation and analysis of data.

The connection of the phases has been obtained when, for example, a quantitative phase makes it possible to identify specific profiles in the sample based on the variables explored. Individuals' representative of these profiles have then been interviewed. Quantitative and qualitative results have been presented successively, and the connection of phases has provided new dimensions of investigation.

Comparison of results has been conducted by examining quantitative and qualitative results independently of each other. The convergence or divergence of the results is then the subject of the analyses. The comparison has also been related to interdependent results, for example, when the quantitative variables are also at the heart of the interviews and subsequently processed using thematic content analysis.

Finally, all of the results have been compared and discussed. The integration of the two types of methods is strong. One does not influence the other when it comes to collecting data. On the other hand, the integration of analyses resulting from these methods is strong enough to constitute the results of the research. The quantitative approach based on inferential statistics ultimately brought clarity to the results, an added value that the qualitative approach could not provide alone.

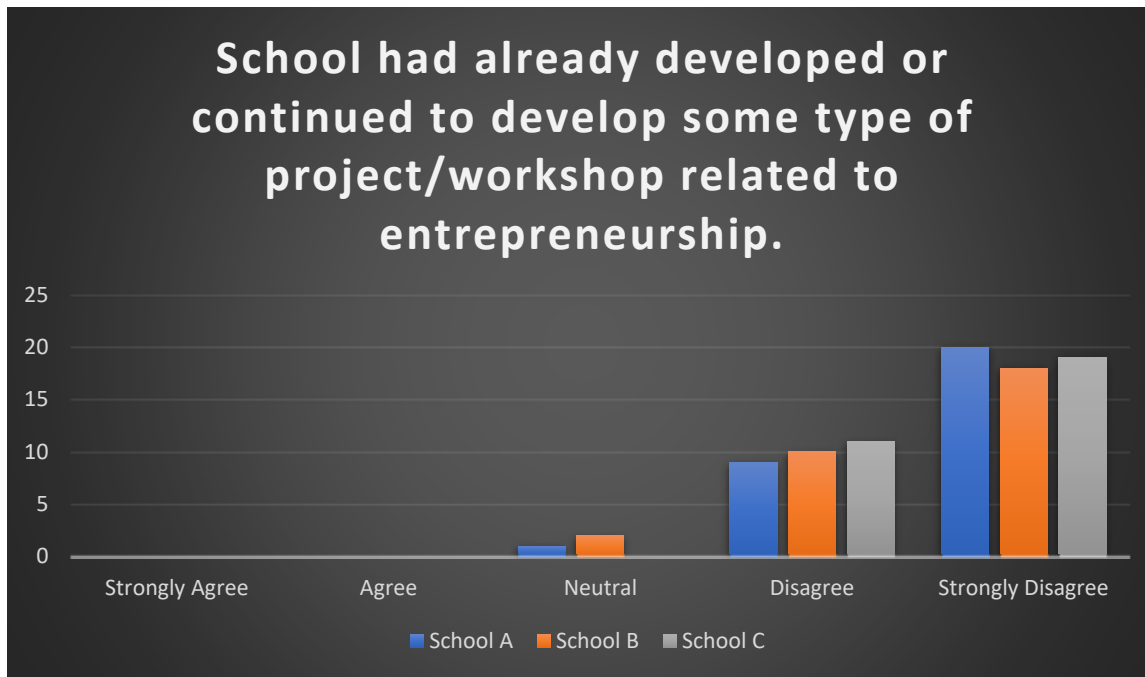
### **Ethical Consideration**

Both the questionnaires developed for this research have first been presented to the ethical committee of the College for review and secondly, the consent of respondents has already been obtained before asking them to fill the questionnaire. This is how the research will follow all ethical and moral standards as no reward will be offered to respondents in return for gathering data from them.

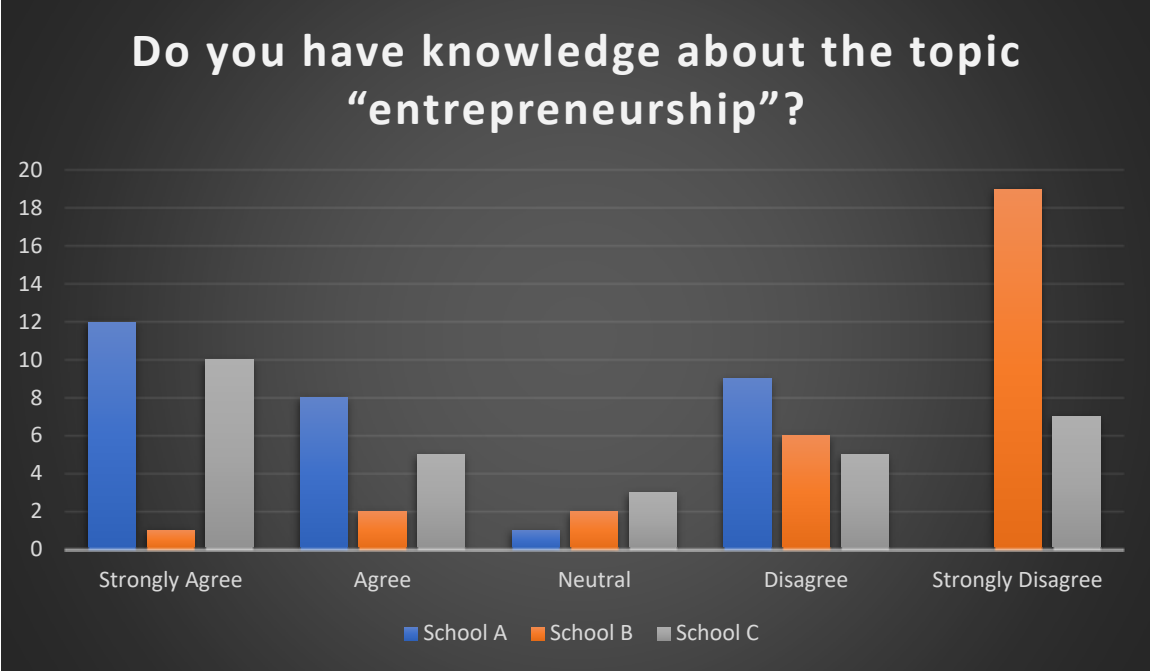
## IV. Results and Analysis

### Findings from Quantitative Research

This topic aims to present the results of the research carried out in three regular secondary schools in the state education network. Initially, the results are discussed, leading to some possible inductions, and then the graphs are presented.

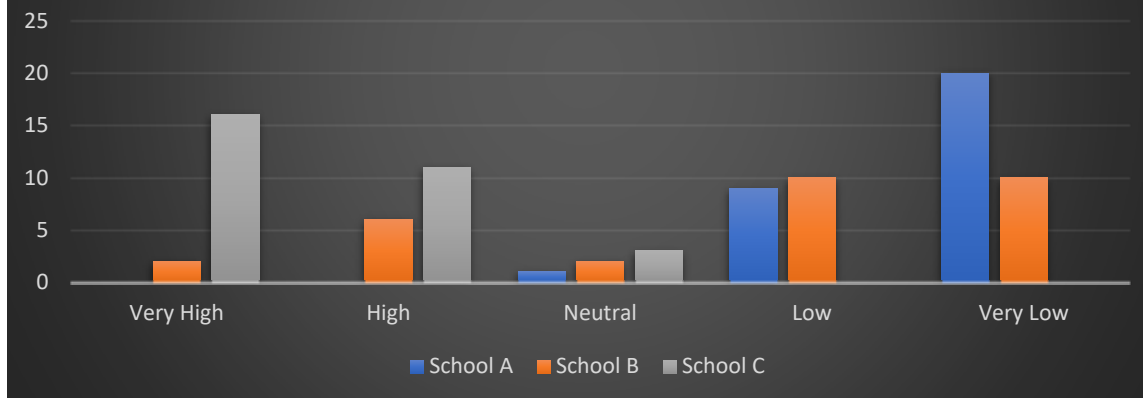


Graph 01 sought to investigate whether the selected schools had already developed or continued to develop some type of project/workshop related to companies, and as shown in the graph, 87 participants from the three schools reported that it had never been worked on. In view of the significant result, it is noted that schools need to implement new projects or different activities that can contribute to the current teaching model, with the aim of better preparing young people for an increasingly globalized and demanding world.



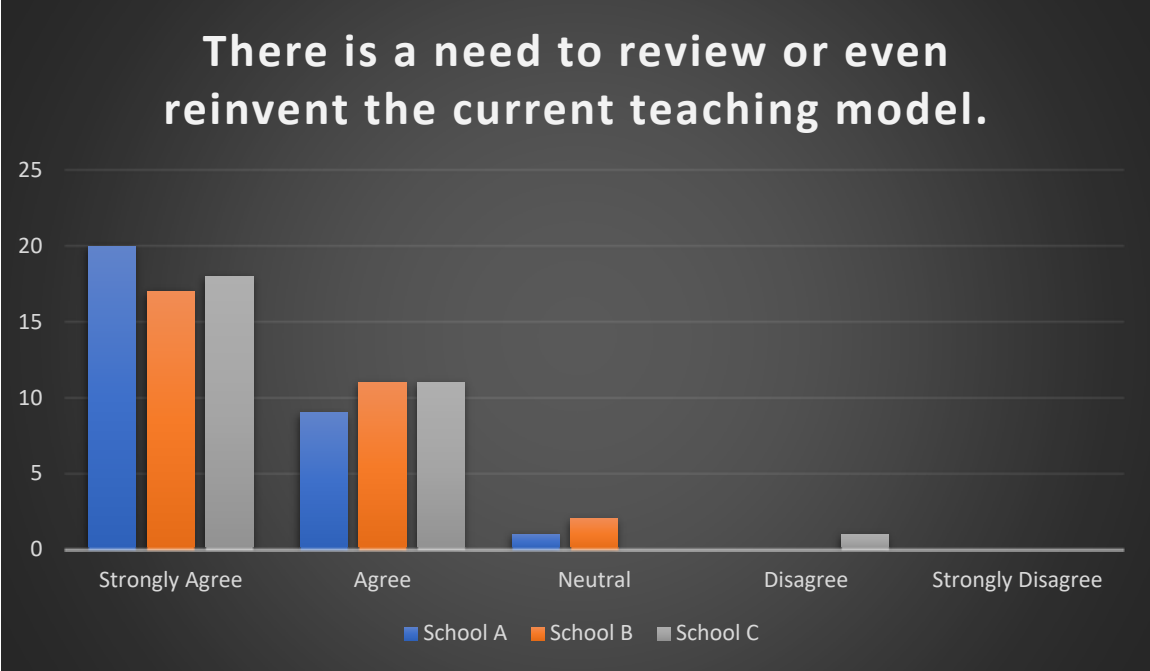
In graph 02, research participants were asked whether they had knowledge about the topic “entrepreneurship”. According to the result, it became evident how unknown the topic in question is in basic education. School A had the highest index of participants who demonstrated knowledge of the subject, while school B had the worst of students being unaware of the topic covered. According to these results, it is clear that teaching entrepreneurship is still uncommon in basic education, as, as we can see, the rate of students who are unaware of the subject is still very high.

## What are the expectations of young people regarding the perspective offered by the current education model through the job market?



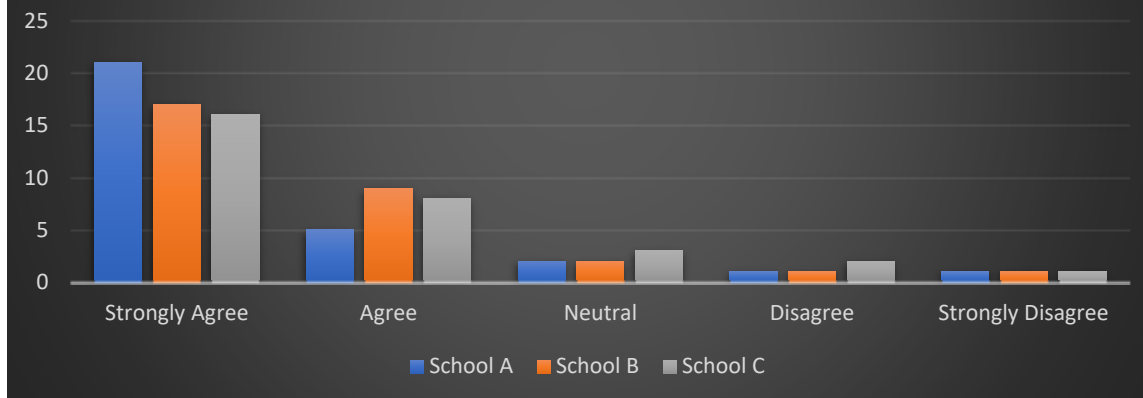
The data in Graph 03 allows us to visualize the expectations of young people regarding the perspective offered by the current education model through the job market. The majority of students from School C answered that their expectations are high, because they believe in positive expectations, however, the majority of students from School A answered that their expectations are low, because they do not believe in positive expectations. Because of the results obtained, it appears that there is a certain balance in the opinion of young people between “agreeing and disagreeing” in relation to the expectations offered by the current teaching model, which leads us to conclude that the existing teaching method in schools does not is being effective.





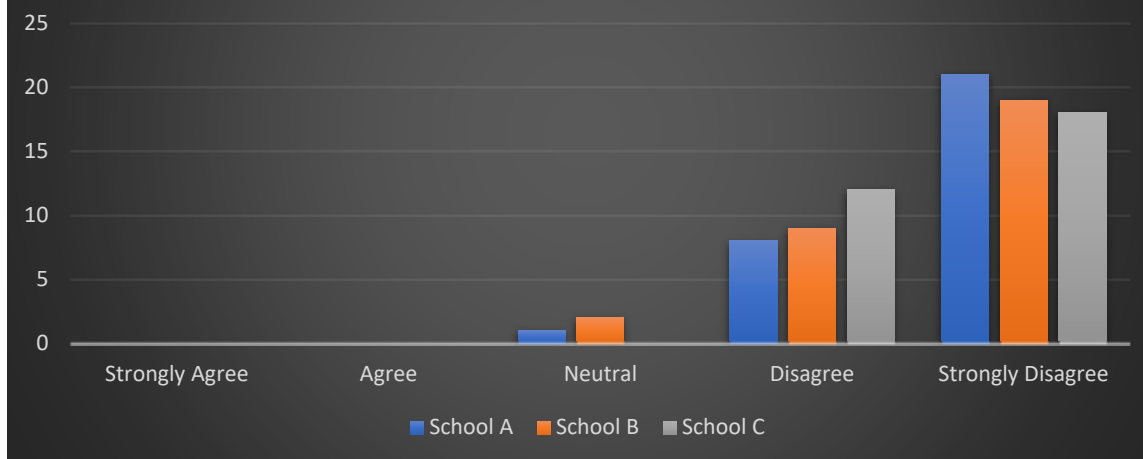
Graph 04 presents the opinion of students when asked whether they believe there is a need to review the teaching model in basic education. Based on the data obtained, it is noted that the majority of participants in the three schools believe there is a need to review or even reinvent the current teaching model, as, in at least one of the schools in each grade, the percentage of 100%, while the others had a very approximate percentage.

## The existing teaching model in basic education encourages and helps young people discover their professional skills.

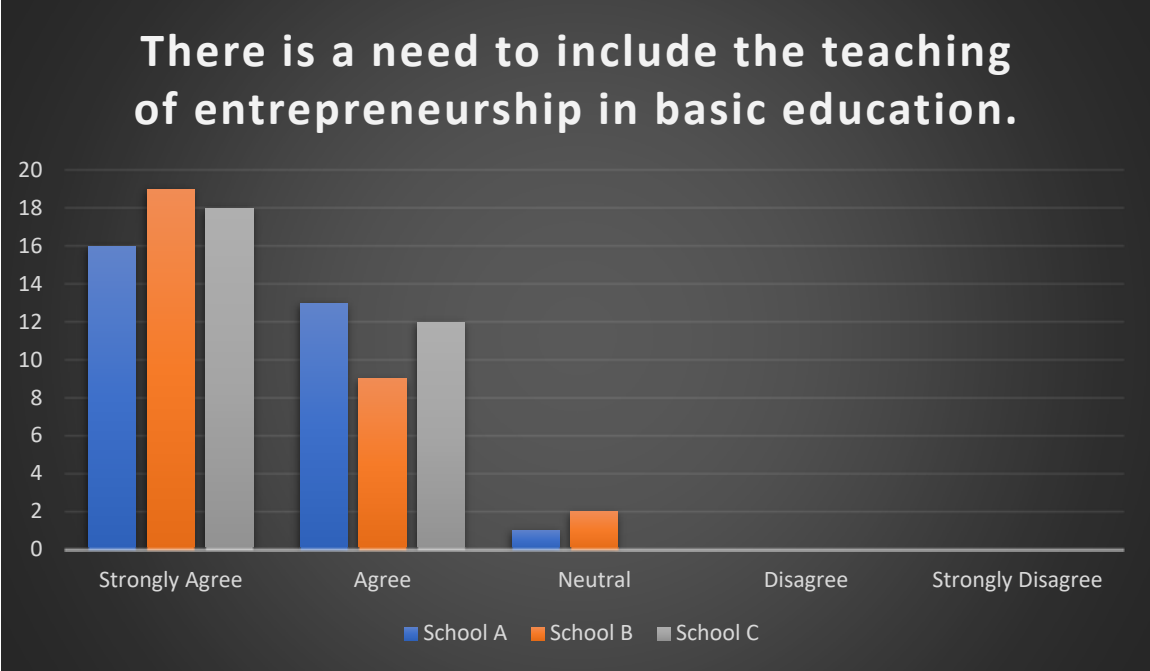


In Graph 05, participants were asked whether, for them, the existing teaching model in basic education encourages and helps young people discover their professional skills. As can be seen, the majority of students agreed, they believe that the current teaching model helps them discover their professional capabilities. Despite the predominance in favour of the agree option, it was noticed that some of the participants still consider that the current teaching model does not help young people discover their potential, thus forming individuals with reduced capacity to face the demands of the current situation in the job market.

## The traditional teaching model favors the development of entrepreneurial culture within the local community.

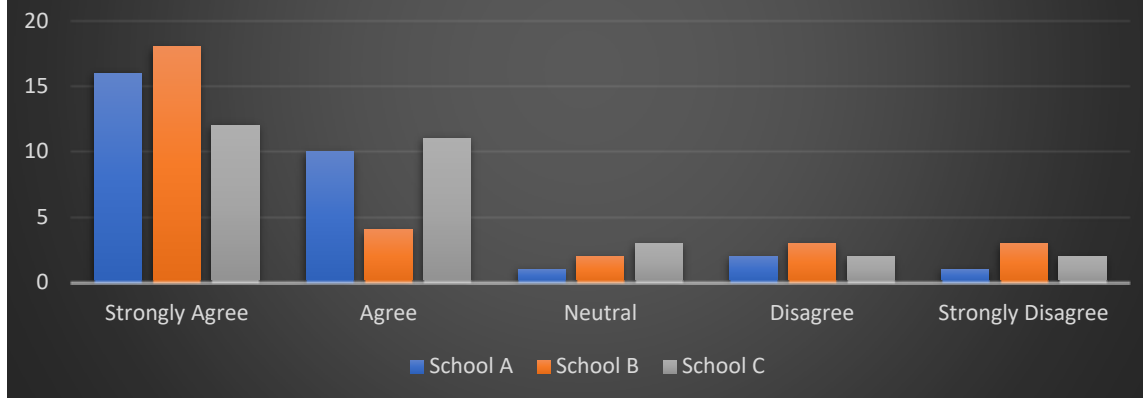


Graph 06 sought to investigate whether the traditional teaching model favours the development of entrepreneurial culture within the local community. According to the data obtained. Most students agreed that the existing teaching model in basic education does not favour the development of an entrepreneurial culture. Considering the importance of the subject, and how much entrepreneurship is increasingly in evidence, there is a need to work on the formation of an entrepreneurial culture, and for this, it is necessary to include the teaching of entrepreneurship from basic education onwards.

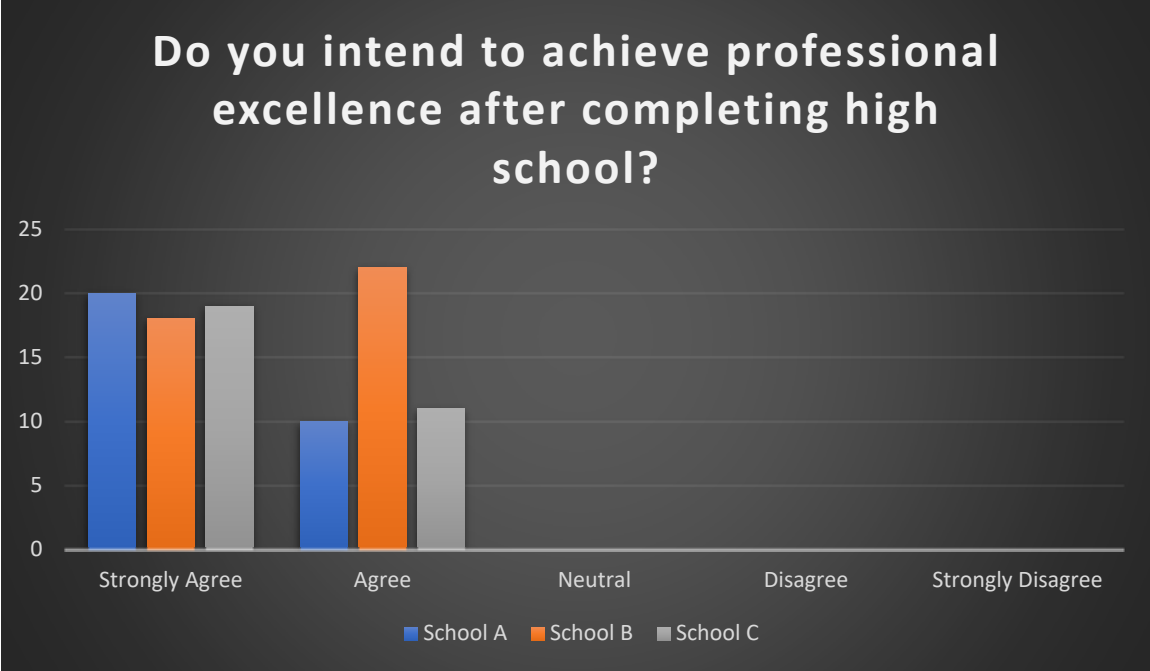


In Graph 07, students were asked about the need to include the teaching of entrepreneurship in basic education. According to the results, almost 100% of students at all 3 schools think there is a dire need to include entrepreneurship teaching, it was found that for the majority it is viable and has a lot to contribute to the training of young people, enabling them to have an expanded vision of the future when they leave high school, even encouraging them to set up their own business.

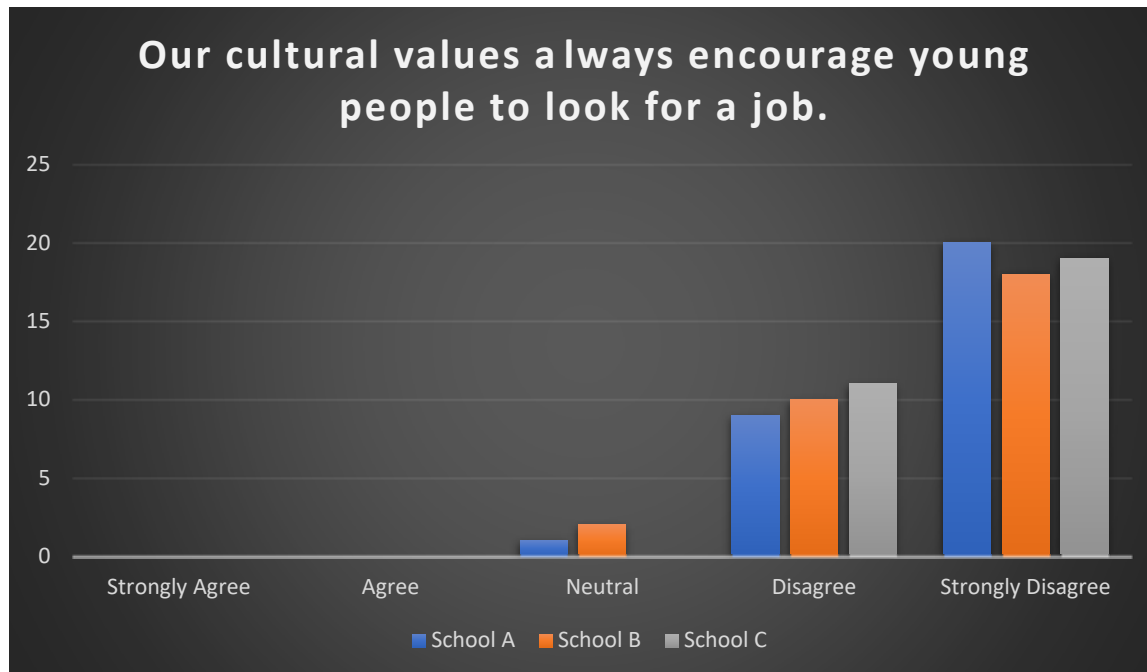
## The basic education emphasizes the development of young people's individual capacity to search for and identify new business opportunities.



Graph 08 presents the participants' opinions regarding the question of whether they consider that basic education emphasizes the development of young people's capacity to search for and identify new business opportunities. Most of the students from all three schools agreed to it. Therefore, it is noted that despite the positive result, it is necessary to improve them even further, since even the majority demonstrate that the current teaching model contributes to stimulating young people's perception of identifying new opportunities.



Next, graph 09 sought to discover if the participants intend to achieve professional excellence after completing high school. Among the available options, it was evident that many students intend to attend college, however, this result was already expected. The real objective of this question was to identify whether there would be participants with a different vision of the future, and as we can see, in relation to the first alternative that seeks to achieve stability with formal employment. In view of these results, it is noted that within this percentage of participants with a different vision, only a minority opted for the fourth alternative, which is those who wish to work on their own, thus demonstrating that they are students with a potential entrepreneurial profile. However, those who stood out the most were the students who chose to achieve stability with a formal job, demonstrating that no matter how small it may be, there is a culture embedded in the current teaching model, which induces young people to see themselves only as employees and not as owners of their own business.



To conclude the analyses, graph 10 presents data related to the students' opinions, to check whether they agree with the statement that “Our cultural values always encourage young people to look for a job” Dolabela (2008a, p. 57). Significantly, the data shows that in all schools students agree with Fernando Dolabela's statement, showing that we need to change our cultural values and, to achieve this, we must begin this change by introducing the teaching of entrepreneurship from basic education, Therefore, it is necessary to prepare young people for life and not just to pass the entrance exam or look for a job.

### **Findings from Qualitative Research**

The term “entrepreneur” is overused, it is not only a question of 'making money' with a start-up, it is above all a question of being the entrepreneur of one's existence, in order to develop a real posture (and not an imitation) of an entrepreneur whether in the digital, social, art or even craftsmanship fields. The business model is more a means than an end. In addition, developing the entrepreneurial spirit in children, girls and boys, is an excellent way to make them truly aware of

their potential and their ability to develop qualities and values that will follow them throughout their lives: confidence, creativity, audacity, perseverance, the ability to deal with discomfort and uncertainty.

Entrepreneurship is a term widely used in companies and is related to the creation of companies or a new product, but the undertaking is also about adding value and knowing how to identify opportunities by transforming them into a profitable business. It originates from the English entrepreneurship, from the Latin *comprehender*, which means to try, and run an enterprise; an expression ancient since the 15th century (Silva and Pena, 2017). The definition of an entrepreneur has only blossomed over the years. When it started in the middle ages, she was referring to those who took care of big projects, only.

In the seventeenth century, another meaning was added to the entrepreneur, the one who takes risks (Bispo et al., 2018). In addition, *entrepreneur* (entrepreneur) word of French origin, emerged in the twelfth century, referring to those who encourage fights. During the sixteenth century, designated who assumed responsibilities, and in the military environment which was to conduct an action. After that, it was only at the end of the 17th century and, the beginning of the 18th, that he passed designate people who create projects (Silva and Pena, 2017).

When the terms entrepreneurship and entrepreneur emerged, through their importance in the social and economic environment, there was a need for greater knowledge and studies in these areas, it was then that in 1932 Joseph Schumpeter, an Austrian economist and political scientist, entered Harvard University to teach classroom. Soon after, a research centre was created, specializing in entrepreneurship, and finally in 1947 the first course in entrepreneurship was offered by the university (Machado and Nassif, 2012). Even though it is very old, entrepreneurship had greater importance in recent years. Reports indicate that the first time that entrepreneurship



was inserted as a discipline. For this to be carried out, this discipline was based on research with entrepreneurs and took the name of *Novos Negócios* (Junior et al., 2006).

In many countries, until the 1990s, entrepreneurship was still unknown. Soon after that fact, entrepreneurs already existed in the country, but their number was smaller compared to what it is today, and there weren't many company openings due to economic fragility (Silveira, 2008). The evolution of the Rate of Initial Entrepreneurs in comparison to other countries is superior. The numbers according to the survey GEM (Global Entrepreneurship Monitor) in 2008 the rate was 10.48%, showing great entrepreneurial capacity and creativity. Besides having a relationship with the economy, entrepreneurship can now be considered a factor of social inclusion. Entrepreneurial education can be defined in addition to being a factor in creating products, and services for companies with economic value, creating an environment where they encourage social behaviours that create new ideas generating independent jobs (Costa and Carvalho, 2011).

Entrepreneurial education aims to encourage children to look and entrepreneurial thinking, encouraging them to observe opportunities in the environment that is inserted. The teaching of entrepreneurship enables the child to be proactive in their attitudes according to Brasília (2017) “that has a behaviour, and this behaviour brings an entrepreneurial attitude and this attitude he uses for life. So that he can become the protagonist of his story”. The importance of entrepreneurial study shows the need to create entrepreneurial behaviour through activities encouraging children to take risks, observe opportunities, and discover problem resolution problems through innovation, approaching in a playful way the fixation of concepts of entrepreneurship. It is important that through the study the student can look at the needs of surrounding areas and look for an idea for a new business as mentioned: “The ideas come up based on the need and the reference that you end up having if there is a need and on top of the need you create when we work with these young

people, these children, the incentive is that they always have an eye for opportunities that present themselves within the environment in which they are inserted, and the school they are inserted in.

It is important that students, even in their youth, be exposed to entrepreneurial experiences, so that they seek to explore to the maximum the potential entrepreneur, because only then can everyone benefit from the stimulus given to students even before they arrive at the university (Dutra et al., 2001). The search for tools to stimulate an attitude of entrepreneurial spirit will result in professionals who are better able to face challenges and succeed in business, in addition to enhancing critical social and leadership skills in students. Entrepreneurial education plays a key role in the development of an entrepreneurial culture in society and, therefore, it is necessary to investigate the characteristics and teaching methods suitable for understanding the phenomenon of entrepreneurship and the training process of entrepreneurs (Silva and Pena, 2017, p.391-392).

Considering this context, the importance of encouraging entrepreneurship for children arises. Visible the lack of strengthening of these young people to undertake so that they learn to be ethical, think about what they are working on and have more autonomy: Applied entrepreneurship to kindergarten students, this awakens the protagonist side in children, that is, through simple, creative, different and engaging activities, it becomes a simple way to stimulate these characteristics in them so that they become adults prepared for the life challenges. (Saroba, 2014.p.2).

The school environment is the best place to introduce the practices of entrepreneurship, awakening the creative and entrepreneurial side of these young people who represent the future of organizations, entrepreneurship for children is becoming a very important aspect nowadays, in order to promote a more engaged education, forming young people capable of making more assertive and make them more committed. Childhood entrepreneurship has. The main objective is

to develop methods that encourage these children to become more creative and stimulate their main entrepreneurial characteristics. Children bring these entrepreneurial characteristics with them, through curiosity and intelligence, but it is essential to stimulate this capacity for creation and observation, betting on their potential, transforming education into a bridge to a future of achievements (Saroba, 2014. p.3.). Note the importance of developing teaching methods in public schools that encourage these children to be more proactive, as they are the future of organizations, comes from these children the entrepreneurial knowledge to improve the performance of companies, remembering that in addition to acquiring knowledge to itself, it also transfers knowledge to those who teach what is important for people as a whole. The teaching of entrepreneurship adds wisdom to the children who, with a combination of other learnings, become gifted beings of cognition. The dissemination of entrepreneurial culture in society is awakening the entrepreneurial spirit (Saroba, 2014.p.2).

Early childhood education is nothing more than the first part of the basic education of children. It aims at the complete development of the child from zero to six years old, addressing various intellectual aspects to society and the kind of familiarity. This whole concept is supported by law and must be given in daycare centres, and pre-schools, but it is the responsibility of each municipality to implement it (Pacievitch). In development, we see that basic education is an important step. Currently, your duty is changing, pondering questions about policies, inserting new pedagogical projects and instigating new research (Vaz E Momm, 2012).

In addition to the aforementioned aspects, a new way of educating is being implemented. In schools, the student is self-sufficient in solving day-to-day problems a day, but respecting their space (Pereira, 2015). In view of these facts and all the repercussions in recent years, Entrepreneurship has spread in the educational environment as a trick of training good

professionals for the job market discipline comes gaining space worldwide in public and private institutions, both in the basic, as well as professionalizing and soon enter rooms of different levels (Silva and Cária, 2015).

In addition to being related to the economy, entrepreneurship can now be considered a factor of social inclusion. Entrepreneurial education can be defined in addition to being a factor in the creation of products and services for companies with economics, it creates an environment where they encourage social behaviours that create new ideas generating independent jobs (Costa and Carvalho, 2011). With entrepreneurship spreading, it has been the preferred theme of some studies. Conducted in several countries, these studies proved the role of entrepreneurship in the social and economic growth of a country. You obtained results that were positive, showing that the more entrepreneur society has, the greater the development, generating more wealth (Sela et al., 2006). The theme becomes important as we realize that children and Teenagers are the entrepreneurs of the future. If applied to teaching where students have characteristics such as intelligence, creativity and curiosity, it is easier to assimilate these subjects during the course of teaching (Zambon and Junior, 2010).

When a company starts operating, it has to be taken into account who are your customers, market, and who will be your suppliers but that does not happen in practice, causing them to close their doors. That's why the importance this academic looks at the entrepreneurial area, where they would have basic information about entrepreneurship, reducing losses, and increasing the success of these ventures (Matos, 2017). Didactic teaching follows a custom, it consists of subjects that generate knowledge.

Once entrepreneurship enters as a subject in the curriculum, it breaks this pattern, giving way to the characteristics and entrepreneurial personalities of each one (Neto et al., 2016) Like

any question, some studies have pointed to the teaching of entrepreneurship some negative reviews. Taking some studies, the critics mentioned refer to human behavior: On the other hand, some summaries addressed criticisms of this new pedagogy and the strategies that present this end. Entrepreneurial education is criticized by some abstracts as a form of control that exacerbates symptoms in individuals such as affective inhibition, intrigue, lack of communication, individualism, awakens unbridled competition, causing inequality between people to increase. In addition to these negative characteristics related to entrepreneurial education, abstracts critical of the theme reinforce the negative side of entrepreneurial education, arguing that this model of education is shared in contemporary societies, with the ambiguous logistics of neoliberalism (Silva, 2015, p.153).

Despite criticism, teaching entrepreneurship in schools, with greater information companies would have better performance, making the parent economy have greater circulation. Currently, the concern to improve society through education is one of the ideas of the educators, but this does not allow to prepare entrepreneurs capable of creating companies, so entrepreneurship did not emerge in schools regularly, as one more competence to be developed in the students, and thus its origin is linked to administration courses, where there is still a lot of fear on the part of teachers when dealing with the subject, perhaps due to the fact that there are differences between forming a manager and an entrepreneur: It is true that entrepreneurship is not configured as a discipline, with specific methodologies and strategies that make it possible to compose performance standards, but it becomes necessary insofar as entrepreneurial behavior leads to the glimpse of opportunities and innovations that drive successful businesses. (Barros, Lima, 2012, p.4).

One can observe the distance between professionals concerned with education and those who want to train entrepreneurs, there are few studies that look at both sides. These days the focus is not just on managing companies, there are several methodologies and environments that should be considered. This reflects the revolution in the new way of looking at entrepreneurship. Thus, the importance of entrepreneurship for the economy, this practice will provide an educational basis for future entrepreneurs stimulating their skills, and creativity from an early age: Education is the basis of the virtuous cycle of entrepreneurship, as it promotes a society that welcomes the entrepreneurial individual, encourages the next generation of entrepreneurs and provides training tools so that there is a greater number of entrepreneurial individuals (Grin, et al. 2012, p .13).

Entrepreneurial education proposes programs for the development of education, forming from the beginning the entrepreneurial spirit in children and young people who start school. Currently, most young people have little or no entrepreneurial culture, and innovation and entrepreneurial spirit are becoming more and more necessary. So, there is no implementation of entrepreneurial techniques in most educational institutions, it is necessary to encourage these young people. Entrepreneurial behavior is a term used to designate the characteristics of an entrepreneur. In fact, he is that person who is in constant search for information, knowledge of the area in which it operates, and knowledge of itself, with several facts that can influence, from a work relationship work, even the goal you want to reach (Bueno et al., 2004). There are characteristics that represent the starting point for a great business, of which we can start talking about the search for opportunities and initiative, which is the ability to anticipate facts, think of something new, and face unexplored facts (Poncio, 2016).

Another characteristic is persistence. It is described as the strength and courage of an entrepreneur because, to reach the final objective, it is necessary to let fear aside, face all the

challenges along the way, and persist when many abandon their ways (Brasileiro, 2010). The business world is a very competitive market and another characteristic we will talk about is vision. Highlight and success come when you meet cracks that need a quick solution, resulting in a great opportunity for understanding (Santos, 2017). Following the characteristics, we highlight the ability to lead, which is defined as a talent for leading people, aiming at organizational growth. It is fundamental for the entrepreneur to believe in himself, since in this way he will have to go through numerous challenges (Santos et al., 2010).

Evaluating alternatives, measuring risks and solving the results, there is talk of running calculated risks, since the entrepreneur will have to be willing to face challenges and speak for each one of them (Pôncio, 2016). All these characteristics mentioned above are essential for success because along the way there will be difficulties that the entrepreneur will have to go through to achieve the expected success (Brasileiro, 2010). The entrepreneurial vision is generated through the entrepreneurial attitude “The entrepreneur is someone who normally transforms knowledge into wealth through creativity, he creates something new. The entrepreneur is responsible for innovation” (Dolabela, 2011) that goes beyond opening your own company to It extends to the entrepreneur and the employee when he seeks to improvement of processes and improvement of business development. Innovation is defined by a construct with several definitions, which goes through the conversion of knowledge and ideas into new or improved products, processes or services to gain competitive advantage, or else as a process of turning an opportunity into a new idea and putting it to use broadest possible way (Cintra and Silveira, 2017, p.1). For these attitudes to be active in the work environment, it is necessary to the constant encouragement to everyone who makes up the company “These are people who do and question

all the time: why not do it differently? Why not serve the customer differently? Why not solve the problem in a way different? This is also entrepreneurship.” (Damasceno, 2015).

Encouraging the vision of new opportunities generates entrepreneurs and more participatory employees generating better company performance in the market that operates “the creation of a more participative and stimulating to new initiatives as the key to obtaining a result better” (Chieh, 2007, p.13). The success of these measures and the promotion of entrepreneurship in managers and employees is directly linked to the teaching of entrepreneurial practices. The application of entrepreneurship teaching in primary and secondary education is still low and, in the world, countries like China and Russia have application levels of this type of higher education in relation to more developed countries How Germany and the United States as a consequence have a business environment with better opportunities (GEM, 2016, p.95).

Control in administrative functions aims to analyze the work that is being developed comparing what was done to what is being done, in order to point out deviations from the plan and propose alternatives to eliminate the difficulties encountered. The purpose of controlling and managing is to correct flaws in all phases of the administrative process from planning, going through organizing and directing, indicating corrective measures in addition to preventing new failures, and suggesting ways to avoid them: The business environment is more turbulent and complex, which requires a better understanding and effective management of the company's activities, involving its planning and control. With elements of business management, it is understood nowadays that strategic planning is imposed precisely to contribute to the positioning that the company must define (Muller, 2003, p. 18.).

Over the past few decades, the market has become increasingly demanding, and companies have to adapt to the new environment, and to the new methods for the company's growth, and



today it is very important to know how to administer and manage the business in a way that broadens the horizons of large organizations. To create mechanisms that help identify failures that can be resolved easily by the manager and make it possible to prevent the simplest faults and thus be able to remedy them: As the demand for project management grows, there is a greater need to understand its use, benefits and application possibilities in business management, since organizations differ in terms of their stage (Silveira, 2012, p. 2.).

Entrepreneurship is also about managing and controlling, as it needs to create a mechanism that facilitates and eliminates failures, an organizational environment needs to be organized and well-planned so that new ideas can be sought. To plan, organize, direct, and control is the foundation for building success and in turn being able to manage a business wisely. At the moment the failure of most companies is related to poor management of entrepreneurs, perhaps because they did not have an educational base that would provide the knowledge of how to prevent or correct errors that often occur due to lack of information, it is necessary to be connected to this new world where children are the basis of the organizational environment that is eager for young minds and thinkers, it is necessary to prepare them for this market.

The teaching of applied entrepreneurship in school has been the opportunities around the interaction with the environment in which he lives that motivates him to undertake: What makes an entrepreneur is a set of attitudes and behaviours that predispose him to be creative, to identify the opportunity, namely, to seize it. The entrepreneur's main knowledge is not in books, but around him, in people, in the market, and the world. The reading and interpretation that the entrepreneur makes of the environment will lead him to success or not (Dolabella, 1999 p. 23-24).

Entrepreneurship teaching seeks to reduce the creation of companies that have the minimum knowledge for maintenance of its business what they lead to close the doors “Sebrae

statistics indicate that 60% of the 500 thousand small and microenterprises that are opened every year close their doors before to complete five years” (Dolabella, 1999, p.19). Inserting the study of entrepreneurship in schools has, in effect, the generation of an adult who took the practice of entrepreneurship as an attitude applied in the process, whether from the companies that operate “Today, even for those who are going to be employed, a high degree of “entrepreneurship”. To the companies need collaborators who, in addition to mastering the technology, know the business too, know how to listen to customers and meet their needs.” (Dolabella, 1999, p.51) or who manage their own business.

So, entrepreneurship in the future ceases to be applied as a necessity to be applied as an opportunity arises: Entrepreneurship by opportunity is when the entrepreneur, even with other income possibilities, prefers to create his own business. As he already has earnings that do not come from the new company, this entrepreneur who usually has more education and training when compared to entrepreneurs by necessity has more time and resources to create and conduct the business (GEM, 2016, p.61).

Throughout this work, there was a certain scarcity of material aimed at studying the implementation of the teaching of late entrepreneurship, it is noted that the student has access to this knowledge when attending the technical level or higher: Most entrepreneurship courses are aimed at undergraduate students who, generally, do not yet have the professional maturity and experience to envision business opportunities, not to mention that few institutions offer postgraduate courses to support their former students who they need experience and maturity in developing business opportunities. Most technical schools and universities that promote entrepreneurship do so focused exclusively on technology and business management and isolated

from other disciplines such as sociology, behavioral sciences, history and environmental sciences (Degen, 2008, p. 9).

What throughout this study is shown as the greatest deficiency of the study and training of entrepreneurs when the study of entrepreneurship becomes present in the education of a student and thus accompanying him? There is no doubt about the results that teaching entrepreneurship will bring: “The teaching of entrepreneurship will help in the formation of better entrepreneurs, better companies and in the greatest generation of wealth of the parents” (Dornelas, 2001 p.39).

### **Discussion and Analysis**

Entrepreneurship has changed the view on how to manage business. Despite being a difficult topic, entrepreneurship is very important for educational institutions, showing how much it has grown over the years go of the years and how it benefits those who obtain the knowledge of it, leveraging the economy of the country and consequently of companies. People's lack of employment or professional occupation has generated a certain growth related to entrepreneurship. This data shows how big the people's creative and entrepreneurial capacity is. However, this is not always creative and entrepreneurial capacity is enough to generate new sources of work for children, which demonstrates the importance of motivating raising children on this path of basic education, where committed and creative young people are formed. However, entrepreneurship goes beyond creating a new business, it enables the creation of new products, or production methods, enabling process improvement. Although different countries have a good performance when it comes to referring to entrepreneurship by necessity, is still moving towards growth development of this concept, which seeks entrepreneurship as an opportunity to make it a discipline incorporated in primary schools. Practiced in the country since the 1990s, entrepreneurship aims to idea to observe the opportunities and turn them into businesses its

application as teaching has gained importance by showing that it is directly linked to the survival of companies and generation of wealth and economic development of the country.

The teaching of entrepreneurship aims to encourage students to observe the opportunities in the society in which they live, highlighting attitudes such as pro-activity, creativity and initiative. The school environment is shown to be the best place for children to practice activities that engage the development of a culture of youth entrepreneurship. During the creation of this study, it was noted that people undertake a lot for need and sustenance and less for opportunity with the aim of changing this framework, the application of entrepreneurship in childhood is important, because can generate in the child a stimulus in favor of entrepreneurship. In your life as an adult, the student can become an entrepreneur. It was noted that practices favorable to entrepreneurship are outdated and few institutions seek to disseminate the study of entrepreneurship in childhood being more practiced when the student is at the technical level or higher.

Today, entrepreneurship is a theme with great prominence in society, since it is part of the composition of the disciplinary grid of the faculties of administration and accounting. But it is considered that the distance between entrepreneurship and education is great. Throughout the composition of this research, even if education is the basis for creating a good entrepreneur, theoretical practices of how entrepreneurship would be linked to curricular subjects and not in practice, despite having been found to have an entrepreneurship class as a subject a few years ago. This lack exists because it does not receive direct support from the government, as it is notorious for the lack of interest in training entrepreneurs, even though the relevance of entrepreneurship for the country's economy, and also because there is a big difference between entrepreneur and administrator because the focus of the institutions is to train administrators. As a consequence of

this, numbers report the survival of companies. Due to the crisis that the country has gone through in recent years, the rate has dropped from 77% to nearly 51% of business survival.

For being a country where the number of entrepreneurship opportunities by necessity is very large, the main causes indicated for the closure of companies are taxes and charges with auto values, lack of customers, lack of planning and lack of skilled labor and, especially, an entrepreneurial profile of the manager. Without entrepreneurship as a subject in schools, there is nothing to companies' value, consequently, the lack of entrepreneurial culture in students remains the same, leaving aside a good instrument of knowledge for future entrepreneurs.

## V. Conclusion

This research sought to identify whether there are schools and companies that implement and value the practice of entrepreneurship in early childhood education and how they are assisting in the reduction of poverty and homelessness. Since the 1990s, entrepreneurship has emerged with the aim of stimulating the creative side of the individual, seeking innovative solutions and ideas to improve the environment in which it operates. Its application has gained strength over the years, and it is notorious how much entrepreneurship transforms an organization bringing numerous benefits. In this work, it was noted that when young people are encouraged to undertake in a room, they become more creative and proactive and with initiative, but it takes more active government participation, as the introduction of this entrepreneurial method must be inserted with a subject in primary schools.

It is rooted in culture that entrepreneurship is started out of necessity and not by chance, this is a reality in current times, and it is possible in a quick search on the internet to realize that the percentage of people who undertake out of necessity is expressively high. Nowadays, entrepreneurship has gained greater proportions, in the sense that it has grown and collaborated for companies to remain open, as an innovative idea is enough to leverage companies and consequently the country. The lack of interest on the part of government officials in investing in entrepreneurial education does not allow companies to identify an improvement provided by the method suggested in this work.

Given the importance of the subject, it was found that entrepreneurship has changed the view of entrepreneurs over the years and its implementation will bring benefits for the professional and the organization. Although entrepreneurship already has existed for some time, there are still many impediments to its implementation in primary schools. During the systematic review of the

literature, it was observed how much entrepreneurship is important to move the country's economy by generating growth. It was also noted that despite growing, there is still little adherence to methods that address entrepreneurship in public and private schools. Given that the initial problem of this research sought to understand whether there are public or private schools that implement and value the practice of entrepreneurship, approaching the main difficulties of introducing entrepreneurship as a subject in public and private schools, where young people and children start their academic life, offering a qualification to be a good manager, even though entrepreneurship is on the rise, he still needs improvement. In this way, it was verified that entrepreneurial education is a mechanism for children to learn to control and manage businesses, factors that influence a significant improvement for future companies, providing that they have more effective participation in decision-making. In this way, schools that implement and value actions or projects were identified as related to entrepreneurship.

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## Appendix

### Questionnaire

1. Schools had already developed or continued to develop some type of project/workshop related to entrepreneurship.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. Do you have knowledge about the topic “entrepreneurship”?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. What are the expectations of young people regarding the perspective offered by the current education model through the job market?

- Very High
- High
- Neutral
- Low
- Very Low

4. There is a need to review or even reinvent the current teaching model.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. The existing teaching model in basic education encourages and helps young people discover their professional skills.

- Strongly Agree
- Agree

- Neutral
- Strongly Disagree
- Disagree

6. The traditional teaching model favours the development of entrepreneurial culture within the local community.

- Strongly Agree
- Disagree
- Agree
- Strongly Disagree
- Neutral

7. There is a need to include the teaching of entrepreneurship in basic education.

- Strongly Agree
- Disagree
- Agree
- Strongly Disagree
- Neutral

8. The basic education emphasizes the development of young people's capacity to search for and identify new business opportunities.

- Strongly Agree
- Disagree
- Agree
- Strongly Disagree
- Neutral

9. Do you intend to achieve professional excellence after completing high school?

- Strongly Agree
- Disagree
- Agree
- Strongly Disagree
- Neutral

10. Our cultural values always encourage young people to look for a job.

- Strongly Agree
- Neutral
- Agree
- Disagree

- Strongly Disagree