ENTREPRENEURSHIP EDUCATION AND SUSTAINABILITY:TRAINING YOUNG PEOPLE FOR A SUSTAINABLE FUTURE

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SUMMARY
The intersection between entrepreneurial education and sustainability prepares young people to face contemporary challenges. The objective is to investigate how pedagogical practices can align the concepts of entrepreneurship and sustainability to prepare young people to face the challenges of the future. Methodologically, this is a bibliographic study with a qualitative approach. Data were collected from publications on platforms such as Scielo, Google Scholar and virtual libraries. The results highlight the importance of educational initiatives that integrate these two pillars as fundamental strategies to prepare young people for the job market and responsible for building a more just and sustainable society. It is concluded that entrepreneurial education associated with sustainability represents an effective way to transform the future of new generations.
Keywords: Entrepreneurial Education. Sustainability. Youth Training.

ABSTRACT
The intersection between entrepreneurial education and sustainability prepares young people to face contemporary challenges. The objective is to investigate how pedagogical practices can align the concepts of entrepreneurship and sustainability to train young people prepared to face the challenges of the future. Methodologically, this is a bibliographic study with a qualitative approach. Data were collected from publications on platforms such as Scielo, Google Scholar and virtual libraries. The results highlight the importance of educational initiatives that integrate these two pillars as fundamental strategies to train young people prepared for the job market and responsible for building a more just and sustainable society. It is concluded that entrepreneurial education associated with sustainability represents an effective way to transform the future of new generations.
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INTRODUCTION

Entrepreneurial and sustainability education has gained great importance in the contemporary educational scenario. Training young people to work in a world marked by environmental, social and economic challenges requires an innovative approach that combines creativity, responsibility and ethics. In this context, entrepreneurial education emerges as an alternative to develop skills that go beyond traditional teaching, promoting meaningful learning that is connected to reality.

The relevance of the topic lies in the need to prepare future generations to deal with global problems, encouraging innovative solutions that respect the principles of sustainability. Including training tion of citizens who are protagonists in their communities, capable of creating initiatives that impact positively the environment and society.

It is the School's responsibility to provide students and the local community with a healthy and coherent school environment.

with what it intends to achieve in relation to the environmental context in which it is inserted. Thus, the study aims to investigate how pedagogical practices can align the concepts of entrepreneurship and sustainability to train young people prepared to face the challenges of the future.

To this end, a bibliographic review was carried out to construct the theoretical framework that guides the relationship of the theoretical binomial that permeates the relevance of the proposed theme, using the qualitative approach as a methodological procedure reference. The study has limitations in its exclusively theoretical nature, but

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It is expected that this study will contribute to a better understanding of the contemporary challenges faced by educators, encouraging the adoption of practices that value the training of young people as agents of social and environmental transformation.

1. THEORETICAL BASIS

Education plays a central role in developing skills that go beyond the limits of the traditional curriculum, preparing students to face the challenges of a constantly changing society. In this context, two approaches stand out as fundamental: entrepreneurial education and sustainability in education. Both not only broaden students' understanding of the world, but also promote essential skills for the formation of critical, creative citizens who are committed to the future.

1.1   THE IMPORTANCE OF ENTREPRENEURSHIP EDUCATION IN SCHOOLS

The importance of entrepreneurial education in schools is multifaceted and encompasses the development of skills that go far beyond simply creating a business. According to the SE-BRAE Portal, online (2003): Entrepreneurial Education is that which helps students to see and evaluate a given situation, taking a proactive stance in the face of it, enabling them to develop and plan ways and strategies to interact with what they have come to perceive. Thus, it prepares young people for the challenges of the 21st century, enabling them to be more proactive, creative, innovative citizens who are prepared for the job market, regardless of the career they choose to pursue.

Entrepreneurial Education or Entrepreneurial Pedagogy, according to Dolabela (2004) states what:

> It focuses on the community, not the individual. However, the individual is worked on because, within Entrepreneurial Pedagogy, the entrepreneur is an individual who generates utility for others, who generates positive value for his/her community. Thus, the aim is to develop communities through people (Dolabela, 2004, p.2).

From a pedagogical point of view, the aim is to create a youth that is better prepared for the challenges and transformations highlighted by disseminating and developing a culture of entrepreneurship. Above all, they must be fully aware of their responsibilities towards the development of their society and, in a political and economic sphere, of the direction of the country.

Entrepreneurial Education focuses on promoting spaces that favor youth leadership to enhance the development of entrepreneurial behaviors, for individual and collective goals, in order to exercise their citizenship in a critical way, seeking their personal and social development. For education scholars, the development of attitudinal skills is essential for the professionals of the future (Oliveira *et al.,* 2017). Discovering their personal potential, motivations and dreams can help them design their pedagogical projects, based on new educational paradigms, considering all the peculiarities and uncertainties of modern society.

In this context, disturbed by the problem of social exclusion and the lack of quality of life for young people, especially those on low incomes, Professor Dolabela saw teaching entrepreneurship as a possibility for social change, a possibility of including young people in the process of being protagonists through sustainable local development. Therefore, Dolabela (2004, p. 128) states that "then, between 1999 and 2002, with a group of educators and with the support of the NGO World Vision, I developed a project that was an old dream of mine: a methodology for teaching entrepreneurship for basic education. I named this methodology *Entrepreneurial Pedagogy*".

According to Morin (2006):

> Education should foster the mind's natural aptitude for formulating and solving essential problems and, in a related way, stimulate the full use of general intelligence. This full use requires the free exercise of curiosity, the most expanded and lively faculty during childhood and adolescence, which education often extinguishes and which, on the contrary, it seeks to stimulate or, if it is dormant, to awaken (Morin, 2006, p. 39).
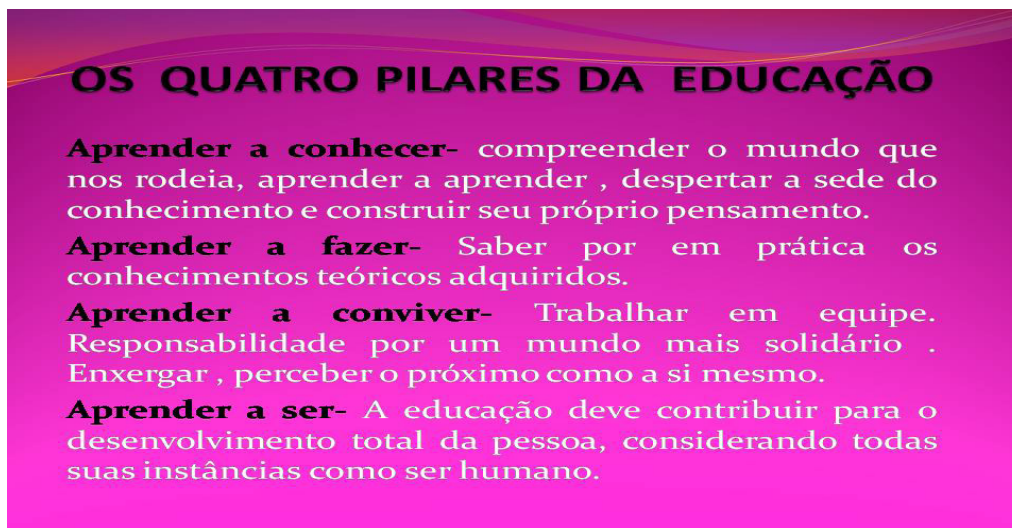
In this context, it aims to reflect on entrepreneurship as an attitude, that is,

Entrepreneurship is the entrepreneurship that precedes an achievement, whether in business or a goal in life. It is necessary to broaden and demystify the term "entrepreneurship". We need to understand that an entrepreneurial person is one who develops skills to perceive opportunities more easily and these opportunities can be related to creating businesses or transforming values   in a society.**It is interesting to highlight what Dolabela (2010, p. 44) says about entrepreneurs: "**It can be said that entrepreneurs are equally divided into two teams: those for whom success is defined by society and those who have an internal notion of success."

This broad view of entrepreneurship opens the door to "Entrepreneurial Education" for children and adults, no longer linking the entrepreneurial spirit exclusively to business creation activities. Entrepreneurship involves the construction of new patterns of behavior based on interesting discoveries about personal potential, in the context of culture, motivation and dreams.

The proposal for Entrepreneurial Education establishes a correspondence between UNESCO's four pillars of education for the 21st century (Learning to Know, Learning to Do, Learning to Be and Learning to Live Together). According to Delors *et al.,*(1998) Entrepreneurial Education encourages the use of methodologies that practically encompass the four fundamental pillars of Education: Learning to Know, Learning to Do, Learning to Live and finally Learning to Be. Furthermore, these pillars not only prepare individuals technically, but also shape them into active and responsible citizens, ready to face the challenges of the future, as shown in Figure 1.

Figure 1 – Four Pillars of Education

OS QUATRO PILARES DA EDUCAÇÃO

Aprender a conhecer– compreender o mundo que nos rodeia, aprender a aprender , despertar a sede do conhecimento e construir seu próprio pensamento.
Aprender a fazer– Saber por em prática os conhecimentos teóricos adquiridos.
Aprender a conviver– Trabalhar em equipe. Responsabilidade por um mundo mais solidário . Enxergar , perceber o próximo como a si mesmo.
Aprender a ser– A educação deve contribuir para o desenvolvimento total da pessoa, considerando todas suas instâncias como ser humano.

Source: Prepared by the author, 2024.

Furthermore, these pillars not only prepare individuals technically, but also shape them into active and responsible citizens, ready to face the challenges of the future. The learning to know pillar, first of all, focuses on the development of cognitive abilities. In short, it encourages logical reasoning and autonomy. Thus, it prepares the individual to face modern challenges with critical thinking and logical reasoning, which are essential in today's world. Furthermore, this continuous learning allows people to adapt to the rapid changes in society (Delors, 1998).

On the other hand, learning by doing refers to the practical application of knowledge. In addition to acquiring technical skills, it is necessary to know how to use them creatively. In this way, the individual becomes more prepared. for the job market and for everyday life. Furthermore, the pillar reinforces the importance of innovating and applying the knowledge acquired in concrete and real situations (Delors, 1998).

Furthermore, learning to live together is essential in an increasingly globalized and interconnected world. This pillar involves, above all, respect for differences and constructive collaboration. Therefore, education must promote empathy and respect, which are undoubtedly fundamental for a more just society. In this way, harmonious coexistence becomes one of the greatest challenges and objectives of modern education (Delors, 1998).

Finally, learning to be focuses on the integral development of the human being. It goes far beyond training.

technical education and thus promotes critical thinking and autonomy. In this way, complete human beings are educated, aware of their role in the world and in society. Furthermore, this pillar contributes to the development of more mature personalities who are prepared to face life's challenges (Delors, 1998).

The four pillars, together, form the basis for citizens who are better prepared for the challenges of the 21st century. Education, therefore, is not only the transmission of technical knowledge, but also the formation of critical, autonomous and socially responsible individuals. Furthermore, this educational approach has the power to transform not only the lives of students, but also society as a whole.

Therefore, the pillars of knowledge are fundamental to ensuring quality education. Above all, they help us build a more just and supportive society. In this way, education becomes a powerful tool for transforming the world and, consequently, for promoting personal and social development.

1.2   SUSTAINABILITY IN EDUCATION

Sustainability, as a guiding principle, aims to integrate knowledge that encourages environmental preservation, social justice and balanced economic growth. In the educational context, this translates into the promotion of pedagogical practices that go beyond the classroom, encouraging students to adopt sustainable attitudes in their daily lives.

According to the Brundtland Report[1]Sustainability is understood as meeting human needs without depleting the sources of satisfaction of these needs so that future generations can have the same resources that we use. In other words, it is about not only depleting the world's resources, but also ensuring that future generations inherit the Earth as a hospitable and not unhealthy habitat.

The original term was sustainable development, adapted by the United Nations Agenda 21. Agenda 21 is an action plan approved at the United Nations Conference on Environment and Development, with the aim of improving the quality of life for humanity and making it economically, socially and environmentally sustainable, involving 179 countries (including Brazil) who signed and committed to building a new development model. UNESCO's Agenda 21 (2003) highlights:

> In order to move towards sustainable development, it will definitely be necessary for education to not only last a lifetime, but also to be as broad as life itself, an education that serves the entire population, that takes advantage of all areas of knowledge and seeks to insert knowledge into all the main activities of life." (Unesco, 1999, p. 46.)

In this sense, in order to plan environmental policies for sustainable development, it is necessary to understand the interrelationships that are established between historical, economic, ecological and cultural processes in the development of society's productive forces. Thus, sustainability in education means incorporating principles and practices that encourage care for the environment, respect for diversity and the promotion of a fair and inclusive economy.

The concept of sustainability is related to all negative human actions that impact the environment, such as deforestation, pollution of rivers and oceans, improper waste disposal and excessive emission of greenhouse gases. These practices have severe consequences, such as loss of biodiversity, climate change and scarcity of natural resources.

> Sustainability emerges as a response to these questions, promoting a new vision and understanding of the relationship between human beings and the environment, based on the balance between present and future needs. In view of this, the concept of sustainability is**the** intrinsically inserted in the concept of sustainable development (Bazilio, 2013, p.12).

Sustainability is based on important documents, such as the Organization's 2030 Agenda. organization of the United Nations, UN, which establishes the Sustainable Development Goals, SDGs. Among

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1   Brundtland Report is the document entitled Our Common Future, published in 1987.
In the early 1980s, the UN resumed the debate on environmental issues. Appointed by the organization, the Prime Minister of Norway, Gro Harlem Brundtland, headed the World Commission on Environment and Development to study the subject. The final document of these studies was called Our Common Future, also known as the Brundtland Report. Available at: https://123ecos.com.br/docs/relatorio-brundtland/ . Accessed on: 25 Dec. 24.

Among these, SDG 4 stands out, which includes specific goals for education, and other goals focused on climate and environmental actions. Created in 2015, with the participation of UN Member States, the 2030 Agenda has as its main objective to combat global problems, including the eradication of poverty in its various dimensions, through the promotion of the conscious use of natural resources, aiming to avoid their scarcity in the medium and long term (UN Brazil, 2022).

Concern for the environment and the need to promote awareness and action in favor of sustainability have become increasingly urgent. In this context, Environmental Education has been an important interdisciplinary tool for the formation of conscious, critical citizens committed to the preservation and conservation of the planet. In this context, the inclusion of this theme in the National Common Curricular Base, BNCC, represents a significant advance in the educational field, since it allows for a systematic and transversal approach in all stages and modalities of basic education in Brazil (Brasil, 2017).

In this context, Environmental Education, as a field of knowledge and educational practice, seeks to promote understanding of the relationships between society and nature, as well as the development of attitudes, values   and skills aimed at environmental conservation. By including this theme in the BNCC, well-defined standards and objectives are established so that schools can work in an integrated manner, by covering environmental issues in an interdisciplinary way for the teaching and learning process of students.

In the educational context, pedagogical approaches to sustainability, such as environmental education, teach about biodiversity preservation, circular economy and conscious consumption. According to UNESCO (2017), Environmental Education is a pedagogical approach that aims to develop ecological awareness and socio-environmental responsibility in individuals. It has become increasingly relevant in view of the environmental challenges faced by our planet.

According to Carvalho (2019), Environmental Education is essential for the formation of conscious citizens committed to the preservation and sustainability of the planet. Furthermore, Santos (2020) highlights the need for an interdisciplinary approach in Environmental Education, in order to encompass different areas of knowledge and promote a broader and more integrated understanding of environmental challenges.

Interdisciplinarity in schools promotes interaction across disciplines to address real-world problems such as climate change and the sustainable use of natural resources. For example, interdisciplinary projects may include creating school gardens, where science classes address plant biology, mathematics teaches measurements and area calculations, and geography explores the importance of local soils and climates. Another activity is analyzing the environmental impact of solid waste, which may involve chemistry classes to study the decomposition of materials, Portuguese language to produce reports and awareness campaigns, and art to develop educational visual materials. Applying interdisciplinarity is to employ an interdisciplinary approach, taking advantage of the specific content of each discipline, so that a global and balanced perspective is acquired (Intergovernmental Conference on Environmental Education, 1977).

However, implementing this content in schools promotes greater interest on the part of students. The adoption of programs aimed at improving the environment has proven to be fundamental in this process.

> The National Environmental Education Policy, approved by Decree No. 4,281/2002, establishes Environmental Education as an essential and permanent component of national education, and must be present, in an articulated manner, at all levels and modalities of the formal and non-formal educational process (art. 2, of Law 9,795/99).

Some international events were organized with the aim of discussing new economic development options for nations and resulted, in the 1970s, in the creation of international agreements.
At the Stockholm Conference (1972), developed countries defended the idea of   preserving natural environments. Their leaders approved the idea of   conservationism, in which countries would maintain natural areas in a good state of conservation and could take advantage of their potential, enabling development.

The PNEA, in its Article 11, establishes that active teachers must receive additional training in their areas of activity, with the purpose of adequately meeting the principles and objectives of the National Policy for Environmental Education (Brazil, 1999). This provision highlights the importance of continuing education so that educators are prepared to incorporate EE into their practices.

pedagogical practices in an effective manner.

However, a survey conducted with Science and Biology teachers in public schools in the municipality of Areia - PB revealed that 66% of teachers did not receive any type of training in EE, while only 34% participated in a course offered by the Micro and Small Business Support Service, SEBRAE, related to the theme of Environmental Management, GA (Geglio; Araújo, 2016). These data highlight the gap between legal guidelines and the practical reality of schools, reinforcing the urgency of public policies and institutional initiatives that guarantee specific and continuous training for teachers throughout the national territory.

However, the challenges related to EE are mainly due to the lack of teacher training, since many teachers are not sufficiently prepared to integrate sustainability into their pedagogical practices. A study carried out by the Ministry of Education, MEC (2018) indicated that only 27% of basic education teachers reported having received specific training in EE in the last five years.

Furthermore, in several regions of the country, especially in rural areas, the lack of adequate teaching materials and poor infrastructure make it even more difficult to implement pedagogical practices focused on sustainability. For example, schools in municipalities in the semi-arid region of the Northeast often face difficulties in working on topics such as environmental preservation and rational use of water due to the scarcity of basic resources, such as laboratories or access to appropriate technologies. These factors highlight the need for investments in teacher training, infrastructure and school projects focused on Environmental Education.

> In Brazil, regional inequality directly influences educational conditions, especially in rural areas, where the lack of basic infrastructure and pedagogical resources compromises the development of quality educational practices, including those focused on Environmental Education (Jacobi, 2003, p. 195).

Thus, Jacobi (2003) discusses extensively the challenges of environmental education in Brazil, emphasizing the need to overcome regional inequalities and invest in improving school infrastructure as essential conditions for promoting more effective environmental education. He highlights that, in many regions of the country, especially in rural areas and in more vulnerable communities, schools face limitations ranging from the lack of adequate teaching materials to the absence of appropriate spaces for the development of pedagogical activities focused on sustainability.

In this sense, overcoming these barriers requires not only financial resources, but also a political and social commitment to valuing environmental education as a pillar for sustainable development. It is essential that public policies prioritize initiatives that train teachers and offer structural support to schools, allowing crucial topics such as environmental preservation, rational use of resources and ecological awareness to be incorporated in a practical and meaningful way into everyday school life. Only through integrated efforts will it be possible to prepare new generations for the environmental and social challenges of the future.

FINAL CONSIDERATIONS

Entrepreneurial education, when associated with the principles of sustainability, represents an innovative and necessary path to face the challenges of the 21st century. By integrating these two approaches, it is possible to train young people capable of creating solutions that respect the limits of the planet and promote social well-being. In addition, public policies that promote access to adequate resources and environmental awareness can enhance results, making schools truly transformative spaces. Thus, the need for a collective commitment between managers, educators and society is reinforced to consolidate these practices as pillars of Brazilian education.

However, the challenges presented throughout the study demonstrate that entrepreneurial education and sustainability are more than educational trends; they are demands of a constantly changing world. In view of this, it is essential to rethink the role of schools as agents of change, capable of forming critical, creative and socially responsible citizens.

Therefore, entrepreneurial education and sustainability in education must be incorporated into the school curriculum in a practical and interdisciplinary manner. To this end, it is suggested that pedagogical projects be aligned with local realities, promoting student protagonism and encouraging the use of active methodologies.

These steps will allow schools, even in challenging contexts, to contribute to the formation of individuals capable of acting responsibly and innovatively in their communities.

Finally, it highlights the importance of an educational approach that connects entrepreneurship and sustainability, expanding the possibilities for meaningful learning. For future research, it is suggested that successful cases in Brazilian schools that have already implemented such practices be analyzed, as well as the development of tools that facilitate the application of these concepts in everyday school life.

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