

Chapter 9

In-Service Teacher Preparation for Entrepreneurship Education in Secondary Schools: A University and Rio De Janeiro State Department of Education Partnership



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Introduction

In Bahia (Salvador), in 1950, Anísio Teixeira—a well-known Brazilian educator whose work was strongly influenced by the ideas of John Dewey—created the Carneiro Ribeiro Educational Center (better known as the Escola Parque) in Liberdade, one of the most populous and poorest neighborhoods in Salvador. In the state of Rio de Janeiro, inspired by the establishment of Escola Parque, Darcy Ribeiro who was vice-governor of the state (1983–1987) created, planned and directed the introduction of 500 full-time Public Education Centers (CIEPs), located in the state’s poorest regions. However, as often occurs in Brazil, the installation of the CIEPs, being a short-term policy that only lasted the term of the elected government term, rather than a state policy that remains beyond an specific elected government, was discontinued with the departure of Darcy Ribeiro from the state government. Still, not everything was in vain, as full-time education was included in the 1988 Constitution, in the Law of Guidelines and Bases for National Education (LDB). Nonetheless, it was only in 2014, with the approval of the National Education Plan, that full-time education officially became a goal to be achieved.

In 2016, the Brazilian government approved a set of reforms aimed at improving the quality of secondary education (around 8,300,000 students aged 15–17 years.). Two guidelines brought changes that had an impact on Brazilian education: (i) the

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progressive transformation of part-time schools into full-time schools, and (ii) the definition of a common core curriculum for the entire country (Brasil, 2017a, 2017b).

Extending the length of the school day became an important element in the implementation of the new national common core curriculum. Full-time education had only become a topic of debate among public policy makers in Brazil in the mid-twentieth century. However, the responsibility for deciding policy on this matter was left with the state governments, meaning there was no national public policy. In part-time schools, students stay at least four hours a day in school, whereas in full-time schools, students spend seven hours or more a day in school. In fact, of the 27 Brazilian states, only two introduced full-time schools before the 1990s, and in 2021, only 15% of Brazilian public schools were full-time (Todos pela Educação, 2021).

In the state of Rio de Janeiro, the introduction of full-time secondary schools was approved by the State Council of Education in 2014 (Rio de Janeiro, 2014). To this end, the Rio de Janeiro State Department of Education (SEEDUC-RJ) developed a curriculum centered on youth, with the aim of improving the quality of public secondary education and overcoming the failure typical of this level of education in Brazil. Educational inequality in Brazil is still extensive and strongly related to family income. Despite public policies and state and federal programs implemented over the last decade, there are still huge differences in learning outcomes, academic performance, along with the issues of absenteeism and dropout rates between public and private schools. Studies show that rather than providing for the reduction of inequalities, the Brazilian educational system, especially secondary education, has been seen to reproduce social inequalities (Plassa & Cunha, 2019; Raizer & Caregnato, 2019; Soares et al., 2015; Souza & Araújo, 2020; Sposito et al., 2018).

To access federal government funding, in 2017, the state of Rio de Janeiro submitted a proposal to the Ministry of Education (MEC) for full-time secondary education. This was based on the curriculum being centered on youth while including education for entrepreneurship as a differential feature in the curriculum. The SEEDUC-RJ sees “entrepreneurship as a movement to insert the student into the world of work, in which creativity is applied to transform personal and social reality, aiming to seek solutions and achieve goals through the perception and use of opportunities” (Rio de Janeiro, 2017).

This time, to ensure the introduction of full-time schools, the federal government created a Program to Promote Full-Time Secondary Schools (henceforth, “Program”) and provided finance to the states who are responsible for offering free public education K–10 to K–12. The funding has been guaranteed over 10 years for participating states, and should be invested in implementing the new curriculum, improving infrastructure and teacher training. Initially, the MEC approved funding for implementation of the proposed new curriculum in 37 schools located in challenging contexts. To date (2021), 93 schools have been included in the Program. One of the main challenges faced by the schools implementing full-time secondary education and including entrepreneurship education is the training of in-service teachers able to teach the curriculum. The solution was to develop a university and the Rio de

Janeiro State Department of Education (SEEDUC-RJ) partnership with the objective of building customized training for the teachers at these 93 schools. Thus, in this chapter, we present the partnership established between the Fluminense Federal University (UFF) Department of Entrepreneurship and Management and the Rio de Janeiro State Department of Education SEEDUC-RJ. This UFF-SEEDUC-RJ partnership, financed with resources from the MEC, undertaken specifically to respond to the complex needs of the population, bringing together policy makers, 93 schools and the main university in the country. Additionally, we outline the background to the formation of the partnership, which involves the reform of secondary education in Brazil; the conditions that enabled the partnership between the university and SEEDUC-RJ; and the model of the partnership established between the UFF and SEEDUC-RJ, which goes beyond teacher training. Finally, we analyze the partnership model adopted and the main challenges faced in ensuring its successful implementation.

Background to the Partnership

It is important to point out a priori basic education in Brazil was structured as a coordinated and integrated system: the states were responsible for secondary education (K–10 to K–12) and the municipalities were responsible for elementary and early childhood education. It is the federal government's role to coordinate national public policies and finance the policies it guides. The federal government's Policy for Encouraging the Introduction of Full-Time Secondary Schools aims to support the expansion of the provision of full-time secondary education in the state public networks and the Federal District through the transfer of resources to the State and District Education Secretariats (SEE) participating in the Program and developing it, in accordance with the guidelines and criteria of MEC decree n. 727/2017 (Brasil, 2017a, 2017b). The Program will run for ten years, and provide resources for the implementation, monitoring and measuring of results achieved by the schools. This is one of the main educational public policies carried out by the MEC and favors school units in challenging contexts, where the students are subject to greater socio-economic vulnerability. The Program is being gradually introduced and was conceived to ensure the achievement of the goals set out in the National Education Plan (PNE), one of which is to serve at least 25% of full-time students by 2024. In 2017, 24 states submitted work plans and nominated schools to participate in the Program. The states with the highest number of approved schools were São Paulo (63), Ceará (44) and Rio de Janeiro (38). Across 13 states, all the following schools that requested funding were approved: Ceará, Paraíba, Piauí, Mato Grosso, Rio Grande do Sul, Acre, Amazonas, Tocantins, Rondônia, Bahia, Sergipe, Maranhão and Roraima. Only three units did not submit proposals: the states of Amapá, Paraná and the Federal District. In 2020, the MEC offered the state education departments the opportunity to include new schools in the Program. Once the states submit work plans and nominates schools to participate in the Program, the Basic Education Secretariat of the Ministry of

Education (SEB/MEC) analyses the implementation plan and calculates the level of support to be transferred to the State Education Secretariat requesting resources. This financial support considers the number of students enrolled in full-time secondary education in the schools included in the implementation plan. Currently, the federal government provides BRL 2000 (USD \$400) per enrolled student. In the Program, there are resources for costing and capital expenses. The capital resources can be used in the construction of facilities, understood as interventions that increase the constructed area of the school, add value or completely change the intended use of the facility, which requires remodeling. They can be used to purchase equipment and durable goods. Funding resources can be used for the remuneration and training of education professionals, acquisition of teaching materials and the maintenance and conservation of facilities and equipment.

Within this context, where the federal government finances the states and allows the use of resources for the training of education professionals, the university–Rio de Janeiro State Department of Education partnership, namely the UFF-SEEDUC-RJ, was established. As the Department of Entrepreneurship and Management of the UFF has the mission of providing entrepreneurship education, its team is permanently attentive, participating in municipal, state, national and international discussion forums focusing on this topic, in both basic and higher education. This active participation has increasingly enabled the interaction between the Department of Entrepreneurship and Management at the UFF and the various representatives and subjects of basic education in the state of Rio de Janeiro.

Background to the Partnership Between SEEDUC-RJ and UFF

The UFF and the SEEDUC-RJ has a long history of successful collaboration with various school-university partnership projects dating back over the last decade. From 2012 to 2018, the UFF trained 1,036 professionals from the SEEDUC-RJ in a training program for in-service school directors, financed by the Rio de Janeiro Federation of Industries. Systematic assessments show that more than 90% of the course participants who completed the training were very satisfied with the program and 100% of the course participants would recommend it to colleagues. The training program adopted an entrepreneurial approach that includes content related to leadership and school management with literature that is internationally recognized (Hallinger & Kovačević, 2019). The adopted pedagogical approach differs from the traditional Brazilian training offered by the Faculties of Education, because the construction of each course offered by the Department of Entrepreneurship and Management at the UFF is based on a Freirean perspective. For Freire (1996), the learning process is integrated into life itself, rather than separated from it. Therefore, the student needs to participate in defining their own learning objectives, which need to make sense to them, in their reality. This is especially in situations where the training process

takes place in service. Rather than being a passive recipient of the knowledge transmitted by the educator, the student already has experiences that the training program needs to consider. In other words, it is impossible to develop a training program for schoolteachers/managers without considering their knowledge. This seeks to respect Freire's belief that teaching requires respect for the knowledge of the students (Freire, 2005).

Thus, the courses proposed to the SEEDUC-RJ, by the Department of Entrepreneurship and Management at the UFF, included interviews and discussions with representatives or with a sample of students from the course itself. The aim of conducting interviews and discussions with the course participants, or a representative sample of such, is to know their reality to associate it with the disciplines and content. At the same time, it is hoped to avoid any cultural invasion, characterized as an anti-dialogical action, a situation in which content is simply transferred from one subject to another, while only reflecting the worldview of the person transferring it (Freire, 1983). Instead, the Department of Entrepreneurship and Management at the UFF proposes that the courses arise from the reflection of the present situation and that the syllabus be organized based on a dialogue between the educators and students (Freire, 1972). For this course, 15 books (about entrepreneurship, management and education) were created, the content and examples of which are based on organizational practices and the contexts of the school and include interviews and discussions with representatives or a sample of students from the course itself. This aligns with the Freirean perspective. Thus, the Department of Entrepreneurship and Management at UFF does not merely provide technical assistance, but a partnership, association and an evaluation of university–Rio de Janeiro State Department of Education experiences. These relationships are only possible through dialogue because it is through dialogue that people build collaborative practices and can transform themselves, organizations and organizational processes, and the world (Freire, 1972). Over the years the partnership has existed, the interaction between the professionals at the UFF and SEEDUC-RJ has intensified. This relationship allowed for academic research and other courses to be carried out, such as leadership training for the SEEDUC-RJ superintendents, funded by SEEDUC-RJ itself, and directly for high school students, funded by private capital and non-governmental organizations. The UFF-SEEDUC-RJ approach has broadened the knowledge of professionals from both institutions and made it possible to propose and jointly develop new projects.

In 2018, the Department of Entrepreneurship and Management at the UFF signed an Academic Agreement with the SEEDUC-RJ to develop the Entrepreneurship Education Project for regular high school youth, financed by the UFF itself and by the non-governmental organization (REAME), which operates in the city of São Gonçalo, located in the metropolitan region of the state of Rio de Janeiro. The project involved teaching and research activities and sought to help develop the skills required to identify opportunities, develop a business, take risks, act creatively and take initiative using the resources available to the high school students. The program was introduced into three schools in challenging contexts in the region and offered a course called *Empreende Jovem Fluminense* to 60 students, 20 from

each school, for 12 months. This course was perceived as an alternative extracurricular educational strategy, as it meets the assumptions of the entrepreneurship track, proposed by the National Common Core Curriculum. It intended to promote an increasing level of school engagement, which could contribute to reducing the dropout rate of young people aged between 15 and 17 years. Five customized books were prepared for students, with the appropriate language and examples that are part of their daily life. These books (*Entrepreneurship Skills*, *Digital Marketing*, *Business Modeling*, *Small Business Finance* and *Final Project*) were written in co-authorship with undergraduate students in the Management Processes–Entrepreneurship course at the UFF. They included characters, created by the Department’s own work team, who communicate with the students and develop throughout the chapters. The classes were in person and taught by teaching staff from the Department of Entrepreneurship and Management, every 15 days, on the UFF Campus, and included the same undergraduate students as assistants.

The course received a positive response from the stakeholders, including the students, teachers, school principals and parents. The results showed it contributed toward the development of the students’ non-cognitive skills (Modesto, 2019). According to Lackéus (2015), these skills significantly impact academic performance and future results in the labor market, as they facilitate organization, creativity, proactivity and self-awareness, among other elements. The students found the course contributed greatly toward the development of a broad range of entrepreneurship skills so that individuals were able to generate value for society through initiatives that are not restricted to the creation of companies. The research also showed that teachers, school principals and parents noticed changes in the behavior of the young people, such as those with inappropriate behavior at school developed more self-control and became more aware of the importance of school; others started to participate more in classes and interact better with teachers, managers and classmates; and some students started to develop more initiative, self-confidence and a sense of organization and to work in teams (Modesto, 2019).

The *Empreende Jovem Fluminense* course was then adapted and implemented for elementary school students and was called *Empreende Jovem Fluminense–First Steps*, for students in the ninth year of elementary school, from municipal schools partnered with REAME. Customized work modules, comprising a didactic resource called Young Entrepreneur–First Steps, were built for the students, with appropriate language and characters that interact with the students and have similar everyday problems.

Currently, the Department of Entrepreneurship and Management at the UFF has been looking for ways to make the UFF-SEEDUC-RJ partnership activities provide a closer long-term relationship between undergraduate and high school students. One possibility is to develop outreach activities for undergraduates, based on the Ministry of Education’s *Resolution No. 7*, from December 18, 2018. This Resolution deals with the institutional provision and compliance of at least 10% of the total student curricular workload of undergraduate courses for extension activities, as these should be part of the course curriculum.

The UFF-SEEDUC-RJ Partnership Model

In early 2019, due to the positive results obtained with the three previous partnership programs (the in-service school directors training program, financed by the Rio de Janeiro Federation of Industries; the SEEDUC superintendents leadership training, financed by the SEEDUC; and of the Entrepreneurship Education Project for High School Pupils, financed by the UFF and the NGO REAME), representatives from the Department of Entrepreneurship and Management at the UFF sought out the newly appointed Secretary of Education to present a proposal for a strategy for entrepreneurship education in Rio de Janeiro high schools". The proposal involved five central objectives: (1) to develop an entrepreneurship education strategy for high school students in the state of Rio de Janeiro; (2) to train in-service teachers for entrepreneurship education in high school; (3) to form an education network for entrepreneurship in the state of Rio de Janeiro; (4) design customized teaching material for the high school teachers; and (5) carry out research on entrepreneurship education for young people.

The strategy was presented and discussed at a meeting held on March 14, 2019, with the executive sub-secretary for planning and strategic actions and the superintendent of human and professional management of the SEEDUC-RJ. At that time, the proposal was perceived as relevant and aligned with the needs of the SEEDUC-RJ, as 93 schools in the state of Rio de Janeiro had already joined the Federal Government-funded Full-Time High School Support Program. Teachers at these 93 schools should appropriate skills for teaching entrepreneurship and incorporate active learning methodologies into their pedagogical practice.

From the point of view of the Ministry of Education, improving basic education involves renovating teaching methodologies. Learning must have meaning for the student and reflect their reality and context. This reinforces the idea that thinking about education nowadays implies appropriating the best teaching–learning methodologies, as they can help awaken student interest in learning school content and improve student performance, and hence, their academic results (Bloemer Green et al., 2018; Gleason et al., 2011; Hodges, 2020; Kane, 2004; Keenan & Fontaine, 2012; Kilburn et al., 2014; Strobel & Van Barneveld, 2009; Vergara et al., 2020). It should be noted that the characteristics of the so-called active learning methodologies, which consider the reality, context and knowledge of students and perceive them as an active subject of their learning, were already in Paulo Freire's early writings (1972, 1974, 1996).

It is important that, in 2019, the SEEDUC-RJ was interested in the provision of "Entrepreneurship Education Strategy in Rio de Janeiro High Schools", as it needed to train teachers from the 93 schools that joined the support program for full-time high schools that guaranteed federal government resources for its implementation. The UFF committed to providing a pilot program for Teacher Training in Entrepreneurship and Management for High Schools, with funding from the university itself. The pilot program had 180 h, used a blended methodology, combined face-to-face and online sessions, and trained 40 teachers who were already working

with entrepreneurship disciplines in high school. The training was carried out under the supervision of representatives of the SEEDUC-RJ, at least three supervisors in each class taught by professors from the Department of Entrepreneurship and Management at the UFF. Upon completion, the participants and supervisors positively assessed the training, which motivated the continuation of conversations with the SEEDUC-RJ to implement the proposal discussed in March 2019.

However, notably, the contract to implement the Entrepreneurship Program in High Schools was only signed by the UFF and SEEDUC-RJ in December 2020, during the COVID-19 pandemic. Almost two years elapsed between the presentation of the proposal for the “Entrepreneurship Education Strategy in Rio de Janeiro High Schools” and the signing of the UFF-SEEDUC-RJ partnership contract. During which there were three management changes in the Rio de Janeiro State Department of Education (SEEDUC-RJ). This instability in the SEEDUC-RJ leadership impacted the progress of actions and the implementation of the curricular proposal. With each new change, new challenges arose for the achievement of the project. The challenges included realignment between the teams but also in the original proposal, since changes in management in public administration in Brazil usually make the actions of the previous management that were already in progress unfeasible. However, as the UFF-SEEDUC-RJ partnership has achieved excellent results for both organizations, negotiations were maintained and the UFF made the adjustments requested by each new SEEDUC-RJ team that took charge.

Since 2021, 10 books are being produced, based on the same Freirean perspective, for teachers who work in the entrepreneurship itinerary in high school. That is, respecting the students’ knowledge and developing propositions based on a dialogic action. A dialogic education is also developed; that is, a teaching–learning relationship based on dialogue, on the interaction between subjects. This dialogic relationship allows the student to problematize the reality in which they are inserted, reflecting on the issues surrounding them. At the same time, the experience that a student has accumulated in the social context in which they live and/or work is essential for the creation of knowledge that can be systematized and explained (Freire, 1983). In the perspective adopted by the Department of Entrepreneurship and Management at UFF, the teaching–learning relationship aims to create possibilities for the production or reconstruction of knowledge (Freire, 1996). This dynamic of educational activity has allowed the Department of Entrepreneurship and Management to maintain the long-term partnership with the UFF-SEEDUC-RJ. This is because each new contract or cooperation agreement is configured as a living, organic and unique process, which needs to be built in a dialogical relationship with students.

Analysis of the UFF and SEEDUC-RJ Partnership Model and the Challenges for Its Successful Implementation

The UFF-SEEDUC-RJ partnership is a public-public partnership between a federal government unit (UFF) and a state unit (SEEDUC-RJ), the objective of which is to combine efforts to improve the quality of public services while ensuring a better relationship cost benefit. The coordination of the activities established in this type of partnership, to ensure successful implementation, the services must belong to the two public organizations that have established a contractual relationship for the provision of services between them (Dalmo et al., 2018; Fernandes et al., 2020; Silvestre et al., 2018, 2019). Public-public partnerships are less criticized by Brazilian society because they avoid the mistrust surrounding public-private partnerships arising from past and current cases, in the midst of the Covid-19 pandemic, which were used for corrupt practices. However, in Brazil, over the last few decades, public-private partnerships have been increasingly used as a means of providing services that are the responsibility of the state, including in public basic education, which serves about 85% of the enrolled students.

In Brazil, a public-private partnership is understood to involve a medium to long-term service provision contract (from 5 to 35 years) signed by the Public Administration, the value of which is not less than 20 million Reais (Brazilian currency, approximately USD \$400) while the execution of contracts whose sole purpose is the supply of labor, equipment or execution of public works is prohibited (Brasil, 2021). These partnerships in public schools have been criticized by Brazilian researchers (Apple, 2013; Caetano, 2017; Lopes, 2019; Martins et al., 2020). According to some scholars, private organizations submit public schools to new challenges, one of the main ones being the use of textbooks produced that fail to reflect the real circumstances of students, who are usually inserted in challenging contexts. Thus, instead of facilitating learning, the textbook becomes another obstacle to be faced and overcome, since they do not dialogue with the students' reality; the social issues present in their context. Thus, Brazilian society and civil society organizations that represent it have adopted new guidelines: the books used in public schools need to speak to the students' reality, enabling them to develop reflections based on themes related to their context; and the teaching-learning relationships need to be based on the reality in which schools and the school community find themselves.

These, too, have been the main criticisms regarding the training of teachers and school leaders; training that fails to consider the students, their context and experiences, in which the content is sterile. It is, essentially, what Freire (1972) sees as "banking education", that is, when the educators' concern is to fill students' heads with knowledge, without considering their knowledge and experience. This situation is more serious when the students are already teachers, as in the case in question; that is, teachers undergoing in-service training, a relatively common situation in Brazil. In other words, banking education denies the student the right to speak; it denies dialogue. The educator is the one who speaks, who holds the knowledge, who disciplines, while the students only listen to the word docilely; they are taught and

disciplined (Freire, 2005). The educator will “deposit” (hence, the idea of “banking”) the content in the students’ heads, as if they were containers to be filled and, at the time of assessment, will check whether the contents were understood or not (alluding to the “withdrawal” of what was previously deposited).

We emphasize that the university–Rio de Janeiro State Department of Education partnership has been built in a dialogic way and has obtained the following main results:

1. High completion rates of training courses.
2. Training of principals, before training teachers. This type of strategy enables the awareness of principals that it is also necessary to train teachers to ensure alignment between organizational policies and practices.
3. Systematic and monthly evaluations of the training program by the course participants.
4. Assessment at the end of the training program by course participants who have completed the training.
5. Adjustments in the structure and program of the course, based on the feedback and evaluations of the course participants.
6. More than 90% of course participants who completed the training were very satisfied with the program and 100% of course participants would recommend it to their colleagues.
7. Generation of customized content for each training course, as they are built after defining the training focus and address the specific challenges of the school and SEEDUC-RJ.
8. Teachers in training evaluate textbooks (custom content), which can be adjusted to the learning needs and context of Brazilian public schools.
9. Visits to schools to understand the context, needs and challenges of course participants bring the university closer to the school and allow the university to get to know the reality of the students at the school (K10–K12).
10. As a result of this approach, the university has already made courses available directly to students (K10–K12).
11. Establish relationships of trust between the Rio de Janeiro State Department of Education make it possible to monitor the impact of teacher training on their classroom practices.
12. Monitoring the impact of teacher education on their classroom practices allows for adjustments for the continuing education of teachers.
13. The partnership and proximity with SEEDUC-RJ and with school leaders makes it possible to understand the system, its needs, and challenges and, therefore, propose actions to solve and reduce problems.
14. In-service training of all state school principals.

The university–Rio de Janeiro State Department of Education partnership, in a dialogical way, has been one of the main sources of success, as each training course and its corresponding content are dialogically constructed and, therefore, grounded on the dialogue established between educators and students. In this way, students perceive themselves and their circumstances in each book made for each subject of

the course. Concepts are explained from the student's reality and examples are built considering their schools and school community.

While this is the main differential provided by the training programs promoted by the UFF for the SEEDUC-RJ, it is also its main challenge. After signing the partnership contract, the UFF professors began, almost immediately, to establish dialogues with at least a sample of those who will be the future students; that is, the target audience of the training course. This involves visits to schools, semi-structured interviews with teachers (future students) and school leaders, the systematization of interviews, debates between teachers who will prepare the contents, defining each chapter of each book, and testing the content with the first class (which is currently happening, now in 2021).

A trust-based relationship is a *sine qua non* for the existence of the UFF and SEEDUC-RJ partnership model. One of the first actions necessary for the execution of the contract is direct access to the SEEDUC-RJ teachers, as no dialogic content can be built without access to the teachers. This can only occur with authorization from the SEEDUC-RJ. Teachers and leaders of SEEDUC-RJ schools only express themselves institutionally, with the appropriate authorization, including for academic research carried out by researchers for the construction of dissertations or doctoral theses.

After establishing a dialogical relationship with future learners, "speaking their language" provides a unique understanding of the context, challenges and needs that can be addressed and remedied during the training process. The educator-learner interaction allows an understanding of the context and challenges of the state education system. The relationship of trust existing in the UFF and SEEDUC-RJ partnership model is also a result of successful and very well assessed previous interactions, of the age and UFF experience of the UFF (founded December 18, 1960), in addition to its being one of the largest free public universities in Brazil, in number of student enrollments, completely financed by the federal government.

Final Remarks

This chapter detailed the university–Rio de Janeiro State Department of Education (SEEDUC-RJ) partnership model established for the development of an in-service teacher training program in Brazil. The on-screen training, at the *Lato Sensu* (certificate) specialization level, aimed to develop teachers' skills to teach entrepreneurship and management content to high school students (K10–K12) from 93 schools in the Rio de Janeiro state network. These schools received funds from the federal government, through the Program to Promote the Implementation of Full-Time High Schools, which aimed to expand the class day, from 4 h/day per day (part-time) to 7 h/daily classes (full-time) and the implementation of a curriculum centered on youth, structured around entrepreneurship education.

The following provide some insights into the key learnings that have emerged throughout the UFF-SEEDUC-RJ partnership.

1. The adoption of the Freirean perspective in implementing the UFF-SEEDUC-RJ partnership is what makes this partnership model unique. Programs, contents, structure and processes are developed based on dialogue with SEEDUC-RJ and, mainly, with course participants.
2. Long-term partnerships makes it possible to monitor the progress of schools under the responsibility of SEEDUC-RJ.
3. Long-term partnerships enables systematic evaluation and monitoring of training results in classroom practices.
4. Long-term partnerships makes it possible to develop customized programs tailored to the needs of teachers.
5. Offering a Pilot Program for Teacher Training, used a blended methodology, combined face-to-face and online sessions, with a kind of pre-test, allows adjustments to the needs of course participants and SEEDUC-RJ.
6. The training courses carried out by the UFF-SEEDUC-RJ partnership have been very well rated by the students. The average student satisfaction with the course is over 90% and 100% of the course participants would recommend it to colleagues.
7. UFF sends monthly reports to SEEDUC-RJ on the follow-up of course participants.
8. The UFF-SEEDUC-RJ partnership is based on the trust established between the institutions as a result of previous and successful work and the dialogic methodology adopted for the construction of training programs.

The partnership was established between the Fluminense Federal University (UFF), represented by the Department of Entrepreneurship, and the Rio de Janeiro State Department of Education (SEEDUC-RJ), responsible for administering schools receiving federal funds to finance secondary education reforms in Brazil. Notably, in the last 10 years, the UFF has been developing together with schools in Rio de Janeiro and in partnership with SEEDUC-RJ, a set of activities. These activities include the training of school leaders and development of superintendents to the creation and application of methodologies for entrepreneurship education in basic education, based on Freirean principles both for defining the content and conducting the training. The adoption of the Freirean perspective in implementing the UFF-SEEDUC-RJ partnership is what makes this partnership model unique. It demands, however, that the UFF academic staff have to continually build content based on the experiences, needs and contexts of the students, in each new training course. Nevertheless, it is exactly this feature that allows the students to engage with the content and facilitate their learning process. As a result, in assessments the training courses carried out by the UFF-SEEDUC-RJ partnership have been very well rated by the students.

The partnership was also strengthened due to the national recognition that the Department of Entrepreneurship at UFF received for its ability to fulfill the mission of providing education for entrepreneurship. The results of the pilot program for “High School Teacher Training in Entrepreneurship and Management” also facilitated close contact between the UFF and SEEDUC-RJ teachers who already work in teaching entrepreneurship in schools, which provided greater knowledge about the context.

The SEEDUC-RJ teachers who participated in this pilot training contributed their experience and vision to the development of books with specific content for the training of teachers in the 93 schools.

The Freirean perspective, adopted by the Department of Entrepreneurship and Management at the UFF to build a training program for SEEDUC-RJ teachers, means their practice is not limited to mere technical assistance, since the actions extend to an effective partnership that involves commitment to implemented actions and the assessment of UFF-SEEDUC-RJ experiences. Such relationships are only possible through dialogue, because it is through dialogue that people build collaborative practices and can transform themselves, organizations and organizational processes, and the world (Freire, 1972).

The establishment of public-public partnerships, like that of the UFF-SEEDUC-RJ, as discussed in this chapter, involve considerable challenges for their implementation, particularly those resulting from the uncertainties generated by changes in the administration in the SEEDUC-RJ. In this case, from the moment the UFF presented SEEDUC-RJ with a proposal for a “Strategy for the Implementation of Entrepreneurship Education” in 2018, until the first training session in the teacher training course on entrepreneurship and management, in June 2021, the position of Secretary of State for Education of Rio de Janeiro had three different occupants. With each change in management, the partnership faced new challenges, not only of realignment between the teams, but also of changes in the original proposal, since new heads of public administration in Brazil, typically, do not follow the ongoing actions of their predecessors. In this case, there was no change in the original proposal and the project proceeded as initially planned. The UFF-SEEDUC-RJ partnership in question is also based on the trust established between the institutions as a result of previous and successful work, the dialogic methodology adopted for the construction of training programs and the capacity to adapt, and the dialogue established at each change in the management of the SEEDUC-RJ.

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