



Entrepreneurial education: students' experience in an extension action in the community of Belo Horizonte

EXPERIENCE REPORT

Educação empreendedora: experiência de ligantes em uma ação de extensão para a comunidade belo-horizontina

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RESUMO

Introdução: O empreendedorismo social é caracterizado pelo desenvolvimento de ações e de iniciativas que buscam inovar a sociedade e, assim, auxiliar na resolução dos seus problemas. **Objetivo:** Relatar a vivência de um grupo composto por quatro estudantes de medicina durante uma ação de extensão na zona leste de Belo Horizonte, intermediada por uma ação social realizada em uma paróquia, sobre empreendedorismo social. **Relato da experiência:** Os temas discutidos e problematizados junto aos participantes foram: venda, gerenciamento e administração de negócios, além dos benefícios sociais do empreendedorismo. O capital arrecadado pela ação foi doado à paróquia local da comunidade com o intuito de retornar benefícios à comunidade e ajudá-los a compreender na prática os resultados do empreendedorismo social. **Conclusão:** Foi possível observar que a ação extensionista contribuiu na construção do conhecimento sobre empreendedorismo dos participantes da ação que, embasados nos novos conhecimentos adquiridos, relataram a possibilidade gerenciar melhor o próprio negócio.

Palavras-chave: Extensão Comunitária; Empreendedorismo; Educação da População.

ABSTRACT

Introduction: Social entrepreneurship is characterized by the development of actions and initiatives that seek to innovate society and assist in solving its problems. **Objective:** To report the experience of a group composed of four medical students during an extension program in the east zone of Belo Horizonte, with a social impact purpose, about social entrepreneurship. **Experience Report:** The topics discussed with the participants were: sales, business management and administration, in addition to the social benefits of entrepreneurship. The capital raised by the extensionist action was donated to the community's local parish in order to return benefits to the community and help them to understand in practice, how the results of social entrepreneurship can have social impact. The results achieved were also educational for the students, who were able to apply their knowledge about entrepreneurship and had the opportunity to learn more about the daily life of a local community and its demands, which mainly influenced by the development of personal ventures in the field of health in the future. **Conclusion:** It was possible to observe that the extensionist action contributed to the construction of knowledge about entrepreneurship of the participants of the community who, based on the new knowledge acquired, reported the possibility of better managing their own business.

Keywords: Community Extension; Entrepreneurship; Population Education.

INTRODUCTION

Social entrepreneurship is characterized by the development of actions and initiatives that seek to innovate society and assist in solving its problems. Moreover, even if it is not the main goal, it can generate profit for the entrepreneur, which enables greater financial control and reinvestment in the business, promoting greater benefits to society and the individual¹.

In addition, social entrepreneurship also generates jobs and fosters the economy. An example of a social entrepreneurship institution in Brazil would be *Ashoka Entrepreneurship*, an organization created in 1980 by the American Bill Drayton. This corporation offers financial support and access to a data network to entrepreneurs in the country in exchange for profit sharing and integration of the entrepreneur into Ashoka's information network, in order to favor access to new technologies and revolutionary ideas in society².

In the context of COVID-19, social entrepreneurship has proved essential to circumvent the problems generated by the consequences of the measures imposed to combat the disease, such as quarantine, which have led to reductions in working hours and mass layoffs. Due to it, the population had to reinvent itself, taken to the development of new products, services and technologies, which were essential for society to deal with this period of global uncertainty, mitigating the economic impacts³.

Taking into account this context, in which entrepreneurship was one of the strategies adopted by several individuals during the COVID-19 pandemic to deal

with the growing economic adversity⁴, the Academic League of Entrepreneurship in Health seeks to offer medical students and society, through their activities, actions and extension projects, opportunities to build knowledge about enterprises, not only in the field of health, as well as in the social sphere.

In order to present the action of the league to a community in the east of Belo Horizonte, the Faculty of Medical Sciences of Minas Gerais, performed an extension action based on the fundamental concepts of entrepreneurship. To carry out this action, the concepts of entrepreneurial education were used as a basis, which is the one capable of addressing the identification and use of opportunities, which will later become a reality, contributing to the generation of financial, social and cultural values for whole society⁵, these characteristics being of great value to address a scenario of great uncertainty in a time of crisis. In this context, the triple helix thesis defends the interaction among university, government and companies as a fundamental factor for the creation of favorable conditions for the development of innovative ideas for society⁵.

EXPERIENCE REPORT

In 2022, the action “Medical Sciences in Taquaril” was promoted by the Research and Extension Sector of the Faculty of Medical Sciences of Minas Gerais in partnership with the Dom Cabral Foundation, being an activity that brought together several academic leagues of the college to carry out health promotion and citizenship activities in a Parish located in the eastern region of Belo Horizonte-MG.

The League of Entrepreneurship in Health was represented by 4 medical students from the 4th to the 6th period, who elaborated an activity for the population present at the event, with the goal of carrying out an initial moment in which a theoretical presentation would be made on basic concepts of entrepreneurship, accounting, financial and sales skills.

Subsequently, the activity would have a practical character and the participants of the dynamics should develop a business model, performing the sale of bullets in the event and, at the end, fill out a financial spreadsheet, applying the knowledge learned in the initial presentation.

The callers prepared a room for the initial presentation, providing chairs for the participants, using a notebook and a projector to display the slides of the theoretical presentation. The activity lasted approximately 4 hours, time that the *ligors* recruited people interested in entrepreneurship in the event to participate of the proposed dynamics. After reaching the maximum capacity of the room, the initial theoretical presentation was initiated, in which the *ligands* presented to the participants an overview of the dynamics to be developed, followed by the explanation of fundamental concepts of entrepreneurship and basic financial management, starting with the differentiation of own money and money of the enterprise, fixed and variable costs, of billing, gross and net profit.

Afterwards, the binders continued the presentation with tips on how to find a supplier for the business, sales and *marketing* strategies, search and customer loyalty, and use of digital means to promote the enter-

prise, ending the presentation with the explanation of what a business model is and presenting to the participants the *Business Model Canvas*.

The *business model canvas* (BMC) is a theoretical model made to describe the logic of how an organization creates, provides, obtains value, being developed by Alexander Osterwalder and presented in his 2004 master's defense in Switzerland. In this perspective, the BMC is a preformed framework that divides the various variables present in the elaboration and operation of a business into 9 main blocks that must be answered of 4 guiding questions. The first block is the partnerships, activities and main resources, which together answer how the enterprise will be done. The second block is composed of the value proposition, which is what will be done, being the value delivered in the product or service that is or will be realized. The third block presents the relationship with customers, channels, customer segment, and at this stage, it is sought to answer the question for whom the business will be made. The fourth block of the BMC is composed of the cost structure and revenue sources and seeks to answer the question "how much?". With the BMC filled, it is possible to have an overview of the enterprise, being possible to diagnose the strengths and weaknesses of the business, beyond allowing the planning of next stages of growth⁶.

After the initial dialogued exhibition, which lasted approximately 30 minutes, some of the participants left the activity, leaving a group of 7 women. Then, the explanation of the practical part of the activity was initiated, in which the ligands invited the participants to form a group for the development of a *Business*

Model Canvas, in which all the skills exposed in the presentation would be applied (Figure 1).



FIGURE 1: GROUP FOR THE REALIZATION OF THE BUSINESS MODEL CANVAS

Thus, the binders placed the chairs in a circular arrangement in the room and distributed a sheet with the printed business model for filling, along with a black ballpoint pen for each participant present. Following it, the ligands began the orientation about the development of the business model, and proposed to the participants the creation of a business of selling bullets to the population present at the event.

The completion of the business model was done by one of the women, who assumed the leadership of

the group, and decided together with the other participants the characteristics of each part of the model to be developed. At this stage the participants carried out the development of a fictitious business that would perform the sale of bullets in the present event, and during this dynamic the ligands participated by conducting the orientation on the BMC, which was also made through questions about each block of the board, such as questions about the profile of the population present and what would be the competitive differential of the enterprise being made. The objective of this stage of the activity was to integrate the theoretical knowledge of basic notions of finance that were exercised in the development of the BMC.

Following the completion of *the Business Model Canvas*, the binders made available a package of candy, a package of gum, a package of lollipops and a package of packaging for the participants, inviting them to make the sale within the event at St. Gabriel Parish, in order to put into practice, the sales strategies previously presented. The candies, gum, lollipops and packaging were provided for free by a professor of the physiotherapy course at the Faculty of Medical Sciences of Minas Gerais, and all revenue generated by the sale was fully donated to the parish.

In this way, the participants stipulated a unit price for each product to be sold, considering a profit margin in the final price. So, the group created a *kit* containing candies, lollipops, chewing gum inside the supplied packages and went to the field to sell the *kits*, in addition to selling units of each of these products individually. The group, armed with the knowledge presen-

ted by the binders and the individual sales skills were able to sell all available products.

After the sale, another activity was carried out with the participants, which consisted of filling out a financial spreadsheet, which presents 4 parts, the first being the control of billing, presented in the upper lines "date of sale", "product sold", "number of units sold", "sales price/unit" and "total sale value" and a part dedicated to the total value of the billing. The second part presented the cost control with products, being the upper lines composed of "product", "cost of the product/unit", "number of units purchased" and "total cost", with a separate part dedicated to the total value with cost of the products. The third part was composed of the control of fixed expenses, which presented in the upper line the "fixed expenses" and the value of the "expense", presenting a part dedicated to the total value of the fixed expenses. The fourth part is dedicated to the calculation of net income and brings together all the parts of previous total values, being "total amount of revenue", "total value of costs with the products", "total value of fixed expenses", from this, it was calculated the "gross profit" and "net income".

The objective of filling out this financial spreadsheet was to sediment the learning about basic finances, and with it, the participants had the opportunity to remember and apply the concepts learned in the initial theoretical class (Figure 2).

Produto:	Custo do produto/ unidade:	Número de unidades compradas:	Custo Total:
			Valor total de custos com os produtos:

[illegible]

Data da venda:	Produto Vendido:	Quantidade de unidades vendidas:	Preço de venda /unidade:	Valor Total da venda:
				Valor total do faturamento.

Valor total do faturamento:	
Valor total de custos com os produtos:	
Lucro bruto:	
Valor de despesas fixas:	
Lucro líquido:	

FIGURE 2: TABLES USED IN GROUP DYNAMICS

This practical part of the extension action lasted about one hour, totaling approximately one hour and thirty minutes of duration of the activity. This presented a good engagement of the participants, who applied in a practical way the fundamentals of entrepreneurship and finance proposed by the ligands at the beginning of the activity,

The positive perception of the action was confirmed during the *debriefing*, which was a moment of reflection guided by the ligands, which instigated the participants to report their personal experience during the activity. At the beginning of the *debriefing* the participants still had some fear of reporting the feelings they experienced during the activity, but quickly the reports occurred spontaneously, where several statements had a similar content, since several participants claimed to have realized that the development and administration of a business is something possible to be taught and learned. Strategies presented during the activity were already perceived, in part, by the experience of each of the participants, and when they were introduced to the theoretical knowledge of the subject, they understood that there was a systematization of the processes that facilitated the development of the enterprise in a more organized way. After this moment of reflection, the ligands asked the participants if the activity performed had any value for their lives, and the received feedback was positive, since most of the participants reported having an experience in which they were able to receive and apply knowledge of great practical usefulness, even though, it is an activity with a large specific theoretical load. The realization of a practical dynamic of sales and group union was well done.

DISCUSSION

Social entrepreneurship is an alternative for the resolution of demands that are neglected by the market and the State, being a mechanism of inclusion and reduction of socioeconomic inequalities⁷. The teaching of entrepreneurship through the extension action reported here, had a great value of achievement and motivation for the entire group of students who developed the activity. Since the the execution of this model of action occurs through the perception of contributing to the self-sufficiency about the community and helping in the construction of its progress, which will be solidified from the acquisition of entrepreneurial orientation skills. Having the dimensions innovativeness, proactivity and risk-taking as parameters that model organizational behavior and determine the effectiveness of the entrepreneurial process. These competencies are of great value for the teaching of entrepreneurship, since to form an entrepreneur is to prepare an individual to transform the obstacles into opportunities for their progress.

Added to this sentimental and motivational value, it was possible to observe interesting events during the extensionist action, namely: the perception of greater engagement of women to the action, the better performance of the group during the practice when compared to the theoretical cycle, the ease of the group in understanding and executing the *Business Canvas*. The conclusions and learnings built during the *debriefing*. In this way, unraveling and analyzing these four topics will help to better understand and reflect on the impact of this extensionist action.

Initially, regarding the greater engagement of women, it was observed that from the first moment the presence of women in the group was bigger than the presence of men, and this difference in engagement was even more present in the practical cycle, which only women participated, and all men gave up participating in the practical moment. Brazil is one of the countries in evidence relating to entrepreneurship carried out by women, being one of the main nations in relation to equality in the proportion of women and men entrepreneurs, presenting only 1.3% more of male entrepreneurs¹⁰. It is undeniable the evident growth of female participation in the country's economy, especially in the opening of their own business, which makes teaching about entrepreneurship even more important¹¹. Being of high relevance, the fact that female entrepreneurship provides social ascension of women to the highest positions of the companies, reaching leadership positions, generating rupture with the traditional career models¹⁰.

It was interesting to realize that all women present, there were already entrepreneurs or seeking to become one. These were diverse in their endeavors, from founding a daycare center to serving the community to selling birthday cakes. If on one hand they had different branches of enterprise, in another perspective, they were all very motivated to improve the society to which they were inserted. This characteristic of social responsibility is a great item to highlight these entrepreneurs, this is a fundamental trait for an entrepreneur who seeks to add value to his business and partners¹².

In a second moment, it was possible to observe how the group engaged more with the practical part when

compared to the theoretical part. During the theory, it was possible to observe greater disinterest, some students found themselves distracted by their own cell phones, others closed their eyes and got lost in deep naps and when the students, who were teaching the course, asked open questions for the participation of the students, only a small part performed interactions.

In contrast to this, at the moment the practice began, all the students were engaged and participatory, who made good observations and conducted discussions about the topics discussed, always bringing to debate some previous situations they had experienced. Throughout this moment, students became active in knowledge, being protagonists of their own knowledge and able to associate much more the contents developed¹³. In this way, the practice was much more exciting and profitable to all, which shows the importance of this method, together with the theory, for greater benefit of the students.

Another point that drew attention was the ease of the group to understand the business canvas and be able to build a business plan efficiently and quickly. They were able to fill in the nine fields using their previous knowledge, and the effectiveness of this dynamic during practice is clear, since the assertiveness of the execution of the plan was considered by the students as a determining factor of the success in the sale of their goods. Therefore, it was possible to attest the importance of this methodology in entrepreneurial education, as defended by Da Silva⁹.

Regarding the execution of *debriefing*, it is interesting to observe that it is a point of interdisciplinarity bet-

ween management and health, since the practice of debriefing is a tool widely used by clinical bodies in the health area and that, in this context, was used for the training of entrepreneurs. The *debriefing* aims to make students understand the situation experienced in practice and improve the points analyzed in a next situation¹⁴. In this way, during the *debriefing* the students, together with the *Ligantes*, understood that the process of filling out the *Business Canvas* helped a lot in the action plan for the commercialization of the candies and gums, in addition, they knew how to recognize the role of each member of the dynamics for the success of the program.

Therefore, it is concluded that the extensionist action was relevant since the construction of knowledge among the people of the community and members of the Academic League of Entrepreneurship in Health occurred and provided the discussion of different entrepreneurship strategies for each context.

CONCLUSION

It can be said that the objective of the extension action was fulfilled by providing dialogue and problematization on the theme of entrepreneurship in the life of each participant.

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