

**76 - ENTREPRENEURSHIP AND TRAINING OF READING STUDENTS**

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**INTRODUCTION**

In times of globalization, it is essential for the school to train students who can articulate their thoughts. Reading is a tool that can contribute to the development of a literate country, not a nation of alienated decoders.

The latest editions of the Portraits of Reading survey in Brazil (Pro-Book Institute, 2016) show that Brazil has low reading rates, average of 2.43% per year. This, perhaps, is the interest of the ruling and political classes in keeping these indices below the desirable level to perpetuate themselves in power and manipulate the population.

Recent studies show that neuroplasticity (the brain's ability to adapt to change) is stimulated (SBCOACHING, 2019). Reading is one of these fundamental stimuli in creating synapses that develop cognition. Thus, the more neural ramifications are developed, the more reading ability the student will be able to develop.

Thus, the school environment, when it puts reading as a transformation tool, can contribute to the improvement of the students' skills, broadening horizons, and not succumbing to the proposals of forming a society that is not nourished by innovative ideas.

To achieve this goal, public education must offer its students opportunities to innovate and reinvent, thus working on interactional reading (KLEIMAN, 2013) as a strategy for training citizen readers capable of combating the exclusion and weakening of territories.

One possibility is to develop entrepreneurship at school, which should not be viewed solely as a form of personal enrichment. It must be directed towards social development, making people be included and the country better able to live (DOLABELA, 1999). Entrepreneurial Pedagogy proposes the formation of students who are able to transform their reality with autonomy, which was also defended by Freire (2019), who proposed to work critical thinking and problematizing education as processes of change. Thus, working the Entrepreneurial Pedagogy in the school is to humanize the citizen, make its development opportune and create new ways that contribute to reduce the social distances existing in the country, thus improving their own and their peers' quality of life.

It is known that it is important to work reading in the context of an entrepreneurial education, whose focus is the innovative thinking that has established itself as a culture of transformation of people into active agents (DOLABELA, 2003). Therefore, the importance of the school for the formation of readers who can change their territory, improving their quality of life and that of others.

The Marphiza Magalhães Santos Municipal School, located in Santa Bárbara-MG, seeks to promote the teaching-learning process. Among the initiatives are the Entrepreneurial Culture program and the interdisciplinary project Reading in Motion, which have the purpose of articulating the encouragement of reading to the practice of entrepreneurship.

The implementation of entrepreneurship in the Santa Bárbara municipal school system is recent, having started at Marphiza as a pilot project in 2015 and, in the following year, it was extended to the fifteen schools that compose this network (SCHOOL MARPHIZA, 2015).

The aim of this paper is to show that reading entrepreneurship can be possible through different strategies. Thus, the next section presents the results of the actions developed by the Marphiza Magalhães Santos Municipal School.

**ENTREPRENEUR CULTURE AND READING**

Entrepreneurial Education has now become a great challenge and a good opportunity to turn problems into solutions, as it proposes to stimulate the formation of students' autonomy and creativity, so that they are able to plan their lives, developing critical thinking. Entrepreneurial Pedagogy is a teaching practice that aims to make the student a protagonist by becoming an agent of their learning (DOLABELA, 2003).

In it, the teacher ceases to be a repeater or owner of knowledge and becomes the mediator, the provoker of a significant education. For scholars, it is necessary that Entrepreneurial Pedagogy is present in pedagogical practices. According to Dolabela (2003, p. 32), "entrepreneurial pedagogy is a didactic strategy for the development of entrepreneurial capacity of students".

The active and technological learner of this age must be able to develop the Characteristics of Entrepreneurial Behavior (CCEs) created by American psychologist David C. McClelland at Harvard University (1972), and reviewed by Cooley (1990): opportunity and initiative; persistence; take calculated risks, compromise; information search; goal setting, systematic planning and monitoring, persuasion and networking; independence and self-confidence.

Based on Almeida and Guimarães (2013), these SCCs can be characterized as follows: a) opportunity seeking and initiative indicate that the student exercises leadership on his own, is an agent of his own learning, does not expect to be asked to develop proposals activities and seizes opportunities to present their ideas; b) persistence shows that the student does not give up on his goals, because, even if wrong, insists on seeking good results; c) taking calculated risks demonstrates that students understand and reflect on their actions, not being inconsequential; d) commitment shows the collaborative student who calls responsibility to himself and welcomes success and failure as opportunities for growth; e) the search for information is a characteristic that requires a student to search to learn, aiming for professional and social success; f) Goal setting allows the student to plan his actions and determine the goals he wants to achieve; g) Goal planning and systematic monitoring indicate that the student accomplishes in an organized way what he intends to do, and does not deviate from the objectives he proposes to achieve; h) Persuasion and the network of contact presuppose that the student must know how to argue and relate with everyone around him / her; i) independence and self-confidence show that the student believes in their abilities, their ability to be

autonomous and to face any challenges.

According to Almeida and Guimarães (2013, p. 64), these characteristics “intertwine and form a network for an individual”, and it is up to the educator to foster them in order to develop students' skills. Therefore, it is necessary a work that encourages and stimulates the student, so that he is able to exercise his autonomy, to take action and to break new ground. Thus, it is important a proposal that leads the student to build dreams and goals, not give up their purposes and be aware of the problems to solve them.

Thus, the institution should encourage these actions and not be limited to contentism as reported Libiliar (2008), because the school is a space for knowledge exchange, interaction and learning that makes sense. By educating enterprising students, the school transforms society as it can no longer confine itself to passing on information about subjects and imparting textbook knowledge.

It is a synthesis between the experienced culture that happens in the city, in the street, in the squares, in the meeting places, in the media, in the family, at work, etc., and in the formal culture that is the domain of knowledge, thinking skills.

In it, students learn to assign meanings to messages and information received from outside, the media, daily life, and the forms of education provided by the city by the community (LIBÂNEO, 2008, p. 46).

Thus, leaving the transmission of knowledge to build it will bring more meaning to learning, giving the student autonomy and acting power, enabling him to seek, evaluate and produce information, in order to overcome the walls of educational institutions and transform social territories.

Therefore, educational and entrepreneurial practices must be present inside and outside the school. It is necessary to provide students with the means to work out the behaviors of a visionary citizen committed to the collective.

In order to achieve the proposals of undertaking and educating active readers, it is up to the educator to break the traditionalism of banking education (FREIRE, 2019) and to promote teaching based on the four pillars of education defined by UNESCO for the 21st century: learning to know, learning to live with. , learn to be, learn to do (DELORS, 1988) and, consequently, develop in the student the ability to learn to undertake. These pillars are important because “Education is to somehow provide the maps of a complex and constantly hectic world and, at the same time, the compass that allows navigating through it” (DELORS, 1988, p. 89).

In this context, it is necessary that schools give importance to reading, in order to promote the social and personal development of the citizen, motivating students to develop it in a transformative, dynamic and entrepreneurial way (DOLABELA, 1999). Thus, when one wants to form readers, the space for a decoding society ceases to exist, because it creates a culture of people who infer meanings and extrapolate the reading of the structures of textual genres, since the reader must be the autonomous agent who Transforms senses.

Thus, developing a proposal with reading is related to the assumptions of Entrepreneurial Pedagogy, which strives to form a society of opportunities. Therefore, it is up to the school to innovate practices that develop and encourage reading, helping students to read critically and autonomously. If entrepreneurship is a practice that involves dreams, opportunities, innovation, social inclusion, education and integral transformation of the citizen, it is important for the school to understand this new scenario to lead the students to new ways, generating knowledge and providing new opportunities for students (DOLABELA, 1999).

According to Freire (2019, p. 47) “teaching is not to transfer knowledge, but to create the possibilities for the production or its construction”. The teacher must reflect and review his pedagogical practice, being an enterprising teacher, that is, “the one who makes things happen, anticipates the facts and has a future vision of the organization” (DORNELAS, 2001, p. 15).

A good entrepreneurial practice, through reading, is to create strategies to improve students' reading skills, in an autonomous and playful way. According to Solé (1998), developing reading strategies is to form a proficient reader, able to understand the lines of a text, playing a critical and reflective role in the act of reading. Within this analysis, Entrepreneurial Pedagogy seeks to show ways that lead the student to create their own learning strategies.

An example is the mind map construction that “is essentially a hierarchical diagram of information, in which we can easily identify the relationships and links between information” (BOVO; HERMANN, 2005, p. 4). When a student can create a mind map of the book he has read and explain it to the teacher, he makes use of entrepreneurial behaviors, as they have initiative, show creativity, plan, use persuasion and dialogue with their impressions with those of the author and with their peers as they introduce themselves to the class.

The school needs to assume its social responsibility, renewing itself, undertaking, transforming a problem into a solution and motivating the construction of new ideas or innovating existing ones, aiming at the collective good. According to Werneck (2007, p. 15), “When the school is not entrepreneurial, it favors the permanence of the social pyramid with all injustices”. Therefore, it is necessary to implement pedagogical strategies to encourage reading of students, which would contribute to the reduction of social differences, since the lack of reading or misreading are an exclusion factor.

## METHODOLOGY

According to a socioeconomic study conducted by the school management, most students belong to families with low socioeconomic status, some illiterate parents, most with high school and a small portion with technical or higher education.

The family reading rate is low, so the school invests in projects to develop the reading capacity of its student and teaching staff, such as Authors Wheel, Reading Miles, Character Encounter, Thematic Box.

The methodology used was action research and bibliographical references and questionnaires adapted for teachers, managers and students. A documentary analysis was developed, a type of research that uses “materials that do not yet receive analytical treatment, or that can still be re-elaborated according to the objects of the research. In documentary research, sources are much more diverse and dispersed. There are, on the one hand, the 'first-hand' documents, which received no analytical treatment” (GIL, 2002, p. 45-46).

This type of analysis is a qualitative research that aims to understand the work developed by the group or object studied. In this case, the pedagogical practices carried out at Marphiza Magalhães Santos Municipal School were investigated to foster the formation of proficient readers, based on the observation and analysis of documents, such as the Entrepreneur's Notebook and the Room and Management Portfolio. .

## RESULTS

The great challenge in working Entrepreneurial Education was to make the Entrepreneurial Culture program work, since not all teachers initially joined. The first step was to understand the process of summoning wills. Welcoming the ideas, listening to the school community, seeking help from partners were essential actions to discover that the school was walking, but did not have the student as a protagonist, showing their real abilities.

The Entrepreneurial Culture brought fresh air to the project, bringing national and international authors to literary circles with students, teachers and parents: Infante Dom Miguel de Bragança of Portugal, Paulinho Pedra Azul, Marilda Castanha, Daniel Mandaruku, Rubinho do Vale, Ana Would do, among others. In addition, there was the recording of the program Terra de Minas - Christmas Special 2016.

The movement was so significant that it aroused so many wills that it resulted in the first collective product, the book *Aldravilhando: Reading*, published in 2015. This work filled the school and community of poetry with few but rich words and meanings. Knocking is a synthetic poetry, typically Brazilian, created in the primate of Minas Gerais, Mariana.

All this movement also brought to the school, the 1st Brazilian Academy of Child-Juvenile Aldravian Authors (ABRAAI - Santa Barbara), which houses 30 effective authors and 5 alternates. The implementation of the Academy currently provides the promotion of reading and writing in the municipality, the region and other locations such as Mariana, Belo Horizonte, Ipatinga, Santos Dumont, Rio Grande do Sul and Portugal. This academy not only promotes reading, but also contributes to the student being the learning agent himself (DOLABELA, 2003) and developing his leadership (ALMEIDA; GUIMARÃES, 2013).

The project was also a regional and state finalist for the 12th Edition of the Itaú Unicef Award - 2017. With the award, several actions to encourage reading were carried out, such as the creation of reading spaces by the school, library renovation and book acquisition, suggested by the students themselves.

This proposal was interesting because the students developed in practice what the Entrepreneurial Pedagogy proposes, becoming self-confident and independent transforming agents, planning goals and strategies, in this case, reading, arguing and being persuasive, when presenting the readings, performed (ALMEIDA; GUIMARÃES, 2013).

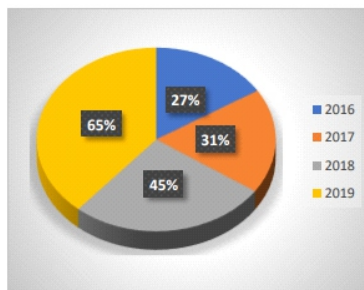
In 2018, the Reading Passport project, developed with only a 7th grade class, together with a mediator teacher, became interdisciplinary, with 100% participation of 6th through 9th grade students and teachers, becoming the Reading Miles, moving local and regional commerce, which enters as a partner, contributing with awards to encourage reading. In this project, a store was set up with all the awards collected, allowing readers to exchange the miles received (school virtual currency) for each book read by products and services, such as makeup, chocolates, hotel coffee and travel. Using the school's network of contacts today, the passport prototype becomes a reality in 2019. Each family has applied for the document that is used by teachers who validate the reading of the book with a stamp.

The traditional fact sheets and summaries have been replaced by diversified and enjoyable reading strategies, such as: a) construction of thematic boxes, through which the student represents important parts of read books; b) literary indication, a strategy in which the student is free to make a critical analysis of what he has read; c) Encounter of characters, in which the student chooses a character and presents himself as if he were, telling a little about its characteristics and why the choice; d) literary bag, through which student makes associations of what he read to a representation, placing three objects related to the book read;

In this way, the students, through the most varied strategies, are encouraged, in a playful and pleasurable way, to read and also encourage reading among their classmates and the school itself when they publish the books they have read.

After intense work, the Marphiza Magalhães Santos School promotes actions that enable its students to face daily life with a transformative vision. Graph 1 shows the considerable growth in the reading rate of Fundamental II between 2016 and 12 June 2019:

Graph 1. Read Index Growth



Source: Manager's Notebook.

At the time the Reading Passport was launched, only 27% of students enrolled in Elementary II were active and proficient readers. The following year, there was a growth, to 31%. Already in 2018, evolved, reaching 45% of students. In 2019, growth in the first semester surpassed the previous annual rates, reaching 65% of the student body, in data that is above the national average of reading books, as they read, on average, 7.27 books, above, then, the national average (2.43).

## CONCLUSION

It is concluded that there is an importance of using entrepreneurial behaviors as reading development practice, enhancing the formation of student readers and the autonomy of learning. When the teacher leaves the comfort zone and becomes a mediator and accepts and exchanges experiences with students, their practice will be based on the principles of Entrepreneurial Pedagogy, enhancing the student's autonomy to learn, helping to form confident students and empowering them to learn, act in society.

Therefore, we should provide socio-interactive reading in the classroom as a tool that not only develops the act of critical and interactive reading, but also brings movement and life in school. Reading then plays a political, social and inclusive role, because through it the citizen changes, reinvents himself and intervenes in the sociocultural reality.

Thus, we need to work the reading articulated to entrepreneurship opening ways for the student, who not only develops his reading skills, but, above all, becomes an agent of transformation of reality, seizes opportunities to act in any field, plans his actions. It defines goals and strategies to achieve its objectives, makes plans in collaboration and establishes efficient communication, thus, to exercise, more consciously and critically, its citizenship.

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#### ENTREPRENEURSHIP AND TRAINING OF READING STUDENTS

The current scenario requires the school to develop a curriculum that contributes to the training of active and autonomous students. In this context, working Entrepreneurial Pedagogy through reading becomes a fundamental stimulus, because the active and technological student needs to be motivated. Therefore, it is important that the Characteristics of Entrepreneurial Behaviors are stimulated, as they excel in encouraging the autonomy of the student, articulating, therefore, the competences of the National Curriculum Base. In this sense, these two proposals consider that communication, information and reading modify the reality of the student. Thus, a proposal with reading can relate to the assumptions of Entrepreneurial Pedagogy, leaving the school with innovation of practices that develop reading, contributing for students to read critically and autonomously. Given this, the present study analyzes reading activities with students of Elementary School II, from E M Marphiza Magalhães Santos, public institution of Santa Bárbara, Minas Geppreneurism, Learning Autonomy.

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#### D'ETUDIANTS EN LECTURE

##### Résumé

Le scénario actuel nécessite que l'école élabore un programme d'enseignement contribuant à la formation d'élèves actifs et autonomes. Dans ce contexte, la pédagogie entrepreneuriale au travail par la lecture devient un stimulus fondamental, car l'étudiant actif et technologique doit être motivé. Par conséquent, il est important que les caractéristiques des comportements entrepreneuriaux soient stimulées, car elles encouragent de manière autonome l'autonomie de l'étudiant, en articulant, de ce fait, les compétences de la base curriculaire nationale. En ce sens, ces deux propositions considèrent que la communication, l'information et la lecture modifient la réalité de l'élève. Ainsi, une proposition avec lecture peut se rapporter aux hypothèses de la pédagogie entrepreneuriale et l'école est responsable des pratiques innovantes qui développent la lecture, en aidant les élèves à lire de manière critique et autonome. Dans ce contexte, la présente étude analyse les activités de lecture avec les élèves de l'école élémentaire II de l'E Marphiza Magalhães Santos, établissement public de Santa Bárbara, Minas Gerais. L'objectif était de vérifier les contributions de la mise en œuvre du programme Culture entrepreneuriale et du projet Interdisciplinary Reading in Motion pour la formation des lecteurs et l'amélioration des habitudes de lecture. À cette fin, la recherche a examiné les dossiers des cahiers d'entrepreneur, de l'équipe de direction et des enseignants, la réalisation de roues de lecture et d'auteurs et les rapports des parents et des élèves. Les résultats soulignent l'importance d'utiliser les comportements entrepreneuriaux comme une pratique du développement de la lecture, renforçant l'éducation des élèves-lecteurs et l'autonomie de l'apprentissage.

MOTS-CLÉS: lecture, entrepreneuriat, autonomie d'apprentissage.

#### EMPRENDIMIENTO Y FORMACIÓN DE ESTUDIANTES LECTORES

##### RESUMEN

El escenario actual requiere que la escuela desarrolle un plan de estudios que contribuya a la formación de estudiantes activos y autónomos. En este contexto, trabajar la pedagogía emprendedora a través de la lectura se convierte en un estímulo fundamental, porque el estudiante activo y tecnológico necesita estar motivado. Por lo tanto, es importante que se estimulen las características de los comportamientos emprendedores, ya que sobresalen en fomentar la autonomía del estudiante, articulando, por lo tanto, las competencias de la Base Curricular Nacional. En este sentido, estas dos propuestas

consideran que la comunicación, la información y la lectura modifican la realidad del alumno. Por lo tanto, una propuesta con lectura puede relacionarse con los supuestos de la Pedagogía Empresarial, dejando a la escuela con la innovación de prácticas que desarrollan la lectura, contribuyendo a que los estudiantes lean de manera crítica y autónoma. Por lo tanto, este estudio analiza actividades de lectura con estudiantes de la Escuela Primaria II, de E M Marphiza Magalhães Santos, institución pública de Santa Bárbara, Minas Gerais. El objetivo fue verificar las contribuciones de la implementación del programa de Cultura Empresarial y del proyecto interdisciplinario de Lectura en Movimiento para la formación de lectores y la mejora del hábito de lectura. Para este propósito, la investigación consideró los registros de los cuadernos del emprendedor, el equipo directivo y los maestros, la realización de ruedas de lectura y autores y los informes de padres y estudiantes. Los resultados apuntan a la importancia de utilizar los comportamientos empresariales como una práctica del desarrollo de la lectura, mejorando la formación de los lectores estudiantes y la autonomía del aprendizaje.

PALABRAS CLAVE: Lectura, Emprendimiento, Autonomía de aprendizaje.

#### EMPREENDEORISMO E A FORMAÇÃO DE ALUNOS LEITORES

##### RESUMO

O cenário atual requer que a escola desenvolva um currículo que contribua para a formação de alunos ativos e autônomos. Nesse contexto, trabalhar a Pedagogia Empreendedora, por meio da leitura, torna-se um estímulo fundamental, pois o estudante, ativo e tecnológico, precisa ser motivado. Para tanto, é importante que as Características de Comportamentos Empreendedores sejam estimuladas, já que primam por incentivar a autonomia do discente, articulando-se, por isso, às competências da Base Nacional Curricular. Nesse sentido, essas duas propostas consideram que a comunicação, a informação e a leitura modificam a realidade do estudante. Com isso, uma proposta com a leitura pode se relacionar aos pressupostos da Pedagogia Empreendedora, cabendo à escola inovação de práticas que desenvolvam a leitura, contribuindo para que os alunos possam ler de forma crítica e autônoma. Diante disso, o presente estudo analisa atividades de leitura com alunos do Ensino Fundamental II, da E M Marphiza Magalhães Santos, instituição pública de Santa Bárbara, Minas Gerais. O objetivo foi verificar as contribuições da implantação do programa Cultura Empreendedora e do projeto interdisciplinar Leitura em Movimento para a formação de leitores e o aprimoramento do hábito de ler. Nesse propósito, a pesquisa considerou os registros dos Cadernos do Empreendedor, da equipe gestora e de professores, a realização de rodas de leitura e autores e os relatos de pais e alunos. Os resultados apontam a importância de se utilizarem os comportamentos empreendedores como prática de desenvolvimento da leitura, potencializando a formação de alunos leitores e a autonomia da aprendizagem.

PALAVRAS-CHAVE: Leitura, Empreendedorismo, Autonomia da Aprendizagem.