Entrepreneurship for Reinsertion, Social Innovation and Sustainability

Flávio de São Pedro Filho. Department of Business Administration at the Federal University of Rondonia. GEITEC/UNIR/ CNPq / Brazil. E-mail: flavio1954@gmail.com

Luciana Bezerra Gonçalves. Assistant at the GEITEC/UNIR/ CNPq research group, Brazil. E-mail: lucianagbezerra@hotmail.com

Vanessa Piffer. Master's student in Business Administration of the graduate program (PPGMAD) of the Federal University of Rondônia. Member of GEITEC/UNIR/ CNPq research group, Brazil. E-mail: eng.vanessapiffer@gmail.com

Lucas Moreira de Souza. Undergraduate student in Business Administration at the Federal University of Rondônia. A CNPq grant holder, member of GEITEC/UNIR/ CNPq research group, Brazil. E-mail: Lcmoreirasouza@gmail.com

Fabio Biasotto Feitosa. Department of Psychology at the Federal University of Rondonia, member of GEITEC/UNIR/ CNPq research group, Brazil. E-mail: fabiobfeitosa@yahoo.com.br

Luciano Alves Bezerra. Translator and professor at Faculdade Cultura Inglesa from Sao Paulo, member of GEITEC/UNIR/ CNPq research group, Brazil. E-mail: lucalbe@yahoo.com.br

ABSTRACT

Entrepreneurship is an effective way of overcoming conjunctural factors; it is also a dignifying solution for all business-oriented people. This study aims to answer the following question: how to enable the social reinsertion of therapeutic communities' graduates by resorting to the concepts of entrepreneurship? It also aims to investigate the skills of individuals cared for at therapeutic centers and who are in the final stage of drug addiction treatment, attempting to promote their social reintegration, job creation and sustainable income. To achieve this goal, this study's specific objectives are: (1) present the practical applicability of entrepreneurial concepts as sustainable economic activities; (2) characterize the fundamental aspects for the development of entrepreneurial skills considering contextualized reality drawing on Bloom's Taxonomy; (3) suggest re-adequacy of social reintegration public policies, considering the concepts of social innovation with sustainability. Here, Case Study Method and procedures such as instrumentalization of an introductory workshop, development of participants' skills; gathering, analysis and interpretation of data are applied. As a result, thirty graduates from therapeutic communities had the chance to get in touch with the concepts of entrepreneurship as a tool for their social reinsertion. It is expected that this outcome may contribute to the improvement in their quality of life, considering that the study is based on factual reality and that its findings can be reproduced in situations of similar reality. This work is relevant to both public and private entities engaged with social responsibility and sustainability.

Key-words: Training. Entrepreneurship. Innovation. Resocialization. Sustainability.

1. INTRODUCTION

In this study, entrepreneurial activity is understood as an effective way of overcoming conjunctural factors and a dignifying solution sought out by those interested in starting their own business, thus adding up a set of goods and services suppliers in the market As an entrepreneur, one can develop a profitable activity, generating value for society, while reaping the benefits of the occupation and its profit. Offering these services to the market requires the adoption of strategies to attract consumers. Besides this, being creative and knowing how to stand out in the crowd are key factors for surviving in the business. Another strategy is the adequacy to a market niche, which can be achieved through a business plan that will guide the investor in his or her action plan, be it short, mid, or long-termed.

The question to be answered in this study is: how to enable the social reintegration of therapeutic communities' graduates by adopting the concepts of entrepreneurship? In order to find an answer to this question, it is important to consider the interests of society and the actions of the State as well as proposing the creation of a workshop whereby participants could have the chance to develop skills and competencies which can help them to overcome the difficult conditions of the scenario here depicted. This study aims to study the skills of individuals assisted by therapeutic centers and undergoing their final stage of drug addiction treatment, attempting to promote their social reinsertion, job creation and sustainable income. To achieve this goal, the specific objectives are: (1) discuss the practical applicability of entrepreneurial concepts as sustainable economic activities; (2) characterize the key aspects for the development of entrepreneurial skills considering contextualized reality drawing on Bloom's Taxonomy; (3) suggest a redesign of public policies for social reinsertion considering the concepts of social innovation with sustainability. This survey is divided into topics and subtopics in the following order: introduction, theoretical-conceptual review, methodology, results and conclusion.

2. THEORETICAL-CONCEPTUAL REVIEW

This intervention is based on the Theory of Administrative Behavior, drawing on Bloom's Taxonomy. Supplementary concepts and definitions are also needed for comprehending such a complex task. According to Chiavenatto (2014), human behavior is a concern of Administrative Theory, which is closely linked to Organizational Psychology. In this area of study one finds rational characteristics that focus on the individual's search for fulfilling their basic social needs. This is when these individuals face prejudice, especially those who have been in some sort of addiction, even after they have finished their treatment which could make them able for living in society again.

2.1 Concepts about entrepreneurship regarding sustainability

Entrepreneurship is a dynamic concept which admits alterations in its composition, as long as some characteristics present in its definition are respected. It is about one's willingness to take risks when offering a product or service to the market. Baggio and Baggio (2014) offer a meaningful reflection on some of the entrepreneur's characteristics: taking financial risks in order to improve one's business; having the ability to identify opportunities and create alternative mechanisms to explore them in a unique way; having the

resiliency and perseverance to reach the desired goal; being flexible to adapt to changes which may occur in the course of action; having strong interpersonal skills, and being able to persuade consumers.

On defining social entrepreneurship, Itelvino et al. (2018) turn social needs into business's opportunities, transforming their entrepreneurial experience into entrepreneurial knowledge. Therefore, the relationship between social entrepreneurship and the generation of social value has, in the authors' view, a central subject whose actions are responsible for the reconstruction of the socialization process, because quality of life is created, enabling interpersonal relations. Social entrepreneurship raises the living standard of the groups by furnishing them with favorable living conditions, comfort, quality of life and other aspects which are essential for living in community.

As for sustainability, Hayashi and Silva (2015) talk about a recent concern of contemporary society. According to the authors, international groups in search of sustainability began to take shape at the time of the energy crisis, when some organizations set goals for public policies, electing the United Nations as their arbitrator. Sustainability begins to be seen as a key concept of development, having as a foundation the possibility of using today's natural resources without compromising future ones. The authors claim that only the companies which have an Environmental Management System Certification are able to develop financial-economic activities. This system must provide for development without disregarding environmental policies which include practical responsibilities, methods and processes, not to mention resources for the elaboration, application and maintenance of its sustainability. Within these responsibilities is the commitment to generate jobs, income and quality of life, thus enabling the emergence of sustainable development places.

Sustainable entrepreneurship is, therefore, the development of a business based on social responsibility which regards the integration of the three sustainability pillars: environmental, economic and social. For Lopes and Miranda (2017), socially responsible development tends to be more easily accepted by contemporary society and it is usually more profitable when compared with its competitors. Other authors worth mentioning are Orsiolli and Nobre (2016), who have written about the role of sustainability oriented companies which spread the values of socio-environmental responsibility to their stakeholders. In Chart 1 below we can see the criteria for sustainable entrepreneurship in the economical, ecological and social axis, being a theoretical indication for the responsibility demanded by current society.

Chart 1: Sustainable Entrepreneurship Criteria based on the social, economic and ecological areas.

Sustainable Entrepreneurship Axis	List of indicators
1. **Economic**	Acquisition: use of material from regional suppliers.
	Persistency: Clear perspectives for the development of the company in the long-term.
	Growth Potential: economic growth objectives, investment and innovation orientation.
	Mission: sustainable orientation as part of the intrinsic company value.

	Identification: employees share a common understanding of the company's objectives regarding sustainability.
	Cooperation: long-term relationship with local and regional partners.
2. **Ecological**	Transportation: use of ecological means of transportation.
	Residues: alternative sources of energy and efficient use of energy.
	Emission: reduction in the emission of residues and in the material waste.
	Production Processes: emission level reduction and toxicity exclusion.
	Product: ecological production processes management
3. **Social**	Equality of Rights: Gender specific and general questions regarding the efficient use of energy.
	Personal Participation: participative management in the business's objectives, support to the activities of the community.
	Work Environment: safe work conditions offered, health insurance to the workers.
	Regional Integration: exchange experiences with local/regional cultural activities.
	Communication: honest and trustworthy information about the business's activities for the target audience.

Source: Prepared by the authors based on Orsiolli and Nobre (2016).

2.2 **Concepts regarding the development of skills**

According to Melo, Machado and Matos (2014), anyone can develop or possess various abilities which can suit different needs. For example, job market skills can be learned by future managers during organizational development trainings offered by their companies. The knowledge gathered in these trainings can be accumulated throughout their professional careers. Therefore, the skills reveal themselves in the way these individuals perform certain tasks, showing perfection, knowledge and the ability to deal with certain processes in different situations in their organizations. Thus, these skills are related to distinct functions such as cognitive skills, which is the formulation of new thoughts; technical skills, related to the capacity of working with things; and interpersonal skills, the ability of relating to others. Competencies are a set of interrelated factors which lead to the resolution of concrete problems or to the taking of effective actions in the real world, such as baking bread with sustainable ingredients or giving a lecture on entrepreneurship. According to Cislaghi, D'Arisbo, Ribeiro and Barcellos (2014), competencies are related to organizational changes and are linked with business strategies and organizational learning. These competencies are able to transform the job market. In this sense, they are divided into three components: knowledge, skills and attitudes.

According to Santos, Junqueira and Silva (2016), learning is a completely different process for each individual. The authors claim that an educator is responsible for selecting the didactic resources to be utilized in the learning development (and also express their finality very clearly). The objective here is to

find the best method to be used, which includes being a trustworthy person. For these authors, there is a mutual relation between cognition and effectiveness, exposed by Vygotsky. Effective learning happens as a result of effective pedagogic actions and so the apprentice can even teach others what he or she has learned throughout the journey. The American psychologist Benjamin S. Bloom formulated the idea that learning must be based on objectives, as pointed by Ferraz and Belhot (2010). For these authors, each human being has his/her own learning pace and detecting the optimal knowledge stage of an individual is one of the most important processes for the educator. These scholars regard Bloom's Taxonomy as a means of relating skills and knowledge in a gradual complexity scale; in this scale, human beings evolve from what has been learned previously.

Understanding the domains of learning in the human brain comes down to what these authors define as a "ladder" in which knowledge can be tested and reproduced in a gradual way until it can get solidified. Affective and psychomotor domains are excluded from emotional relations that support an individual's learning. Pedagogic planning aims to come up with methods that develop learners' skills. This conception is related to the conceptual elements explained by Ferraz and Belhot (2010), which are remembering, understanding, analyzing, applying, assessing and creating. In this context, Bloom's Taxonomy can be an important complement to the teaching and learning concepts proposed by Vygotsky. These concepts are used as a pedagogic ground in workshops aiming to develop learners' entrepreneurial skills by giving them recreational and hands-on activities.

2.3 Concepts on public policies for reintegration and social innovation.

Based on the demands and proposals of society and aiming at promoting the well-being of the population, public policies are a set of actions, services and programs enacted by the government, with direct or indirect participation of the private enterprise. For Hachem and Forigo (2017), vulnerable people, such as ex-convicts and those in rehabilitation centers for substance abuse, have a hard time resocializing. The planning, implantation and the adoption of these policies should be a collaborative work, with the participation of society, mainly in civil rights councils. By being active members of these organizations, citizens become aware of important issues regarding society as a whole, in an integrated and efficient process, watching and learning how to control the social actions of their political representatives, whose actions must be transparent and equitable. In this context, social reintegration must be outlined in public policies which aim at preparing vulnerable people so that they are able to exercise their right to citizenship, including family, community, and professional aspects. As for social and technological innovations, Bignetti (2011) puts them in separate areas where the former is concerned with the creation of human, social and collective based values, relegating the economic value to a secondary position. Pereira et al. (2015) claim that social innovations are changes carried out individually or collectively. For Fachinelli et al. (2014), the main function of social innovation would be to solve a community's problems by resorting to entrepreneurship.

3. Methodology

According to Medeiros (2018), the purpose of a research is to support the progress of science. As for the approach to the problem, Marconi and Lakatos (2013) mention qualitative and quantitative approaches used in studies in search of answers to the research question. This is a quali-quantitative, descriptive, empirical-based study that aims to interpret and describe facts or phenomena found in a specific group. This study is intended to have a practical application, following what Lakatos and Marconi (2017) suggest. This research was done in different stages involving the gathering of physical elements to be treated, drawing on a theoretical and conceptual framework that gave this research a scientific status. It is worth mentioning that the money used to create the GEITEC (*Research Group on Innovation Management and Technology*) Workshop came from donations by organizations located in Rondonia. Chart 2 and Chart 3 below show the stages of this work in detail.

Chart 2: Stages of the Study.
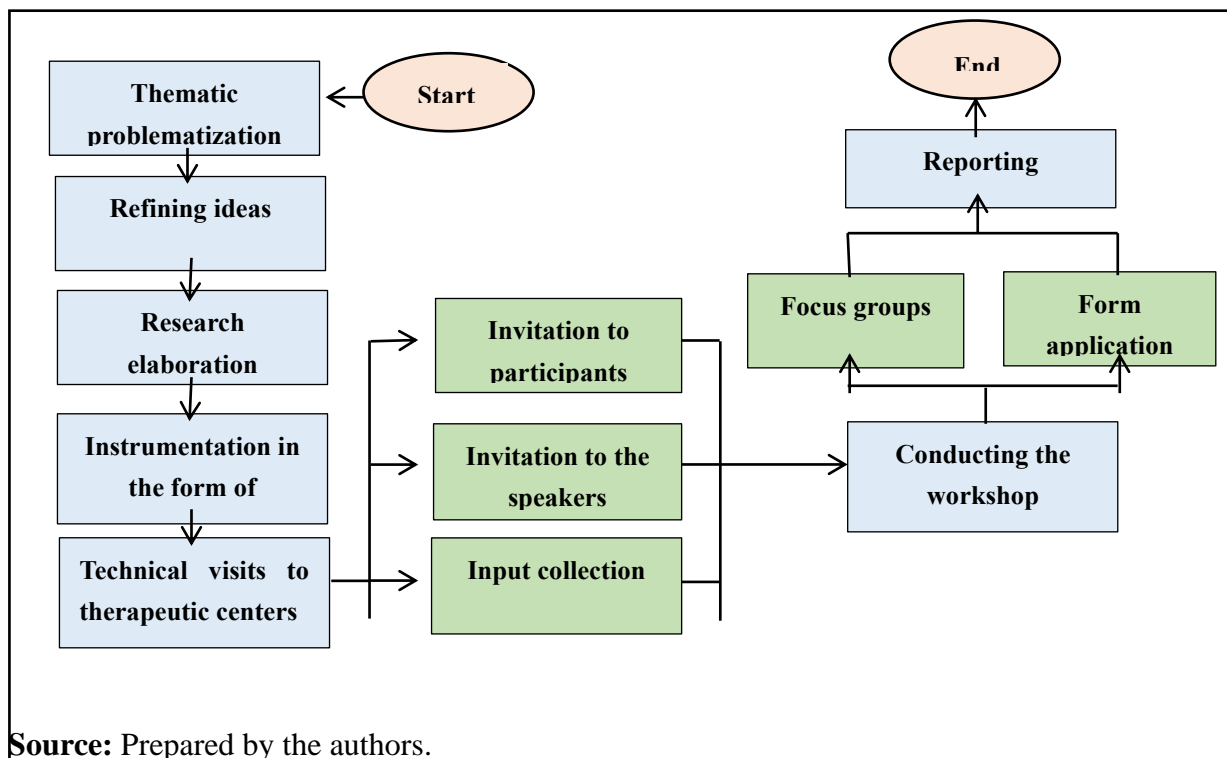
Source: Prepared by the authors.

Chart 3 - Description of the elements found in Chart 2

Procedures used	**Description of the procedures**
Problematization of the theme	The authors to this study discussed and acknowledged the opportunity to offer a workshop based on social innovation.
Narrowing down the ideas	Among a plethora of ideas, the authors decided on those which would be most appropriate for a workshop.

Institutionalization of an extension-like project	Project elaboration: summary of the proposal, justification, objectives, theoretical framework, methods and procedures, target audience, intended results, among other factors.
Technical Visits to the therapeutic Centers	Technical visits to the therapeutic centers were arranged so that we got to know the target audience for the workshops, that is, the people undergoing treatment against drug addiction.
Food and Material supply.	All the food and material supplies used in the workshop were donated by businesspeople from Porto Velho, Rondônia's capital city.
Invitations to Lecturers.	A local entrepreneur, two bank clercks, a professional baker, a social entrepreneur and a civil servant were invited to give lectures.
Invitations to Lectures' Attendees.	The target audience, was indicated by State Secretariat for the Development and Social Action from Porto Velho. All the participants – 30 in total – were interns from the therapeutic centers.
Length of Workshop.	In order to be in line with Bloom's Taxonom, which favours a gradual knowledge evolution, the workshop lasted five Saturdays. Each meeting lasted six hours, totaling 30 hours.
Setting the Focal Groups.	Throughout the workshops focal groups were established in order to debate themes on entrepreneurship.
Form Filling.	The attendees of the workshop were invited to actively participate in the research by filling in a form. All of them were aware that their identities would be kept secret.
Elaboration of reports.	Elaboration of a report on the making of the workshop and a final research report.

Source: Based on research data.

3.1 Method

For Lakatos and Marconi (2017), scientific method is the path followed by the researcher in order to achieve scientific status. Cooper and Schindler (2016) claim that Case Studies is a combination of procedures and processes followed by the researcher in organizations or in real situations.

3.2 Procedures

According to Lakatos and Marconi (2017), procedures are concrete stages of the investigation. Their goal is to provide a general explanation of the less abstract phenomena. In the sections below one can find the procedures adopted in this investigative approach: technical visits whose purpose was to observe and to collect data by means of interviews.

3.2.1 Observations

According to Lewis and Thornhill (2012), two kinds of observation can be used to collect the data for the phenomenon under investigation: participant observation, the focus of which is to find out the meanings

that people attach to their actions. The researcher is expected to look into the context of investigation in order to learn about the symbolic world of the interviewee. Another type of observation is the one called structured observation, which is a quantitative method concerned with how often a person performs an action. This is a participant observation-based research that aimed to look into the context under investigation in order to find out how patients in therapeutic communities are treated, the rules they have follow, and their daily routine.

3.2.2 Interviews

Saunders, Lewis and Thornhill (2012) define research interview as a purposeful conversation between two or more people in which the interviewer asks concise and unambiguous questions to a person who should be willing to answer and to listen. The authors claim that interviews can facilitate the collection of valid and trustworthy data for his or her research.

3.3 Techniques

According to Lakatos and Marconi (2017), technique is a set of procedures adopted by science. Below one can find a description of the techniques used in this study: brainstorming, Likert Scale and Focal Group.

3.3.1   Brainstorming Application Technique

Brainstorming, a kind of group dynamics characterized by a storm of ideas considered for a problem-situation or a specific context. According to Buchele et al (2017), on conducting a study which deals with social innovation, brainstorming is considered a powerful technique for the creation of a stimulating atmosphere which is able to multiply common interest ideas. By employing this technique, it was possible to search for business entrepreneurs among those who attended the workshop.

3.3.2   Likert Scale application Technique

Another technique used in this study is the Likert Scale, which allows for the interpretation of respondents' perception on their view about the Respondent Consultation Form, sent to all the workshop attendees. According to Júnior and Costa (2014), this scale is used in behavioral science research and it focuses on the level of agreement or disagreement, freely pointed out by the respondents when they give their opinion on a set of statements.

The form has fifteen statements each of which containing five alternatives. The punctuation system is as follows: 1 for "Total Disagreement" and 5 for "Total Agreement". Between these two marks, there is 2 for "Partial Disagreement", 3 for "Indifferent", and 4 for "Partial Agreement". Microsoft Excel is a very useful tool used when one is dealing with these data.

3.3.3   Focal Group Technique

This investigative task demanded the work of a focal group as a resource to gather people who could discuss the state of the art. Cooper and Schindler (2016) define focal group as a group made up of six to 10 people,

led by a trained moderator. The members of the group get together for a set time period. A six-people group took part in the development of the study described herein.

The facilitator's task is to promote the dynamics, to centralize, lead and explore the ideas exchanged in the focal group. An expert on social entrepreneurship was invited to lead the group. He created an adequate atmosphere that resulted in meaningful results, mainly with regard to the interpretation of ideas discussed in the workshop. Following Schindler (2016), five groups of six people each worked to discuss specific business topics such as industry and service supply. For the analysis of the data generated by the focal groups, interpretive techniques based on discourse analysis were used.

4. CASE STUDY ON ENTREPRENEURSHIP FOR SOCIAL REINTEGRATION

This study focuses on the development of the skills of individuals assisted in therapeutic centers in search of their social reintegration by means of the logical arguments of entrepreneurship. A survey in the investigated field shows a social deficit in public policies that can stimulate reintegration into the job market. Those individuals in a socially vulnerable state will be adversely affected, such as ex-convicts or those who have undergone drug addiction treatment, among others. The absence of a public power contributes to social decay while at the same time conceals valid data and hinders management, which is already harmed due to the absence of useful statistics for establishing causal relations. Government neglect leads people to believe that reality supports influential personalities that manipulate society, as proved by the recidivism that elevates the prohibitive costs in government spending. This reality is contextualized by Hachem and Forigo (2017), who discuss how hard it is to reintegrate individuals in vulnerable conditions.

Therefore, in this scenario, this gap demands the action of a specialized academic group to provide guidance regarding structural measures that can help both public and private entities involved with this type of complex action typology. This study is the result of a workshop on entrepreneurship which took place thanks to the help of various companies and government agencies that made the development of skills possible for thirty people living in rehabilitation centers for people struggling with drug addiction. The municipality of Porto Velho, capital of the state of Rondônia, shows a great deal of social vulnerability, being violence and human degradation the two aspects most emphasized by the local media.

Aware that public power entities are distant from society, groups led by drug traffickers take advantage of the situation and recruit people who will be drugged, become addicted and end up working as drug dealers in the ever growing drug market.

According to studies carried out so far, one can say that business managers tend not to employ people who have had a history of drug use. However, research conducted in three therapy and rehabilitation centers reveals that there is a large number of people who have a range of professional skills and are therefore able to work as self-employed professionals. They can also choose other fields of work which are made possible as they develop their entrepreneurial skills. This adjustment is supported by behavioral measures, for as Chiavenato (2014) states, the relationship between the human being and the private or public sectors allows an interface with Organizational Psychology, which can support a person who, clean from drugs, can now find their role as an agent in the economic system, reversing structural disorder, and through their experience help other people adjust to life in society. Through technical visits to the

therapeutic centers, the researchers of this study were able to understand why the interns were so integrated with their daily routines. There they live in community, have a set time for the meals they themselves make, learn to tend the orchards, to grow vegetable gardens, and feed the tank fish. The interns also learn to fix cars and to make small repairs and maintenance services in buildings. One of the therapeutic centers has a health club built by the interns themselves, where the local supervisor developed a leisure activity program, including awareness lectures, entertainment and group dynamics. The interns are also taught to manufacture fruit pulp, which they either consume or sell. These tasks can empower them, for they are a source of income that will be necessary for their survival after they leave the therapeutic centers.

On average, treatment of drug addicts takes six months and the interns have to follow certain rules that are laid down for them before they start treatment. They are not allowed to communicate with people outside the center or to handle money, and they must follow the rules established by the center. If followed, the rules will help them, and by the time they leave the center, they will have achieved abstinence, and will get abstention from their drug addictions by the end of their stay. They are also prohibited from using cellphones, computers with access to the Internet, exchanging mail or having visitors who are not a member of their family. The task has allowed the authors to get to know about the profile of the participants of the GEITEC Workshop on Entrepreneurship and Social Reintegration, through the application of an **informed consent form**. Most respondents are 26 to 39 years old, have attended elementary school, and have declared up to two minimum wages as their total income. In Graphs 1 to 3 one can see the overall profile of the participants.
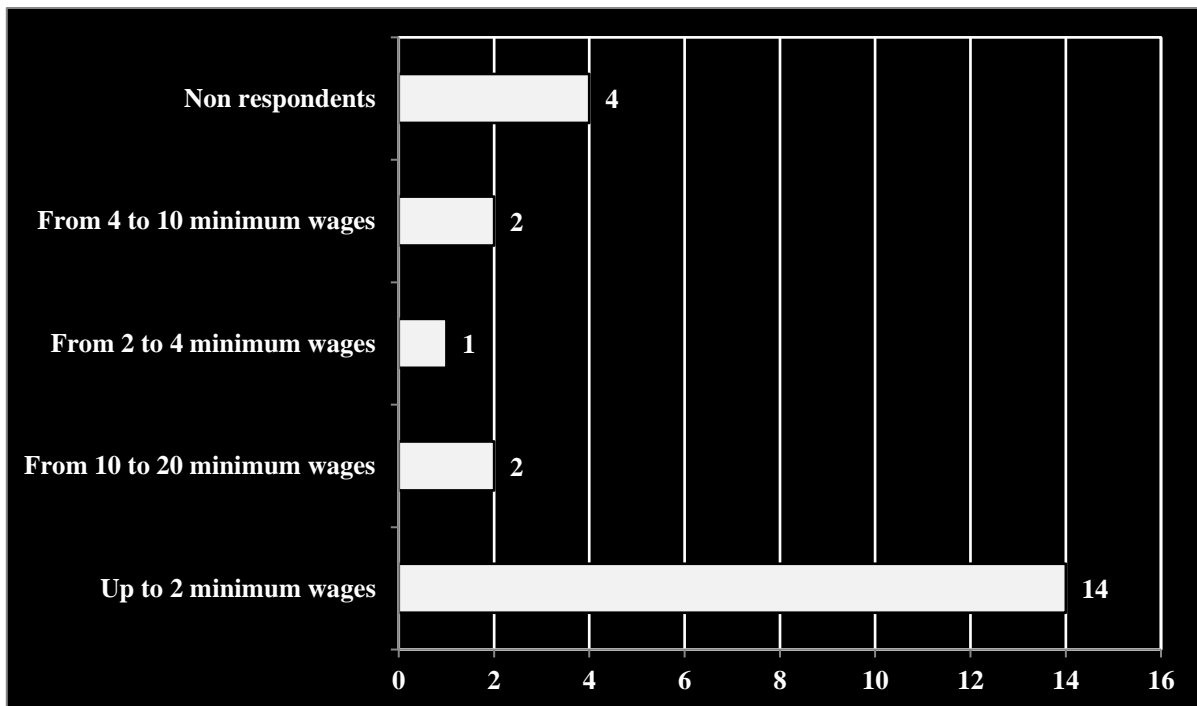
Graph 1: Number of participants by age group
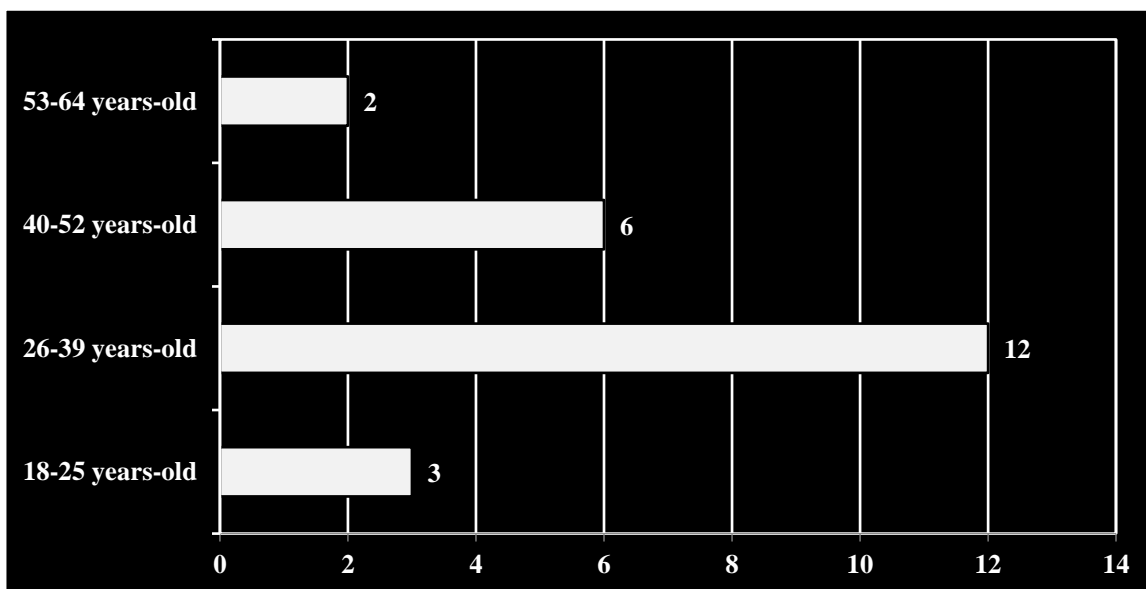
Graph 2: Number of participants by educational level
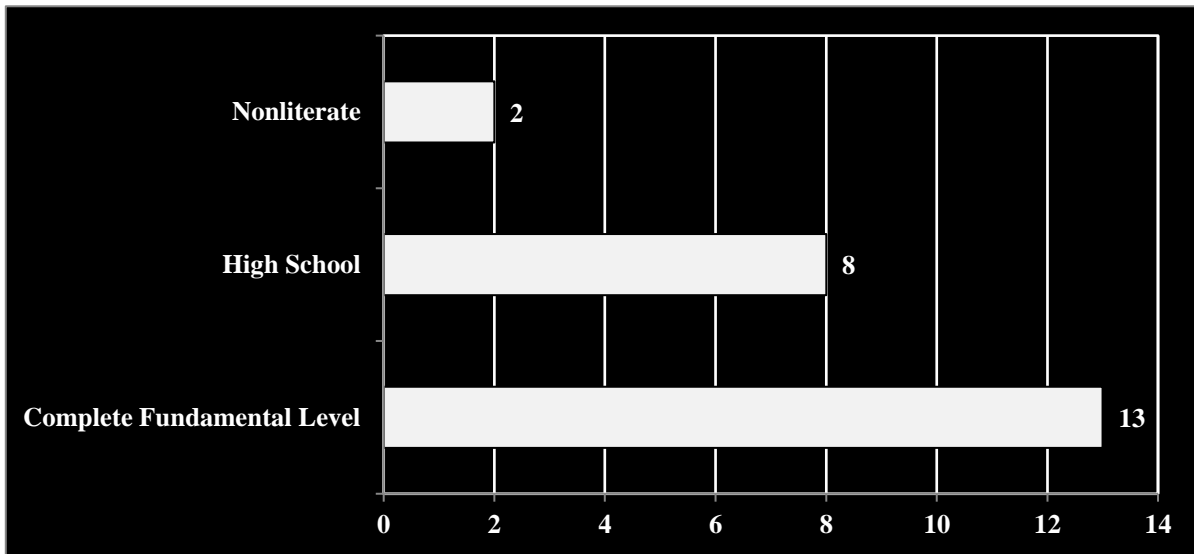
Graph 3: Number of participants by monthly income

As for the gathering of data concerning the stakeholders' participation, understanding their reality was made possible by analyzing their answers, which were entered and treated by Likert scale, as prescribed by Júnior and Costa (2014), who recommend it should be used in behavioural-based research. Thus, the perception of the respondents was evaluated by their agreeing or disagreeing with the statements shown to them. Critics say that 83% of the respondents find the apprenticeship in the workshop satisfactory; however, 44% of the respondents say they would like to have more hands-on activities, which is not possible due to the limited timeload of the workshop. Besides this, 56% state that the close contact with activities facilitates learning. Regarding social innovation through the workshop, 50% of the respondents claim it is positive, and 66% consider positive the meaning of a workshop like this, for it brings a social-

economic impact on entrepreneurship. In Table 1 below one can find an extract of the result of the application of the **informed consent form**.

Table 1 – Results of the application of the informed consent form.

Item	Statement	Percentage(%)					
		TD	PD	I	PA	TA	Total
1	**I have learned steps toward entrepreneurship satisfactorily**	0	11	6	39	44	100
2	**Sustainability is an advantage for achieving success**	17	11	17	38	17	100
3	**Practical activities have been developed**	22	22	17	17	22	100
4	**Sustainable companies encompass the social, the economic and the environmental aspects of a business**	28	17	28	16	11	100
5	**It is possible to evaluate areas of my future company**	17	11	22	33	17	100
6	**The workshop brought me knowledge, from the easier to the more difficult aspects**	0	33	28	17	22	100
7	**I have learned sufficiently to teach others**	11	28	17	33	11	100
8	**Each person has a different learning pace**	11	22	17	11	39	100
9	**Knowledge is more than knowing: it is knowing how to do**	17	6	28	32	17	100
10	**The activity and the engagement with it have helped me learn.**	28	28	17	21	6	100
11	**The workshop can be applied as an activity for public policies**	27	17	17	17	22	100
12	**Participants have restrictions to work access**	33	22	28	11	6	100
13	**Income generation helps social reintegration**	0	22	22	28	28	100
14	**Social innovation can occur with workshops like this**	22	11	17	22	28	100
15	**The social economic aspect is important for entrepreneurship.**	11	17	6	11	55	100

Percentage of Totally Agree (TA); Percentage of Partially Agree (PA); Percentage of Indifferent (I); Percentage of Partially Disagree (PD); Percentage of Totally Disagree (TD); Percentage of Total (Total).
Source: Elaborated by the authors.

4.1 **TREATMENT REGARDING THE PRACTICAL APPLICABILITY OF CONCEPTS**

Only after the researcher understands concrete reality will he or she adopt objective measures. Practical applicability of the concepts gathered starts to be confronted by the GEITEC workshop on entrepreneurship for social reintegration, through institutionalized partnerships with private services from social assistance, companies deserving credit as a result of the social responsibility of their managers, and two banking institutions which offered financial support to the participants of this workshop. Volunteers offered outstanding help and invited an internationally renowned baker to take part in the workshop. Inspired by

Lopes and Miranda (2017), one can say that the making of the workshop was possible because of the support provided by those who have social   responsibility and show their commitment to their community. The owner of a traditional hotel in the city, for instance, decided to host the event on five consecutive Saturdays, in one of its well-equipped auditoriums; the Bakers Union offered the ingredients and materials for the famous baker who lectured in one of the workshops, and donated money for the purchase of the airline tickets for a professional who had been a drug addict, but nowadays is free from any such problems and does voluntary work.

So that the workshop on entrepreneurship was successful, we also counted on the support of the Fire Department of Rondonia, which sent some of its soldiers to guide the organizing committee of the event to a place known as *Lago de Cuniã* (Cuniã Lake), where one could gather ingredients from the forest, used in the making of sustainable bread. They gathered *Açaí,* an Amazon plant scientifically known as *Euterpe oleracea,* useful for enriching both flavor and nutritious qualities of bread and cake made by the interns. They also picked *açafrão-da-terra* (earth turmeric), scientifically known as *Curcuma Longa,* which enhances the flavor and dyes the bread dough. *Castanha do Brasil* (Brazilian nut), known as *Bertholletia excelsa,* which is rich in vitamins, calcium, fat and potassium and thus enriching bread, was also gathered. Other ingredients were also gathered in this expedition. This expedition and gathering of Amazonian ingredients is in line with what has been proposed by Hayashi and Silva (2015), for by understanding the importance of utilizing resources from the forest, one understands it has to be in a sustainable way, for the benefit of present and future generations. A renowned learning institution opened up their baking facilities for us, and it was possible to witness the practical application of the concepts studied so far.

During the workshop, practical skills and competencies regarding entrepreneurship were developed, with group dynamics involving lecturers and participants, creating a meaningful motivational effect. Another learning activity offered by technicians from one of the Amazon banks, with additional help from the Banco do Povo (People's Bank), which offers smaller financial values, introduced topics about business plans and financing. These classes provided everyone with a practical knowledge of entrepreneurship techniques and of the necessary financial support they will need to set up their own business. This teaching approach is grounded on Ferraz and Belhot (2010), who discuss Bloom's Taxonomy and its effect on the learners, as well as the relationship between skills and knowledge. The gradual scale of complexity in this learning experience may occur in another stage, when the participants will be applying the concepts they have learned.

The workshop's program offered basic content for thirty hours of activities and followed Ferraz and Belhots' proposal, consistent in helping the participant to remember, understand, apply, analyze, evaluate and create. Concepts and definitions of entrepreneurship, business models, characteristics of an entrepreneur, building of entrepreneurship, approaches on synergy, decision making, resources, troubleshooting, managing principles of an undertaking, time management, risks, costs, prices and profits were also addressed. The program was, therefore, in accordance with Baggio and Baggio (2014) in its approach on risk with the pursuit of an objective, changing strategy and articulation for results.

At the end of the activities, participants were heard and they voiced their perceptions. The answers were somewhat shady and inconsistencies were found in them, maybe justified by the level of knowledge of the participants. What remains clear, however, is that income generation helps in social reintegration, and that workshops like this can turn social innovation into a reality. Graph 4 below shows learners' perception, following Baggio and Baggio (2014).

Graph 4 - Learners' perception, following Baggio and Baggio (2014).
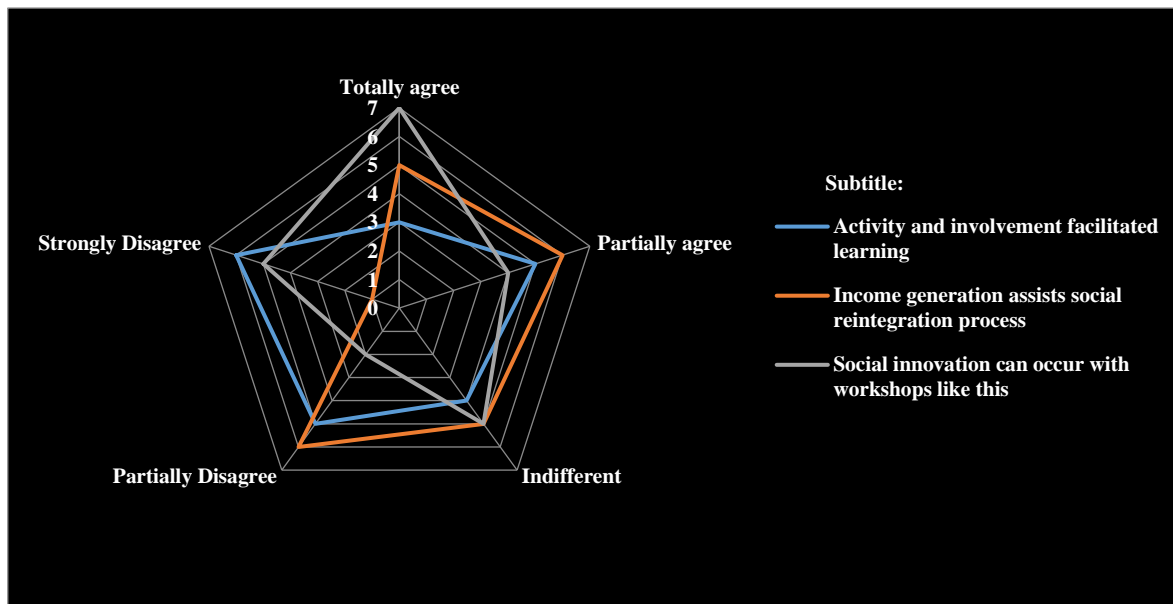
Source: designed by the authors based on the data provided by the respondents

## 4.2.1 Results regarding graduates' learning rate, relation and restriction of knowledge

Preparing graduates is a task based on a cognitive process that may be really effective in their employment in a short period of time. The skills proposed by the GEITEC (Research Group on Innovation Management and Technology) workshop planning have been based on essential abilities and competences to this strategy of building knowledge, which is in line with Melo, Machado and Matos (2014). Marketing research on the regions where the stakeholders are located are open to absorb business technical skills with general service operations as well as commercial transactions involving food products and other things. At the most important therapy centres previously called on, one could note that the interns carry out those practices in a daily basis. They produce their own food, they conduct services *in situ* repairing and doing the maintenance of the centres, they manufacture crafts to be sold at local fairs, they produce Amazonian fruit pulps which are offered to bars and restaurants, they do the practice of fish farming for their own consumption and also for sale, among others. These marketing skills prove to be of crucial importance in starting businesses that are consistent with the knowledge acquired here and can be incorporated into the reality and location where they take place.

What is brought by Melo, Machado and Matos (2014) is now put into context as an indicative of organizational training and development because the graduates begin to comprehend how their performance in society as service providers would be like. There is no doubt that a transitional phase

between acquired skills and new practices in their routines will lead them to excellence as masters of what they learnt from those authors. During group dynamics held at the workshop, technical and interpersonal skills as well as practices of relationship with people were developed.

The dynamics of the organizations in the analyzed region is a common phenomenon to other economic environments, as the required changes are easily adaptable thanks to the informationism provided by communication channels such as television and the Internet. This leads to the mastery of knowledge for those who are interested in keeping up with this structural reality. Notwithstanding the fact that the graduates were kept apart from this kind of informational support during their internship, at the time they join the workshop activities they can exchange knowledge and, from this moment on, they begin to adapt themselves in order to achieve what is expected to be a successful performance. Those are incident to what is proposed by Cislaghi, D'Arisbo, Ribeiro and Barcellos (2014) concerning dynamics of changes, business strategies, organizational learning, knowledge, and attitudinal skills. Graph 5 below shows the respondents' performance in relation to their conduct and recognition of their own limitations at the workshop.

Graph 5: Perception of learning rate, relation and restriction of knowledge
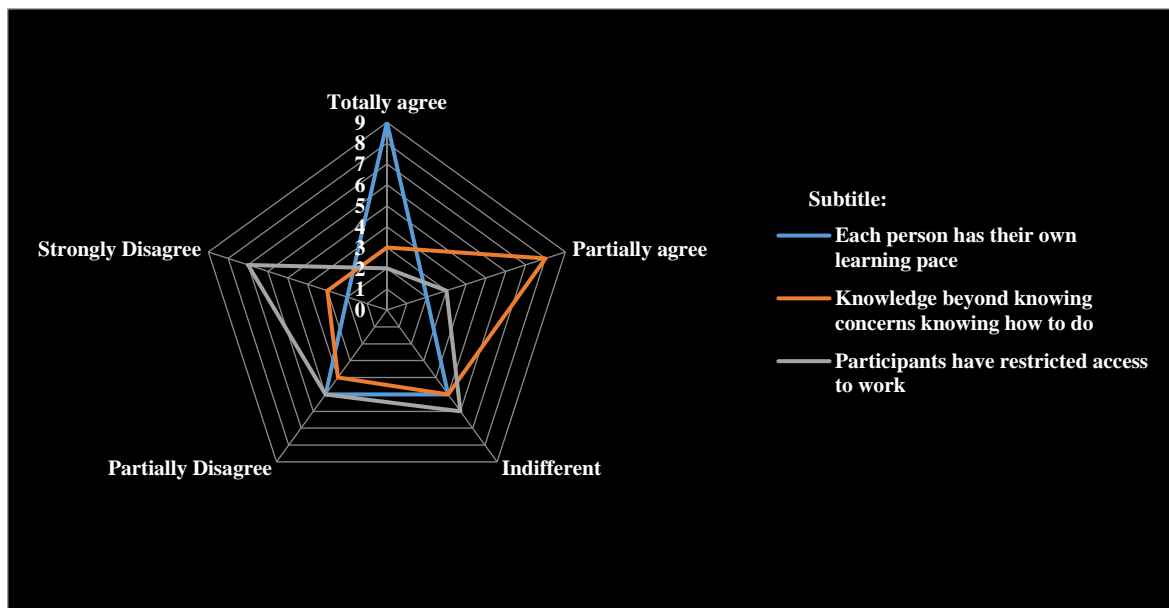
Source: designed by the authors based on the data provided by the respondents

As can be seen from the picture above, most respondents recognize that each one has his/her own learning rate. Furthermore, they also consider that knowing how to do implies in veracity of knowledge, i.e. knowing without knowing how to do means nothing in the way it is herein summarized. Stakeholders thus point out that there are restrictions due to their condition as recovering drug addicts and their knowledge limitation.

We heard out the social assistants who work at the main therapeutic communities. By their understanding, the graduates' learning rate will always depend on their degree of knowledge or on the achieved level of learning. Moreover, one of the professionals stated very clearly that the length of time in which an individual has been involved in drug abuse may affect this learning more deeply. As an example

that proves the effectiveness of the skills addressed by the authors on the learning phenomenon, a social worker talked about how rapidly one of the participants could open his own service operations business just one week after the end of the workshop. It is also worth citing the case of a person with a degree in Legal Studies that for more than two decades had been a drug addict suffering all the stigma of his condition around the municipality where the workshop operates. Nowadays it is proved that he had quit his addiction; he then concluded his studies and now practices law and runs a treatment facility for drug addicts.

We cannot avoid mentioning the restrictions this person had been subjected to in his job. He was dismissed from public office due to drug abuse during work time. According to the same social worker who gave us this report, he underwent a treatment in the therapeutic community where he was cured. Then he filed a lawsuit against the firm and won a favourable decision to his reintegration to office being granted all the rights he was entitled to have, including the payment of salaries counting from the time of his dismissal and compensation for punitive damages. Furthermore, the interviewed professional also states that cases like this one are not rare, the dismissal from work still in period of probation due to such a reality that drug addiction evokes to society.

4.2.2 Result of the study regarding advances on entrepreneurship, practices and learning exchange among graduates.

Junqueira and Silva (2016) had a focus on how to previously define actions of insertion characterized by methods of education and trustworthiness. Moreover, these authors point out the Vygotsky's affectivity instrumentalized into effective pedagogical actions worthwhile in evolving other people's learning ability. The participants were involved in group activities at the workshop where they discussed certain formative tools of practical actions brought by their experiences. There were people there who had already worked in farming, commercial activities and diverse services, bread-making and cookery; it provided them opportunities in which one could give support to their partners' idea, sharing their experiences at the workshop in the course of action proposed by the authors herein mentioned. The following graph reports the respondents' perception of how effective their involvement at the workshop was.

Graph 6: Perception of their development in entrepreneurship, practices and learning exchange.
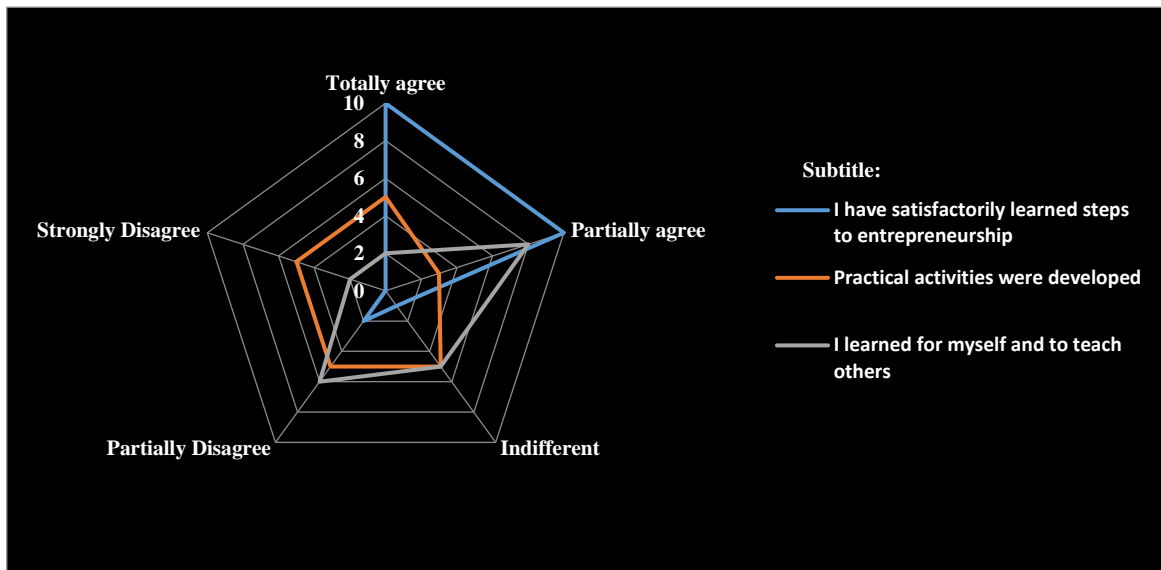
Source: data collected from the participants.

### 4.2.3 Contextualization regarding knowledge and meaning regarding Bloom's taxonomy

Ferraz and Belhot's (2010) methods provide the basis on how to work with capacity building of adults, just as Bloom's taxonomy is applied at the workshop. It is an andragogical teaching technique that associates skills with knowledge by a gradual scale of complexity. One could note that among the participants there was a graduate with an unfinished degree; however most of them have some knowledge and experience to share with each other as it was put into practice during activities for group dynamics carried out by blocks of learning.

The logic behind the creation of a gradual scale of cognitive development in entrepreneurship held its basis in a learning schedule that promotes a variety of simulation exercises in teams followed by debates in which all the participants take part sitting around in a circle. As it was pointed out in the previous section, each individual at their own pace can develop their understanding through group discussion as well as enhancing their perception with the general involvement of all the participants at the workshop. This can be considered the ideal rite of what is proposed by Ferraz and Belhot (2010) in relation to the scale to be considered in a simulation, test or reproduction in different learning environments. It will be possible in the future to follow the graduates' performance via reports and statistics on their history after leaving the workshop; but for the fulfilment of this project, some government support will be necessary in monitoring the reality of this context as well as providing aid to research centres in future tasks like this. Regarding the typology of gradual knowledge, which is consistent with essentially emotional affective and psychomotor domains, the workshop is not able to evaluate this, for it would demand psychological counselling from qualified professionals. However, in relation to the reproduction of actions and other inherent factors of expected cognition addressed by Ferraz and Belhot (2010), an evaluation on this matter will be possible for every respondent fills an inquiry form at end of the workshop activities.

The studies of Ferraz and Belhot (2010) cover the process of introduction to methods and scientific capabilities to the apprentice. The dynamics were very efficient in many aspects such as memorability, comprehension, analysis, evaluation and creation; therefore, the authors had made a significant contribution

to the workshop by providing an advisory pedagogical basis that proved useful in carrying out related initiatives. In interviews broadcast on television and websites, those who attended the activities were asked about their perspectives for the future. Some of them have said that after the workshop it was like they were recovering hopes that up to that time seemed to have been forgotten. Another intern stated he did not see any perspective of success for the use of his skills any more but at the workshop he could recover them for a new experience with maturity and confidence. The following graph represents the respondents' perception in relation to their knowledge and the significance of the workshop.

Graph 7: Respondents' perception regarding their knowledge and significance of the workshop.
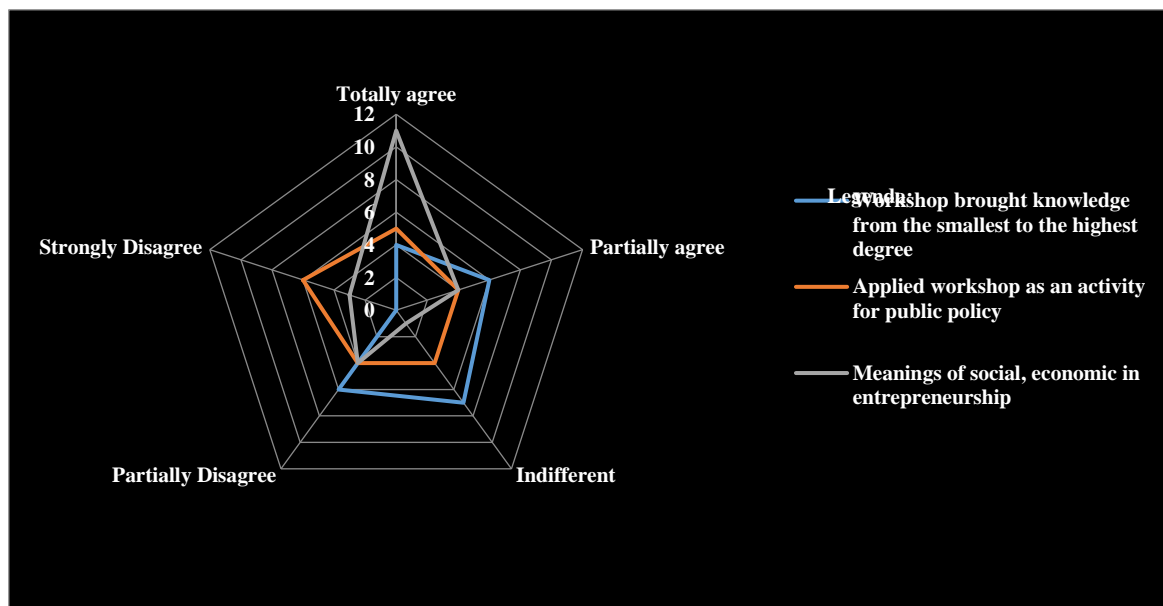
Source: Data collected from respondents.

The graduates' active participation in routine activities at GEITEC workshop allows us to measure a cognitive grid among the participants from the lowest to the highest level of knowledge. A special highlight was the case of an intern who had dropped out of medical school and showed interest in resuming his studies soon after he finished his treatment cycle. Other participant stood out for his cooking skills; he was responsible for elaborating the menu on all the dates when activities were held at the workshop, serving dishes of gastronomic art, decorated salads, exotic flavours and other attractions in terms of food. Many others stood out for their skills in diverse fields: some had abilities in information technology and hardware repairing while others had knowledge in agriculture, pig farming, and industrial services.

It is clear that activities like those offered at the workshop may serve as a strategic course of action for public policies in spite of the graduates' scepticism on such affairs; for, as expressed by the interviewees, they believe that there is a lot of irrationality in government's actions on this matter. There is no doubt that those in power have the interest of maintaining the marginalization of a social class, taking advantage of their misery for the sake of winning votes during electoral seasons.

The economic, social and environmental outcome of the graduates' reinsertion into society is that it will increase the offer of qualified workers in the region, which is being hitherto supplied by Haitian

workforce. When people who graduate from rehabilitation centres are absorbed into the labour market, the society is no longer driving them to commit shameful acts such as perpetrating thefts or robberies and their families will be spared the dishonour of watching their loved ones being subjected to such degradation. Peace and progress in the region will come as a result of implementing this healthy environment.

4.3 Measures for the readjustment of public policies for sustainable social reintegration

Establishing public policies in developing countries is a complex process, especially because citizens are mostly deprived of their rights as individuals. Exclusion is widespread, and with it comes subservience, which tends to be more easily accepted by those who are in a condition of degradation. In the Amazon region, this situation is even more severe for a lot of people live in isolation, have poor schooling, no access to information and little government assistance. This bleak scenario is part of the variables that should to be taken into consideration, for it is this complex reality that prevents government actions, services and programs from happening. Another factor to be considered has to do with politicians' promises that are hardly ever fulfilled. Although constitutional rights are written down, they are not consistently followed, showing no actual statistical data on the Amazon. These facts corroborate what Hachem and Forigo (2017) say about the difficulties in resocializing vulnerable people, such as ex-convicts or drug addiction treatment graduates.

It is worth mentioning that the number of prisoners in the region where this study was carried out was nearly 12 thousand people in 2017. According to data made available by the Security Department of the State Government, eighty percent of these people use some kind of psychoactive substance. Another sad reality is the extreme poverty affecting places in this same region, where whole families go hungry. Unfortunately this situation contrasts with the wealth which prevails in neighboring regions.

The shortage of data leads government technicians to resort to questionable reports that make public policies even more difficult to be implemented. Several of these reports are adapted from others originating in the South and the Southeast regions, from where there come professionals who want to introduce a reality that has nothing to do with the Amazonian context. It is this situation that explains the difficulty in resocializing drug addicts graduating from therapeutic centers. As a consequence, these people are forever dependent on government assistance and more often than not their living conditions remain unaltered.

Regardless of the various possibilities made possible by the social innovation for those benefiting from government policies, Bignetti (2011) points to some limitations regarding technological and social innovation towards people's interests in the context where they live. Thus only activities that promote economic growth will leave a legacy.

Following this reasoning, one can claim that entrepreneurship, if grounded on government guidelines, provides some solutions to the problems pointed out in this study. Enabling those who graduate from treatment centers is definitely necessary so that they can become independent workers.

According to Fachinelli et al. (2014), the main role of social innovation is to solve communities' issues. This goal can be reached by adopting an entrepreneurial view. In this study's context, the opportunities and the determination will turn into sustainability. The imbalance is the result of lack of public policies, which has led part of the population to lose track of their lives, doing drugs and crowding therapeutic centers. In

some cases, people who had already been socially reintegrated return to the streets where they will again use illicit drugs. As can be seen in Graph 8, data showing GEITEC Workshop attendees' views on sustainability in the Amazon region support the thoughts mentioned above.

Graph 8: Respondents' perception of the concept of sustainability in view of their condition in the Amazon
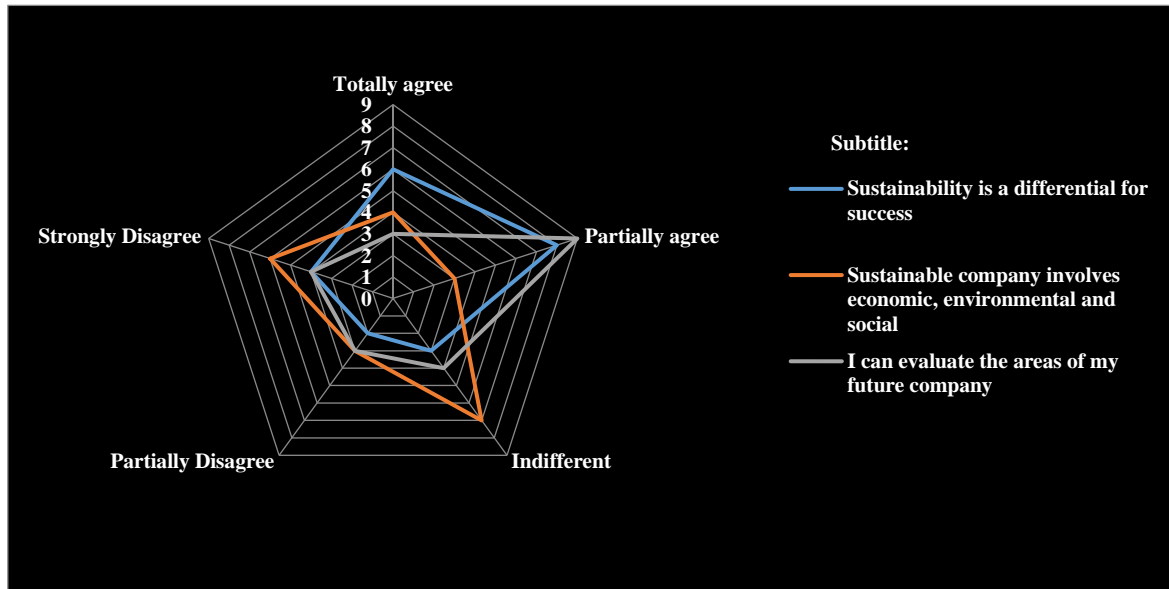
As shown in the graph, respondents agree that sustainability makes a difference in their success. However, they are indifferent towards economic, social and environmental significance. This result shows that the respondents need to get more knowledge about sustainability. Educational practices may work as reinforcement, for they realize that it is possible to evaluate business areas in which they could work. The set of principles followed during the dynamics and after the participants were interviewed can be seen in Chart 4 below.

Chart 4: Readjustment proposals to public policies for social reintegration

Readjustment proposals	Descriptive for effectiveness
1. Commitment and social responsibility of the business community, as recommended in Lopes e Miranda (2017).	1.1 The sponsorship of activities that involve graduates of therapeutic communities, in order to optimize the effectiveness of social reintegration policies.
	1.2 Public managers could purchase products or services offered by new entrepreneurs, including involving entrepreneurs in this integrated action by encouraging such adhesion.
	1.3 The Government may grant tax and tax advantages for the participation of the business community in the acquisition of products and services offered by entrepreneurs from therapeutic communities.

2. Development of skills as addressed in Melo, Machado and Matos (2014).	2.1 Search for partnerships with universities, technological institutes and entities that allow the training and qualification of graduates of therapeutic centers to be optimized.
	2.2 Granting specific government funds for the development of graduates to promote entrepreneurship for their social reintegration
	2.3 Establish control for the management of enterprises managed by graduates of therapeutic communities, in order to strengthen the results of government actions.
3. Overcoming with resocialization policies as addressed by Hachem and Forigo (2017).	3.1 Creation of civil rights councils in the municipality, capable of designing, implementing and executing policies for resettlement of egresses from therapeutic communities, offering systematic reports of the results achieved.
	3.2 Creation of rules for the social control of actions taken by social action leaders and managers of therapeutic communities performing social reintegration activities, in order to enforce the policies of resocialization of graduates.
	3.3 Establish a system for monitoring the situation of graduates and their resocialization, involving the performance of their families, the community to which they are inserted, including the professionalization and redesign of the life project proposed by each of these graduates.

Source: Proposed by the authors.

5. CONCLUSION

Society imposes rules to drug addicts. Although some of them refuse treatment offered by therapeutic centers, it is the responsibility of the public power to implement measures which aim to restore, resignify, and give these people access to real benefits. Adopting actions that prepare these people to become independent workers will give them the chance to reflect on their existence, helping them to enhance their self-esteem and motivation. There are different ways to get the social reinsertion of drug addicts graduating from therapeutic centers. One of them happens when the person him/herself decides to do it, which demands autonomy and a high level of self-knowledge able to develop an attitude that fosters independence. Another way to achieve this social reinsertion demands the direct support of social assistance which, among other things, helps the person to overcome their addiction and teaches them skills such as the ones offered by the GEITEC Workshop, based on concepts taken from the field of entrepreneurship. These actions can serve as a base for the government to implement interventions; they can also be used as a guide for sustainable social innovation. Finally, the authors hope that this study can be used as a guide for improving people's quality of life, considering that it is based on real-life data and that the findings can be reproduced in situations similar to the ones described herein. This study may be of

interest to public and private entities managers who have social responsibility and show their commitment to their community.

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