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Entrepreneurship Education at The University of Tarapacá Arica-Chile

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Background

- ❖ The incorporation of entrepreneurship education in higher education institutions, has presented an uneven evolution in South America, depending on the country.
- ❖ The experiences in the field of Entrepreneurship Education in Chile carried a development of about one decade, being private universities and organizations the initial developers.
- ❖ Over the past five years, this issue has been taken up with increasing force in public universities.



Significant milestones in Chile:

- ❖ **2002** : it is installed in the country a strategy for development for innovation and new business practices.
- ❖ **Ministry of Economy** proposed creating a body of work, formed by the public sector, private sector and the academic world, aimed to work to boost shares in favor of development and promotion of entrepreneurship.
- ❖ That was a relevant sign of the role given to entrepreneurship in the country's growth.



Background

- ❖ **2004 APEC summit:** Entrepreneurship is defined as the central theme, for it's proactive undertaking and creative role in modern societies.
- ❖ To establish an entrepreneurial culture in the country, **it should be developed both in the environment, as in the personnel area, covering all levels of education.** The entrepreneurship education should be a relevant engine of development.
- ❖ This means putting the issue of entrepreneurship as a central element in the production strategy of the country, **closely linking the enterprise with education.**



Background

- ❖ It is within this context that the **Ministry of Education creates a program for development of entrepreneurship** that contributes to the generation of effective space for interaction between the world of education and production.
- ❖ This project, which is in its initial phase of design now, provides the implementation of a program of joint actions between the **Ministry of Education and the Ministry of Economy**, oriented to promote the culture of entrepreneurship in Chilean society, focusing on the educational system and its linkage with the productive sector.



Description of Project's Action Lines

Proposed design

The strategy to strengthen the environment for entrepreneurship is divided in:

- 1. Insert the theme of entrepreneurship in the educational agenda:** sensitizing the community about entrepreneurship, delivering items to understand the importance of the subject to Chilean society today. (through seminars, competitions, etc.)
- 2. Teaching entrepreneurship in the classroom:** seize the space curriculum that offers the subject of technology education in general training module, and the Small Business Management subject at the Technical Vocational education.
- 3. Teacher Training:** to develop a training program for teachers in order to achieve acquire professional skills to train students in the skills required by an entrepreneur. This line will be supported by relevant teaching materials on entrepreneurship. Also it considers to train teachers as entrepreneurs.





The experience of Entrepreneurship Education at the University of Tarapacá



ARICA



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Puntero 22°53'35.26" S 56°07'14.41" O

Secuencia ||||| 100%

Alt. ojo 6144.34 milla(s)

The experience of Entrepreneurship Education at the University of Tarapacá

- ❖ **Public and regional** university.
- ❖ Arica is located in the far-northern Chile, on the border with Peru. By its location, serves the educational needs of a region and population with very particular characteristics
- ❖ For several decades presented an economic and productive development decline.
- ❖ The economic situation of disadvantage of Arica and their status as relative isolation -the nearest city of Chile is 300 kms far), causes young people to prefer leaving to study or start their working lives outside the city.





The experience of Entrepreneurship Education at the University of Tarapacá

- ❖ The profile of our student features the presence of **deficit in the development of relevant skills required to face college life and work.**
- ❖ In addition to this academic disadvantage, a high percentage of our students presents a **situation of economic disadvantage**, reflected in the foregoing that 75% of students entering first year seek college credit or other similar benefits
- ❖ This makes it essential to bring the university not only to social changes and new requirements posed by the current environment to future professionals, but also **the characteristics of our students and the challenges of local and regional levels.**



University of Tarapacá

- ❖ The training of graduates who are distinguished by their **skills in entrepreneurship**, is one of the university's strategic emphasis, which is reflected in both the **vision and in its institutional education project.**



The experience of Entrepreneurship Education at the University of Tarapacá

- ❖ This means critically review and expand the traditional focus of action and encourage students in developing skills that enable them to a successful integration into the world of work and / or self gestation their development work.
- ❖ To Unesco (1999), innovation, creation, communication and critical skills are needed to act as a responsible citizen and face the reality of the twenty-first century.
- ❖ Consequently, is the need to make further efforts to **develop broad spectrum general skills, also called key or core competences related to personal development and social environment.**



The experience of Entrepreneurship Education at the University of Tarapacá

- ❖ To develop entrepreneurship, as part of a strategic academic initiative, **involves the training of professionals with skills and central attitudes to their personal and professional lives**, enabling them to successfully face the challenges of permanent life changes.
- ❖ This involves developing **a way of thinking and acting** characterized by: a systemic view, the constant search of opportunities, self-reliance, autonomy and personal responsibility, creativity and flexibility, together with communication skills, leadership and teamwork, to facilitate the students's ability to raise and develop solutions to real problems of their personal, social or professional environment, with the aim of generating **positive change and create value for themselves and for others.**



The experience of Entrepreneurship Education at the University of Tarapacá

- ❖ Achieving this goal requires the creation of instructional strategies that, from interdisciplinary perspective, cross-promote the development of these competences in students and teachers at the University of Tarapacá.
- ❖ Our proposal includes conducting training “**anchor courses**”, which explicitly seeks to develop in students the characteristics that define a good leader and entrepreneur





Entrepreneurship Training Program at the University of Tarapacá

- ❖ The objective of the training program is to develop skills of entrepreneurship in the undergraduate students at the University of Tarapacá



Entrepreneurship Training Program at the University of Tarapacá

The program is composed of **three axes**:

- ❖ **An initial axis consisting of two basic courses**, aimed at developing basic skills and attitudes of entrepreneurship.
- ❖ A shaft deepening, of optional nature, consisting of **elective courses** or academies.
- ❖ A shaft of **training of trainers in entrepreneurship**, oriented to develop in university faculty, teaching skills to stimulate entrepreneurship in students.



Pillar I: “Entrepreneurial Attitude”

The aim of this course is to support the comprehensive education of students through the development of basic entrepreneurial skills

The work methodology is active and students centered.

Emphasis on the importance of interpersonal skills and generating collaborative networks.

The evaluation of the course has three components: teacher assessment, self-evaluation and evaluation by peers.

Competences:

- ❖ Self-Awareness and Self-Confidence
- ❖ Personal responsibility
- ❖ Problem-solving skills
- ❖ Skills to listen and empathy
- ❖ Verbal and Non verbal expression capacities
- ❖ Capacity for effective commitments coordination with other (request, offer, promise, anticipate, negotiate, evaluate).
- ❖ Creativity
- ❖ Flexibility and adaptability
- ❖ Frustration and failure tolerance
- ❖ Orientation to opportunity
- ❖ Pro-activity and Persistence

Pillar I: Entrepreneurship Project Development

PROJECT

Based on the methodology of Project-based learning, Students formed into teams in the planning and implementation of a proposed project, under the accompaniment of tutoring teachers or local entrepreneurs.

Instructional strategies: case studies, Internet resources, workshop sessions outings to ground, oral presentations, exchange with invited experts and entrepreneurs

The assessment includes :
-Team work and process
-The Project quality
-Final oral presentation to a jury
-Co-peer evaluation and -self assesmen

Course Goals:

- The aim of this course is to encourage students in the integration of knowledge and stimulate the development of team work and leadership skills, planning and project management, through the experience of carrying out an small entrepreneurship project in the social, Cultural, educational, or productive field.

Pillar II: Deepening Entrepreneurship Training

The proposal envisages a set of subjects in nature, oriented to develop competences in specific fields of endeavor, which may be validated as an elective vocational training or elective general training, according to the requirements of the various faculties and schools

Among these subjects, may be taken:

- ❖ Design career and professional life
- ❖ Creativity and systemic thinking
- ❖ Leadership
- ❖ Communication, Negotiation and Conflict Resolution
- ❖ Business Plan for entrepreneurs.
- ❖ Finances for Entrepreneurs
- ❖ Tax and legal Notions for entrepreneurs.
- ❖ Funding for entrepreneurs.
- ❖ Principles of Marketing for Entrepreneurs

Pillar III: Training of trainers in entrepreneurship

Objective: Generate abilities in University of Tarapacá faculty, to encourage and develop entrepreneurship in their students,

- ❖ **Need for strong stimulus to seduce faculty to get involved in entrepreneurship education**
- ❖ **Different working style often generates resistance.**
- ❖ **Successful experiences with younger people**

Global Evaluation

The implementation of this program, which began in 2006, has been variable depending on the disciplines and university faculties.

- In some cases, the initial courses had been incorporated as compulsory subjects in the first or second year of university.

In other cases, as in the engineering, economics and administration Departments, at least three subjects are being incorporated on a compulsory curriculum in the average and superior levels

Voluntary courses

The annual coverage of students attending these courses and workshops is approximately 400 students.



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THANK YOU

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