



# EMPLOYABILITY & ENTREPRENEURSHIP: TUNING UNIVERSITIES & ENTERPRISES



Conclusions of the interventions made by the members of Panel III – Towards the Education for Entrepreneurship within the International Conference *Employability and Entrepreneurship: Tuning Universities & Enterprises* which took place on the 2nd of July 2009, at 10.45 in the Auditorium 1 of the Portuguese Catholic University, Faculty of Economics and Management, Oporto.

## Speakers:

Cristina Soutinho, **“The Entrepreneurial School: A Sustainable vision in a Global Citizenship”**

Cristina Bastos, **“Day-to-day actions of a Living School”**

Manuel Au-Yong Oliveira | Ramiro Gonçalves | José Miguel Oliveira | Manuel Aroso | Miguel Barbosa | Romão Santos | João José Pinto Ferreira, **“Social Entrepreneurship and the Role of Universities”**

Agnieszka Dziedziczak-Foltyn | Ana Meireles, **“Gender Policies and Practices across European HEI: selected comparative data and the particular case of the Polish reality”**

Moderator: Christine Naschberger

Rapporteur: Raquel Araújo

## Conclusions:

The members of the panel have framed the vision that discussing entrepreneurship is much more than a panacea for a cyclical slowdown. It is a matter of education, so, it has to do with the way we see our future in the long run.

Consequently, the entrepreneurial potential must be fostered from an early age. The children should get familiar with environments that develop not only their personality, but also the interpersonal and social dimensions, thus summing tools which will enable them to look around and identify opportunities to transform ideas and dreams into added value. This transformation causes a triad of consequences: individual level (student), local level (school) and global level (society).

This work gets more complex in the further levels of teaching. The main issue regarding students from secondary schools, vocational schools and universities is how to motivate them in a fast changing world. The solution presented to the audience is related to a change in the learning environment; in other words, it is advisable to choose the “learning by doing” method. The future is near for those who have experience-based knowledge. Embedding the students in challenging and entrepreneurial contexts improves their creativity; simultaneously, their imagination is stimulated and highlighted. At the same time, the students apprehend the necessary elasticity to become entrepreneurs. It is easy to agree on the importance of the teachers in this education model and in a world of global citizenship. The role of the teachers in this sense is to advise young people to choose carefully their professional paths and amongst a wider range of vocational options.

The teachers were proud to disseminate the best practices that exist in some schools. The examples given do not compel people to the isomorphism, but to the innovation. They prove that entrepreneurship is a successful process when it sustainably gives the following steps: to mature the idea and to define horizons; to gather the necessary resources to its materialization; to launch the





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new enterprise and to monitor it continuously. The coexistence of motivation and cognition in the same individual makes him/her able to add value to the society.

There is no single and direct way for all entrepreneurs, especially if they are women. The project *Employability and Entrepreneurship: Tuning Universities & Enterprises* had many concerns related to the gender issue and it was clear that increasing the students' employability does not depend solely on teaching technical subjects and relational competencies; it is extremely relevant to train them on the necessary resilience to move around in a world where higher education is highly feminized, but this majority does not change mentalities, it does not change the problems posed to the women by the labour market, from the conditioning of the job to the career progression.

This last topic gave rise to a debate, but the audience and the panel reached broad consensus on the importance of creating true gender policies instead simply studying the role of the women in a knowledge society.

To sum up, these were the panelists' considerations that surely contributed to the stakeholders' involvement in the quality of the education and in the construction of culture of entrepreneurial education.