

A Bottom-Up Development Approach Model for a Lifelong Entrepreneurship Education in the Philippines

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ABSTRACT

How can an entrepreneurship program stand the test of time and sustain its development? This paper presents a program model that uses a bottom-up development approach (Anderson, 2010; Filev, 2008; Ries & Trout, 1989; Blenker & Rind, 2010) that underscores the value of involving and allowing the key stakeholder, the entrepreneur (former entrepreneurship student, turned entrepreneur,) in the whole process of change to participate, work together and collaborate with the students and school system to bridge the gaps and needs. Thus, maximize the opportunities it could bring and create a powerful positive change in entrepreneurship education. It uses the findings from end-of-course evaluations, and discussions conducted in the all-female entrepreneurship students from 2006-2011. These also include interviews and discussions with co-teachers, school administrators and the first batch of graduates of Miriam College in 2001 on the visioning and in creating teaching/learning interventions that will invigorate, sustain, make relevant the “entrep program.”

The paper identifies the challenges, needs, limitations and aspirations of the stakeholders in the academic community. It proposes the “E-program,” such as mentoring, angel investment, creative laboratory, and e-law clinic among other progressive interventions. As a lifelong education (Knapper & Cropley, 2000; Field, 2001, Avis, Fischer & Thompson, 2000), the E-program is a model that is envisioned to institutionalize, sustain and continuously improve the quality of entrepreneurship education and its development overtime.

Keywords: Bottom Up Approach, E-Program, Lifelong Education

I. INTRODUCTION

Entrepreneurship, its development and promotion are widely acknowledged by many governments and those in the private sectors as one effective socio-economic driver of a nation. Educating the peoples to develop and learn the entrepreneurial mindset, attitudes, values and skills are another matter. It requires relevant and engaging programs that will prepare especially the youth into it as one lifelong career path.

This paper discusses an action-development program, which uses the bottom-up approach to effect change, further develop and sustain an entrepreneurship program. This emergent program model addresses the challenges and limitations of the top-down approach and has found its way to bridge the present gaps, needs and resource concerns in its course management, pedagogy and delivery. The program was developed using Miriam College as the case model. The program is titled the E-Program (*e stands for entrepreneurship*). The entrepreneurship program is relatively new in the course offering in the tertiary level. Among the early course adapter is Miriam College (MC) as early as 1996, and where the author teaches various entrepreneurship subjects from principles to action and practice. The author conducted a purposive study that spanned a 5-year period on sophomore students taking Enterprise Planning 1 and 2 and selected first graduates in 2001 up to 2009 that are already engaged in the mainstream business. The contributors are active participants with one as the man behind the development of the course program framework and the creation of the entrepreneurship department of the college. The other two are the first graduates of the program both turned entrepreneurs. One is a rising educator and program development staff

for new and emerging allied programs and the other one is a socially engaged entrepreneur behind the new breed of change agents to bring in new education paradigms to elevate the program to new heights and sustain it as well.

A. Entrepreneurship in the context of lifelong education and learning

Entrepreneurship education in higher education has its distinct features that make it different from other traditional courses. It is one career path that teaches the aptitude and attitude in identifying opportunities, transforming ideas into realities, making things happen, managing, growing, nurturing and sustaining a “living” business venture. As a lifelong education, it is a program and learning path that gradually mints the entrepreneurial mindset, behavior, qualities, attitude, ethical values, virtues, and functional skills in every stage of entrepreneurial encounter and progression.

The very nature of the entrepreneurship course calls for a different method of teaching in the tertiary level. For most part, it is a project-based/ experiential learning that needs more of hand holding at the beginning, which is mostly done through, facilitating, coaching and mentoring until such a time that the student/learner is ready for self-directed learning. It is about the educator, having the skill to draw out from the learner/student many things about themselves, which they usually find many times ambiguous at the beginning, then later on they themselves discover. It is the kind of course that makes the learner becomes better at each level of progression where new challenges are faced and resolutions made each time. It is the kind of course that purposely teaches one’s entrepreneurial disposition.

Lifelong education and learning has been necessitated largely because of change. Lifelong education is the set of organizational, administrative, methodological and procedural measures that seek to promote lifelong learning (Knapper & Cropley, 2000; Field, 2001, Avis, Fischer & Thompson, 2000). Taken in the context of entrepreneurship, it is teaching and learning as technology and communication advances, society, cultures/lifestyles, in seizing opportunities or handling crises, by adapting to increasing pressure of change, or being part of

the change ...to effect change, set new trends, make innovations, raise levels of quality or performance and initiate more transformations. Entrepreneurship in itself is “change.”

B. Needs, gaps, issues and concerns in the teaching and learning entrepreneurship

Entrepreneurship program and its management in colleges and universities widely vary, depending on the thrusts, mission or its vision. It is only very recently that entrepreneurship education gained its ground among the popular and traditional courses in the tertiary level or higher education. Some schools started the entrepreneurship course under the business program either as an elective course, or a major course of specialization, while others offered it as an independent full program course. As it is, the present and numerous challenges identified should put the stakeholders more open to how they can be addressed put a heavy burden to all stakeholders to further develop and sustain the program.

C. The bottom-up approach to development and the role of the entrepreneur in the teaching and learning entrepreneurship

The stakeholders identified here are: students, educators and alumnae who make up the core of the bottom-up approach. The concept of bottom-up approach is taken up from the perspective of management of change (Anderson, 2010; Filev, 2008; Ries & Trout, 1989). Bottom-up approach in this paper is seen as a pragmatic approach to support (*the alumnae as the support system*) the MC Entrepreneurship Program, as a lifelong education system (*involving both the administration and organizational elements of education as well as its content and delivery strategies*) that is found to be wanting in resource and many other challenges. The bottom-up approach is taken to close in the gaps and strike a balance with the top-down approach of the traditional educational management. The top-down approach is taken in this context as where directions, plans, rules are unilaterally directed for implementation from top to the down level of the organization. In contrast, the bottom-up approach seeks to involve those who are directly affected by or those who can put into effect the change

process, which, in the case of entrepreneurship education, is the entrepreneur. Entrepreneurs have been widely accepted to be of core value to learning entrepreneurship (Blenker & Christensen, 2010). This paper underscores the value of entrepreneurs (*the former MC entrepreneurship students turned entrepreneur*) and now as the mentor/educator in entrepreneurship education.

It is interesting to note that the entrepreneur in the context of this study, who is directly involved in the change process is no other than the former students of the MC entrepreneurship program, who after years of minding, emerge as the key stakeholder in the form of a support system in a newly – formed, soon to be launched, non-profit association called the MC Entrepreneurship Alumni Association. This is the vehicle where the new teaching and learning model from the bottom-up takes on various roles in various situations (*e.g. mentor, facilitator, angel investor, venture capitalist educator etc.*) in the venture life cycle takes place.

It is also interesting to note that the “MC entrepreneur” here emerged as organic to its own program and therefore self-generated brought about by the transformation process of entrepreneurship education. It is like the student turned into a homegrown entrepreneur, now engaged to be part of the lifelong education towards a lifelong learning. Involving them now who is not a teacher or educator but as entrepreneur teaching student to be one, is one radical contrast of the traditional top-down approach, as it turned the whole entrepreneurship pedagogy upside down.

II. ON RESEARCH OBJECTIVES, METHODS, DESIGN AND PROCESS

A. Objectives

The study proposes and recommends an action-development program model using the bottom-up approach model to change that can help Institutionalize and sustain an entrepreneurship program in the tertiary level.

B. Methodology

There are 2 sets of the study. Set 1 identifies the needs, gaps, issues and concerns effective teaching and learning practices. The results will be the parameters from which set 2 is engaged using the bottom –up development approach to create the interventions that will help institutionalize and sustain an evolving entrepreneurship program

C. Locale and participants of the study

For Set 1 of the study, the locale is in Miriam College (MC), Katipunan Loyola Heights, and Quezon City Philippines. The participants are all sophomore college students taking the entrepreneurship program, with age range of 17-19 years. The author purposely conducted end-of-course evaluations on the subject “Entrepreneurship Planning” taken in 2 consecutive semesters in MC, which spanned for a period of 5 years, from school years 2006 to 2011 with a total of 314-all female student respondents in this 5-year period. Set 1 also included the 2 educators handling the course, and the school administrator or the chair of the department during the period identified. Set 1 identifies the needs, gaps, issues and concerns on the teaching and learning entrepreneurship. The results will be the parameters from which set 2 can work on and define the appropriate action program.

This Enterprise Planning course as a project-based/experiential learning is taken in 2 phases. Phase 1 is taken in the 1st semester and phase 2 during the 2nd semester. Enterprise Planning 1 is all about developing and transforming business ideas into prototypes. The highlight of the course is about the critical thinking process that goes into idea generation, conceptualization, project identification, its initial venture planning and organization. Emphasis is on small and medium scale enterprise.

Enterprise Planning 2 is the continuation of the course in the second semester, which serves, as the venue from which the models and prototypes of their venture projects/plans identified in the previous semester will be further tested. Likewise, the prototypes/models will be set up and showcased in an exhibition. The exhibition will also pilot test the

commercial viability of the entrepreneurial undertaking through selling, finding and funding sources, or in attracting investments. The project models/prototypes are studied, documented and critically analyzed to test its market and product acceptability within the parameters of a sound enterprise plan. Selected students were engaged in succeeding years to find out other needs and concerns as they go through their venture execution in their higher years from junior to senior levels where some transformation and some level of maturation must have occurred. It is with the aim of involving them to find ways to address whatever is lacking through an action-development program. It must also be noted that all students taking Entrepreneurship Planning is simultaneously taking the course Entrepreneurship Principles and Practices which is primarily about teaching the *“entrepreneurial mindset, attitudinal and behavioral change towards positive entrepreneurial values, dispositions and some age-appropriate management functional skills.”*

For Set 2, the study engaged the first graduates of the MC Entrepreneurship Program of 2001. There are 12 first graduates of 2001. The initial engagement was in 2008 where a get-together was organized, one of the agenda is the creation of the MC Entrepreneurship Alumnae Association. Several engagements ensued and discussions were conducted in various locations either in their homes in Caloocan City, Alabang, and Muntinlupa or in social/commercial centers in Makati.

Set 2 came in later in the study, in 2008 to 2011 after drawing from the compiled and documented end-of-course evaluations, where a pattern of results calls for a need for some intervention to help address the student and program needs. Ten years later, after these first graduates joined the socio-economic resource of the country (from 2001 to 2011), a new breed of alumni emerged, all- entrepreneurial in their own right. Now, playing the part in change process, seen as a potent organic resource, which after all is the product of its own entrepreneurship program

D. Procedure

In the focus group discussion (FGD), the researcher engaged the respondents in a face-to-

face exchange with the students. The discussions were more personal, unhurried, more in-depth, and consisted of mind mining and drawing out the respondents' feelings about the topic or question at hand. The researcher used descriptive techniques to present the results of the study.

The researcher used both structured and unstructured interview guides for individual or team interviews with students depending on the venture projects they have. She followed a set of discussion guides for the FGD to ensure that she can draw out the answers, thought patterns, expressions and insights.

The time spent in the actual and separate FGD engagements and interviews ranged from one hour and a half to two hours. Face to face interviews either individually or per team (depending on their venture project) for validation /clarification/exploration of written responses ranged from 10 to 20 minutes.

The lead researcher deliberately documented this 5-year teaching engagement to investigate the needs, gaps and relevance of the content, teaching method and delivery, and course management in order to draw out fresh pedagogical, organizational, course management leadership approaches to this “relatively new course.” At the same time, engage the participants of the study to take part in bringing in fresh contributions to advance entrepreneurship teaching, course management and further the program development in order to make learning more meaningful, engaging and relevant.

For set 2 or the graduates, a get together was organized 8 years after their graduation in 2008 and 9 of them came, all married and with families. The rest were abroad or in the province. It was this time that the forming an association initiated by the first graduates came about, with the intent of attaching itself to their alma mater, link them, (the product of MC as the new breed of entrepreneurs) to the MC entrepreneurship program. The first formal face-to-face meeting/discussions was held in November 2010, then on February 2011, which were subsequently followed in March and June 2011.

E. Method of Analysis

To analyze the responses of the students in the FGD, one-on-one interviews and brainstorming sessions, this study employs the following visible indicators: (1) how candid and animated student responses are to a topic; (2) level of articulation in presenting their views; (3) quality of experience with regards to a specific attribute. By analyzing these indicators we are able to determine the aspects of entrepreneurship education that all the stakeholders as participants (students, educators, school administration, and the alumni) find important.

III. SUMMARY OF RESULTS AND DISCUSSIONS

A. On Important Teaching Competencies; Teaching Program and Practices; Techniques and Methods; and Other Learning Interventions

A.1 Personal qualities that are human and motivating, connectivity, professional integrity

The results showed that students identify personal qualities as the most important as these are the key qualities they require for their educators to be effective. This is consistent with the result that entrepreneurship students most prefer: the experience and project-based learning since this kind requires a more personal approach and one-on-one instructions. It is important to note as well that during the FGD, students are most responsive and opinionated in discussing the personal qualities they seek from entrepreneurship educators. Students value human connections and how they are treated. This is in sharp contrast when the topic of educational attainment of their educators is discussed. For this specific quality, students deem it important, however, they feel that it is more of the concern of the school. Further, students and educators find business experience and networking more important than educational attainment, though school administrators find this highly important as an academic requirement to comply for hiring, selection, ranking and promotion.

The results further show that indeed, the importance placed by students on personal and human connectivity is reflective on the way the courses are handled as well. It must be noted that entrepreneurship subjects are heavy on

experience and project-based learning. It is by far, learning business by doing business, hence, the importance of face-to-face, one-on-one, guided learning by teachers. This peculiar learning process engages the student to have close encounter with the teachers as they both engage each other from the birth of an idea into its actual business operation.

Students appreciate, admire and respond well to educators who has the following professional teaching qualities: the ability to draw out the best in the students, with professional integrity, being organized and punctual, respect for the students; broad and deep knowledge, with a wealth of experience as a mentor; good network with other educators who can provide additional resources, share experiences and help in specialized investigative processes, good communication and listening skills, teachers who are able to constantly communicate with them and knows how to use modern communication tools in various forms (by email, SMS, or other technological means) make the lessons worthwhile for most.

The entrepreneurship educators and administrators in this study are highly educated professionals with diverse areas of graduate and postgraduate disciplines ranging from family life values education, business management, entrepreneurship, and even fashion and the arts. All participants are also entrepreneurs in their own right. The span of time spent in studies place the educators and administrators at a wide age range, from 27 to 57 years, either as a teacher or as an administrator. The situation points that high educational attainment and entrepreneurial background are excellent combination. The point here is, educators and mentors, generally cannot make it full-time in the academic field. This points further that the academic pool can best engage the practitioners on a regular and defined small schedules perhaps in teams on specific student engagements.

A.2 Pedagogy: hands -on; project-based/experiential; highly personalized to develop behavioral and attitudinal skills; seek and define opportunities; create new ideas; make things happen

All participants find the program design, teaching delivery methods and techniques

important and that which defines a good and effective teaching model for entrepreneurship education. Again, project-based/hands-on/experiential learning like venture development works best in close coordination through mentoring, coaching and consultations with the faculty-in-charge. These points were included to highlight the distinct pedagogy of entrepreneurship that makes it different from other regular courses so that the e-program may define the qualities that the student-turned entrepreneur-turned mentor may be well-equipped with what aspiring entrepreneurs need.

What then makes the Entrepreneurship Program a college course like no other? The traditional or regular business or management subject, track or program caters to students who will be future employees of corporations. The Entrepreneurship program and its curriculum, in contrast, develops students who will set up their own businesses, generate employment, and create wealth for themselves and for others, ethically and responsibly.

Crucial to the entrepreneurship program is the preparation of a new generation of students who can have the mindset to seek opportunities; to make sense of these opportunities; to create new ideas; to identify, gather and bootstrap their own resources into a business plan; and finally, to transform these resources into an ongoing, operational and profitable business venture. However, teaching and learning entrepreneurship courses is basically experience or project based and therefore is heavy on mentoring and coaching. This again puts the element of human connectivity of high importance.

A.3 Traditional teaching and management approaches, limited resources as challenges to meet

Lamentably, teachers say that the educational institutions are still treating entrepreneurship courses in the traditional mold like having huge number of students per class, which limits consultation and mentoring time per team or student. It can be very frustrating to handle disengaged students but it is very fulfilling to work with the truly motivated ones. As expected,

there will always be slow and fast learners, active and inactive, motivated and unmotivated.

It is only very recent that Entrepreneurship Education is receiving a push and gaining ground in the collegiate level as a full course. It is very daunting for educational institutions to create and develop entrepreneurship courses. The task includes the selection and training of the pool of resources that will develop, adapt, and handle the program, the choice of teaching models, course management, the structures and infrastructures the program needs on a limited resources.

B. On Needs, Issues and Concerns in the Teaching and Learning of Entrepreneurship that is Largely Project-Based, Experiential and Hands-On

B.1 The Entrepreneur, as mentor in various teaching and learning roles, the core in entrepreneurship teaching

There are 5 top concerns, which basically revolve around how students and teachers can make things happen from idea generation to actual venture execution. It highlighted first the need for mentors who can really guide them about their chosen product or field of industry. While they expressed that they learn much about the mentoring/consulting with the faculty-in-charge, they still need to find their own industry mentor as required especially after the course in enterprise planning where there is a vacuum towards their transition to the higher level. What is the most interesting part here is the expressed need of students on how they wanted a meaningful personalized mentoring engagement with an entrepreneur while being a mentor/adviser/ consultant, whom they will work with and treat them as a real partners in going about their venture projects. This way, both learn from each other. This further validates the bottom-up approach teaching model of Blenker & Christensen (2010) which construes the entrepreneur as a co-worker of the student in the learning process where the entrepreneur is a potential stakeholder in the student venture - so both student and

entrepreneur are 'entrepreneurs' who have to co-work in order to co-create on something.

The results further underscore the importance of the key player in the bottom-up development approach program for change, the entrepreneur (*the former "MC entrep student", transformed, the game changer*). This will ensure the steady supply or availability of change agents (*where there is a dearth, not because there are few, but because of time constraints and the willingness to share their precious time, this is also mentioned as one of the new development changes that CHED seeks to add, the addition of more entrepreneur/practitioners in the teaching roster*) who may be part of the support system in many and various ways: as mentors, educators, judge, lecturers, role models, partners, sponsors, etc. The alumna who can be a mentor/colleague whom students can have discussions with on business and operational concerns, on specific product, dispositions and decisions to validate with, in order to give them the confidence as well as the clarity or reality in business decision making.

This also reiterates the transformative power of the "entrepreneur" in the bottom-up development approach, organic by nature who can regenerate, sustain and work with students and the school system thus bridge the gaps brought about by the institutional limitations inherent in top-down approach.

B.2 Fund and investments for venture research, prototype development and start-up capital

Initial financial requirement, as investment is another crucial factor mentioned. It is needed mostly by the sophomores in the venture research, product development, prototyping and testing and later on, in an exhibition to test its market acceptability, and in their senior year, its initial launching. This is one area that most students found to be wanting. Parents are the general source of funding. Students team up so they can pool resources together, especially those with similar venture projects. Development of venture projects is mostly dictated by the availability or non-availability of funds. Being minors also prevent them into entering into fund sourcing from loans, except those sourced from family members or close relatives. Some are creative enough to invite

investors to their projects like godparents, aunts or friends. The school does not have the facility that offers investment or capital to develop project.

B.3 Conducive environment for creative exploration

One of the aspirations of the students as well as the teachers is to have a creative laboratory where students can tinker, think, create, or develop their craft or prototype within the campus. They find it difficult to gather the group together to find simple machines or equipment like industrial sewing machine where they can explore and make things on their own, or a cooking range where they can concoct and mix ingredients to create or cure a new food product. In short, there is no available infrastructure where students can develop and explore the many possibilities, yet.

B.3 Integration and coordination of subjects

The coordination and integration of their venture project development with other courses is another matter that should be pursued. They expressed that their course should be integrated or coordinated with other major subjects like in accounting or legalities of doing business so they can find relevance in the progression of their venture projects. It means that subjects in accounting, law, ethics, production management, or human resource management should discuss about their venture projects as case samples. However, they opined that some faculty members are not inclined to use their venture project as case samples in class discussions for diverse reasons.

B.4 Incentives to join outside competitions

The last area defined is the general lack of defined material support for student ventures and projects joining as entries to outside competitions. However, there is really no clear-cut policy on what or when the department or college will or can support such.

C. On other Interventions and Considerations Important to Teaching and Learning Entrepreneurship

C.1 School and home

Students appreciate the attentiveness of the school and the faculty members in their program, especially when it feels like belonging to a family. The mindfulness, care, and concern of the teachers make them feel they belong to one family. Family atmosphere in the school, where students felt that faculty members are going out of their way to really help them even beyond the execution of their venture or business implementation. On the other end, the participants acknowledge that college students are still minors and would need some prescribed involvement of parents, particularly when it comes to venture investments and project operations. The teacher must then consider the extent of parental support in order to find its rightful place in the teaching and management of the course.

C.2 Character and values formation, team building and other motivational techniques

Breaks from regular schoolwork through alternative and experiential learning like motivational talks from successful entrepreneurs, team building activities, personality enhancement seminars, as well as retreats, immersions or outreach programs initiated by the school and student officers are seen by students as important components to their values and character building. They learn to be more human while having fun at the same time. It is also good to note that awards and recognitions motivate the students to put their best in their venture programs. It validates dedication and commitment to their goals in the course.

C.3 Supplementary activities and enhancement programs

Collaboration and cooperation among educators, schools and students, private or public institutions, establishing networks and linkages are considered important as it builds on a support system that when pooled, create more impact as they mutually help advance entrepreneurship education like for example membership to the Entrepreneurship Educators of the Philippines/Young Entrepreneurs Society, the Philippine Association of Colleges and Schools of Business, or the Philippine Center for Entrepreneurship.

C.4 Support systems: Organized group to represent a voice; updated resource materials, digital subscriptions and more

The pool of support according to the educators, school administration and alumnae can be the venue where they can collectively form a voice to the government, agencies or policy makers to create policies exclusive for entrepreneurship and business college students on their venture and incubation projects. These may be in terms of ease in business registration, licensing, fees, and provision for technical assistance from specialized government agencies like the Department of Trade and Industry, Department of Science and Technology, Bureau of Food and Drug Administration, other allied specialized agencies

Likewise, support system comes in terms of access to modern reference books and materials; access to electronic tools and aids for self-paced learning and training; provision for laboratory for product experimentation and testing, more science and technology intervention for student programs. One interesting find is the “Ate system” or the “Big sister concept” in MC, which is an all-girls college, at least from grade school to higher education. . The “Ate” or my elder sister concept (composed of the junior or senior batch) takes time to assist in facilitating and coaching the sophomores or those from the lower batch on the numerous challenges and solutions to problems as they hurdle in refining and improving their venture projects. This win-win teaching and learning strategy of elder sister coaching system, also help the higher batch to develop their caring and nurturing nature, as well their tutoring proficiency as they journey towards honing their entrepreneurial leadership qualities. Likewise, this strategy definitely helps the teacher manage and monitor the students and teams with ease.

Perhaps more items can still be added to this. Nevertheless, one thing is certain: both educators and students have expressed their thoughts about what the “ideal” setting should be. Administrators, educators, students and entrepreneurs now (*who were once students before of the Entrepreneurship program*) should work together to bring the entrepreneurship program in the tertiary level in the mainstream with its distinct lifelong

education model and further its status as an academic discipline in the Philippines.

D. The “entrepreneur-educator” at the center stage: the blend of the top-down and the bottom-up approach to possibilities and change

It can also be said that the current system in Entrepreneurship education management and program development is a top-down approach because the administration has unilateral control over the gathering and use of resources. Although there are many advantages and benefits, there are also barriers and limitations based on institutional rules. Hence, there is a need to employ a bottom-up approach to maximize the opportunities available to the entrepreneurship program and its students as proposed in this study.

Taken in the context of this study, these 2 approaches are taken as the function in educational management as 2 contrasts, both with gains and downs. However, the study highlights the emerging element of force drawn from itself (in the entrepreneurship program), which can be considered “intrinsic”, it having generated what it supposed to create...entrepreneurs. It is such a timely occasion that “entrepreneurs” now has found its place with new and varied roles as the “new educators” and more in the entrepreneurship program, where they are sorely needed. The entrepreneurs themselves banding together, being true to its social nature to work and create on “possibilities” with the aim in view to blend in an ambitious solution to change.

The top-down approach to education management and its change process is one traditional approach to many higher education courses where policies, course directions, rules, strategies and disciplines, tutors selection and hiring and many other concerns are systematically done and imposed from the top and all the other levels down are expected to follow which makes any organization orderly and operable within its resources and limitations. On the other hand, the bottom-up approach to education management and its change process works well in the context of innovation, change and reform where those

involve or affected in the change process collectively and collaboratively act on the situation, needs or problems at hand. It is therefore of interest to take into consideration of the teaching and learning needs and concerns of the stakeholders to find the balance in terms of support or assistance that both top-down and bottom-up could offer.

As expected, it is with the interest of higher education with entrepreneurship program to make good with its commitment to produce entrepreneurs or enterprising individuals.

Likewise, its reputation is measured on the quality and number of business creation or innovative undertakings or values the graduates created. This specific step, the research and the new model that this study advocates is a glaring measure of the kind of “MC Entrepreneurship Program” and its spirit, it has produced.

IV. RECOMMENDATION

A. The E-Program: The structure and model to sustain a lifelong education

A.1 Structure: The MC Entrepreneurship Alumni Association

All the previous discussions points to a need to institutionalize the entrepreneurship education as it forms an integrative force that joins and enjoins all stakeholders in its search towards a lifelong education and learning. The needs and concerns are taken to find the fit in the way the support system can address such. Hence, a model was conceptualized and developed based on the results of study having in mind the entrepreneurs themselves in the person of MC alumnae who will be actively involved in educating MC entrepreneurship students through the various roles as entrepreneurs teaching nascent entrepreneurs, as experts in their own right and not just hired as lecturers.

It is an action development program, an initiative through the collaborative efforts between the first graduates of the MC Entrepreneurship program, their first advisers, and CBEA, formed and called the MC Entrep Alumni Association, a non-profit association. The parties are to be part of the new driving

force committed to the development of a new breed of socially responsible, educated young entrepreneurs, women business leaders and caring citizens who can make an impact to society's well being in general. The project is to be known as the MC CBEA and the Entrepreneurship Alumni E Program. The beneficiaries are: MC CBEA-Entrepreneurship Department, MC Entrepreneurship students and faculty members, MC CBEA-Entrepreneurship Alumni, MC community, and society. E stands for "entrepreneur and entrepreneurship", the key player in bottom-up approach to change and development.

A.2 The E-Program: Model

This E-program is a good blend of top down to bottom up, from having non-entrepreneur teachers and lecturers teaching students on how to be one, to entrepreneurs themselves teaching and guiding students. This brings to a good combination of reality check, which the normal classroom work is wanting, and the discipline that the progressive or bottom-up approach seems to lack. Thus, closing in the gaps of both approaches. The E-program can be regarded as one progressive means to usher the movement from top-down to bottom up as it evolve in its own change process. A process which regenerated its own that is seen to supplement and support the current state in order to sustain its dynamic existence.

B. Goals

It is the desire of the first graduates primarily to be actively involved in the MC Entrepreneurship program that is realistic to its purpose and goal to further strengthen the practical skills through various support systems. This E-program shall consist of material support in terms of investments, student venture loans or venture capital; technical, consultancy, practical training, mentoring services among many others.

Likewise, it is the aspiration of MC CBEA – Entrepreneurship Department to be consistently dynamic in its pursuit to: raise its level student achievement gains, with performance beyond academic requirements; be relevant to the needs and concerns at hand; and which, together with its product of graduates are much wanting to shape its direction, but because of some

limitations and prevailing challenges, cannot on its own provide.

V.CONCLUSION

Much is to be desired, but this proposed model would be formally launched in December 2012. It is hoped that the sincere efforts of the stakeholders and the MC spirit lives as it attempts to create a lifelong education that values the role of the entrepreneur and the educator who will continuously transform society, for generations to come.

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About the lead researcher

Maria Luisa B. Gatchalian is the elected national president of ENEDA for SY 2011-2013, a faculty member of the Entrepreneurship Department of Miriam College, and a member of the Small Enterprise Research and Development Foundation Inc. As an educator, she finds mix-teaching techniques that are mostly experiential and project-based very engaging, enriching, and appropriate for college teens aspiring to become entrepreneurs. She is very much interested in various research and development projects that promote progressive teaching and student learning. These are: professional teaching competency programs; sustaining ENEDA and its advocacy; a bottom-up

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