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TITLE: DEVELOPMENT OF AN ENTREPRENEURSHIP CURRICULUM FRAMEWORK AND APPROACHES FOR GLOBAL COMPETITIVENESS

The Philippine Experience

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ABSTRACT

Globalization has opened new program models in higher education for the human resource capital to be relevant, skilled, professionally competent and competitive. New learning and achievement skills specifically identified “entrepreneurial values and skills” as the new generation skills of the 21st Century *(Learning for the 21st Century, 1999; Globalization, 2009)*. Entrepreneurship program is one of the growing disciplines in higher education that is recognized to do just that *(Gatchalian, Lopez, Ibanez, Serrano, 2012).* Therefore, the development and progression of the core and specialized subjects should define and embody the necessary set of entrepreneurial skills, competencies, and outcomes *(McClelland, nd)* this program aims to achieve.

This paper presents the development of an Entrepreneurship curriculum framework and model as implemented in Miriam College, Philippines. Miriam College is one pioneering and early adapter of the entrepreneurship course when it was introduced in SY1998-1999. *(Lopez, 1998, 2001, 2007*) Since then, it had grown and evolved over the years as it took its shape now. This paper presents the curriculum development process of a Bachelor of Science in Entrepreneurship that considers the following building blocks: a) learning needs, entrepreneurial competencies and outcomes of young college students aspiring to become entrepreneurs *(McClelland, nd)*; b) guidelines and directives from the government policy agency body *(Commission of Higher Education, CMO No. 17, Philippines)*; c) the niche the school aims to become and be strongly known for *(Lopez, 2007)* and its differentiated teaching; d) relevant pedagogies and tools such as ICT, appropriate incubation models , competent educators and assessment beyond numbers (*Saenz, Smith, Longhinos, 2007*; *GESCI, UN ICT Task Force, 2003; SERDEF, 2013; Lopez, 2013*); and, **e)** institutional collaboration, partnerships, linkages and internationalization for globally competitive program and productive economies*(UNESCO, 1994;; Deloitte and Touche, 2012; Gatchalian et.al. 2012*; *Maringue and Fosket, 2012*).

***Keywords:*** *Globalization, curriculum framework, entrepreneurship, higher education, entrepreneurial competencies, collaboration, amalgamation, internationalization*

**Introduction**

The heightened recognition of Entrepreneurship Development as the socio-economic seedbed that develops and enables the country’s human capital resources to grow and fuel global economies puts Entrepreneurship Education as the new generation course of the century *(Learning for the 21st Century, 1999; Globalization, 2009).*  It is a form of discipline that allows and enables its citizens to set up their own ventures or businesses models, generate employment and productivity, create wealth for themselves and for others, and sustain it ethically and responsibly. Entrepreneurship education, development and training are recognized as one among the concrete answer for a vibrant and productive economic societies. It has also gained the formal recognition in higher-level institutions, as a subject or a full degree course, globally.

As a new academic discipline, laying the curriculum groundwork and framework for an effective Entrepreneurship Program in higher education is a great challenge mainly because of its dynamic nature and it is non-traditional. This paper presents the foundation of a curriculum framework that evolved and took shape from the results of research, series of related activities and the program management experience of the authors over the years. Specifically, the key findings of the research conducted from 2008 to 2010 *(Gatchalian, 2010; Gatchalian , Lopez, et al, 2012)* emphasizes the importance of having a well-designed curriculum program . **The 5 Building Blocks**

This paper identified the 5 building blocks as its framework that addresses the present needs and future requirements of the academic stakeholders: the learner, educator, school, businesses and industries, the community and society at large *(Gatchalian, 2010).* Within these building blocks are contributing issues and concerns which are considered to make a curriculum frame lives the entrepreneurial spirit.

***Diagram 1: The 5 Building Blocks***

**Building Block 1: Defining what the course is, teaching and learning needs, entrepreneurial competencies and outcomes of young college students aspiring to become entrepreneurs**

More than ever, there is a general realization that education of the future should be relevant to a changing environment where careers and making a living have changed drastically. While the future is headed for shrinking traditional careers, it also opens up new ones as well. The present and future environment according to human resource, career and lifelong education specialists, as well as, policy and education development planners evolved a set of 21st century foundation skills and competencies *(Higher Education for 2030, OECD, 2009; 21st Century Skills, 2007)*. This contains the outcomes that education should provide for a lifelong learning that will enable peoples to take charge of them, be self-directed and self-reliant. Entrepreneurship education is one program designed to address just that – to be entrepreneurial!

Entrepreneurship is an education of values, attitude, aptitude, mind-set, character building, and decision making for self-direction that will allow them to take personal responsibility and accountability for their own learning, career and life. It is an education that creates and develops the awareness and acquisition of knowledge on the theoretical foundations of economics, business, and management. These knowledge allows then, to draw out creativity, inventiveness or innovativeness, use of critical and practical thinking of making sense in the transformation process of an idea into life, problem into a solution, needs and wants into some product and so on.

In short, entrepreneurship in higher education offers practical application of knowledge that will encourage and support entrepreneurial and enterprising behavior and skills among the young teens to initiate, create, and operate business ventures.

***Nature of the entrepreneurship course and outcomes***.

Entrepreneurship education is by nature, a mindset, attitudinal, behavioral, values education with higher order critical thinking skills *(Resureccion and Lavador, BEST, 2012; Fajardo, 2012).* It is also an activity of self-fulfillment or achievement where one can claim ownership to the very output one has produced or built. It is in short, an extension of oneself. Therefore, it is highly personal, experiential and interactive. It is a course that aims to produce change agents, innovators and future employers.

Course requirements in entrepreneurship are practical applications that require prototype development, some methodical and systems process, which are largely organic in nature because it is output- and results-oriented. Meaning, one has to grow and transform some ideas into life with a new form or value. The course structure generally requires differentiated teaching *(Tomlinson, 1996; 2004; 2010; Diñozo, 2013)* depending on the learning needs and ventures the students intend to explore, build and grow.

Inherent in the process are challenges and failures where one’s entrepreneurial character is minted. That is why the course is heavy on mentoring, close monitoring and hand holding especially at the beginning or early in its developmental stage. It is likened to growing a child where the parents are present during their wobbly beginnings until you wean them over time *(Gatchalian, 2013).*

Teaching entrepreneurship therefore, requires specific higher order teaching and mentoring skills, insightfulness and sensitivity, all at the same time. This is especially true in handling the digital generation of college teens. Likewise, teaching it requires specific methods of teaching, new academic standards that suggest developing entrepreneurial competencies and thinking process that makes entrepreneurs. It is a program with a support system and an enabling environment, which are all aimed at increasing the likelihood of success among startup businesses.

***10 Entrepreneurial Competencies and Outcomes***

The Management Systems International (MSI), which developed the 10 Entrepreneurial Competencies now used by Entrepreneurial Development Programs worldwide, has become the standard in developing the curriculum framework, as well as, the entrepreneurial learning outcomes. *(Diaz, 2013)* From webpage, the following is quoted*:*

“Through the USAID research project, MSI discovered a surprising research finding: successful entrepreneurial behaviors are remarkably consistent from country to country. The research and subsequent testing identified 10 Personal Entrepreneurial Characteristics (PECs) and 30 behavioural indicators found to be most useful for detecting and strengthening entrepreneurial potential... David McClelland, the Harvard University psychologist, helped launches the entrepreneurial revolution, as ‘the most significant new development in entrepreneurship training for more than two decades’.” (Source: <http://www.msiworldwide.com/approach/trainings-courses/entrepreneurship-development-program/>)

***The 10 Entrepreneurial Competencies are:***

***1. Opportunity seeking: the ability to look for, to find, and to seize business opportunities***

***2. Moderate risk-taking: the ability to calculate the chances of success before taking a risk***

***3. High demand for efficiency and quality: the ability to meet or surpass the existing standards of excellence in the business***

***4. Commitment to work contract: the ability to accept responsibility in completing a job for the customers***

***5. Persistence: the ability to keep on doing something even when faced with difficulties***

***6. Information seeking: the ability to seek and find the right and valuable information for one’s business***

***7. Goal Setting: the ability to set clear short-term and long-term goals***

***8. Systematic Planning and Monitoring: the ability to develop logical plans in order to reach goals and to keep necessary data to monitor progress in the attainment of these goals.***

***9. Persuasion and networking: the ability to make others want to work and help in achieving the goals.***

***10. Self-confidence: The ability to take charge of things and to take responsibility for decisions made***

The point here is, there is this recognition that given the teaching and learning environment, entrepreneurship can be caught and taught.

***Young Adolescents as Nascent Entrepreneurs***

Self- determination and other attributes of the youth in this specific human maturation and developmental stage allow them to make career choices. One of the choices they make is a career in entrepreneurship; hence, they value entrepreneurship education.

The results in the study, “An-depth analysis of the entrepreneurship education in the Philippines,” *(Gatchalian, 2010)*has found that the new digital/touch screen generation of youth, characterized by multiple intelligences, prefers hands-on, experiential learning methods and strategies, especially in entrepreneurship education. These students who are no longer children , but still minors, and not yet adults, need an engaging and enriching learning environment. They need role models, as well as, teachers with expertise who are more of mentors and facilitators rather than one-way lecturers. They prefer guides who will show them the way at the onset, as they learn to be more self-directed in their entrepreneurial learning journey in college.

While they have high preference for nurturing through mentorship, they also favor the use of electronic and digital gadgets, tools, and internet sites to hasten learning. This will be discussed a little more in building block 4.

Many students find peer counselling from the higher batches or from contemporaries very effective as well. The “big-sister; little-sister” concept applied in the program *(Lopez, Serrano et al 2007)* and the advising/mentorship mode from faculty create a family-like environment that makes learning more engaging and students more responsive.

The students in this study also indicated that pure lecture and pure classroom work as boring and ineffective. They prefer learning interventions that break the monotony of classroom work. These interventions include plant visits, local and foreign travel, exhibitions, competitions, retreats, social outreach programs, interaction with “real entrepreneurs,” and joining student organizations that offers extra-curricular activities that are fun and meaningful.

Thus, educators should fully recognize, understand and work around the dynamics of teaching entrepreneurship to learners in relation to their developmental and maturation stage, aspirations, learning outcomes and the increasing demand to be globally competitive as lifelong learners, to be effective.

**Building Block 2: Policy framework of the National Education Body: CHED CMO No.17; Academic, administration and institutional support for the promotion of an entrepreneurial culture and environment**

There are already concerted efforts in the government and the private sector to advance entrepreneurship education as a long-term solution to national economic advancement. The Commission on Higher Education (CHED) has pushed the formal integration of entrepreneurship education pursuant to Republic Act No. 7722 as embodied in Memorandum Order No. 17 (CMO # 17) Series of 2005 – Curriculum Requirement for Bachelor of Science in Entrepreneurship (BS Entrepreneurship). This document contains the academic and developmental thrusts of the Entrepreneurship Programs and Courses in the Tertiary Level.

The CHED is the policy-making, monitoring and evaluation government body which provides the general guidelines and basic directives, specifically for higher education, with entrepreneurship program like the scale of infrastructure for its content, delivery, technical and resource requirements, the goals and outcomes the program aims to produce among learners.

Over the years, there has been an increase in colleges and universities offering business and entrepreneurship courses, as a full course leading to a degree, a track, or as a major subject. The nature of the course program will take on a newer form as it evolves and develops over time. That is why, CMO #17, as one crucial element in building the entrepreneurship program framework, is undergoing some periodic updating, which started in 2012.

The biggest task of the school administrator is to put all these elements into action according to their values, vision, and thrusts, following CHED’s CMO # 17 on BS Entrepreneurship. This memorandum order states that the program specifically prepares individuals to start and manage their own business. The learning outcomes and competencies are to develop entrepreneurs who are motivated and knowledgeable in identifying opportunities, developing and preparing business plans, accomplish requirements in actually starting and managing a business and future employers. *(Lopez, 2012)*

Schools that offer entrepreneurship programs have to comply with the program policies and standards set by CHED especially on key policies and compliance requirements like:

***Curriculum Outline***

|  |  |
| --- | --- |
| **SUMMARY OF UNITS** | |
| **General Education Courses** | 36 |
| **Business Core Courses**  ***These courses consist of four important functions of business. A student of business and management has to have basic knowledge on these four function areas: (under Section 12*)**  Management: Principles of Management (3 units); Human Behavior (3 units)  Marketing: Principles of Marketing (3 units)  Accounting/Finance: Financial Accounting (3 units); Basic Finance (3 units);)  Business Communication (3 units); Computer (3 units | 21 |
| ***Entrepreneurship Core Courses***  ***These are the foundation courses of entrepreneurship curriculum. These courses lay down the fundamental concepts that every entrepreneurship student has to know in the field of business and management. HEIs should involve adjunct faculty who are entrepreneurs (under Section 13):*** |  |
| ***Incubation courses***  Entrepreneurial Behavior; Business Operation 1; Business Operation 2; Business Plan; Business Plan Implementation 1; Business Plan Implementation 2; Business Plan Implementation 3 (Include Business Integration Coverage) | 21 |
| ***Non-incubation***  Market Research; Microeconomics Macroeconomics; Business Law and Taxation; Laws Affecting Micro, Small and Medium Enterprises; Management Accounting; Cost Accounting; Management of Innovation/Production and Operations Management; Managing a Service Enterprise Strategic Management; Logistics and Supply Chain Management; Leadership of Organizations | 39 |
| **Specialized/Elective Courses**  ***HEIs may enhance the curriculum by providing electives based on interest or specialties of its faculty. Student may choose from among the following courses.***  ***These may be used to specialize in certain types of business. This is not an exhaustive list of courses. A school may offer other electives that may help a student pursue a special line of business. Suggested electives: (Section 14)***  Franchising; Export Marketing; Direct Marketing; Wholesale and Retail Sales Management; E-commerce  Social Entrepreneurship; Agricultural Entrepreneurship; Family Business Management; Small Business Consulting/ Business Development Services; Micro-financing ;Venture Finance ; Capital and Securities Markets; Managing a Manufacturing Enterprise; Creativity in Problem Solving Negotiation; Tourism Entrepreneurship ; Events Management  Hospitality Management; Management of Technology  ***Electives can be in minor or major tracks of the curriculum equivalent to 12 units (e.g. Culinary, Fashion Design, and Product Design)*** | 15 |
| P.E. | 8 |
| NSTP  \*As per CHED requirement | 6 |
| TOTAL NO. OF UNITS | 146 |

***Academic, administration, institutional and infrastructure support for the promotion of an entrepreneurial culture and environment***

To further develop an entrepreneurial culture, several enabling features, structures or infrastructures should be in place. These are: a) hiring of competent educators; b) inclusion or availability of a good teaching model that works ; c) a teaching guide that would help both educators and practitioners (who are not necessarily academicians), in teaching entrepreneurship as a subject in the tertiary level; d) program for faculty training and development as part of resource and competency building or strengthening; e) availability or development of own teaching and learning resource materials; f) business incubation and laboratory facilities which is one compliance requirement of CHED. This is a necessary physical structure where ideas are generated, explored, incubated and operated; some kind of infrastructure that will approximate the realities of doing business; where business activities are done or operated with the necessary or basic office or laboratory contraptions for start-ups; serving as a transition point for students to either continue their business or create a new one after graduation ; g) institutional support to welcome and build on the new pedagogy (mostly organic by itself) for this non-traditional course that is a highly differentiated program; as the administration refine and find its program niche in entrepreneurship

The entrepreneurship program and its courses are constantly evolving depending on the level and extent to where the stakeholders are willing brings it. To be effective, its management has to be as dynamic as the course itself.

In the Philippines, Miriam College is one of the pioneering schools in higher education which embarked on a degree course on Entrepreneurship in the decade of the 90s to turn out the expertise and skills needed in this area, which also underscores the core values of truth, justice, peace and integrity of creation of the college *(Serrano, 2008*). Over the years, it has developedthe curriculum which served as the model framework or mother program for other academic institutions to gather ideas and insights in forming their own *(Lopez, 2012*).

**Building Block 3: Niching or Specialization and Differentiated Program of Instruction**

Niching or specialization and differentiated program of instruction are two different things but are very much related in the development and management of an entrepreneurship program and its curriculum.

Niching or specialization in the context of entrepreneurship is about building on a program that a school aims to be capable, strong and be known for it. *(Lopez, 1998, 2007).*

Miriam College, for example, developed a program that made its identified weaknesses turn out to be one of its strength and its niche. With its limited resources in terms of infrastructure and resources, it embarked to collaborate with specialized institutions to address the growing number of enrolment with industry-specific-preference path like culinary, fashion and product design. It formally engaged in an extended classroom program with specialized local institutions and their international counterparts, which generally provide the infrastructure and industry expertise for content and delivery following the guidelines, requirements and CHED approval. *(Lopez, 1998, 2007)*

Eventually, several academic institutions offered entrepreneurship with specialization in: family business, food business, agribusiness and the like. Some private or state college and universities offer entrepreneurship as part of an extension of their specialized course in business and accountancy, agriculture or aqua marine courses, cooperative, tourism, and other science disciplines as a full course, track, subject, non-college credit or certificate and diploma courses. These are offered in regions or provinces where these kind of livelihood or abundant resources thrives *(examples are, Ateneo de Naga, Ateneo de Davao, Ateneo de Manila, Central Luzon State University, Mariano Marcos State University, Partido State University, Mindoro State College, Capiz State University, Philippine Women’s College Davao, among others).*

There are other emerging entrepreneurial applications in areas of social entrepreneurship, intrapreneurship, or industry specific like, manufacturing or service, service, retail or real estate industry. This is, in its sense, specialization or niching. Such that, the entrepreneurship program with its foundation on developing an entrepreneurial mind-set, attitudes and behaviour now segues to a defined entrepreneurial discipline, activity or venture.

This leads on to a differentiated program or instruction as learners complete the course. A differentiated teaching or instruction while guided by the curriculum, takes the student or its target learners and their potentialities at the center stage. Tomlinson, one of the authorities in differentiated classroom and instruction provides the rich resource in this area of discipline. Differentiated teaching and instruction in general, builds on the premise that learners differ in many important ways and teachers must be ready to engage students. In this case, aspiring entrepreneurs, each with different and unique business ventures needs different teaching and learning modalities along with their varied degrees of complexities, should be held to high academic and the realities of industry standards *(Tomlinson, 1997, 2004, 2010).*

Differentiated program and instruction, is highly personal, with flexible use of time, comes with a much defined learning path and achievement goals where teaching and learning engagements largely responds to the venture the students or teams engaged themselves to.

**Building Block 4: Relevant pedagogies and tools such as appropriate technologies, competent educators and assessment beyond numbers**

The desired learning outcomes defined earlier can be met alongside the ideas generated and exclusive to the venture, the student as nascent entrepreneur has set to reach. This is also true in defining the appropriate teaching and learning engagement strategies as the student and educator whose role is now mostly as a facilitator and mentor as they trustfully set to co-create their entrepreneurial journey.

Entrepreneurship education is a discipline that educates college students to acquire specific skills and competencies as discussed previously in building block 1 *(as outlined in CHED CMO #17) to: identify business opportunities; prepare business plans; accomplish requirements to start a business; operate and manage a business efficiently and effectively.*

The course by nature is highly experiential and interactive. Course requirements are mostly output and results oriented; prototype development, hands-on training and other practical applications. The integrative nature of the various related courses in entrepreneurship, a progressive extension of a series of subjects; thus, requires long teaching engagement alongside the learning process and progress of each student. This then makes the course teaching heavy on facilitation, monitoring of progress and mentoring. It is handholding at the beginning towards self-direction and educated decision-making later. It is personalized in a sense that it takes the unique situation of each one as they progress *(Gatchalian, 2010; 2012).*

Teaching digital college teens to become entrepreneurs to be effective takes far beyond the different set of skills, insights, sensitivity and knowledge. One has to be adept, among others, in the effective use of technology as digital tools that should address the learners’ different needs. It is as a course, teacher-led, with progressive pedagogical approaches for a meaningful and learning engagement summarized as follows: a) creative engagements; b) facilitating and mentoring engagement’s) project- outcomes- based as in venture creation; or experienced-based learning, such as, business practicum centers or local and international internship programs; and a handful of interventions as mentioned in building block 2 including the realities of challenges in the administration and management of the entrepreneurship program.

The CHED highly encourages the inclusion of entrepreneurs or experts in the entrepreneurship field to be in the roster of faculty members as mentors, guest lecturers, or part-time faculty. However, the standards for faculty hiring and all the ideal components for an enabling teaching and learning environment pose numerous challenges. For one, hiring puts much emphasis on academic and high educational attainment, which does not necessarily translate into effective and highly engaging nature of entrepreneurship teaching. However, Katz (2007) explains: “it is possible to teach entrepreneurship, not necessarily by entrepreneurs themselves, but by trainers or educators that have been taught how to teach a model that works!

What makes it unique from the traditional educational program is also its assessment system (*that gauges entrepreneurial competencies and desired behavioural and attitudinal changes)* which allows room to commit mistakes and learn from it. Numerous constraints, challenges and repeated failures lead aspirants to iterate their ventures which teach them patience, resiliency at odds, or the use of business tools for better management decision-making. It is about honing skills and strengthening ones character and values with renewed optimism and confidence from the experiences and learning with some end in sight, of something incalculable from the enriching experience of personal triumphs to the exponential bounties from venture that keeps evolving.

**Building Block 5: Collaboration, Partnerships, Linkages and Internationalization**

There is an increasing recognition of the gap in education versus the realities of doing business or career requirements. Creativity is tested in times of need and want, as more dynamism is needed to close in gaps, improve and enrich a program for its continuing development at many fronts. These are the challenges with regard to building blocks mentioned earlier like for example, the provision for physical structures, development programs, or learning interventions, hiring of competent and available educators and mentors and many more others. All these put a heavy cost both for the school and the students. But, it is also possible to create an ecosystem with like-minded stakeholders and institutions which can provide support to the needs that the educational system cannot provide, for some reason or another. These challenges should also encourage administrators, educators or student organizations to find creative ways to address such.

For some time now, higher education units, the government, foundations, institutions from private sectors and individuals with shared vision for a progressive human resource, are coming together. Considered as stakeholders, they are now collaborating with action development programs and initiatives for curriculum innovation. There is an openness for such things that merits inclusion as part of the building block in framing a stronger curriculum framework built in an ecosystem that is now being advocated for the benefit of all.

**The Philippines Experience: The Miriam College Total Entrepreneurship and Business Experience at Work**

***On Creative Curriculum Innovation, Pedagogy and Enriching Activities***

Turning challenges into opportunities is one attribute of entrepreneurship. As discussed earlier, Miriam College was able to embark on a niche program out of such thorough partnership with specialized educational/industry specific learning institutions. These are the: a) Center for Culinary Arts (during its infancy stage) and now with American Hospitality Academy; b) Fashion Institute of the Philippines; and c) Philippine Trade Training Center. The CBEA-Entrepreneurship Department formally engaged in specialized classroom cum laboratory program with specialized local institutions and their international counterparts which generally provide the infrastructure and industry expertise for content and delivery following the guidelines, requirements and CHED approval. The curriculum follows the basic subjects and unit. However, specialized subjects are offered according to the track or specialization that makes the Entrepreneurship Program unique to Miriam College, which at the same time underscores the MC core values *(Lopez, 1998, 2007; Serrano, 2008).*

***Actual Setting –Up of Business Venture; Business Laboratory as Practicum Venue***

These are considered to be the best feature of the college where: ***“Students Learn Business By Doing Business.”*** The course requirements are hands-on, output/outcomes- based and highly experiential. It is basic for entrepreneurship students to set and operate their own ventures. Innovative learning interventions and enrichment activities are incorporated with the introduction of business laboratories where students set-up, manage, and operate the centers with a faculty coordinator as consultant. Among them are :a) the Café Entrep (CE); Entrep Corner (EC) ; b) Souv Shop (SS) which later on evolved to a new business model and is now called as the CBEA-Bookstore Laboratory (CBL); and lastly, c) the Internet Research Center (IRC) *(Lopez, 1998, 2000, 2007).* The CBL and IRC model later on amalgamated with other departments within the college like accountancy, marketing and business administration where students from these departments work on their area of specialization as their counterpart operation in these business centers as part of their practical training.

***The Co-curricular Organization: The Society of Junior Entrepreneurs (SJE) for student development, poverty alleviation and community development***

The Society of Junior Entrepreneurs (SJE) is the entrepreneurship student organization under the entrepreneurship program. It has affiliations with other school organizations involved in entrepreneurial development such as the Young Entrepreneurs Society, a national organization of entrepreneurship students of the Philippines and the Junior Achievement of the Philippines, among others.

It is in this organization that students are given exposures in events management and external networking (local & international); trained to develop and enhance their business and management skills as they actively engage in the management and activities; and establish linkages and partnerships with other school organizations and professional organizations.

The SJE sustains its organization and its development initiatives through various income earning activities for the benefit of underserved and less-fortunate communities through scholarships, training, livelihood, environmental protection and reforestation programs and charitable work *(Lopez, Serrano 2001; 2007).*

***Collaboration, Partnership, Linkages, Internationalization***

The continuing concern to provide a meaningful and holistic learning experience, MC has actively engaged in forging linkages, collaboration and partnerships with both local and international institutions for broader domestic and global perspectives both for its student and faculty development. Worth mentioning among the many more are:

1. Entrep Corner (EC). This is a partnership program with one of the top retail giants in the Philippines owned by the Gokongweis, which started in 2006. The Entrep Corner is an annual event of the Entrepreneurship Department with Robinsons Land Corporation (RLC). It provides the student entrepreneurs to experience a holistic retail mall experience for a maximum of 1 month. Students are provided the opportunity to sell and at the same time pilot test their products, attract investments, or find b2b engagements.

The project models or prototypes are studied, documented and critically analyzed to test its market and product acceptability within the parameters of a sound enterprise plan on micro or small set-ups. The hands-on activity further hones the students’ project management skills, as well as, responsible stewardship of human capital and resources through viable venture projects and business dealings as they operate and manage their ventures in real time.

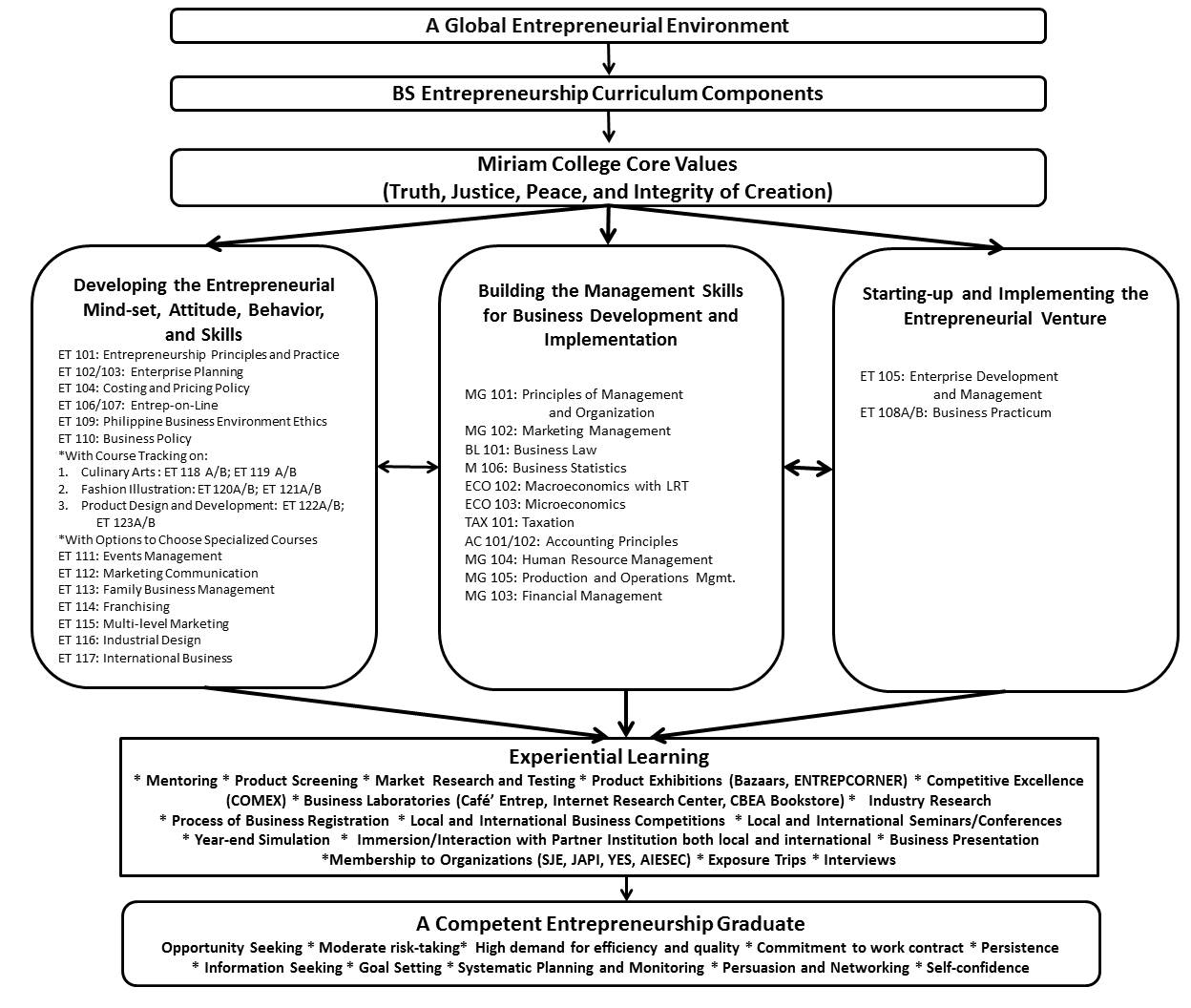
1. University of Delaware Partnership

The partnership between the University of Delaware, USA and the MC-Entrepreneurship Department, Philippines is a cooperative undertaking in the area of student exchange at the undergraduate level on Global Business & Entrepreneurship. MC exchange students are integrated into a regular class/session in this subject and shall comply with all the regular course requirements of the class. Compliance earns a 3-unit credit in entrepreneurship commensurate to students’ academic work. The exchange program is for a period of approximately two (2) weeks. Some program fees apply and the necessary details of travel, accommodation, insurance, responsibilities, obligations as well as other requirements are clearly indicated and stipulated in the agreement.

3. Others

There are JAPI, YES, AIESEC, AMA and other more institutional and regional linkages that are explored time and again where students and faculty members participate through paper presentations, panel discussions, competitions, research participation and the like. What is important is the benevolence of the school to seize timely and appropriate opportunities and find endless possibilities to grow and enrich competencies and capabilities of the academic community.

**Diagram 2: The Miriam College Curriculum Matrix**



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