

Profiles of Model Enactus Educational Outreach Projects in the Philippines: Social Entrepreneurship Cases

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Abstract— Enactus projects are undertaken by student teams of more than 1,600 university campuses in 36 countries including the Philippines offering the opportunity to develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise. Enactus teams utilize educational outreach projects to teach concepts such as market economics, entrepreneurship, personal and financial success and business ethics to better themselves, their and communities.

Against this backdrop, this descriptive-documentary analysis attempted to determine the profile of projects of award-winning Enactus teams in 2015 and gauged the effective use of entrepreneurial action to empower people to improve their livelihoods in an economically, socially and environmentally sustainable way.

These educational outreach projects, three (3) in Visayas and one (1) in Mindanao, venture in livelihood skills training of marginalized sectors like rebel-returnees, housewives, out-of-school youth and indigenous people; manufacturing and marketing of innovative and organic products; and addressing of societal problems through entrepreneurial action and meeting the triple bottom-line requirements of social enterprises – people (social), planet (environmental) and profit (economic).

The success of these model Enactus projects involved the process of seeing opportunities, taking action and enabling progress towards ensuring quality of life and standards of living of their intended beneficiaries.

Keywords— Educational Outreach Projects, Enactus Philippines, Social Entrepreneurship.

I. INTRODUCTION

Sustainability is viewed as a totality economic growth, human development and environmental protection requiring the involvement not only of Governments but also of civil society, the private sector and even the academic institutions and repeatedly highlighted in global conferences, including the 1992 Earth Summit and World Summit on Sustainable Development, with the end in view of implementing integrative and participatory strategies attuned to the achievement of the core of the Millennium Development Goals (MDGs) which range from reducing poverty to improving

health care especially among children and women, increasing literacy levels and ensuring environmental stewardship.

This perspective in development brought in the concept of Social entrepreneurship which backs up the article of Clark (2010) in <http://content.undp.org> to promote the economic recovery as a way to achieve the MDGs.

Corollary to this, Yunus (2005), as mentioned in www.globalurban.org, in his treatise “Eliminating Poverty through Market-Based Social Entrepreneurship,” capsulated the essence of social entrepreneurship with this thesis that the most important step to ending poverty is to create employment and income opportunities for the poor. This way marginalized groups are empowered through entrepreneurial ventures aimed to develop themselves economically then socially and politically while optimizing the available natural and manpower resources.

Indeed, social entrepreneurship has become very important in the context of the race for globalization in the purview of poverty alleviation in both developed and developing countries.

The idea of business opportunity and entrepreneurial development through social entrepreneurship education outreach in meeting the challenges of the 21st Century World has led to formation of organizations and redirection of existing institutions like the Enactus, formerly Students in Free Enterprise (SIFE), which was established in 1975 in the United States founded on behalf of the National Leadership Institute.

It was originally a regional leadership training program attended by University students who were required to teach their communities what they had learned. This principle remains the scene today but the scope has been broadened to encompass both teaching and learning through practical application of knowledge and skills gained at university, in the wider community by means of student-designed social entrepreneurship, education outreach projects.

Enactus education outreach projects are undertaken by student teams of more than 1, 600 university campuses in 36 countries. Enactus offers these students the opportunity to develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise, in hopes of improving the standard of living for millions in the process. Enactus Team teach important concepts through educational projects, including market economics, entrepreneurship, personal and financial success,

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and business ethics to better themselves, their communities and their countries.

Every country that operates an Enactus educational outreach program, at minimum, organizes a national competition, from which one institution is named national champion and advances to compete at the Enactus World Cup.

For the Philippines, as in every country around the world, and at each level of the overall competition, the judging criterion remains the same: Which Enactus team most effectively used entrepreneurial action to empower people to improve their livelihoods in an economically, socially and environmentally sustainable way?

Premised on the foregoing ratiocination, this study probed into the profiles of social entrepreneurship projects part of the educational outreach program of the Enactus teams that emerged as winners in the National Finals 2015. Hence, these teams are regarded as the model project implementers of the entrepreneurial education outreach in the Philippines as adjudged in the said contest based on the judging criterion with the following elements: Relevant economic, social and environmental factors considered; Target audience(s) effectively empowered; People in need targeted; Business and economic concepts and an entrepreneurial approach applied; and Quality of life and Standard of living for its project beneficiaries improved as cited by Sison (2012). Results of the study, will serve as point of reference for future Enactus projects and by the different teams in the country for relevant and effective project management educational outreach towards sustainable social entrepreneurship.

II. METHODOLOGY

Since the study aims to describe the nature of implementation of the winning educational outreach projects in the 2015 National Competition in order to determine what could serve as model social entrepreneurship initiatives, it utilized the descriptive type of research method. This typology according to Best as cited by Adanza (1995) is concerned with the conditions or relation that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. To a large extent, analysis and interpretation of the meaning of what is being described. The only elements that the researcher manipulates are his methods of description and by the way in which he analyzed. Generally, it is qualitative in nature.

In particular, consistent with the objectives of this study, the researcher employed case analysis and used documents in exploring causation in order to find underlying principles. Case studies as per the definition of Thomas as mentioned by Dul and Hak (2008) are analyses of persons, events, decision, x x x or projects that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame within which the study is conducted and which the case illuminates

and explicates.

Further, documentary analysis was also resorted to complement the case study mode. Various ULSIFE documents and records were reviewed to attain the said purpose.

This case study utilized documents for purposes of analysis and. The annual reports of the teams were perused and assessed. This mandatory report provides overview of the Enactus team efforts, results and achievements. It also included information on future plans for growth and expansion.

An in-depth scrutiny of the written records constituted the main part of the data-gathering process. Series of review were observed in order to extract the most reliable data for the study from the four (4) subject-Enactus teams. Due to ethical considerations, the teams are assigned with codes as Enactus Team A, Enactus Team B, Enactus Team C, Enactus Team D.

The data generated were then validated with the observations and responses the selected Enactus team advisers, project leaders and the members gathered in the course of the informal interviews. Enactus Philippines staff were also covered in the validation process.

III. RESULTS

Entrepreneurial action is an integrated point, clarifying the broad range of activities that can be delivered as project solutions.

Enactus teams should demonstrate the 'positive power of business' throughout their education outreach projects, applying a business mindset to the project process, content and delivery. Teams of students directly empower individuals when the project beneficiaries take the skills and/or knowledge they learn during the initial stages of the project and implement the skills and/or knowledge in their lives and should always consider incorporating solutions for long-term empowerment in their project design as indicated by Garavan, T. N., & O'Conneide, B. (1994).

The model Enactus projects are predominated by provision of livelihood opportunities. A livelihood is the means and activities involved in sustaining an individual's life. For the four teams, livelihood strategies are the methods and processes used to transform livelihood assets into outcomes. These model projects have become successful projects as these investigated the current livelihood strategies employed to ensure that livelihood outcomes are not always income-based. Other positive livelihood outcomes may be better health, less vulnerability, environmentally sustainable use of natural resources or food security.

Profiling model Enactus education outreach projects is actually an attempt to ascertain the impact and sustainability of social entrepreneurship projects and is generally in terms of quality of life and standard of living. The social, cultural and emotional circumstances of an individual or target groups, non-material aspects and standard of living; the physical, financial and environmental circumstances of an individual or target group are to be considered.

Due consideration must be given to the three areas, triple bottom line (TBL) concept, although one or more may have greater relevance in particular circumstances. These three areas of focus are in reference to the and are meant to illustrate that for a project or initiative to be truly effective and sustainable it must make sense economically as well as socially and environmentally

The TBL dimensions are also commonly called the three Ps: people, planet and profits that relates to economic, environmental and social measures.

Economic variables ought to be variables that deal with the bottom line and the flow of money. It could look at income or expenditures, taxes, business climate factors, employment, and business diversity factors.

Environmental variables, on the other hand, should represent measurements of natural resources and reflect potential influences to its viability. It could incorporate air and water quality, energy consumption, natural resources, solid and toxic waste, and land use/land cover. Ideally, having long-range trends available for each of the environmental variables would help organizations identify the impacts a project or policy would have on the area.

As for social variables, these refer to social dimensions of a community or region and could include measurements of education, equity and access to social resources, health and well-being, quality of life, and social capital.

To the degree that any of the three areas of sustainability are relevant to the situation, they should be addressed in an integrated manner according to Carpinetti, L. C. R., & De Melo, A. M. (2002) as part of the project rather than as separate activities

Enactus is not necessarily focused on the inputs or outputs. Rather, you should focus on the high-quality and meaningful outcomes of your projects consistent with the observation of Siegel, D. S., & Phan, P. H. (2005). This was exemplified by Enactus Teams A, B, C and D.

Enactus Team A implemented the Go Organic, Live Dynamic 2.0 Project (GOLD 2.0) that aimed to address the spread of certain diseases and pollution in the area. With Team's assessments, formulations and initiatives, the following products were introduced: stevia extract for wines and jams, neem soap, graviola tea and castor oil as a way to provide livelihood opportunities to 10 housewives, 158 Auxiliary Staff (working students), 25 Alternative Learning System (ALS) students and teachers, and 16 Out-of-School Youth (OSY). The initiative also laid down the foundation of partnership with more communities.

Enactus Team B ventured into the project dubbed as "Arms to Farms" with the key goal of uplifting of a people's association in terms of the members' social, economic and environmental well-being. The beneficiaries are former members of an armed revolutionary movement in the province, thus the project name "Arms to Farms." While the project has an overarching goal of providing diversified fresh vegetable

growers with the tools and know-how to manage their farm operations, the focus of the Team's initiatives was on capacity building of the beneficiaries. A cross-cutting theme of bridging the gap between the traditional and alternative ways of seeing the roles of both men and women in the agriculture sector was taken into account. Partnerships with institutions such as the local government; local women's group; banking institution, insurance company and small enterprises.

Enactus Team C concentrated on the utilization of coconut leaves locally termed as guinit. Guinit is often burnt thereby causing carbon emission or improperly disposed. This project was initiated following the 7.2 magnitude earthquake that hit the place in order to offer solutions to financial crisis brought about by the damages of the calamity.

Enactus Team D encouraged farmers to engage in native ginger and turmeric farming catering to 5 student-beneficiaries that were selected based on established criteria and guidelines. Further, the project delved on patented operations and set up organic native ginger and turmeric plantation thru Sustainable Livelihood Program (SLP) of the local social welfare and development (DSWD).

In general terms, their inputs include resources dedicated to or consumed by the program. Examples include: money, students, time, volunteers, facilities, equipment and supplies. For the outputs, these are the direct product of program activities and are usually measured in terms of volume or work accomplished – for example, the number of classes taught, counseling sessions conducted, materials distributed and participants served while their outcomes are benefits or changes for individuals or populations during or after participating in program activities. They are influenced by a program's outputs. Outcomes relate to behavior, skills, knowledge, attitudes, values, condition, status, or other attributes. They are what participants know, think or can do; or how they behave; or what their condition is, that is different following the program.

Using a mix of qualitative and quantitative measurements as corroborated by the work of Blok, V., Lubberink, R., Lans, T., Omta, S.W.F. (2013), each team should be able to answer the question, "Was this project successful?" and prove it. It is critical that you prove how you have empowered people in need to improve their livelihoods.

Proper project evaluation is one of the most significant aspects of delivering a quality program as pointed by Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). For Enactus, evaluation is on the basis of seeing opportunity, taking action and enabling progress.

A. Seeing Opportunity

Enactus Team A

Seeking to address unemployment, financial crisis, environmental issues such as improper disposal of solid waste and depletion of natural resources as well as spread of diseases, Enactus Team A implemented a project that leveraged on the

abundance organic and indigenous materials in the area involving housewives, the University's auxiliary staff, alternative learning system (ALS) students with their teachers and out-of-school youth in creating positive change by converting raw materials into highly marketable products that served as source of additional income for the project beneficiaries and their families and endeavored to boost their self-esteem by increasing their purchasing power.

Enactus Team B

As the area of concentration is home to farmers and rebel returnees, the Team deemed it significant to concentrating on agricultural development as way to mainstreaming marginalized sectors in the society with the improvement of their farm management capacity. The Team ventured into formulation of fertilizer and introduced alternative farming techniques. It also saw the potentials of putting in place integrated farming system to upscale the beneficiaries' productivity.

Enactus Team C

The community of the Team was hardly hit by a recent catastrophe' leaving its people in dire need of financial assistance and technical support in recovering from the damages brought about by a 7.2 magnitude earthquake in terms of lives and properties resulting to displacement of families and million-worth of losses in infrastructure. Considering that the calamity is spurred by global warming, the Team have thought of utilizing locally-abundant resources for livelihood purposes while at the same curbing carbon emission that is detrimental to the environment.

Enactus Team D

Team D were challenged by scarcity of raw materials unsustainable organic farming, low demand for the agricultural produce of its beneficiaries, lack of technological know-how on the modern farming practices, low-yielding farming practices, low profit margin, insufficiency in capital/financial resources, lack of marketing and entrepreneurial competence of the farmers and widely dispersed harvest time. This led the group to creating sustainable livelihood packages consisting of organic farming and production of tea and its derivatives out of native ginger and turmeric.

B. Taking Action

Enactus Team A

Guided by its aims, the Team executed a three-phase project consisting of (1) training 10 unemployed housewives on the use and health benefits of stevia (natural sweetener) as alternative to the commercial sugar, stevia jam and wine making and product development with emphasis on quality assurance; (2) manufacturing and production of the new and innovated products; and (3) marketing through segmentation, diversification and promotion of the products.

Enactus Team B

Motivated by its goals, the Team designed and intervention employing a systematic model of; (i) equipping the farmer-beneficiaries with the necessary business and entrepreneurial skills and registration of the association with the Securities and Exchange Commission (SEC) (short-term); (2) conduct of series of capability enhancement trainings, capital build-ups and focusing on addressing environmental factors (medium-term); and ensuring sustainability through comprehensive production and marketing schemes (long-term).

Enactus Team C

Liberating from financial distress as its primary goal, Team C has developed a community-based entrepreneurial venture out of waste material from the coconut trees that abound in the place that is an environmentally-sound solution in improving the fruit-bearing capacities of tree while at the same time prevents vector-borne disease by eliminating the breeding ground of the dengue-carrier mosquitoes and reduces carbon emission via proper waste management.

Enactus Team D

The Team created 5 part-time jobs and increased student-beneficiaries by 384% to support their financial needs, augmented income of farmer-beneficiaries, afforded \$ 435.00 to 100 farmers through the SLP-DSWD, generated income in the amount of \$1027.00 with the tea product, trained the beneficiaries on various soft and hard skills, diverted about 120 tons of solid waste, provided access to clean and sustainable energy source and promoted health lifestyle with natural, organic and chemical-free products.

C. Enabling Progress

Enactus Team A

The project initiated by the Enactus Team that introduced various products for the livelihood of the beneficiaries realized the following:

For the stevia extract, a net income of \$236.00 was generated, business opportunity for housewives was created, 2 products were introduced and 2 communities were empowered.

In terms of the Graviola tea, a total of \$1,435.00 net income was attained, additional income source was established, anti-cancer and anti-hypertension products were pioneered, and ALS students were educated in terms of health and wellness.

As to the Neem soap, net income amounting to \$67.00 was derived, community folks were educated on proper hygiene and sanitation, environment-friendly products using re-used papers for packaging of the soap was promoted and 2 communities capacitated.

Relative to the Castor oil product, \$ 548.00 net income was realized in 3 months time, confidence of OSYs was boosted, and carbon emission lessened.

Enactus Team B

Considering the triple bottom line impact of the project, the following outputs and outcomes were noted:

Environmentally, resiliency and sustainability trainings were conducted by the Team delving on climate change adaptation initiatives on crop and farm management.

Economic wise, series of livelihood skills trainings were offered to the beneficiaries in stabilizing the economic status of the group. Financial literacy has become a core component of the project improving the financial condition of the beneficiaries and instituting effective and efficient resource generation and allocation approaches. Viable marketing operation was achieved through segmentation, diversification, etc.

Socially speaking, the former armed revolutionary group member –beneficiaries were mainstream in the society improving their self-esteem and enabling them to become more productive members of their communities. Their immersion in the community likewise raise the awareness and the realization of the community folks on the self-worth of the rebel-returnees.

Enactus Team C

As a result of the project implementation by the Team, 7 unemployed, lowly housewives were energized by increasing their earning power enabling them to earn an average of \$10.00 per month to augment their family’s income and contributing to the association fund savings equal to 28% of the total product sales. With this, the women have manifested confidence in themselves and improved their self-worth as they now participate in community activities.

Enactus Team D

Through of the interventions of the Team, economic, social and environmental outputs and outcomes were attained. With the initiative of the Enactus team, healthy lifestyle was promoted with the use of all-natural, organic and chemical-free native ginger and turmeric products which at the same time improving their project beneficiaries’ income in the amount of \$1,030.00. In like manner, the student beneficiaries posted increase in income by 384%, the farmers increased their income to 100% and provided \$435.00 for the farmers in the SLP/DSWD initiative.

IV. DISCUSSION

Implementing and sustaining model Enactus educational projects on social entrepreneurship are guided by the criterion: “Which Enactus team most effectively used entrepreneurial action to empower people to improve their livelihoods in an economically, socially and environmentally sustainable way?”

The projects are premised on the principles of entrepreneurial action and empowerment. Lundrigan (2014) quipped that “entrepreneurial action” per definition of Enactus as stipulated in the Enactus Team Handbook (2015) is taking the opportunity to use sustainable business and sound economic practices to develop innovative business models based on risk,

commitment and a willingness to follow through. This action is geared towards empowerment where Enactus teams directly empower individuals when the project beneficiaries take the skills and/or knowledge they learn during the initial stages of the project and implement those skills and or/knowledge in their lives. This direct empowerment requires communication, understanding and challenging long-standing assumptions about what outcomes people need.

A collaborative approach is key when working with the target audiences. People learn the most when they are engaged, which is why it is important that project beneficiaries are an active part of all the stages of project design and execution.

For the model projects on sustainable entrepreneurial educational outreach of the top 4 Enactus Teams in the Philippines in 2015, premium is placed on livelihood skills training and development in order to alleviate poor living condition in depressed, underprivileged and underserved communities in the different parts of the country. This is consistent with the work of Dana (1987). It is also noteworthy to mention that these kinds of initiatives fit well in impoverished regions in the Visayas and Mindanao islands of the archipelago.

In particular, there are five categories of livelihood assets that are considered which runs parallel to the study of Siegel and Phan (2005): Financial assets (financial resources available to individuals), Social assets (networks, organizations and sectors), Natural assets (natural resources available to an individual like flora and fauna, etc.); Physical assets (facilities, equipment and access shelter, transportation, water supply, sanitation, etc.); and Human assets (technical know-how, livelihood skills and strategies;

Elemental to sustainable entrepreneurial educational outreach projects is the employment of the triple bottomline (TBL) approach that take into account profit (economic sustainability), people (social sustainability) and the planet (environmental sustainability).

For economic sustainability, the 4 model Enactus educational outreach projects venturing in social entrepreneurship endeavored to increase the profitability of their respective businesses empowering others to improve an existing businesses and/or in developing new community-based/local entrepreneurial ventures that have the global potentials to increase revenue and profit for others as a way to boost their financial management capacity.

As to social sustainability, the said projects dealt with providing greater access to basic needs and equal opportunity especially among the impoverished sectors of the community and ensuring equal treatment and pay of employees employee development developing people’s success skills business ethics reinvesting profit or gains into the surrounding community through sponsorships or other social initiatives.

Lastly, environmental sustainability is manifested by the Enactus teams in minimizing the negative impact on the environment. From the planning stage until the execution of

the project, Enactus teams takes into account necessary measures in protecting and preserving the environment like zero-waste management, recycling, use of renewable/alternative energies and the like. The submitting author is responsible for obtaining agreement of all coauthors and any consent required from sponsors before submitting a paper. It is the obligation of the authors to cite relevant prior work.

Authors of rejected papers may revise and resubmit them to the journal again.

V. CONCLUSION

Enactus as an international nonprofit organization dedicated to inspiring students to improve the world through entrepreneurial action provides a platform for Enactus teams in the various communities in the Philippines to create sustainable educational outreach projects. The profiles of the four (4) winning projects in the 2015 National Finals may serve the purpose of providing implementation models to other Enactus Teams across the country in furthering the quality of life and standards of life of the beneficiaries of the projects consistent with the vision of improving the world through entrepreneurial action.

The profiles of the model educational outreach projects undertaken by the four teams covered in this study highlight 'good practices' that are determined on the basis of the three performance indicators: seeing opportunity such that focus is on relevance and urgency of the actions based on locally abundant resources; taking actions, i.e. using sustainable business and sound economic practices; and enabling progress or develop innovative business models based on risk, commitment and a willingness to follow through.

Evidently, the model projects equip the target audience with the knowledge, skills, and/or confidence to move from dependency to self-determination and independence through collaboration and with a strong focus on long-term capacity building. Further, entrepreneurial action is an integrated point, clarifying the broad range of activities that are delivered as project solutions resulting in the demonstration of creativity, innovation and an entrepreneurial culture through the team's efforts such as that of pioneering new approaches and designs, using innovative solutions, developing new opportunities, constantly striving to enhance substantially any existing projects, utilizing industry experts, and the like, thus enabling more lives impacted.

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