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SELF RELIANCE AND SOLIDARITY ORIENTATION: THE SINE- QUA-NON ENTERPRENEURIAL BRICOLAGE

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Abstract

The paper discusses acoustical about self reliance and solidarity mentality as being pivotal to the entrepreneurial project. The curriculum should not be based on acquisition of skills alone but the development of inner affinity and fellow feelings for others. The entrepreneurial education must be in tandem with solidarity, which is a concrete expression of the fundamental good of sociability in order to have entrepreneurs that are innovative, catalytic, unique and indeed, holistic. Education should enhancing entrepreneurial thought in every one because people will alter their lives if they can alter their thinking. Since social ventures often operate in resource constrained environments the paper advocates that the bricolage lens must be inculcated. Bricolage explains how entrepreneurs can create ventures despite an inability to attract funding or standard resources to the venture.

Key Words: Self Reliance, Solidarity, Entrepreneurship, Bricolage

Introduction

The globalization of the economy has radically changed and has forced individuals to redefine their work lives. Despite strenuous government efforts, the jobs crisis has continued unabated. According to Baumol (2002), private industry is cutting costs through such massive restructuring measures as down-sizing, re-organizing and out-sourcing. These practices have resulted in less job stability for individual employees. Di Maggio (2001) observed that no longer are there guarantees of long term employment, salary increases and upward mobility within many organizations; nor can employees now assume that the organizations they work for will automatically provide basic niceties of life like health and other benefits. The old contract based on mutual loyalty between organizations and workers has broken down and is being replaced by one of unilateral convenience. In Nigeria, unemployment rate increased to 23.9 percent in 2011 compared with 21.1 percent in 2010 and 19.7 percent in 2009 (The National Bureau of Statistics, 2011-NBS). Amid this high rate of unemployment, the economic watchers have noticed that there is an increasing trend of disinterest by the emerging younger generation in highly labour-intensive works such as agriculture and factory work in preference for white collar jobs, resulting in many preferring to remain in the labour market rather than take up such jobs. A person is regarded as employed if he/she is engaged in the production of goods and services, thereby contributing to the gross domestic product, in a legitimate manner, which is a component of the national accounts. The category of persons considered not-in-labour-force include those without work, who are not seeking for work and/or are not available for work as well as those below or above the working age, the report states. Examples of these are full-time housewives, under-aged children, physically challenged and incapacitated persons, and such others not employable but the one that is talked about is unemployment of tertiary institution graduates – especially in Nigeria.

Inevitability of Entrepreneurship in Contemporary Time

Johannisson & Ramirez-pasillas (2001) asserted that it is abundantly clear that entrepreneurship is important for economic growth, productivity, innovation and employment. As globalisation reshapes the international economic landscape and technological change creates greater uncertainty in the world economy, entrepreneurship is believed to offer ways to help to meet new economic, social and environmental challenges. Arrow (2000) in his

treatise, expounded that entrepreneurship has gained additional attention in the current economic crisis, as it is widely viewed as a key aspect of economic dynamism. Economic crises are historically times of industrial renewal, or creative destruction, as less efficient firms fail while more efficient ones emerge and expand. New business models and new technologies, particularly those leading to cost reductions, often emerge in downturns. Florida (2002) explained that in America, policy makers look at entrepreneurship in combination with innovation to return to a period of sustained economic growth. Both entrepreneurship and innovation are associated with "doing something new" and policies, if designed appropriately, can be mutually reinforcing in (re-)creating economic dynamism. The dynamic process of new firm creation introduces and disperses innovative products, processes and organisational structures throughout the economy. Entrepreneurship is a key element of strategies designed to facilitate the participation of certain target groups, such as women, youths or undergraduates in the economy. Bruyat & Julien (2000) affirmed that the most important reason why entrepreneurs help the economy is due to the creation of new jobs.

Entrepreneurism also helps the economy by creating wealth for many individuals seeking business opportunities. Entrepreneurship is an opportunity that can provide new and interesting challenges. The new challenges can become very rewarding as one works through them, not only financially, but on a personal level as well. It is very rewarding to accomplish something that others do not, and entrepreneurism can provide this chance. Entrepreneurism also provides a way to self-sufficiency but it does not exist in a vacuum.

Theories of Entrepreneurship

Nosdeit (2008) explained that entrepreneurship has been for a very long time, and over the last 200 years or more and three different theories have emerged:

1. Classical Capitalist Economic Theory - Adam Smith in 1776 described the capitalist as an
owner-manager who combined basic resources into successful industrial enterprise (Bhandari, 2006). Later and during the 19th century the French word entrepreneur (meaning to undertake) was introduced and used to identify the owner-manager of a new industrial enterprise, (Falkang & Albert, 2000).

2. Neoclassical Theory - These theorists towards the end of the 19th century saw no place for the entrepreneur. They argued that the market consists of many buyers and sellers who interact to ensure that supply equals demand, (Baker & Nelson, 2005). Stiglitz (2003) contended that the market, which they described as a 'perfect market' would therefore be at equilibrium, and this would be achieved by fluctuations in prices with supply levels. They defined perfect market as:

• Having many buyers and sellers, so no single one has an influence on the market price
• Prices are set by the operation of the market - by sales
• Products and services must all be equivalent in content so that they differ only in price
• All buyers and sellers have complete knowledge of the market and the transactions that take place.

3. The Austrian School - In the early 20th century Schwartz (2003) argued against the Neoclassical theory and insisted that entrepreneurship was far too important a part of capitalism to be ignored. He proposed that innovation or the use of an invention to create a new product or service was the driving force behind the creation of new demand for goods and services.

Graduates Unemployment: The Harrowing Experience

A Yoruba axiom has it that it is gratifying to watch the antics of a lunatic but harrowing to have him as a son. Parents who have unemployed graduates are the one who really know where the shoes pinches. Many are the afflictions of a Nigerian university graduate, but the most harrowing is roaming the streets looking for jobs that are hardly in existence. Ibeh (2009) expounded that when a graduate is lucky to be invited for a job interview, he or she is subjected to inhuman treatment, discrimination and humiliation. At the end of the day, he or she is left in the cold as the job is given to the applicant with the right "connection." A major concern among stakeholders is that their efforts to eliminate the problem of the human interface in the employment process have continued to prove futile. Nigerian youths are increasingly suffering from unemployment. Obadah (2000) lamented that the certificates are

daily being rejected and when not rejected, their holders are subjected to ridiculous tests before they are given a chance. Companies and organizations (public or private) distrust today's academic certificates. Thus, such qualifications, which had already been reduced to a mere 'meal ticket', can no longer guarantee even a meal for their holders. Youth unemployment is phenomenal in Nigeria. According to the National Bureau of Statistics (NBS), the unemployment rate for ages 15 to 24 years was, as at the first half of the last decade, was 34.2 per cent. These fresh graduates either begin to roam the streets, like most of their older colleagues, or they look for means to pursue a Master's degree, or they flee the country in search of greener pastures abroad. Adenipekun (2004) expressed that the alarming rate of youth unemployment may be traced to certain factors. These include population growth, youth migration from rural to urban areas, stagnation in the manufacturing sector due to a hostile investment climate, general business depression in the private sector, and the poor funding of government intervention efforts. But the most critical factor explaining the rising youth unemployment in the country is the simple truth that the typical Nigerian youth is unemployable even after training. Most of them lack the basic job skills the employer seeks in order to turn his organizational fortunes around. There are varied but intertwined reasons for this phenomenon. It starts from the family. Values imbibed at home will forever speak in the life of a child. Unfortunately, in today's world where the family is increasingly losing its traditional values, wrong signals are picked up by the child. The unrestrained pursuit of lucre by parents, often making it difficult to properly groom the children, leaves many children at the mercy of home caretakers. Such a child is exposed to wrong influences and may grow up lacking a proper foundation for sound character. Gamson (2005) reiterated that later in life, such character flaws render a person unemployable as a youth. Personal manners, which form part of good character, are thus the first attributes of an employable person. They are the most apparent features of an individual. We believe that poor manners, characterized by lack of courtesy or respect, indiscipline, a poor dress sense, and moral looseness, are difficult to correct by the time a child has grown beyond a certain age. For such an individual, there is little that a higher institution — where the youth spends only three or four years — can do to remould the character.

Closely related to the above is the skewed orientation of the school system, which is no longer considered by many as a place to mould character. Dosunmu () opined that many schools have degenerated to places to run gangs, practise delinquency, learn prostitution, and imbibe wrong values. The reading culture is also very poor. For instance, many students now throw away the textbooks and notes of the previous class based on the wrong notion that such subjects, having been "passed", will never be needed again. Isah & Faduni (2009) lamented that the disposition to studies is certainly out-matched by devotion to thug-life, computer games, Internet browsing, flirtation, and gangsterism. The low quality of education, which is a culmination of several other factors, is another cause of youth unemployment. Omoleke (2010) wrote that the proliferation of mushroom institutions, from the primary to university levels, poor funding, frequent strike actions and closures of schools, poor quality of teaching, and teachers who no longer have passion or commitment to the profession, constricted access to the few good schools available because of the prohibitive fees charged, inconsistent and poor education policies: these and other constraints have combined to create a sharp decline in the quality of education in Nigeria. To make Nigerian youths relevant in the present economic logjam, the need for entrepreneurial skill is inevitable.

Institutional Effects on Social Enterprise
Institutions are defined here as the humanly derived constraints that structure human interaction. They are made up of formal constraints (rules, laws, constitutions), informal constraints (norms of behavior, conventions, and self-imposed codes of conduct), and their enforcement characteristics (Manor, 2004). This stream looks at whether social entrepreneurship happens through, or in the absence of existing institutions (Clemence, 2001). When social entrepreneurship happens *through* existing institutions, scholars look at how institutions facilitate and create boundaries of practice for social ventures. Social entrepreneurship often takes place at the intersection of multiple institutions and may be influenced concurrently by the government, the market, and the community. When social entrepreneurship happens in the *absence* of existing institutional arrangements, the creation of a venture may in itself cause a change in that existing institutional

arrangement (Portes, 2000). For example, environmental degradation may be seen as the result of failed (or absent) market mechanisms that include environmental protection. Njoh (2002) provided an example of how entrepreneurs resolve environmentally relevant market failures by seizing upon potentially profitable opportunities. As these entrepreneurs succeed in creating sustainable businesses, public perception is changed, and institutions are reconfigured to accommodate the new market for environmentally-sensitive products. The key word here for the entrepreneur is sensitivity. It is on this premise that Kessi (2011) gave some useful hints for the would be entrepreneurs. Some of his suggestions are:

1. Integrity

Someone once said, "*Right is right even if no one is doing it, and wrong is wrong even if everyone is doing it*". We all hear the news stories about corporate greed and corruption. However, successful entrepreneurs and millionaires rated "*being honest with everyone*" the number one factor of their success.

2. Self-discipline

To become a successful entrepreneur one has to be highly disciplined. The person who is trying to build a business from the ground up, a lot of times will be faced with doing all the job functions of a company, such as accounting, marketing, web design, and customer service. He or She will have to develop the ability to get things done, even when they do not feel like it. Self-discipline with the right information and conscious effort could be learnt this way.

3. People skills

Another critical factor among successful entrepreneurs is having good people skills. Efforts should be made to genuinely like, respect, and appreciate other people. The ability to win people over will carry one far in all walks of life, especially one's own business.

4. Strong work ethic

There is no substitute for hard work when it comes to becoming a successful entrepreneur. Most people want to do the fastest and easiest solution when it comes to work. Those who want to be a success, dedicate themselves to persistent, productive, old fashioned hard work.

5. Passion

It almost goes without saying that in order to become a successful entrepreneur, one needs to be passionate about ones. Loving your business will also make it easier to get through the start-up phase, and other future obstacles.

6. Strong leadership qualities

Being able to communicate effectively, motivate others, sell your ideas, and be decisive, are just a few of the qualities of a good leader. In order to become a successful entrepreneur you must dedicate yourself to improving your leadership skills and abilities.

7. Competitiveness

Competition is everywhere. In business, it is the survival of the fittest. If you can out-market and outperform your competitors, your chance of being a successful entrepreneur will be much greater. Play to win, but never sacrifice your integrity.

8. Sales ability

The ability to convince others to make a conscious buying decision is a key becoming a successful entrepreneur. Sales guru Zig Ziglar says, "People don't buy for logical reasons. They buy for emotional reasons". Being able to appeal to other people's emotions is the key to selling your ideas, products, or services

Entrepreneurship and Enterprise Education

While entrepreneurship is a concept that involves mental activities such as creativity, and innovativeness; enterprise education is designed to prepare students to engage in a self directed economic future such as seeking opportunities, taking risks and having tenacity to push an idea through to reality combined into special

perspective that permeates entrepreneurs (Adenipekun, 2004). According to Biggart (2002) enterprise education is the process of series of activities which aims to enable an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity but which allow a broad range of problems to defined analyzed and solved. It focuses on developing students with the passion and skills needed to create an inherently risky entrepreneurial enterprise and guide the enterprise successfully through its initial stage to the maturity stage. It communicates and inculcates the skills needed to recognize business opportunity, organizing and process starting new business venture and to identify, initiate and successfully manage personal and work, opportunities including for themselves. According to Basau (2001) entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. It simply points out that entrepreneurship education is an educational programme that is focused on impacting students with issues on entrepreneurship. Entrepreneurship education has passed through several developmental stages. Aspers (2001,2011) and Putman (2000) in their study reviewed and analyzed four lines of research that described in details this phenomenon in different countries. These include

(i) the study of the impact that entrepreneurship education at the university level.

(ii) the analysis over the pedagogic instruments and methodologies need to teach entrepreneurship (Laukanem, 2000)

(iii) the research related to the state-of-the-art entrepreneurship education and

(iv) report on practical experiences at different educational level (Mason, 2000; Solomon, Duffy, and Tarabishy, 2012). Other studies have also listed out what the contents of a good entrepreneurship education programme that are skill-built oriented. These include: leadership, negotiation, creative thinking, exposure to technology, invention and innovation, opportunity identification, venture capital, idea generation and protection, tolerance for ability to tackle challenges at different entrepreneurial stages, personality traits, ability to write and communicate business plan, new venture development, ability to diagnosis business performance networking and mentorship, environmental analysis computer and simulation skills, case studies, films and videoing, field and company analysis (Kuratko, 2005)

Entrepreneurship education has numerous critics. Ritzer (2007) stated that 'the entrepreneurship education demands high level of ideological consensus, and it is connected with badly coordinated and changeable symbolic control systems. It makes the starter's thoughts, feelings and values ready to be controlled and it sets up penetrated, imposed shape of socialisation in ambiguous system of beliefs and moral order. For Billing (2007) 'the system has the semblance of logical consistency or even scientific salience – the conception of how reality should be constituted becomes reality itself'. Chow, Lowery and Knowles (2008) commented that the entrepreneurship education field regards the education as too much unproblematic, even naive. Entrepreneurship education is mainly perceived as (simple/easy) way of entrepreneurship's expansion and development, and the researches have shown the education was something barely more complex than simple way for achieving the desirable result. It is necessary to distinguish disputes on entrepreneurship education justifiability, and extremes of negative attitudes stating it has no purpose as well as immoderately positive attitudes, which assign some kind of mythical character to it, with respect to the disputes and criticism on improvement of the education and innovation of the approaches, methods and models. However, in theoretical and research efforts which elaborate very complex subject, acquiring of knowledge on entrepreneurship education demands survey of their users, as well as an attempt to clarify numerous insufficiently explored areas.

Social Solidarity in an Entrepreneurial Setting

Bowles and Gintis (2004) explained 'social solidarity as a union of interests, purposes, or sympathies among members of a group; fellowship of responsibilities and interests. There is no doubt that globalization, about which very much has been written, is producing a new world. As a result, the first question should be: What do we mean by this term? Globalization is a highly complex process. It affects all the levels involved in building up the social sphere: economic, socio-political and cultural (Cohem & Prusak, 2001). These levels are not autonomous or independent; they are all interconnected and mutually reinforce one another within the global system in which they originate, which they serve, and to which they conform: namely, neo-liberal capitalism. Solidarity is a concrete expression of the fundamental good of sociability. It comes from the discovery of interdependencies with our fellow men that we feel inclined to help with their needs

because they are persons. Hochgerner (2009) wrote that solidarity is the contribution to the common good within the social interdependencies according to one's ability and real possibilities. The common good in a very general sense refers to the personal good of each and every member of society. It also indicates the whole series of external elements in social life that contribute to the human growth or development of the persons and groups in a community.

First, "solidarity is a social construct that is contingent on its social and cultural context rather than a fixed or given value". Accordingly, the concept of solidarity is related to communities that exist "when people share a common identity as members of a relatively stable group with a common ethos". Unlike comparable, universally binding principles such as justice or equality, solidarity usually only includes "particular obligations". This means that people show solidarity first and foremost to members of their own community.

Second, the particular obligation character typical for the concept of solidarity finds expression in forms of unilateral or mutual assistance that imply stable expectation horizons (Austin & Skillern, 2006). This may, on the one hand, assume the character of a material transfer, with a party being allocated concrete resources without being obliged to return other resources of equivalent value. On the other hand, though, assistance and support may also have impacts on the behavioural constraints of actors concerned. Third, it is assumed that both the respective community as well as the assistance provided are legitimate. Hence, assistance is always provided with the awareness that the legitimate concerns of group members need to be protected. As such, solidarity leads to the subordination of self-interests to collective action and implies a "will to institutionalize that collective action through the establishment of rights and citizenship". Only those actors that feel 'special' togetherness or closeness to each other will develop institutional arrangements of solidarity. As basic elements of the common good, respect for human rights, a reasonable development and well being, social stability, and peace in a just order are usually cited. Solidarity reaches the whole world, which has become like a "global village": in some way, everyone depends on everyone else. However, solidarity has to be put in order and start from the most immediate interdependencies. Anderson, Dana & Dana (2006) commented that business manager has to have solidarity first of all with his collaborators, shareholders, customers, suppliers, and the local community, and then with the society as a whole. Solidarity makes it necessary to put oneself in another's place in order to discover his/her needs and try to satisfy them according to the possibilities of each situation. The most elementary solidarity is avoiding actions that go against solidarity (for instance, contaminating the environment, destroying confidence or fomenting corruption in business, etc.). Solidarity encourages giving the greatest possible service to each interdependent group: making efforts to maintain jobs, making investments to create new jobs; improving the quality of service to clients and users; helping the local community; improving the environment; contributing to social and educational initiatives, etc. The practice of solidarity needs to respect the initiative, creativity and sense of responsibility of others without absorbing or depriving them of what they are capable of doing. The opposite would not be respectful of the identity of persons, who are rational and free beings, and would not favor their human development (Jovchelovitch, 2007).

Importance of Self Reliance

Self-reliance is synonymous with self-sufficiency. It means doing things for ourselves rather than having things done for us. It does not mean that we do not need others in our lives; only that the help we ask others is the kind of help that makes us better to care for ourselves. Self reliance is a boon and a skill, a need and a necessity, a challenge and a benefit. Healthy self-reliance is another key to a gratifying and productive life. A life free of some of the constraints that could pin us down, a life free to explore and discover all that is available to us (if we choose to go for it). Self-reliance is our chance to take the reins of our life and lead from the front. Scary at first, taking over the controls of our life gives us real opportunities to expand our horizons, to explore the life we live. To give us the chance to discover more about our life and ourselves than if we are led through life by circumstance or others. These are the ingredients that an entrepreneur needs to survive. Next is the issue of bricolage.

The Bricolage Lens in Entrepreneurship

Bricolage may be a compelling lens to apply to the study of resource-mobilization in social ventures. The term 'bricolage' owes its academic origins to Levi-Straus (1967), a French structural anthropologist. The word connotes resourcefulness and adaptiveness: of making do with things at hand, and thereby designates both ongoing processes and intermediary outcomes. Recently, two contrasting streams of research have applied the concept, of bricolage' to the study of entrepreneurship. The first stream applies bricolage to explain how ventures

develop in economically-depressed environments. The second stream uses bricolage to explain the development of high-technology ventures. Since social ventures often operate in resource constrained environments yet are required to develop and deploy complete modular packages to scale their social impact, it appears that bricolage can be very applicable to understanding social venture development. The reason for using bricolage are particularly relevant to social entrepreneurship: to create within penurious environments, to create despite limited knowledge, or to build upon their existing acts of creation (Baker & Nelson 2005; Baker, Miner & Eesley 2003). Social entrepreneurs are often faced with penurious environments and limited knowledge of how to address the social problem at hand. Bricolage explains how entrepreneurs can create ventures despite an inability to attract funding or standard resources to the venture. First, ventures can combine existing, freely available, cheap, or junk material to create a product that meets a social need. Second, ventures can make use of pre-existing contact networks to draw upon friends, volunteers and other interested parties as a source of labor and support. Third, the bricolage perspective suggests that ventures can learn as they go, building upon iterative acts of on the job creation, rather than hiring professionally trained engineers and developers.

Social entrepreneurs are also often credited with coming up with innovative solutions to social problems (Bornstein 2003). The challenge lies in mobilizing resources to maintain that initial act of creation. In the absence of a ready-made market that buys the venture's products and services, venture sustainability is more dependent on addressing a socially relevant problem. Market construction takes time and local commitment. Braund & Schwittay (2006) provided illustrative cases of information-technology based social ventures in Costa Rica that failed to survive despite a lot of initial community interest, government and corporate support. In each case, the social venture failed on each of three dimensions: it was not locally relevant as it did not meet a pre-existing need, it did not have a local sense of ownership, and it was not customized for local content. In contrast, analyzing a social venture opportunity through the lens of bricolage makes it hard, if not impossible, to start a venture without local relevance, since the resources at hand are the very resources required for venture survival.

Social ventures are also faced with institutional constraints as they attempt to address social problems without supporting regulatory, technology or political structures. For instance,

Tongia and Subramanian (2006) suggest that especially in the developing world where infrastructure and efficient capital market mechanisms have yet to be developed, social ventures require an in-depth understanding of the community ecosystem in which they are deployed. Drawing upon cases of technology social ventures that address education, governance and telecommunication in India, the authors suggest that ventures must scale in order to be sustainable, yet scalability is often elusive. Even in growth, there must be an incorporation of stakeholders, local incentive structures and design participation by the local community. The incorporation of community discourse into the design process is important for technology social ventures that target new market creation or human development (Tongia & Subramanian 2006, Koch & Caradonna 2006, Braund & Schwittay 2006).

The bricolage lens appears to be uniquely suited to addressing social venture development in the absence of institutional support. First, by working with local resources at hand, social ventures incorporate the pre-existing knowledge of the local environment into the venture. The venture is forced to be locally relevant. Second, by using informal sources of labor like friends and volunteers, bricoleurs often build ties to the local community. The social venture becomes a focal point for local interaction and creates a strong sense of community. In turn this can increase the local sense of ownership in the venture as the community sees the venture as one of their own. The use of bricolage can lead to an incorporation of local stakeholders and encourage design participation by the local community. The exciting domain of social entrepreneurship has great potential to serve as an empirical test-bed that extends our current theories and broadens our conception of entrepreneurial activity across the board.

Conclusions
Education should enhancing entrepreneurial thought in every one. People will alter their lives if they can alter their thinking. There is definitely a need for an educational intervention if the informal sector is to develop. One can recommend the strengthening of technical and vocational education in schools, mostly at secondary level, by introducing entrepreneurship education so as to help those who drop out of school for one reason or the other or for those who are unable to proceed to tertiary institution. This would help in that, those who drop out of the system would benefit from whatever entrepreneurship education they had acquired. Those who finish school could then

be involved in self employment or join the informal sector, if they failed to secure employment in industry. These school leavers could utilize the entrepreneurship education acquired from schools, to find something worthwhile to do. They could start joint ventures as cooperatives or go solo using whatever skills they learnt at school. Many retrenches from the formal sector bring entrepreneurship skills learnt ill their Jobs to the informal sectors. This proves that technical and vocational skills are essential for the survival of the school leaver and the retrenched. From the foregoing, it is recommended that : schools teach and train skills which are directly usable in the informal sector.

Research should be carried out to determine the exact educational requirements useful in the informal sector and to assess the productivity and performance of the operatives at informal sector centers in comparison to that of school leavers, drop-outs and those from the formal sector. This would then facilitate a base for drawing up programmes of action.

Successful entrepreneurs should be encouraged to participate in assisting undergraduates in tertiary institutions. The curriculum should also take care of those who graduated about ten years ago to have refresher courses that would be a good way of bridging the missing link. There should be an improvement in students' occupation/career information through community linkages such as field trips, shadowing experience and internship.

Furthermore, teachers need the right sort of support; that is, sound research to understand teachers' conceptions of and approaches to entrepreneurship education. Effective teacher training, both initial and continuing; on-going support like tools to exchange good practice, the development of banks of content, tools, methodologies and resources, the establishment of effective support networks are very necessary.

For students, learning activities at tertiary level should be designed to enable students to take a lead and show greater autonomy, either individually or as part of a group, in gaining practical experience of enterprise. Some students may be reluctant to participate in group projects if they have a preference for individual assessment, but they should be encouraged to recognise that team-based performance is an essential feature of both employed and entrepreneurial work. Students at secondary school level should have the ability to seek out, be alert to, and identify opportunities (opportunity recognition) ,creative and innovative approaches (problem solving), the initiative to act on perceived opportunities while

considering risk factors (taking action), independent responsibility for managing projects (managing autonomously) the ability to reflect and persevere in challenging environments in pursuit of achieving desired objectives or goals (personal awareness) use of social skills to build trust, relationships and networks and to communicate ideas and information (networking and communication). Let a well coordinated action begin.

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