



# Experience In Entrepreneurship Education And Training For Students In Some Countries And Lessons For Vietnam

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**Abstract:** In the world, to promote economic development, entrepreneurship has been focused. In addition to forming a start-up business incubator environment, systematic and practical entrepreneurship education has become one of the top concerns. It is constantly being updated and improved at the end of the industrial revolution 4.0. With the positive effects of start-ups on the transformation of economic and labor structure and improving the economy's competitiveness, the issue of orientation, promotion, and effective start-up support established for many years has become one of the important tasks of the education system in many countries. The article analyzes experiences in education and training of entrepreneurship knowledge for students in some countries such as the United States, the United Kingdom, China, and Singapore and draws lessons for Vietnam.

**Index Terms - Education, Start-up, Entrepreneurship, Students.**

## I. INTRODUCTION

Startup activities attract the participation of many young people from many different countries worldwide. This activity is essential for many countries' growth and sustainable economic development. Startups have proven their contribution to the economy by bringing new products and services to market, creating jobs for workers, and increasing the diversity of the economy's products and services. Managers worldwide are interested in innovative start-ups to promote fast, strong, and sustainable economic growth in the digital economy.

Therefore, to achieve the goals of entrepreneurship among students, students today cannot lack the role of entrepreneurship education and training in the school's training program. This training activity will help promote the spirit of entrepreneurship among students and equip them with entrepreneurship knowledge and skills during their study time at school. Studies have shown that in many countries, such as the US and EU, there is a positive relationship between entrepreneurship behavior and the proliferation of startups.

Famous entrepreneurs like Steve Jobs (Apple), Mark Zuckerberg (Facebook), Elon Musk (Tesla), and Jack Ma (Alibaba) have been successful with their innovative products and services. As a result, many aspiring students today aspire to follow them by starting a business. At the same time, policymakers worldwide seek to transform their economies by recreating the magic of startup hubs like Silicon Valley.

## II. THE ROLE OF EDUCATION AND TRAINING IN ENTREPRENEURSHIP KNOWLEDGE FOR UNDERGRADUATE STUDENTS

Over the past 20 years, entrepreneurship education and training programs have grown tremendously, promising and potentially promoting students' entrepreneurial skills and attitudes. Entrepreneurship education and training contribute to developing entrepreneurial attitudes, the motivation to start a company, and the skills needed to run and grow a business to generate new thinking. The business that drives innovation in existing firms is equally important.

Entrepreneurship skills and mindsets include social skills such as self-confidence, leadership, creativity, risk perception, motivation, resilience, and realization of effectiveness (Lüthje and Franke, 2003; Rauch and Frese, 2007; Teixeira and Forte, 2009; Hytti et al., 2010); overall perception of entrepreneurship (Souitaris, Zerbinati and Al-Laham, 2007); and general business knowledge and skills required for opening and managing a business, such as accounting, marketing, risk assessment and resource mobilization (Karlan and Valdivia, 2011).

According to the Australian Department of Employment, Education, Training and Youth Work, "Entrepreneurship education is education and fostering capacity, skills and personal qualities such as innovation, creativity, innovation for the young generation. It not only helps learners to grasp opportunities in life and work but also helps them to work for themselves" (Pham Tat Dong, 2016). Entrepreneurship education aims to train people with qualities and capabilities to create businesses, such as innovative spirit, creative thinking, adventurous spirit, communication ability, and knowledge of science and technology. technology, business ethics. Education and training of entrepreneurship knowledge for students can achieve the following goals:

First, increase the understanding of entrepreneurship knowledge among students, such as conditions and necessary skills for starting a business; startup ecosystem; investment presentation skills; the specific content of the Canvas model.

Second, arouse the aspiration and passion for entrepreneurship in students. Transfer the entrepreneurial approach to the potential workforce, including those who do not intend to start their own companies but rather work in businesses founded by others. All personal skills or attributes can be classified in this heading, including teamwork, confidence; Self-awareness; self-discipline; initiative; taking risks, problem-solving, creativity, and desire to innovate.

Third, equip students with the knowledge of entrepreneurship, the necessary resources for entrepreneurship, the attitude necessary to manage new projects successfully, and skills related to entrepreneurship and financial analysis: such as the ability to select opportunities and act within a short time frame; drafting business plans, marketing, financial management, sales, and human resource management.

Therefore, entrepreneurship education and training are essential in guiding all learners to become more entrepreneurial (Hegarty, 2006). Implementing entrepreneurship education and training in universities aims to impart entrepreneurship culture and spirit to students and create new entrepreneurs and businesses (U.S. Department of Commerce, 2013).

### III. EXPERIENCE IN EDUCATION AND TRAINING OF ENTREPRENEURSHIP KNOWLEDGE IN THE WORLD

#### 3.1 Experience in education and training of entrepreneurship knowledge for students in the United States

Entrepreneurship education and training in the United States have been around for more than 60 years. Harvard University has provided vocational education and training for students since 1947. This is an optional New Business Management course in the Harvard Business School Master of Business Administration program.

Universities in the US build a lifestyle and entrepreneurial culture right in the university. Babson is the first university in the United States for three consecutive years to teach entrepreneurship to students while still in school, according to the prestigious US News & World Report ranking. Babson builds a culture of entrepreneurship by encouraging students to experiment with new business ideas, giving capital to students right from the first year, and supplementing students' entrepreneurial knowledge with specialized courses such as legal, intellectual property for products, and product quality standards.

Entrepreneurship education and training have become separate fields of study and training, with thousands of universities designing this subject in their training programs. American universities and institutions offer degrees in education and entrepreneurship training at the bachelor's, master's, and doctoral levels.

About the training program: American universities have developed a wide range of courses in entrepreneurship. The courses are divided into three categories:

- (1) business plan overview course
- (2) courses that are closely related to the stages of the business life cycle
- (3) courses in the business function covering issues related to management (e.g., entrepreneurship characteristics, innovation management, team building) and/or in finance, accounting and tax, law, and marketing.

About lecturers: The lecturers serving the education and training of startups are recruited to work full-time, and have the knowledge and practical experience in startup activities.

About funding: Many universities have established entrepreneurship centers and secured entrepreneurship teaching positions, most of which are offered by successful entrepreneurs who have graduated from those institutions.

In addition, the US has a Network of Entrepreneurship Teaching (NFTE) program that has been operating in Boston since 1991, linking 18 public schools there. To deliver the program, NFTE certifies instructors who have taught at the schools where their programs occur. Each teacher undergoes training, and the NFTE provides financial incentives to certified instructors for entrepreneurship development programs. In addition to NFTE-certified instructors, mentors come to class a few times a year to guide students and help students create their startup plans. NFTE has attracted more than 500,000 students and trained 5,000 teachers worldwide.

#### 3.2 Experience in entrepreneurship education and training for students in the United Kingdom

Vocational Education and Training has been a mandatory requirement in schools since 2004, as part of broader education system reform. The Department of Education provides funding to promote entrepreneurship skills training as part of the curriculum. In 2016, the Science and Technology Council recommended to the Prime Minister the importance of entrepreneurship education and training in universities, especially for university students in science, technology, engineering, and mathematics. In the UK, there have been several initiatives and programs on entrepreneurship education and training, such as Creative Women Entrepreneurship (CWE), established in 2007, is a postgraduate research initiative of the School of Entrepreneurship and Entrepreneurship (SEB) at the University of Essex. This program aims to increase the interest, knowledge, and competence in entrepreneurship among female creative students and early-stage female entrepreneurs in the creative industries. The Cambridge Center for Entrepreneurship Education (CFEL) initiative of the University of Cambridge was established in 2003. The primary mission of the CFEL Center is to promote a culture of entrepreneurship at the University of Cambridge and to spread the spirit of entrepreneurship in the world. Entrepreneurs mainly teach entrepreneurship courses, venture capitalists and business angels, and banking experts. Cambridge University also has an initiative, "Advanced Diploma in Entrepreneurship," since 2009 - The first accredited entrepreneurship course at the University of Cambridge. Advanced Entrepreneurship Degree initiative offers a practical program designed explicitly for potential entrepreneurs. It is organized as a 15-month part-time training program and is awarded by the University of Cambridge. The program focuses on those considering embarking on a career path or who have already taken the first steps to start a business in new technology, social enterprise, art, or media. In the UK, several organizations promote entrepreneurship education and training through the organization of awards, such as the National Center for Entrepreneurship in Education (NCEE), which supports entrepreneurship education in universities. NCEE supports organizations to develop their capacity - providing a range of services to universities, senior leaders, and their students - to ensure UK higher education is still at the forefront of entrepreneurship and entrepreneurship. NCEE currently sponsors the Outstanding University Entrepreneurship Award.

#### 3.3 Experience in entrepreneurship education and training for students in China

Vocational education and training in China are important for improving student employment and promoting economic development. China considers entrepreneurship education and training a vital channel to cultivate university students' awareness of entrepreneurship and enhance their practical ability in innovation and entrepreneurship. In 2011, the Chinese government issued new policies to promote employment through entrepreneurship, and since then governments at each level have advocated education

and entrepreneurship training. Various ministries, such as the Ministry of Education, have issued relevant policies to provide a favorable environment for students to engage in entrepreneurship. Provincial education authorities must provide more favorable policies for university graduates to create their business plans and start new projects. Organizations of the Central Youth Union and the National Labor Union have provided vocational education and training programs. Non-governmental organizations are also paying much attention to entrepreneurship education and training.

The guiding view of China's higher education reform is to proceed with an entrepreneurship education approach (Center for Information Processing and Analysis, 2010). Features of this entrepreneurship education line include: Educating entrepreneurship, integrating entrepreneurship education into curricula; Thoroughly grasping entrepreneurship education in the stages of talent training, scientific research, and social service; Implementing entrepreneurship education through combining education with practice; Searching for social resources to conduct entrepreneurship education, focusing on the combination of science and technology - education - economy. China is increasingly promoting entrepreneurship among young people through various forms, aiming to see entrepreneurship and innovation as one of China's new development engines.

The goal of entrepreneurship education is systematically, accurately, and gradually built-up step by step: Building entrepreneurial attitude; Help students feel entrepreneurial behavior; Explaining the value of entrepreneurship education; Building motivation for career development; Instructions on how to set up a start-up company; Fostering entrepreneurial qualities; Mastering entrepreneurial knowledge; Build relationship skills with stakeholders.

The content of entrepreneurship education includes two types of programs, the entrepreneurship theory-oriented program, and the entrepreneurship practice-oriented program. These two types of programs are inextricably linked. In terms of startup theory, delve into startup ideas, product design and development, start-up funding, management, law, finance, and marketing.

Regarding start-up practice, the focus is on the design of startup programs, practical topics on entrepreneurship, startup internships, and start-up projects (Pham Tat Dong, 2016). Building a team of entrepreneurship education instructors: Select trainers with practical experience in entrepreneurship; Conduct periodic refresher courses for lecturers, progressing towards specialization of entrepreneurship education instructors; Select some excellent students in entrepreneurship to teach; Inviting successful entrepreneurs to be part-time lecturers, allowing professional and technical staff at universities and research institutes to start a business while preserving labor relations and other welfare regimes. Diversify education forms by category: Both entrepreneurship education programs have core, optional, and project curricula. Cooperating with economic groups to build start-up and innovation incubators in big cities with many universities: Not only establishing online forums for startups, Chinese economic groups are also increasingly perfecting the start-up support model from providing "hard" resources such as loans, offices to software services such as investment connections, startup guidance, technical training. Building a healthy ecological system, maximum support for startups: Favorable policies, open information infrastructure, the simultaneous participation of ministries, sectors, universities, and businesses. Announced a list of 28 model institutions supporting entrepreneurship and innovation, including 17 localities, four universities and research institutes, and seven enterprises, creating motivation for entrepreneurship education activities here (Huu Hung, 2017). Implement the training program "Starting a business" specifically for unemployed workers, unemployed workers, and other social classes who want to switch to starting a business. Three participating organizations include: "The Steering Committee of Entrepreneurship Training Program", "Advising Council of Entrepreneurship Training Program" and local job training centers... China has methodically defined the target systems of entrepreneurship education. The content aims to train learners' knowledge, attitudes, and skills. In particular, special emphasis is placed on spiritual education and entrepreneurial aspiration in the system of subjects in the training program in the lecture hall, with great power on a specialization of entrepreneurship lecturers. In addition, the deep participation of economic organizations in entrepreneurship education is also an important factor that has helped entrepreneurship education in China achieve many achievements in recent times.

### 3.4 Experience in entrepreneurship education and training for students in Singapore

Singapore is consistently ranked in the list of the most innovative countries with the world's leading startup promotion indicators and has the most vibrant startup ecosystem. To achieve these great results, synchronous solutions of the government, schools, and businesses are the factors that promote successful start-ups in this island nation. In addition to government and business policies, universities in Singapore also consider the promotion of entrepreneurship, especially entrepreneurship education and training, an important task in their mission. Singapore invests billions of dollars annually in the R&D of prestigious universities and medical centers to find solutions to improve people's quality of life. The country has also become a hub for tech startups and a major market for investors. In Singapore, we can easily see technology labs, startups or biological incubators mixed with private research institutions or universities. The main purpose of this arrangement system is to create a community to share knowledge and make technologies more practical and closer to life. Some universities in Singapore may cooperate with startups or research laboratories to give students internships in entrepreneurship training or participate in project development. In Singapore, entrepreneurship education and training programs are integrated into the secondary school curriculum and teaching materials. However, there is no formal assessment of the entrepreneurship education and training programs in the main curricula of the schools. The teaching of entrepreneurship education and training has been carried out in more than 130 high schools and nearly 32,00 students. Program YES! Schools and 11 pilot schools started learning entrepreneurship under the ACE Schools program. At the higher level of education, entrepreneurship education and training courses are currently being offered, and there are formal degrees in entrepreneurship offered by the Singapore Institute of Management and Nanyang Technological University. There is a strong partnership between the private sector and universities to promote entrepreneurship education through business plan competitions and student awards. Likewise, local university initiatives support small and medium-sized businesses and provide experiential learning for students in the entrepreneurship sector.

## IV. LESSONS LEARNED IN EDUCATION AND ENTREPRENEURSHIP TRAINING FOR VIETNAMESE STUDENTS

Entrepreneurship is a matter of particular concern to Vietnam. The Vietnamese government has also affirmed that entrepreneurship is one of the measures of success of the tectonic government. On the contrary, the more people, especially the young start-up, the more dynamic the economy is, and the quality of human resources is trained and improved. To create a favorable environment to promote and support the development of start-up businesses, the Government has approved the Project "Supporting the national innovative startup ecosystem until 2025". To help startups, the startup ecosystem in Vietnam has begun to form and prosper.



By 2017, Vietnam had about 1,800 start-ups and more than 20 venture capital funds investing in innovative start-ups. The country has about 21 incubators and seven startup business promotion organizations (Phan Thi Thuy Tram, 2017).

Although there have been some initial successes, in general, start-up activities and start-up support in Vietnam still face many difficulties; start-up groups are still not well trained, lack basic knowledge and skills, lack linkages, and are not strong enough to develop sustainably. Specifically, in 2016, there were 110,100 newly registered enterprises, an increase of 16.2% compared to 2015. During the same period, 19,917 registered enterprises ceased operation, an increase of 27.3% compared to 2015 (Total). Bureau of Statistics, 2017). Of about 100 startups, 90 are at risk of dissolution in the first two years of operation. The main reasons include lack of knowledge about small and medium-sized enterprises (SMEs) administration and management (50%), lack of capital (40%), lack of practical experience in the business environment, and lack of understanding of science and technology (Le Thi Khanh Van, 2017). Basic information and data on startup activities in Vietnam in the past show the absence of a key role of entrepreneurship education in orienting, promoting, and supporting influential start-ups. There is an urgent need to transform entrepreneurship education content and methods. Some suggestions and proposals for entrepreneurship education activities in Vietnam. From the current practice of entrepreneurship education in countries around the world and entrepreneurship education in Vietnam today, there are a few suggestions and recommendations as follows:

Firstly, it is necessary for Vietnam to develop curricula at the high school level in the direction of training creativity, independence, and effective teamwork skills. It is essential to reform the training program at the high school level in the direction of what to learn, not what to learn—promoting the effectiveness of teaching 10th-grade Technology, Business Creation—continuing to maintain the teaching of entrepreneurship systematically, improving knowledge in grades 11 and 12. Vietnam needs to reform the education system from high school to university to link education and training. Creating with practical activities, promoting the spirit of ownership and creativity, and promoting the entrepreneurial culture is a prerequisite for each person to form the will to start their business right from the time they are still in school.

Secondly, it is necessary to quickly complete business training programs at universities and colleges in the coming time. Schools should integrate various educational methods such as business models and entrepreneurial activities; provide more necessary subjects for start-ups such as intellectual property management, innovation management, and business start-ups; and put into appropriate teaching schools. Universities and colleges should promote the parallel application of effective traditional teaching methods with modern interactive teaching methods that famous universities provide good quality training in the world, providing opportunities for final year students to work on projects by minimizing unnecessary coursework. Universities need to strengthen training and retraining in skills, expertise, professionalism, and skills in using information technology and foreign languages for lecturers and students, and at the same time have effective solutions to improve the quality of lecturers participating in startup training in the direction of prioritizing lecturers with practical start-up experience.

Third, further promote the process of building and developing model start-up training centers and focal points across the country with intensive and practical training programs. Re-evaluate the effectiveness of seminars, scientific seminars, and start-up contests that have been held in the past to draw lessons from experience and make guidelines and policies to promote business activities further entrepreneurship education in universities and colleges in the coming time. In addition, universities also need to have coordinated or associated activities with businesses to train students' entrepreneurship skills through formal cooperation programs and projects systematically, and have a sustainable impact on the knowledge, skills and attitudes of students towards a model of entrepreneurship. Fourth, the Government of Vietnam needs to quickly complete and implement the national startup portal to provide and support people with information related to entrepreneurship, basic knowledge about entrepreneurship, legal information, and scientific and technological knowledge for start-ups. Universities need to invest in building a network of entrepreneurial communities to support students in starting a business. Strengthen and promote social business activities and the development of social enterprises. Focus on training before, during and after starting a business, especially the first two years after starting a business. Fifth, Vietnam needs to consult, learn, exchange experiences, and build and develop start-up incubators according to effective models of countries such as China, Singapore, USA, UK, Israel from school to region, in line with the characteristics of the startup ecosystem in Vietnam. Entrepreneurship education programs need to enhance the application of science and technology through online education, open learning materials, online startup community, multimedia applications, especially social networks, investment in setting up fan pages, video channels, mobile applications on startup support, television programs on startups, etc. At the same time, the Ministry of Education and Training should encourage and promote the creation of a facilitation mechanism for universities to establish businesses shortly.

## V. CONCLUSION

In recent years in Vietnam, the startup movement has been promoted in many provinces and universities. The Vietnamese government has greatly emphasized entrepreneurship and entrepreneurship education among young people and high school students. Many projects, programs, and funds to support start-up activities have been formed and developed over the years, contributing to gradually moving Vietnam toward a true startup nation. The successful lessons learned from countries with developed entrepreneurship education have a very important meaning, creating a foundation for Vietnam to apply creatively and appropriately to the country's specific conditions. Vietnam should not only build, complete, and put the entrepreneurship education program into schools from high school to university shortly, but also need to promote entrepreneurship education more deeply, taking advantage of favorable opportunities of the 4.0 industrial revolution era to encourage and make entrepreneurship education activities more practical.

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