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Promoting early entrepreneurship education in Vietnam: Insights of education entrepreneurs

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The present study aimed to investigate early entrepreneurship education in Vietnam by exploring education entrepreneurs' perceptions on how to incorporate entrepreneurship education into primary schools. Entrepreneurship education is considered a form of education that seeks to provide learners with entrepreneurship-related knowledge, skills, qualities, and personal characteristics. Accordingly, three main research questions concerned, (1) what aspects participants recognize to be considered when entrepreneurship is incorporated into education at primary schools in Vietnam? (2) what skills and qualities need to be fostered to develop children's entrepreneurial mindset? (3) what elements in a learning environment can support early entrepreneurship education in Vietnam? In this study, semi-structured interviews were conducted for five education entrepreneurs via Zoom. The data consisted of five transcripts translated from Vietnamese into English for coding. Thematic analysis was applied to analyze the data. The results showed that the education entrepreneurs had different points of view on both the concept of entrepreneurship education and appropriate student's age as well as benefits and challenges for implementing entrepreneurship education into schools through various entrepreneurial activities. Furthermore, six significant skills and seven entrepreneurial qualities that need to be fostered to develop children's entrepreneurial mindset were recognized in the analysis. Finally, an ideal learning environment to support early entrepreneurship education was proposed in learning design and changes in teacher's role. The findings of this study have implications for proposing understandings of how entrepreneurship education could be incorporated in Vietnam's primary schools. The insights from the education entrepreneurs along with their influence in both the educational and economic field would be a bridge to encourage changes regarding the education system in Vietnam, where early entrepreneurship education remains a neglected idea that has yet to receive an official introduction from the Ministry of Education.

Key words: entrepreneurship education, primary school, entrepreneurial skills, entrepreneurial qualities, children, Vietnam

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1. Introduction

Traditional education is marked by its mission to transform knowledge and skills, where in contrast, entrepreneurship education (EE) is considered as a framework for changing student's attitudes and motivations (Hansemark, 1998). For the nature of EE, there are different viewpoints about it. In general, based on its multifaceted form of teaching, three distinct aims have been defined namely "for" enterprise, "about" enterprise, and "through" enterprise (Lewis & Massey, 2003).

According to Guedalla, Herlau, Armer, & Qasier (2001), EE when successfully implemented, offers massive gains regarding productivity and can be called as "Taylorism of the Mind". In line with this idea, the definition of EE adopted at European level emphasizes that this concept is much wider than just training on how to start a business. Entrepreneurship is firstly a mindset. Because attitudes are formed already at an early age, school education can significantly support fostering entrepreneurial mindsets, starting from primary school (Eurydice, 2016). Childhood, alongside youthfulness, is the favored period to plant entrepreneurial seeds and to support inspirational perspectives toward entrepreneurship (Peterman & Kennedy, 2003).

Hannon (2013) has also stated that being and becoming entrepreneurial is important for all students seeking to make their mark nowadays, where uncertainty and unpredictability are prevalent in the world. Therefore, it is not surprising that many schools and countries have implemented EE into their national curriculum at all levels, from primary schools to universities. In this respect, the European Commission (Bourgeois, 2011) has been admonishing its member states to execute business enterprise programs for the purpose of honing student's innovative abilities.

Primary education in Vietnam starts from grades 1 to 5, at the age of six. Subjects taught in grades 1-3 including Vietnamese, math, natural and social sciences, arts, moral education, and physical education. Then English began in grade three, history and geography in grades 4 and 5. The language of teaching is Vietnamese, and the curriculum program promotes rote memorization.

Most schools in Vietnam still operate in the traditional method of teacher-centered learning where students take a passive role in learning (i.e., simply copy down what the teachers say or write on the blackboard). It is a strong concern on shifting Vietnam's primary and secondary education system from rote teaching of mainly academic knowledge to a stronger focus on competencies like critical thinking and interpersonal skills (Bank, 2016). Consequently, this learning environment requires learners to memorize mechanically and prevents them from developing creativity, critical thinking, self-awareness, collaboration, as well as most of the other important skills required for the 21st century.

Recently, Vietnam educational system has encountered significant changes. In accordance with globalization, a few international schools located in big cities have begun strides to embed entrepreneurial activities into educating and learning at the high school level. That is a vital direction to nurture students' entrepreneurial spirits; however, most of the schools are creating their own curriculum without a deliberate program to be synchronically applied cross country up until this point (Dao, 2020). So, the question is should we instill EE in children at an early age from the primary school level. EE in primary school should promote students to develop personal qualities such as creativity, the spirit of enterprise and independence, that impact their enterprising attitude so that it will benefit them in their daily lives and in all professional areas (Paço & Palinhas, 2011).

In Vietnam, in terms of academic research, there are no studies that investigated entrepreneurship education at the primary, middle, and high school. A few existing studies (Dao, 2018, 2020; Hoang, Le, Tran, & Du, 2020) on EE carried out by Vietnamese researchers have focused on the higher education level only. In line with this, the results of the study conducted by the Global Entrepreneurship Monitor which investigated experts' views on their country entrepreneurial framework conditions from 31 national teams has emphasized the lack of exposure for students in primary and secondary schools to entrepreneurship is a worldwide concern, particularly in developing countries (Martínez, Levie, Kelley, SÆmundsson, & SchØtt, 2010). This is why, in this master's thesis study, perceptions of early EE are investigated aim to fill this gap.

2. Theoretical framework

In this section, three specific topics will be discussed. First, EE will be defined as well as its main form and aims. Then we elaborate on the entrepreneurial mindset, entrepreneurial skills, and qualities along with the concept of value creation. The next topic to be described will be the learning environment to support EE. This will be followed by a consideration of learning by doing approach, activities that trigger entrepreneurial competencies, and how teacher's role changes in EE.

2.1 Entrepreneurship education

2.1.1 Definition entrepreneurship education

EE is a form of education that focuses on the development of entrepreneurship-related knowledge, skills, attitudes, and personal character (Hussain & Norashidah, 2015). Entrepreneurship was first taught at Harvard Business School in 1945, and it has increased in popularity since then (Mwasalwiba, 2010). The word "entrepreneurship education" is widely used in the United States and Canada, although "enterprise education" is favored in the United Kingdom and some European countries (Allan A Gibb, 1993). Entrepreneurship education and enterprise education can share similar concepts and meanings, and the terms are often used interchangeably (Mwasalwiba, 2010).

On the other hand, according to Gautam, Singh, & Kumar (2015), entrepreneurship education is the study of the sources of possibilities and the process of experimentation, through which a person strives to develop his or her capacity of creativity, risk taking, and turning ideas into reality.

Although some researchers (de Lourdes Cárcamo-Solís, del Pilar Arroyo-López, del Carmen Alvarez-Castañón, & García-López, 2017) agree that EE is important because it has been identified as a potentially effective method of encouraging people to become entrepreneurs and can help students strengthen entrepreneurial attitudes, there have also been findings that contradict them. For example, Fuchs, Werner, & Wallau (2008) show that EE in German schools does not boost entrepreneurial attitudes and can even reduce students' desire to pursue a career in business.

2.1.2 The main forms and the aims of entrepreneurial education

Entrepreneurship education is considered to be a multifaceted form of teaching with three different aims: (1) it is seen as education for enterprise with the production of various skills and sensitivities required for the creation of enterprises; (2) it consists of education about enterprise, students are provided with an understanding of the enterprising spirit; and (3) it is education through enterprise which is making a broad platform of learning outcomes (Lewis & Massey, 2003).

More specific, according to Lackéus (2015), EE is often categorized into three approaches. Teaching "about" entrepreneurship involves a content-laden, theoretical approach aimed at providing a broad overview of the phenomenon. "Teaching for" entrepreneurship means a professionally focused approach that seeks to give aspiring entrepreneurs the necessary knowledge and skills. Teaching "through" means a method oriented and often experiential approach through which students experience an actual entrepreneurial learning process (Kyrö, 2005). This approach is also focused on a broader concept of entrepreneurship and can be incorporated into other subjects in general education, relating entrepreneurial attributes, processes, and experiences to the core subject. Through learning entrepreneurship, learners develop certain skills, expertise, attitudes, and modes of operation through entrepreneurial education, enabling them to act entrepreneurially in their own lives and in collaboration with others (Wang & Ellinger, 2011).

According to Udu & Amadi (2013), promoting EE in primary school provides students with the ability to gain fundamental knowledge and skills that will help them prepare for future challenges. Both developed and developing countries have been advised to apply EE at the elementary school level (*Entrepreneurship education in Europe. National strategies, curricula and learning outcomes*, 2012).

Heinonen & Poikkijoki (2006) has also stated the aim of EE is to connect entrepreneurial trails to the entrepreneurship process and behavior. It would not only necessarily require the transfer of business and management expertise, but it also involves the development of innovation, new approaches, attitudes, competencies, and behavior (Sánchez, Carballo, & Gutiérrez, 2011).

2.1.3 Teaching entrepreneurship at early ages

Students can be instilled with the entrepreneurial spirit by teaching them entrepreneurship at a young age and providing them with adequate access to entrepreneurial activities (Hassi, 2016). According to Löbler (2006), “if we look at the “skills” and competencies of entrepreneurs from a constructivist's perspective we find most of them by observing children under the age of five or six: they are motivated to learn, they are interested in a variety of different topics, they ask excellent questions, they try many things to get insights, they are creative, they are impatient” (p. 26).

Obschonka, Silbereisen, Schmitt-Rodermund, & Stuetzer (2011) stated if youths were taught entrepreneurial skills at a younger age, they would be more likely to pursue a business career later in life. In line with this, Pihie & Elias (2008) pointed out that teaching students about entrepreneurship at a young age and providing them with the appropriate exposure will spark their interest and help create a culture of entrepreneurship in them. This can become a possibility with the aid of a successful curriculum. When the EE program is well-designed, it would produce entrepreneurs who are capable of managing their lives and the world around them.

In addition, children are born with passion, determination, and a willingness to take and assume risks, according to Rabbior (1990), but they face challenges that stifle their spirit of adventure. Despite the fact that the content and format of entrepreneurship education programs are controversial to some degree, children are commonly viewed as enterprising from the moment they are born. As a result, EE must be teaching at an early age (L. Stevenson & Lundström, 2002). Children are born enterprising, according to Johannisson (2010), but this is not promoted when they get older.

Several examples of EE programs have been proved successful to enhance children’s skills. In the United States with “Mini Society”, the program aims to benefit students from 8 to 12 year old, it has been shown to be effective in developing student interest in entrepreneurship (Kourilsky & Carlson, 1996). Or in primary schools in Austria, the challenge-based social EE program “Empowering Each Child” targets on grade 3 and 4 with the aim to teach four to six challenges every year to students. A research (Bisanz, Hueber, Lindner, & Jambor, 2019)

associated with the program revealed that small challenges help promote student's skills and abilities, namely, self-confidence and self-initiative, innovation, creativity, mindfulness, empathy, self-motivation, and engagement in society.

2.2 Developing the entrepreneurial mindset

2.2.1 Introduction of entrepreneurial mindset

Entrepreneurs have been known to have an entrepreneurial mindset, which has been linked to both success and failure (Aima, Wijaya, Carawangsa, & Ying, 2020; Belousova, Hattenberg, & Gailly, 2020). McGrath & MacMillan (2000) defined entrepreneurial mindset as a “growth-oriented perspective through which individuals promote flexibility, creativity, continuous innovation, and renewal” (p. 15). On the other hand, Ferrero & Fiore (2014) emphasized entrepreneurial mindset is all about the world's analysis, included its opportunities and possibilities, as well as recognizing how a person can contribute to the development and progression of the economic and social system, and eventually turning ideas into action to achieve goals. McGrath & MacMillan (2000) developed an entrepreneurial mindset definition consisting of three elements: the capacity to sense, act quickly, and mobilize capital even in uncertain circumstances. After that, Valerio, Parton, & Robb (2014) described entrepreneurial mindset as the socio-emotional skills and overall understanding of entrepreneurship that are related to entrepreneurial motivation and potential success as an entrepreneur.

According to A. Fayolle (2012), an entrepreneurial mindset refers to a particular mind state that drives human behavior toward entrepreneurial activities and results. Opportunities, creativity, and new value creation are also attracted to individuals with entrepreneurial mindsets. Thus, entrepreneurial mindset as a concept plays a significant role in the process of fostering the entrepreneurial skills and competencies of students.

2.2.2 Entrepreneurial skills

Developing entrepreneurship skills will help startups and existing entrepreneurs become more self-reliant (Bosire & Nzaramba, 2013). Likewise, Ćorić, Katavic, & Kopecki (2011) concluded that an entrepreneur's success is based on the relation with vital entrepreneurship skills for beginning enterprises, as well as their sustainability and growth in the early years.

Meanwhile, Zhao (2012) emphasized that fostering an entrepreneurial mindset entails cultivating confidence, curiosity, and creativity. Schumpeter (2013) with his innovation theory described an entrepreneur with two abilities, innovation/creativity, and foresight. The study from H. Stevenson (1993) suggested that the ability to visualize, innovate, and navigate around problems in their society is the key explanation for entrepreneurs' success. Differently, Whetten & Cameron (2005) divided these abilities into three categories named personal skills (problem-solving, creative thinking), interpersonal skills (motivating others, managing conflicts) and basic management skills (leading others, teamwork, communication). Similarly, entrepreneurial abilities also are categorized in three groups according to No (2011), which are personal characteristics, interpersonal skills and finally critical and creative thinking skills. Personal qualities refer to a person's attributes, values, and beliefs and also include the ability to quickly understand the larger picture and illustrate it to others, as well as vision to see where something can be changed. Interpersonal skills consist of the ability to work in team, communicate well with counterparts to sell and share his/her vision as well as emotional intelligent and negotiation skills. Creativity is an ability that can be developed if you put in the time and work to be able to view things from all angles and come up with unique ideas (Haugh, 2007).

2.2.3 Entrepreneurial qualities

There are different terms, including attitudes, characteristics, attributes, and qualities, are used in the entrepreneurship literature to define the profile of an entrepreneurial personality. These terms are often used interchangeably, even though they do not all refer to the same phenomenon (Van der Kuip & Verheul, 2003). In this study, all these terms are used with the same meaning in which more correspond with personality characteristics.

Entrepreneurs have distinct qualities from others (Heinonen & Poikkijoki, 2006), this based on the belief that entrepreneurs are a critical component of the entrepreneurial development involved. According to Kundu & Rani (2008), an effective entrepreneurship training and education program could be built for students if we acknowledge in depth and accurately the entrepreneur's characteristics and attributes. A. S. Thomas & Mueller (2000) concluded that personality qualities have a positive impact on entrepreneurship, such as the need for achievement (Alain Fayolle & Gailly, 2015) and self-efficacy (Shinnar, Hsu, & Powell, 2014).

Allan A Gibb (1996) described entrepreneurs are generally people who see a vision, commit to it, and practically single-handedly carry it out to fruition. The conventional economist's perception of the entrepreneur is that of an opportunity seeker (Hébert & Link, 1988), someone who innovatively blends the production factors and searches for and exploits market gaps and opportunities (Allan A Gibb, 1996). In addition, entrepreneurial skills, according to A A Gibb (1998), should be taught and are based on a number of underlying qualities, namely, self-confidence, self-awareness, an internal locus of control, a high level of autonomy, a high degree of empathy with stakeholders, especially consumers, a hardworking attitude, a high achievement focus, a high willingness to take risks, and flexibility.

On the other hand, Pihie & Bagheri (2010) stated that entrepreneurial attitudes can be changed by the course of learning, experience, and interacting with the world, as well as by comprehensive EE programs. Hence, EE should be strengthened by concentrating more on improving students' entrepreneurial attitudes (Luca, Cazan, & Tomulescu, 2012; Van Wyk & Boshoff, 2004). In Austria, Schwarz, Almer-Jarz, & Wdowiak (2006) investigated at how attitudes and environmental factors influenced student entrepreneurship intentions. According to the findings, attitudes play a significant role in the development of entrepreneurial intentions and can be fostered at the young age.

2.2.4 The concept of value creation

Value creation is common in society and is closely linked to people's happiness because helping others results in feelings of purpose, engagement, participation, and satisfaction with life in addition to financial gain (Baumeister, Vohs, Aaker, & Garbinsky, 2013).

Learning and value creation are two key facets of entrepreneurship, according to Bruyat & Julien (2001), because entrepreneurship is as much about the change and learning that an individual entrepreneur encounters through engaging with the world. It is about the change and value creation that the entrepreneur creates by his or her actions. This perspective informs a concept of entrepreneurial education that emphasizes value creation as a primary objective for students.

Furthermore, allowing students to attempt to build value for external stakeholders would help in the growth of entrepreneurial skills, regardless of whether or not they are effective. This

approach has been named "Learning-by-Creating-Value" by Lackéus, Lundqvist, & Williams Middleton (2013). Entrepreneurial education, according to this definition, is characterized as a pedagogical intervention that enables students to learn to create value for others.

In line with this, the Danish Foundation for Entrepreneurship (Moberg, Stenberg, & Vestergaard, 2012) suggested the following concept of EE: “Content, methods, and activities supporting the creation of knowledge, competencies, and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes” (p. 14). This concept of entrepreneurship education is based on the following fundamental definition of entrepreneurship: “Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social” (p. 14).

2.3 An ideal entrepreneurial learning environment

The development of an effective learning environment can help to promote entrepreneurial learning. In this learning environment, the concepts of learning by doing are adhered to (Van der Kuip & Verheul, 2003). Therefore, this chapter reviews the learning method of learning by doing, as well as activities that can be used to help children develop entrepreneurial skills and qualities. The role of teachers in the context of entrepreneurial learning is then addressed.

2.3.1 Learning by doing

The term "learning by doing" refers to John Dewey's educational philosophy. It is a hands-on approach to learning, which means that in order to adapt and learn, students must interact with their surroundings (Jordan, 2014).

According to many scholars (Dalley & Hamilton, 2000; Minniti & Bygrave, 2001), the only way to learn to be an entrepreneur is through personal practice. There do not seem to be any shortcuts, Cope (2005) stated it “can only be acquired through learning-by-doing or direct observation” (p. 381). A learning-by-doing curriculum enhances students' entrepreneurial skills and expertise by enriching their learning experience (Rae & Carswell, 2000).

A study from Kourilsky (1996) explored the impact of the experience-based learning, or learning by doing, when it was incorporated into entrepreneurship curriculum YESS! (Youth

Empowerment and Self-Sufficiency). The study concluded students were directly interested in the learning process by making decisions and bearing the effects of those decisions, according to the principle of experience-based learning (learning by doing). It entailed students' active involvement in real-life problem-solving circumstances that have personal meaning (Kourilsky, 1996).

Meanwhile, according to Lackéus (2015), in learning-by-doing, the student collaborates with others, especially classmates but also external partners. Because of allowing students to engage in positive interactions, it also facilitates effort and accountability, which are often beneficial to a larger society. Furthermore, due to its emphasis on cooperation, it is essentially teamwork oriented, and if the result is both novel and beneficial to others, it also fulfills what is generally known as creativity (Khaire & Amabile, 2008).

2.3.2 Activities that foster entrepreneurial skills and qualities

Entrepreneurship, like all other subjects, can be taught and developed through activities that explore and learn about entrepreneurship. These activities help students acquire awareness, skills, attitudes, and personalities that promote their success (Wardana et al., 2020). According to Mwasalwiba (2010), a list of variety activities that can be carried out in school environments, such as case studies, simulations, role plays, games, business plan design, film and drama making, work in project, pitching, presentations, contests, establishing real-life ventures, and visiting company, interviewing entrepreneur, mentoring, etc. are common activities when it comes to EE.

On the other hand, playing is a great way to learn and is an essential part of a child's life. The majority of entrepreneurship educational activities are planned to foster personal growth by play. According to Hirsh-Pasek, Golinkoff, Berk, & Singer (2009), while children enjoy playing and games, they are also given the opportunity to learn physical skills, recognize and understand the world, communicate with others, express and regulate their feelings, develop their cognitive and problem-solving skills, and practice their learning new skills. These are all foundation characteristics to become entrepreneurial.

2.3.3 Teacher's role in EE

To develop an entrepreneurial mentality, teaching and learning requires transmitting and acquiring knowledge, skills, attitudes, and personal traits that are appropriate with the age and development level of young students. EE in primary school should enable students to develop personal characteristics that lead to the growth of an entrepreneurial mindset that will prove useful in their everyday lives and in all professional activities. The challenge is that teachers need to build bridges as critical practitioners between the obligations of the official curriculum and the learning environment required to cultivate the entrepreneurial mindset (Zupan, Cankar, & Setnikar Cankar, 2018). In addition, according to Commarmond (2017), shifting the educational approach from teacher-centered to learner-centered will help students develop their critical thinking on entrepreneurship.

One model has been introduced by the Danish Foundation for Entrepreneurship – Young Enterprise (Rasmussen & Nybye, 2013). According to them, there are four basic dimensions that always need to be considered by educators, regardless of educational level. Firstly, EE needs to encourage learners to take practical actions which they collaborate in teams with the aim to create value for others. Secondly, in order for learners to try out their own ideas, apply their acquired knowledge and discover new solutions, it must encourage creativity. Also, it must be connected to the world outside of schools, engaging with and learning from the cultures, markets as well as experts of society. Finally, attitudinal factors such as belief in own ability, tolerance of uncertainty and risk of failure also need to be linked. These four fundamental dimensions are stated to be useful for the developing of new educational content, new educational methods, and new modes of evaluation and exams for teachers at all levels.

3. Aim and research questions

The purpose of the study is to investigate education entrepreneurs' perceptions of promoting early entrepreneurship in Vietnam. The education entrepreneurs play important roles in society both as educators and entrepreneurs. Based on their experiences and knowledge in the intersection between the two worlds of education and entrepreneurship, the education entrepreneurs have an agentic role in integrating entrepreneurial thinking into education and learning. That is why it is essential to unpack their perceptions on the different aspects related

to promotion of EE. Accordingly, the present research aims to provide insights of education entrepreneurs' perceptions on how EE could be implemented in primary schools in Vietnam to develop children's entrepreneurial mindset from an early age.

Specifically, this research poses the following questions:

1. What aspects education entrepreneurs recognize to be considered when entrepreneurship is incorporated into education at primary schools in Vietnam?
2. What skills and qualities need to be fostered to develop children's entrepreneurial mindset?
3. What elements in a learning environment can support early entrepreneurship education in Vietnam?

4. Methodology

4.1 Participants

Participants of the study were five (2 female, 3 male) education entrepreneurs from Vietnam. Education entrepreneurs refer here to people who operate an education-related company while still teaching in their profession. Research participants were selected from amongst Vietnamese entrepreneurs. All of the participants have been entrepreneurs for over 1 year and kept important roles in their company. They have been teaching in different areas from English to Design Technology, Soft Skills, Technology and Start-up Mentoring. The ages of participants lie in range between mid-twenty to late-thirty years. Table 1 shows the profiles of participants.

Table 1 Participants' profiles

Teaching area	Type of business	Demographic information	Education level and area of study	Primary customer base	Age of business	Number of employees	Participant's role
English	Educational Consulting	Female, 30+ years old	M.A. Educational Leadership	Students	2.5 years	5	Founder & CEO
Technology Start-up Mentoring	Learning Machine System	Male, 30+ years old	B.S. Computer Science and Engineering	Schools, Institutions	1 year	6	Founder & CEO

English	Learning Application	Male, 20+	B.S. Biotechnology	Elementary students	2 years	4	Co-Founder & Product Manager
Design Technology	Training Teachers	Female, 30+ years old	B.S. Electrical Engineering	Institutions, students, Teachers	3 years	1	Co-Founder & CEO
Soft Skills	English Center	Male, 20+ years old	Master of Business Administration	Elementary and Middle School students	1 year	5	Co-Founder & CEO

4.2 Data collection method

In this study, semi-structured interviews were used to gather data. This is because interviews were supposed to be the best way to collect data as they can provide a wealth of information about key respondents' experiences, thoughts, expectations, attitudes, and feelings (May, 1997).

The process of selection started with me contacting participants directly via text or email. I sent out to them the consent information form in English (see Appendix 1). I do not need to translate the consent form into Vietnamese because all participants can read and understand English well. In the consent form I outlined the topic and purpose of my research and what a participant being involved in a 40–60-minute discussion. I also stated before the interview meeting that there were no right or wrong answers, and all discussions would be confidential and described anonymously. I stressed in the email that participation in the study was voluntary and unpaid, that they could decline to reply to any aspect of the discussion, and that their consent to participate in the study could be withdrawn at any given time. In this research a total of 6 candidates were contacted but only five consented to take part in the interview.

Because I used semi-structured interviews for this study, I already had a list of potential questions prepared (Appendix 2). In case of forgetting, this list of questions will serve as a reminder (G. Thomas, 2017). The interview method has the advantage of allowing the interviewer to always explain issues or doubts with participants (Bryman, 2016).

My interest lies on exploring how education entrepreneurs view entrepreneurship education if it is implemented in primary schools. Therefore, I chose to conduct semi-structured interview with questions constructed around three key topics (see Appendix 2). I aimed to design a semi-structured interview which was also open for discussion so that participants could expand their issues of interest. To prepare for the interview, I held a pilot interview with one of my classmates to develop both my discussion technique and the structure of the semi-interview.

I organized all the interview via Zoom meeting due to the geographic distance. Each participant was free to choose a time that suited them and then on the meeting day I sent out the invitation Zoom link a few hours before the scheduled time in order to remind participants of the meeting.

Before starting each interview, I prepared a checklist to make sure that everyone was aware of all the ethical issues, such as their right to confidentiality, that there were no right or wrong responses, and the process was co-constructive knowledge (see Appendix 3). The respondents were also briefed on the nature and objective of the research prior to the interview sessions.

During all of the interviews, I asked the participants for permission to record the conversation ahead of time (using video recorder in Zoom). This was to ensure that I paid close attention during the interviews and was able to formulate follow-up questions, probing and prompting as needed (Bryman, 2016). The risk of losing data was eliminated by recording the sessions. This would undoubtedly assist me with the transcript while also clarifying any potential issues that may have arisen during the interview. I also reduced the risk by taking the necessary notes while interviewing. All the interviews went successfully as planned. The duration of the interview varied between 40 to 90 minutes. The interview videos were recorded in Zoom, in Vietnamese, then I started transcribing and translating into English for coding.

4.3 Data analysis

Qualitative data analysis entails preparing and organizing data for analysis, coding and summarizing data to identify appropriate themes, and finally presenting the results (Creswell & Poth, 2016). The data analysis is explained in Figure 1, which is based on Creswell's work.

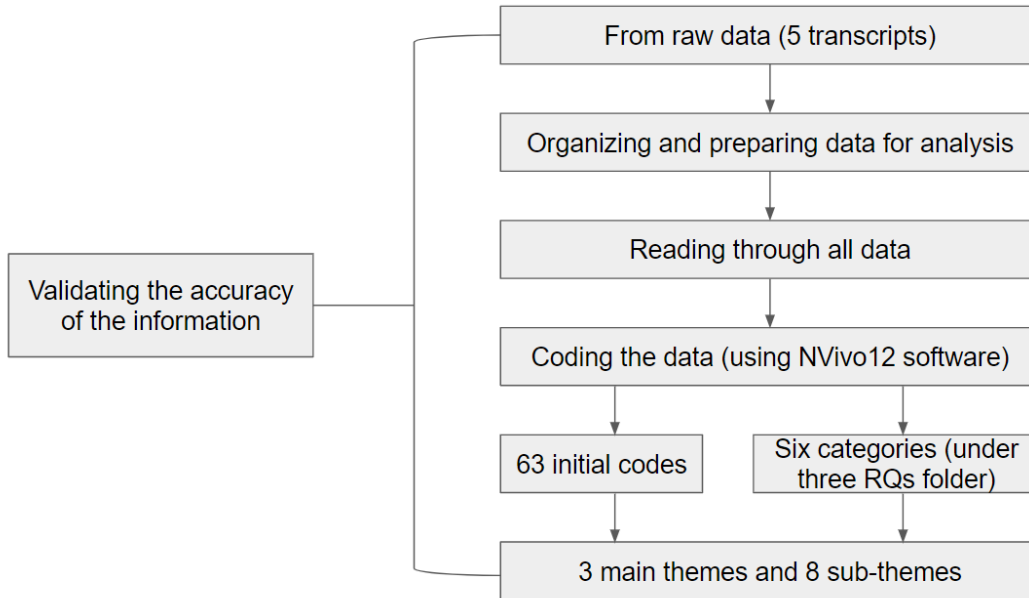


Figure 1 Data analysis procedure. Based on (J. W. Creswell, 2009, p. 185)

I followed Creswell's stages, transcribed, and translated my interviews, and coded them with NVivo12 software. I then used the thematic analytical method to look for themes. Before writing a report on my findings, I have used concept map technique to create interconnections between the main themes, sub-themes in relation with the research questions to present results (Novak, 2010).

Thematic analysis was used to construct the themes (Braun & Clarke, 2006). The definition of thematic analysis is a term used in qualitative data analysis to describe the process of extracting key themes from the data (Bryman, 2016). It is a method for identifying, analyzing, and presenting patterns or themes in the data (Braun & Clarke, 2006). This analysis has no special rules or outline, but it can be performed with some guidance and suppositions (Bryman, 2016). When conducting a thematic analysis, (Braun & Clarke, 2006) identified six stages that I followed as below:

- a. Familiarizing with the data
- b. Generating initial codes
- c. Searching for themes

- d. Reviewing themes
- e. Defining and naming themes
- f. Producing a report

Before starting the coding, I read all of my transcripts several times. Then I simply coded everything that I thought was relevant to my research questions in the beginning.

The coding process began with a review of all possible codes in my transcripts and an attempt to organize them under the six categories based on my research questions that I had previously created, which I referred to as initial nodes. I began the process by naming the nodes "about entrepreneurship education, entrepreneurial mindset, skills and qualities, activities, pedagogical methods, and learning environment to support entrepreneurship education". I went through my transcripts and selected excerpts that I thought would fit the initial nodes I had formed previously, and then I generated sub-nodes under each of the six categories.

All of the transcripts were processed in the same way, but with different initial nodes. To prevent redundancy, I read my code again and reclassified. Following the categorization process, I organized any nodes related to my first research question into a folder called RQ1 (Research Question 1). I did the same thing with all the codes, which I turned into two more folders (RQ2 and RQ3). I then analyzed each code in each folder and came up with a theme and sub-themes for each research question.

The following Table 2 maps the categories structured under each folder of the three main research questions into three main themes and eight sub-themes.

Table 2 Organizing categories and themes

Categories	Research questions	Main themes	Sub-themes
1. About entrepreneurship education	RQ1. What aspects education entrepreneurs recognize to be considered when entrepreneurship is	Entrepreneurship education perspective	1. Different perception of EE in concept
2. Pedagogical methods			2. Appropriate grade level

3. Activities	incorporated into education at primary schools in Vietnam?		3. Benefits, drawbacks, and challenges in implementing early EE in Vietnam
			4. Activities aim to develop entrepreneurial skills and qualities at primary schools
4. Entrepreneurial mindset	RQ2. What skills and qualities need to be fostered to develop children's entrepreneurial mindset?	Entrepreneurial mindset	5. Entrepreneurial skills
5. Skills and qualities			6. Entrepreneurial qualities
6. Learning environment to support entrepreneurship education	RQ3. What elements in a learning environment can support early entrepreneurship education in Vietnam?	An ideal learning environment to support EE in Vietnam	7. Elements needed in learning design
			8. Changes in teacher's role

5. Results

In this section, I will present the findings from the qualitative data analyzing through the interviews. The results are structured to answer three main research questions within the following themes and sub-themes. In addition, I will present data extracts in italics font that have been translated from Vietnamese to English to support the key findings. In Appendix 4, you can find the original data extracts in Vietnamese language.

To present the main findings, I have used concept map to offer a visualize inclusive understanding of the results as well as to reply to the research questions. Figure 2 displayed the map.

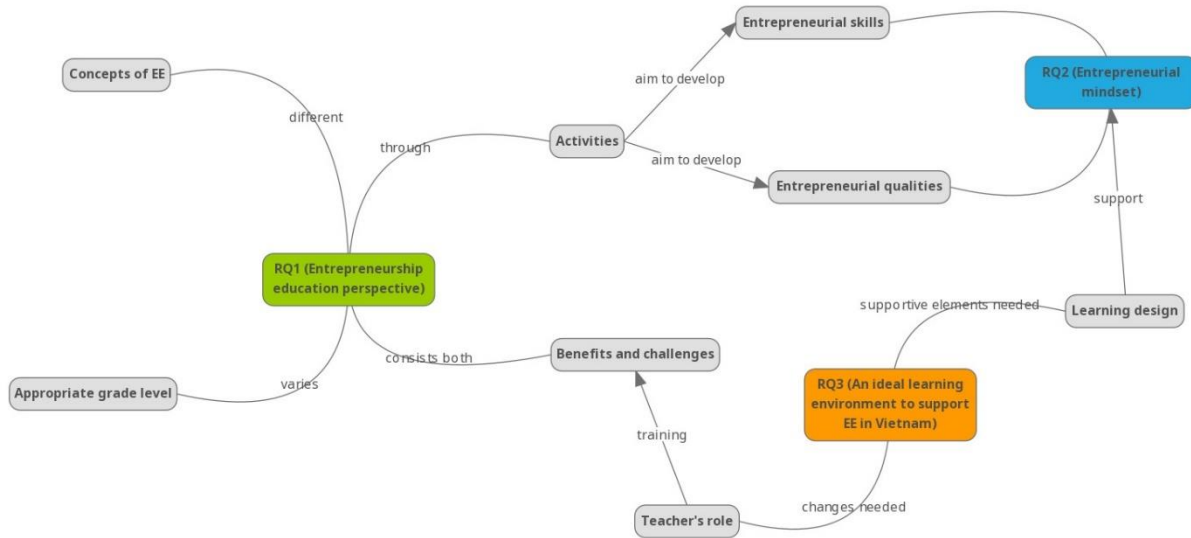


Figure 2 Concept map of the main themes and sub-themes

The participants responses were examined through three different research questions that each form own thematic areas that are related with incorporation of entrepreneurship in education. First theme was related to different aspects from participants' perception of EE (Figure 2, green box) included the EE's concept, appropriate grade level, benefits, drawbacks, and challenges when implementing early EE, as well as school activities aim to develop entrepreneurial skills and qualities at primary schools. Second theme was related to entrepreneurial mindset (Figure 2, blue box) presented in entrepreneurial skills and qualities. Third theme was related to an ideal learning environment (Figure 2, orange box) with supportive elements in learning design and also changes in teacher's role needed to support EE in Vietnam. Each sub-theme is described in more detail below.

5.1 RQ1- What aspects education entrepreneurs recognize to be considered when entrepreneurship is incorporated into education at primary schools in Vietnam?

5.1.1 Different perception of EE in concept

In this theme, we will discuss how participants understand the concept of EE. The result showed that the perception of EE amongst participants were different. The large number of the participants considered EE as something related to teaching enterprise and is about creating value for others. In the meanwhile, some participants claimed that EE is also a career choice and is mainly about teaching student's self-management and autonomy. A summary of the results is presented in Table 3.

Table 3 Perceptions of EE concept

Count	Perception of EE
3	EE is about teaching enterprise
3	EE is about creating value for others
2	EE is about a career orientation
2	EE is about teaching self-management and autonomy

Interesting, creating value for others is one of the most common idea participants mentioned in the concept of EE besides the teaching about enterprise. In participant's words,

“EE is a form of education that guides students on what to do start-ups, understands the role of managers, and what type of business is. EE is about teaching the basics of enterprise.” (Harley)

“EE not only teaches people to do business, but it can also help people to have more practical insights, solve specific problems in life, and create value to make life impact.” (Cara)

“EE is the education that teaches students how to create value for others, find out what others need.” (Yana)

“EE is the education that orientates students for enterprise when they are at school.” (Toni)

“EE is a type of education that directs learners to have autonomy and independence in their decisions to serve as a foundation for entrepreneurship. It is not necessary that all of students have to start a business, but it is just a form of career orientation. For example, if a student has high entrepreneurial qualities, we can orient him/her to become an entrepreneur, otherwise, this career is not appropriate for him/her.” (Henry)

5.1.2 Appropriate grade level

When participants were asked about the age-appropriate to implement EE into schools in Vietnam, their points of view also varied. The majority of participants agreed EE should be integrated into schools from the beginning of middle school up to high school, while others supported starting in grade 4 and 5, even in grade 3 or as early as kindergarten level (see Table 4).

Table 4 Appropriate grade level to implement EE

Count	Appropriate grade level
3	From Grade 6 to 12
2	From Grade 4 and 5
1	From Grade 3
1	From Kindergarten level

5.1.3 Benefits, drawbacks, and challenges in implementing early EE in Vietnam

Most participants acknowledged EE is important and should be instilled in schools early, but there are many challenges in the Vietnamese educational system that also must be addressed, in addition to its benefits and drawbacks. The summarize is in Table 5.

Table 5 Benefits, drawbacks, and challenges

Benefits	Drawbacks	Challenges
(2) Students understand the basic of business and develop skills from early age	(1) Students less focus on other subjects at school	(5) Teacher challenges
(2) Students know more about themselves		(4) No curriculum model framework
(2) Help society		(4) Vietnamese culture
(1) Students find themselves valuable		(3) Students are too young
		(2) Government permission
		(2) Misunderstanding of EE

The first foreseeable benefit is students will understand the basic of business and also develop entrepreneurial skills from early age. Then in a long term, this will help society by providing jobs, products, and services. The following extracts shared from participants:

“The benefit is that a student can learn from a young age to understand the basics of business, so that whenever they have a business idea, they can work in a proper way, and know what need to do. When students have business ideas from a young age, if there is a subject and the teacher knows how to guide students, in the long term it will help society. More and more students will become more business savvy.” (Harley)

“The benefit is that students can learn self-control and many more. They will know how to work in team and how to lead a team.” (Henry)

“Entrepreneurship in education is not only about doing business, but also creating transformations, such as helping Vietnamese people access new technologies, new ways of working, in order for education system innovate more quickly.” (Cara)

Another advantage of EE is that students learn more about themselves, including their strengths and weaknesses, at a young age. Students can also find themselves useful when they have solutions

to real-life problems and create value for others. As a result, they are more confident and can engage with people in a wider range of the world.

“Getting EE early in school is a chance to find student’s weaknesses from a young age.”
(Toni)

“EE not only teaches people to do business, but it can also help people to have more practical insights, solve specific problems in life, and create value to make life impact. People with a practical point of view will find themselves valuable. ... and valuable people are much more confident; they begin to integrate into the global life to continue to explore and exploit the world.” (Cara)

Only one participant mentions one negative side but with hesitation, Henry said:

“In my opinion, there are no negative sites, but if any is that students might not be able to focus on other subjects at school, such as math, physics, chemistry.” (Henry)

When we discuss the intention to implement EE in primary schools, there are many challenges that need to be dealt with. All responses focused on teacher resources, specifically the scarcity of teachers who really understand EE and know how to teach it effectively. The next concern was the lack of a well-designed entrepreneurship curriculum for children in Vietnam. So, they worried with a poor program it could cause wrong understanding about EE because students are too young at this age.

“At present, there is no properly designed program. Poor teaching program could result in a money-oriented society because children have been taught to make money from an early age. The essence of an enterprise is to create value, not to earn a lot of money.”
(Cara)

“The challenge is to show the value of EE, to make people understand what the term EE is, what value it brings to learners, for primary school students. Since starting a business is also quite overtalked now, so many people talk about it, but they do not understand exactly what entrepreneurship is. Entrepreneur is a person who must create value for the society, the community, both with commitment and impact.” (Henry)

“We should start at high school first, then go to middle school. Personally, I do not want to bring EE to primary schools because the student is too young.” (Yana)

“EE should not be taught based on the textbook approach, teachers in Vietnam are too familiar with textbook teaching, so it will be difficult for them to teach a subject that they have to design and discover by themselves. This will be a huge obstacle, as the nature of entrepreneurship is self-discovery and self-groping. I would strongly recommend that people who are not entrepreneurs should not teach entrepreneurship. Because in general, teachers do not understand what truly EE is.” (Yana)

Vietnamese culture or I would call old habits of Vietnamese people also become one of the challenges in educating children when the parents seem so obsess with student’s achievement at school. The following extracts from participants illustrate this point:

“There is still a tendency in Vietnam that parents force their children to learn what the parents like. But entrepreneurship is an experience journey. A child is born with the ability to learn and self-awareness themselves, the problem is that we adults did not really focus on supporting the environment to develop that capacity. Self-awareness, the true self, is something very unique to each individual.” (Cara)

“The challenge is that the Vietnamese education system is still very focused on grades, while EE is very difficult to evaluate and give grades. We need to think about how to grade students during the program, do they need certificates or diplomas.” (Henry)

And we always need permission from the government for any changes in the educational system in Vietnam. In Henry and Toni’s words:

“It is necessary to have the synchronization from the government and the Ministry of Education to see it’s important role.” (Henry)

“It is necessary to have permission from the government, the Ministry of Education must make a decision before it can be introduced into public schools.” (Toni)

5.1.4 Activities aim to develop entrepreneurial skills and qualities at primary schools

Participants believe through these activities, including small competitions, playing drama, role play, business visits, buying and selling, trading goods and value, or risky play, students will learn the basic of money exchanging for value and develop life skills or qualities needed for an entrepreneur. The aim is to introduce students to business-related aspects at a young age in order to foster an interest in enterprise.

“The schools also should have sports activities and games (but have been designed for safety) for children which to challenge and train their spirit of adventure or taking risks.”
(Cara)

“We can open camping programs, or selling booths help students have the mindset of an owner, to be autonomous. Organize activities which combine knowledge at school and practice to create a specific product, or at least have prototype, flow chart or an outcome. Allow students to have their own object interest, teacher should not frame on a specific topic.” (Henry)

“First thing we need to bring life skills program into schools. For example, lessons on self-efficacy skills, creative thinking, problem presentation skills. Have students practice impersonating characters, play drama, split into teams to criticize each other, comment on, and evaluate how other teams have performed, good or not. From there, the teacher can see the students show their talents, ...” (Toni)

“To develop an entrepreneurial mindset, we need competition game, such as the talent public speaking contest, is a way for students to practice critical thinking and give presentations to express their opinion. Or a contest about the most creative ideas, daring to dream where students dare to say out loud their dreams. These competitions will be attractive and motivating for students to strive.” (Toni)

“Trading and value exchange activities. For example, organizing a cooking contest, then teach children how to sell their food in exchange for money or other goods.” (Cara)

Furthermore, participants named some of pedagogical methods to approach these activities. These learning methods are showed in Table 6 which are project-based learning, learning by doing, learning through playing, experiential learning, and self-directed learning.

Table 6 Pedagogical approaches

Count	Pedagogical approaches
4	Project-based learning
2	Self-directed learning
2	Learning by doing
1	Learning through playing
1	Experiential learning

5.2 RQ2- What skills and qualities need to be fostered to develop children’s entrepreneurial mindset?

5.2.1 Entrepreneurial skills

During the interview when the question “what skills need to be fostered to develop children’s entrepreneurial mindset” was asked. There have been six skills listed from the participants, included leadership, collaboration, problem-solving, presentation, negotiation, and digital skills. The visualize can be seen in the Figure 3.



Figure 3 Entrepreneurial skills

Although participants shared there are many skills are needed, but the first four skills are highlighted as they are appeared most often in the responding.

“To start a successful start-up requires n skills. For an employee, he/she only needs to complete the required tasks, but for an entrepreneur, they also need the skills to urge others to finish the tasks. Many qualities are needed, a set of qualities including the mind, vision, and talent. Talent could be learned; mind is the human inner nature, doing good for society; the vision is not just about the vision, but also about trust, so that people would go with you and work for you.” (Toni)

“Collaboration is important, especially when we are small, we must cooperate with others. When you collaborate, you have to think about bringing value to people first, and at the same time make use of the partners' strengths and resources, such as time, place, and networks.” (Yana)

“For children, in terms of problem-solving skills, for example when a child is afraid of something, such as hot or cold, then only when they face the situation, they will find a way how to resolve it.” (Cara)

5.2.2 Entrepreneurial qualities

The main purpose of incorporating EE into schools is not only to develop entrepreneurial skills but also entrepreneurial attitudes. In the question, I used the word “qualities” instead of “attitudes” because the context meaning in Vietnamese and English when I translated and used to interview Vietnamese entrepreneurs. However, these words have the same meaning in my first intention.

Seven qualities are summarized in Figure 4, including life-long learning, perseverance, risk taking, compassion, integrity, adaptability, and social emotional intelligence.



Figure 4 Entrepreneurial qualities

In participants' words:

“In the process of doing, there are many differences from what you think, and there are many cases of failure. Therefore, it is necessary to persevere, learn from failures.” (Harley)

“Along with honesty, sincerity, and authentic, compassion brings you a group of customers with the same values, for example, if you go in a sincere way, you will meet a group of sincere customers, and vice versa. Compassion is very important in teamwork, it helps resolve conflicts in teamwork, build up a better team.” (Yana)

“The entrepreneurial mindset is very important, that is the spirit of being ready to start a business, the spirit of being ready to start over, because a startup will inevitably fail. So, the spirit of being ready to start again is extremely important because no one will start a business once, to be successful, it must be started many times. Each failure will teach you something new.” (Toni)

“Entrepreneurial mindset is a mindset that is willing, dare to take risks in order to achieve goals.” (Cara)

“There are two most important factors in EE, that is teaching the business model canvas, because it is the skeleton of an enterprise, a business needs to answer all the questions in it, the second is to teach social emotional intelligence, so that students can work with the team.” (Yana)

5.3 RQ3- What elements in a learning environment can support early entrepreneurship education in Vietnam?

5.3.1 Elements needed in learning design

In the context educational setting in Vietnam, participants recommended changes in learning design so that students, as well as teachers, have more autonomy in teaching and learning.

“Respect children’s nature and their own development will promote the uniqueness of each individual. Encourage the ability to learn and discover about themselves, so that they can realize their self from childhood, their existence in the world. For example, if a person has an advantage in sports, and finds a subject that he/she is interested in, likely that his/her entrepreneurship characteristic will be showed in that subject. It does not mean that they will become an entrepreneur, but they are going to create value by doing well in that subject and get people inspired by what they do.” (Cara)

“In an open learning environment, teachers are free to create and design lessons, and students are developed at their own pace.” (Harley)

“Students can be more empowered and proactive, know more self-directed, they need teacher guidance, but they also need trial-and-error opportunities, and start over again.” (Yana)

Practical teaching is a must to support EE in schools combined with open learning space and support from digital technologies in order for students can interact with each other and promote studying in groups.

“The learning environment has an open space, and classrooms design in the way that children can interact with each other, study in groups, with digital support tools. Teaching close to reality, daily life, not far from reality.” (Henry)

“In practical form. If we only study theory without practice, without application, we cannot see any value in the teaching. It should be accompanied by a practical activity, let children create something, they discuss in groups, interact with each other, make presentations, ask critical questions. For example, in practical terms, when children go make cakes to sell, they have to calculate the money, how much costs and profits, and divide the workload and wages among each member.” (Henry)

Connecting with partners outside of school is another critical component that cannot be overlooked in order for students to have opportunities to solve real-world problems.

“Study in society, go visit businesses, work directly with the businesses outside, do research, analyze, learn and develop their business model, and to create value for them.” (Yana)

A summary of these elements is presented in Table 7.

Table 7 Elements needed in a learning environment

No.	Elements needed in learning design
1	Respect children’s autonomy
2	Practical in teaching
3	Study in groups
4	Teachers are free to design lessons
5	Connect with stakeholders outside of school
6	Open learning space
7	Digital supports

5.3.2 Changes in teacher's role

In traditional teaching, teachers play a role as the main resource to transfer knowledge to learners. Meanwhile, to execute those activities that need learning by doing approach, the teacher's position shifts from that of authority or disciplinarian to that of facilitator, organizer, coach, or mentor. Thus, in this position teachers take on a new role, providing instructions, connecting students, and encouraging students to pursue their own ideas. The extracts below illustrate this point:

“Teachers must work together with students, teachers are no longer in the role of teaching students, but work together as well as coach and learn together.” (Yana)

“Teachers need to respect the freedom of students, do not consider themselves "teaching", because teaching will be unnatural. The teacher turns to be the observant and supportive of the student, not deterring the students' interest. The teacher becomes like a mentor.” (Cara)

“To understand, students need to participate in the teaching process, they can even be a teacher, and the teacher becomes the one who is in the middle to solve problems between students. The relationship between the teacher and the student remains the same, but the teacher's role will change in the teaching methods, meaning that in the past the teacher only taught, but now the teachers become a coach, a motivator, and play a role to connect students.” (Toni)

“Teachers are just the ones who elicit instructions, asking questions for students to answer for themselves with each specific situation. Making students feel like they are not learning, encouraging students to nurture their ideas.” (Harley)

“Teachers only give direction and instructions for the children when needed. Should not follow a formal framework. From teaching to mentoring, arouses curiosity and interest in students.” (Henry)

6. Discussion and evaluation

In this chapter, I will summarize and discuss the research findings in relation with previous studies and what have been done on progression models of EE programs in other countries around the world. Then I will evaluate my thesis study based on ethical issues, trustworthiness, and its limitations.

6.1 Discussion

To answer the main questions of what aspects to be considered when entrepreneurship is incorporated into education at primary schools in Vietnam, what skills and qualities need to be developed and in which learning conditions support EE, I can summarize shortly respectively: (1) based on the education entrepreneur's point of view EE is important and should be implemented in schools, because it's benefits for both students and society in the long term. Although there are various perspectives on student's age, regarding to the results we can suggest that the appropriate grade level for starting EE could be from grade 4 and 5 up to middle school, through activities approach project-based, learning by doing, learning through playing, experiential learning, and self-directed learning, with the aim to develop student's entrepreneurial skills and qualities from an early age; (2) six significant skills need to be fostered in children are leadership, collaboration, problem-solving, presentation, negotiation, and digital skills, together with seven important entrepreneurial qualities, namely, life-long learning, perseverance, risk taking, compassion, integrity, adaptability, and social emotional intelligence; (3) an ideal learning environment for EE should consist practical teaching, open learning space, study in groups with the supports of digital technologies, respect children and teacher's autonomy as well as connecting with stakeholders outside of school. And in this learning approach, the role of the teacher changes from traditional authorities to facilitators, coaches, or mentors.

The finding of this study in general showed similar approach to EE as in many schools in the world (Huber, Sloof, & Van Praag, 2014; de Lourdes Cárcamo-Solís et al., 2017; Hassi, 2016). Huber et al. (2014) evaluated the effect of early EE on the non-cognitive entrepreneurial skills and entrepreneurial intentions based on a randomized field experiment using BizWorld program at 63 different primary schools in Netherlands. As one of the leading international EE programs for primary schools, BizWorld is a five-day experiential learning program that aims to teach children

aged 11 to 12 the fundamentals of business and entrepreneurship, as well as foster teamwork and leadership in the classroom. The results found a significant positive effect on the treatment group of students focused on seven entrepreneurial skills, which are self-efficacy, risk taking, persistence, pro-activity, need for achievement, and creativity. Furthermore, in comparison to the results of Oosterbeek, Van Praag, & Ijsselstein (2010), this indicated that investing in the development of entrepreneurial skills in children rather than adolescents may be more effective.

In the meanwhile, in Morocco, Hassi (2016) also conducted a field study to measure the effectiveness of early EE through entrepreneurial activities for elementary school children. The study based on an entrepreneurial program called “Never too early to learn entrepreneurship: Planting the seeds for the next generation of young Moroccan entrepreneurs”, which designed to educate children aged 11–12 the basics of enterprise and promote entrepreneurial culture through a 3-month, once-a-week experiential learning program. The results of this study show that late childhood, 11–12 years old, appears to be the best time to develop non-cognitive skills, namely self-efficacy, risk taking, and locus of control, the abilities needed to become an entrepreneur. It is clearly that most of these EE program for elementary level focused on children age group from 11 to 12 and highlighted on the abilities of both self-efficacy and risk taking.

Another approach from Mexico, a study by de Lourdes Cárcamo-Solís et al. (2017) confirmed that entrepreneurial skills can be developed at the primary schools. The authors conducted a research based on an early introduction to entrepreneurship program named “My first company: entrepreneurship by playing”. The aim of this program is to instill an entrepreneurial mindset at primary schools, students in fifth and sixth grade (11- and 12-year-old) within 27 Mexican states. The interesting part of this program lies on the design of network of social actors involved an advisory group, tutors, and entrepreneurs during the activities. According to their findings, mentoring is essential for the effective execution of the entrepreneurship learning experience. In addition, EE implementation has the potential to improve societies' economic conditions and increase self-employment, especially in developing countries.

On the other hand, some schools have been instilling entrepreneurial values in students as early as kindergarten through teacher-designed activities, with the aim of shaping the character of future generations. Entrepreneurship learning at this early age can help children develop good character

traits such as creativity, discipline, critical thinking, problem solving, communication, time management, and self-control (Suzanti & Maesaroh, 2017).

Turning to the context of Vietnam, where early EE is still a relatively new concept, the Ministry of Education must first grant permission for EE to be implemented at the primary school level. Then there are the greatest obstacles that teachers face in terms of capacity of teaching as well as training these teachers to be able to help students develop entrepreneurial skills and qualities. Finally, it needs an EE program model to incorporate. Lackéus (2015) highlighted generic features for a progression model of EE, which include a team-based approach, a concentrate on value creation, connecting students to the outside world, and encouraging students to put their knowledge and skills into practice. According to the author, these dimensions lead to deep learning as well as the growth of entrepreneurial skills. The supportive elements for an entrepreneurial learning environment proposed in this study are in line with this point of views.

6.2 Evaluation

6.2.1 Ethical issues

Informed consent, privacy and confidentiality, avoidance of deceit, and accuracy are four main areas for ethical review, according to Christians (2000). The overarching problems of safety from damage and proper behavior are added by Lichtman (2012) to these domains.

The requirement of informed consent is strictly followed in my study process. Participants have been informed, both verbally and in writing, that their participation is entirely voluntary and that they can always withdraw at any given time. Each participant was given a written consent form to sign via google docs, ensuring that their privacy and confidentiality are protected (Appendix 1). The study is transparent in the sense that participants were briefed about the research subject and the motivations for conducting it weeks in advance.

According to Christians (2000), a central ethical principle of social science research is the need for reliable data, which I guaranteed through a careful documentation process (see section 4.2). When there was a confusion, I tried to clarify it by following questions during the interview.

Related to the final ethical concern, during my research, none of my participants were harmed or suffered any injury.

6.2.2 Trustworthiness

To ensure the credibility of my research, each interview was recorded carefully since it demonstrates that during the interview sessions, I quantified the answers as much as possible rather than depending on my memory. In addition, each interview was meticulously transcribed and coded by using NVivo12. To ensure the transferability of this study, all of the codes were used for data analysis, and the same process was followed while coding and conducting the analysis (Yin, 1994). Throughout the presenting results, I relied on the perspectives and viewpoints of my participants and included relevant quotes from them. I also often went back to the original transcripts during the research and writing process. While it could be easily extracted all of the information from the NVivo, I found that returning to the original transcript still helped me better understand their answers.

The internal validity of this study was also maintained by ensuring that the instrument used which was the semi-structured interview accurately represented the concept and purpose of the study. The interview questions were carefully designed so that they would be valid and appropriate to the participants as well as the research aim. A pilot interview was carried out to ensure that the questions were clear and that they could collect enough data for analysis, answering the research questions.

In order for this study to be trustworthy, I followed Aberdeen (2013)'s advice, which suggested that the best way to deal with the problem of reliability is to be certain that each phase of the analysis is clearly recorded. According to Mays & Pope (1995), researchers must keep detailed records of interviews and reflections to ensure reliability. In accordance with this suggestion, I saved all of my interview transcripts and video recordings on my hard drive laptop and a separate USB drive. Anyone may refer to it at any time.

6.2.3 Limitations

In terms of limitations, the first concern is related to my subjectivity as a researcher, which can have a variety of effects on the study. For example, there is always the possibility that a researcher's

subjectivity could skew the results by directing participants to specific responses during data collection, or during analysis by allowing their own prejudices to shape the findings. However, I have tried to be transparent about my role as a researcher, honest and consistent in my data collection and analysis, and rational in my study.

Another limitation relates to acknowledging the small sample size of the study means that the findings cannot be generalized; thus, further studies with larger samples should be conducted. Furthermore, in this study, my participants are all from SMEs (small and medium-sized enterprises) companies. This led to one of my concerns, what would be different if we conduct the next research with more experienced entrepreneurs in bigger companies or corporations to validate the findings.

7. Conclusion and future implications

The main purpose of this thesis is to derive insights from education entrepreneurs on introducing early EE at primary schools in Vietnam. To reply to the three main research questions, I have summarized shortly the answers in section 6.1.

The thesis contributed to the existence of literature on EE by proposing understandings of how EE could be incorporated in Vietnam's primary schools and what different aspects need to be considered from the perspective of education entrepreneurs. I shall agree with A. Gibb (2008), in order for EE to be fully integrated into the educational system, it should be "child centered in primary, subject centered in secondary, vocational centered in further education and discipline centered at university" (p. 122).

The insights from the education entrepreneurs, with the addition of their influence in both educational and economic fields, would serve as a stepping-stone to encourage changes regarding the education system in Vietnam. As a result, the findings should be of concern to educators, government policymakers, practitioners, and fellow researchers interested in EE, especially in early EE at primary schools. Expectantly, these propositions can be tested in further empirical research.

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Appendix 1 - Consent Form for Research

ACADEMIC RESEARCH

PARTICIPANT INFORMATION AND CONSENT FORM

Researcher: Bui Thi My Duyen

You are invited to participate in the research for my master's thesis in Learning, Education and Technology programme at the University of Oulu. The purpose of the research is to investigate what education entrepreneurs' point of view on early entrepreneurship education, and how to develop children's entrepreneurial mindset at primary schools in Vietnam. This research is a qualitative study.

YOUR PARTICIPATION

Your participation will involve a semi-structured interview with the researcher, lasting around 45 minutes, focused mostly on your ideas/insights about early entrepreneurship education. The interviews will be conducted in Vietnamese via Zoom at a time convenient for you and will be recorded, then will be translated, and transcribed in English.

Your participation is completely voluntary. You are able to withdraw from the study at any time. There is not any penalization whether you decide not to participate or to withdraw from this study. In this case, your data will be deleted.

CONFIDENTIALITY AND DATA USAGE

All participant information will be kept confidential, and data will be anonymized. Your real name will be replaced with a pseudonym, as will all other potential identifiers. Only those directly involved in the research process, such as academic supervisors, will have access to the data, which will be password protected. Except for potential future analysis, the data will not be used for any other reason. Participants have the right of reading and commenting on a draft of the thesis study before it is published.

RISKS AND DISCOMFORTS

There are no known risks or harms regard to the research. Your name, identity, and perspectives will be protected and kept private.

CONTACT INFORMATION

If you have any questions about the study, or if any problems occur, please contact me at the following address:

Email: bmyduyen@gmail.com

Telephone: +358 417274193

CONSENT

I have carefully read this consent form and have been given the opportunity to ask any questions that I might have. I agree to take part in this study and allow the information I provide to be used for the research purposes described above.

Participant name: _____

Date: _____

Signature: _____

Researcher Name: **Bui Thi My Duyen**

Date: _____

Signature: _____

Appendix 2 – Semi-structured Interviews Questions

Topics	Assisting questions for the interviewer	In Vietnamese
<p>Introduction</p> <p>Background information</p> <ol style="list-style-type: none"> Participant Business 	<ol style="list-style-type: none"> Name, educational background, DOB Type of business, duration of business, primary customer base, employees, participants role in the business / responsible areas 	<p>Giới thiệu</p> <ol style="list-style-type: none"> Tên, học vấn, ngày tháng năm sinh Tên doanh nghiệp, số năm hoạt động, đối tượng khách hàng, số lượng nhân viên, vai trò của người được phỏng vấn trong doanh nghiệp.
<p>Perspective of entrepreneurship education</p> <ol style="list-style-type: none"> Definition of the EE Meaningfulness of the EE in early education, in general Meaningfulness of the EE in early education in Vietnam Challenges, when implementing early entrepreneurship education in early education Vietnam Pedagogical perspectives 	<ol style="list-style-type: none"> How participants understand and define EE Which are the benefits and possible negative sites of EE in early education, in general? How important and meaningful participant consider it? Same as located in the Vietnamese context. When implementing EE in early education in Vietnam, which challenges can be seen? Practical, attitudes etc? 	<ol style="list-style-type: none"> Anh chị hiểu như thế nào về giáo dục khởi nghiệp (GDKN)? Định nghĩa giáo dục khởi nghiệp. Những lợi ích và khía cạnh tiêu cực nào có thể có của giáo dục khởi nghiệp sớm ở cấp tiểu học nói chung và ở Việt Nam nói riêng? Việc triển khai giáo dục khởi nghiệp sớm có thể có những thách thức nào?

	<p>5. Which pedagogical perspectives participants can name for implementing EE in early education in Vietnam? Pedagogical perspectives can focus on age, methods etc.</p>	<p>4. Anh chị có thể kể tên những quan điểm sư phạm có thể được dùng để triển khai giáo dục khởi nghiệp sớm ở Việt Nam? Độ tuổi phù hợp, phương pháp áp dụng ...</p>
<p>Entrepreneurial mindset</p> <ol style="list-style-type: none"> 1. Definition of the entrepreneurial mindset 2. Key entrepreneur competences 3. Learning of these competences 	<ol style="list-style-type: none"> 1. How participants understand and define entrepreneurial mindset; what is included in the concept 2. Which are the most important competences (knowledge, skills, attitudes and will) to be learned in the EE, in early education in Vietnam? 3. How these competences can be learned? Which are the methods? 	<ol style="list-style-type: none"> 1. Anh chị hiểu như thế nào về tư duy khởi nghiệp? Định nghĩa 2. Những kỹ năng/phẩm chất nào là quan trọng/cần thiết trong tư duy khởi nghiệp? 3. Những phương pháp dạy học nào có thể được sử dụng để phát triển những năng lực/kỹ năng này?
<p>Learning environment to support entrepreneurship education</p> <ol style="list-style-type: none"> 1. Definition of learning environment 2. Characteristics of ideal environment for EE 	<ol style="list-style-type: none"> 1. How participants understand learning environment? What does it include? (as you know, the concept is wide: Formal, informal, technologies, outdoor, indoor, materials etc.) 	<ol style="list-style-type: none"> 1. Môi trường học tập lý tưởng để hỗ trợ giáo dục khởi nghiệp sớm ở Việt Nam? 2. Những hoạt động nào có thể được triển khai để phát triển tư duy khởi nghiệp ở trẻ em?

<p>learning in early education in Vietnam</p> <p>3. Designing teaching and learning in the ideal environment</p>	<p>2. Which kind of environment(s) is ideal for EE in early education in Vietnam? Which kind of environments foster children's entrepreneurial mindset?</p> <p>3. How would learning processes should designed? Teachers' role? Children's role? Which activities?</p>	<p>3. Việc thiết kế chương trình như thế nào? Vai trò của giáo viên? Học sinh?</p>
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Appendix 3 - Pre-Interview Checklist

Interview Preliminaries

- Introductions. Thank you for their time. Have some small talks to help the interview meeting comfortable.
- Ask for video recording permission.
- Timing
- Review of their right, ethics issues.
- Explain the topic areas going to discuss.
- Explain how the data will be analyzed and stored.
- Ask for re-contact if there is something need to be clarified later.
- Any questions and final thoughts?

Appendix 4 – Data Extracts from Interview Transcriptions

These data extracts were chosen for reporting thematic analysis findings and results in chapter 5 of the thesis paper. It contains the original transcription segments as well as their translated counterparts.

RQ1- Theme 1

Sub-theme 1

GDKN là dạng giáo dục hướng dẫn cho học sinh về việc khởi nghiệp là cần làm những gì, vai trò của người quản lý là làm những công việc gì, loại hình kinh doanh là gì. GDKN là dạy những kiến thức cơ bản về kinh doanh. *(EE is a form of education that guides students on what to do start-ups, understands the role of managers, and what type of business is. EE is about teaching the basics of enterprise.)* (Harley)

GDKN không chỉ dừng lại ở việc dạy người ta kinh doanh, mà nó còn có thể giúp cho người ta có những hiểu biết thực tế hơn, giải quyết vấn đề cụ thể trong đời sống, mang lại giá trị trao đổi giữa tri thức đời thường với tác động cuộc sống. *(EE not only teaches people to do business, but it can also help people to have more practical insights, solve specific problems in life, and create value to make life impact.)* (Cara)

GDKN là giáo dục dạy cho học sinh hướng đến cách tạo giá trị cho người khác, tìm hiểu xem người khác cần cái gì. *(EE is the education that teaches students how to create value for others, find out what others need.)* (Yana)

GDKN là định hướng khởi nghiệp cho lứa tuổi đang đi học. *(EE is the education that orientates students for enterprise when they are at school.)* (Toni)

GDKN là loại hình giáo dục hướng người học đến việc tự chủ, tự lập trong những quyết định của mình để làm nền tảng cho việc khởi nghiệp. không nhất thiết là bạn nào cũng phải đi khởi nghiệp, mà nó chỉ là một dạng định hướng nghề. Ví dụ như nếu học sinh nào có tư chất khởi nghiệp cao thì có thể định hướng trở thành một doanh nhân, còn không thì là ngành nghề này là không phù hợp. *(EE is a type of education that directs learners to have autonomy and independence in their decisions to serve as a foundation for entrepreneurship. It is not necessary that all of students have*

to start a business, but it is just a form of career orientation. For example, if a student has high entrepreneurial qualities, we can orient him/her to become an entrepreneur, otherwise, this career is not appropriate for him/her.) (Henry)

Sub-theme 3

Lợi ích là có thể hướng dẫn cho một học sinh từ nhỏ kiến thức cơ bản hiểu qua khái niệm về kinh doanh, để khi học sinh có ý tưởng kinh doanh thì có thể làm việc một cách bài bản hơn, có thể plan được là cần phải làm những gì. Khi học sinh có những ý tưởng kinh doanh từ lúc nhỏ, nếu có một môn học đó và giáo viên biết cách hướng học sinh đi như thế nào thì nó sẽ giúp ích cho xã hội nhiều hơn. Càng ngày sẽ có nhiều học sinh có kiến thức hơn về kinh doanh. *(The benefit is that a student can learn from a young age to understand the basics of business, so that whenever they have a business idea, they can work in a proper way, and know what need to do. When students have business ideas from a young age, if there is a subject and the teacher knows how to guide students, in the long term it will help society. More and more students will become more business savvy.)* (Harley)

Lợi ích là việc tự làm chủ chính mình và rất nhiều thứ. Biết cách hoạt động nhóm và lãnh đạo nhóm. *(The benefit is that students can learn self-control and many more. They will know how to work in team and how to lead a team.)* (Henry)

Việc đưa GDKN sớm vào trường học thì đó là cơ hội để các bạn tìm ra điểm yếu của bản thân từ nhỏ. *(Getting EE early in school is a chance to find student's weaknesses from a young age.)* (Toni)

GDKN không chỉ dừng lại ở việc dạy người ta kinh doanh, mà nó còn có thể giúp cho người ta có những hiểu biết thực tế hơn, giải quyết vấn đề cụ thể trong đời sống, mang lại giá trị trao đổi giữa tri thức đời thường với tác động cuộc sống. Người thực tế như vậy sẽ nhận thấy được bản thân mình có giá trị. ... và người có giá trị họ tự tin hơn rất nhiều, họ bắt đầu hòa nhập vô đời sống toàn cầu để tiếp tục đi khai phá, khai thác. *(EE not only teaches people to do business, but it can also help people to have more practical insights, solve specific problems in life, and create value to make life impact. People with a practical point of view will find themselves valuable. ... and valuable people are much more confident; they begin to integrate into the global life to continue to explore and exploit the world.)* (Cara)

Khởi nghiệp trong lĩnh vực giáo dục không chỉ dừng lại ở việc làm ăn kinh doanh, mà còn tạo ra những chuyển đổi, ví dụ giúp người Việt tiếp cận được các công nghệ mới, với các cách làm việc mới để giáo dục nhanh chóng có sự chuyển dịch hơn. (*Entrepreneurship in education is not only about doing business, but also creating transformations, such as helping Vietnamese people access new technologies, new ways of working, in order for education system innovate more quickly.*) (Cara)

Theo mình thì cũng không có hạn chế. Những mặt hạn chế nếu có là học sinh có thể không tập trung vào các môn văn hóa, như toán lý hóa. (*In my opinion, there are no negative sites, but if any is that students might not be able to focus on other subjects at school, such as math, physics, chemistry.*) (Henry)

Hiện tại thì chưa có một chương trình được thiết kế phù hợp, nếu dạy không tốt có thể gây ra hậu quả là một xã hội hướng về tiền bạc, từ nhỏ trẻ em đã được dạy kiếm tiền. Làm sao để bản chất của khởi nghiệp không bị lệch, bản chất của nó là tạo ra giá trị chứ không phải là kiếm được rất nhiều tiền mới gọi là doanh nhân. (*At present, there is no properly designed program. Poor teaching program could result in a money-oriented society because children have been taught to make money from an early age. The essence of an enterprise is to create value, not to earn a lot of money.*) (Cara)

Thách thức là làm sao cho người ta thấy giá trị của GDKN, làm cho người ta hiểu được cụm từ GDKN là như thế nào, nó mang lại giá trị gì cho người học, cho học sinh tiểu học. Vì từ khởi nghiệp cũng đang khá tràn lan hiện tại, người người nhà nhà nói khởi nghiệp nhưng họ không hiểu khởi nghiệp chính xác là gì. Doanh nhân là người khởi nghiệp và phải tạo ra được giá trị cho xã hội, cho cộng đồng, vừa có yếu tố dẫn thân, vừa tạo ra được tác động. (*The challenge is to show the value of EE, to make people understand what the term EE is, what value it brings to learners, for primary school students. Since starting a business is also quite overtalked now, so many people talk about it, but they do not understand exactly what entrepreneurship is. Entrepreneur is a person who must create value for the society, the community, both with commitment and impact.*) (Henry)

Chúng ta nên bắt đầu từ cấp 3 trước, rồi xuống cấp 2. Cá nhân mình không muốn đưa GDKN xuống cấp 1 vì học sinh còn quá nhỏ. (*We should start at high school first, then go to middle*

school. Personally, I do not want to bring EE to primary schools because the student is too young.)
(Yana)

Không nên dạy GDKN theo hướng tiếp cận sách giáo khoa, giáo viên ở Việt Nam đã quá quen với việc dạy theo sách giáo khoa nên sẽ rất khó để họ có thể dạy một môn mà họ phải tự thiết kế, tự khám phá, đó sẽ là một trở ngại rất lớn, vì bản chất của entrepreneurship là tự khám phá, tự mò mẫm. Mình đề nghị những người không phải là doanh nhân không nên dạy khởi nghiệp. Vì giáo viên không hiểu được bản chất GDKN là gì. *(EE should not be taught based on the textbook approach, teachers in Vietnam are too familiar with textbook teaching, so it will be difficult for them to teach a subject that they have to design and discover by themselves. This will be a huge obstacle, as the nature of entrepreneurship is self-discovery and self-groping. I would strongly recommend that people who are not entrepreneurs should not teach entrepreneurship. Because in general, teachers do not understand what truly EE is.)* (Yana)

Ở Việt Nam vẫn còn xu hướng là bố mẹ thích gì thì con học cái đó. Mà trong khởi nghiệp cần nhất là sự trải nghiệm. Một đứa trẻ khi mới sinh ra đã có khả năng học hỏi và tự nhận thức, vấn đề là người lớn chúng ta đã không thực sự tập trung vào việc hỗ trợ được môi trường để phát triển năng lực đó lên. Năng lực tự nhận thức, bản thể riêng, một cái gì đó tự nhiên rất riêng của mỗi người. *(There is still a tendency in Vietnam that parents force their children to learn what the parents like. But entrepreneurship is an experience journey. A child is born with the ability to learn and self-awareness themselves, the problem is that we adults did not really focus on supporting the environment to develop that capacity. Self-awareness, the true self, is something very unique to each individual.)* (Cara)

Thách thức khách quan là xã hội Việt Nam vẫn đang rất chú trọng về điểm số, còn GDKN thì rất khó để mình có thể đánh giá và cho ra điểm, có phục vụ cho việc xếp loại học sinh không, giấy chứng nhận, bằng cấp gì không. *(The challenge is that the Vietnamese education system is still very focused on grades, while EE is very difficult to evaluate and give grades. We need to think about how to grade students during the program, do they need certificates or diplomas.)* (Henry)

Cần phải có sự đồng bộ từ cấp nhà nước, bộ giáo dục đưa xuống triển khai thì mới thấy được tầm quan trọng của nó. *(It is necessary to have the synchronization from the government and the Ministry of Education to see its important role.)* (Henry)

Cần phải có sự thay đổi chấp nhận từ cấp chính quyền, bộ giáo dục ra quyết định thì mới có thể đưa vào các trường công lập được. *(It is necessary to have permission from the government, the Ministry of Education must make a decision before it can be introduced into public schools.)* (Toni)

Sub-theme 4

Trường học nên có các trò chơi vận động mạo hiểm (nhưng đã được thiết kế an toàn) để cho trẻ dám thử thách chơi các trò chơi này, rèn luyện tinh thần mạo hiểm. *(The schools also should have sports activities and games (but have been designed for safety) for children which to challenge and train their spirit of adventure or taking risks.)* (Cara)

Chương trình hội trại, mở các gian hàng giúp các em có được tư duy làm chủ, tự chủ, kết hợp kiến thức và thực hành để tạo ra sản phẩm nào đó cụ thể, hoặc ít nhất cũng có prototype, flow chart, outcome đầu ra. Tùy theo định hướng sở thích của học sinh, chứ mình cũng không nên gò bó vào một chủ đề cụ thể. *(We can open camping programs, or selling booths help students have the mindset of an owner, to be autonomous. Organize activities which combine knowledge at school and practice to create a specific product, or at least have prototype, flow chart or an outcome. Allow students to have their own object interest, teacher should not frame on a specific topic.)* (Henry)

Phương pháp đầu tiên là mình đưa kỹ năng sống vào trước, sẽ có những bài về kỹ năng tự chủ, tư duy sáng tạo, kỹ năng thuyết trình vấn đề. Cho học sinh tập hóa thân vào nhân vật, đóng kịch, chia đội nhóm phản biện lẫn nhau, nhận xét, đánh giá đội nhóm khác đã thực hiện như thế nào, có tốt hay không. Từ đó giáo viên có thể nhìn thấy học sinh bộc lộ tài năng, ... *(First thing we need to bring life skills program into schools. For example, lessons on self-efficacy skills, creative thinking, problem presentation skills. Have students practice impersonating characters, play drama, split into teams to criticize each other, comment on, and evaluate how other teams have performed, good or not. From there, the teacher can see the students show their talents, ...)* (Toni)

Để phát triển tư duy khởi nghiệp thì cần đưa các cuộc thi, ví dụ cuộc thi nhà thuyết trình tài ba, là một cách để các bạn rèn luyện tư duy, thuyết trình nói lên quan điểm cá nhân mình. Hoặc cuộc thi về ý tưởng sáng tạo, ước mơ táo bạo nhất của em. Có những cuộc thi thì các bạn mới dám nói ra ước mơ của mình. Các cuộc thi nó sẽ hấp dẫn và có động lực cho học sinh phấn đấu. *(To develop an entrepreneurial mindset, we need competition game, such as the talent public speaking contest,*

is a way for students to practice critical thinking and give presentations to express their opinion. Or a contest about the most creative ideas, daring to dream where students dare to say out loud their dreams. These competitions will be attractive and motivating for students to strive.) (Toni)

Hoạt động buôn bán, trao đổi giá trị. Ví dụ, tổ chức cuộc thi nấu ăn, xong rồi bán trao đổi tiền và hàng hóa. *(Trading and value exchange activities. For example, organizing a cooking contest, then teach children how to sell their food in exchange for money or other goods.)* (Cara)

RQ2- Theme 2

Sub-theme 5

Để khởi nghiệp thành công cần n kỹ năng, bởi vì người khởi nghiệp không giống như một người đi làm thuê, làm thuê chỉ cần kỹ năng hoàn thành nhiệm vụ, còn người khởi nghiệp còn cần cả kỹ năng đôn đốc người khác hoàn thành nhiệm vụ. Phẩm chất cũng có rất nhiều phẩm chất, một bộ phẩm chất gồm có tâm, tầm và tài. Tài thì phải học, tâm là bản chất bên trong của con người, làm cái tốt cho xã hội. Cái tầm, chưa nói về tầm nhìn, nhưng trước hết là nhiều người đi theo mình, đồng hành cùng với mình. *(To start a successful start-up requires n skills. For an employee, he/she only needs to complete the required tasks, but for an entrepreneur, they also need the skills to urge others to finish the tasks. Many qualities are needed, a set of qualities including the mind, vision, and talent. Talent could be learned; mind is the human inner nature, doing good for society; the vision is not just about the vision, but also about trust, so that people would go with you and work for you.)* (Toni)

Quan trọng là kỹ năng hợp tác, đặc biệt là khi mình nhỏ lẻ thì mình phải hợp tác với người khác. Khi mình hợp tác thì mình phải nghĩ đem lại giá trị cho người ta trước, đồng thời phải tận dụng được ưu điểm và nguồn lực của đối tác, ví dụ như thời gian, địa điểm, mạng lưới. *(Collaboration is important, especially when we are small, we must cooperate with others. When you collaborate, you have to think about bringing value to people first, and at the same time make use of the partners' strengths and resources, such as time, place, and networks.)* (Yana)

Về kỹ năng giải quyết vấn đề đối với các em nhỏ, ví dụ một đứa trẻ sợ cái gì đó, ví dụ không thích nước, không thích lạnh, không thích nóng thì trong trường hợp nó tiếp xúc với những môi trường đó nó sẽ tìm cách giải quyết như thế nào. *(For children, in terms of problem-solving skills, for*

example when a child is afraid of something, such as hot or cold, then only when they face the situation, they will find a way how to resolve it.) (Cara)

Sub-theme 6

Trong quá trình làm thì có rất nhiều khác biệt so với những gì họ nghĩ, và có nhiều trường hợp thất bại. Do đó cần kiên trì, học hỏi từ những thất bại. *(In the process of doing, there are many differences from what you think, and there are many cases of failure. Therefore, it is necessary to persevere, learn from failures.)* (Harley)

Lòng trắc ẩn cùng với sự trung thực, chân thành, và tính xác thực đem đến cho mình nhóm khách hàng có cùng giá trị, ví dụ mình đi theo kiểu chân thành thì sẽ gặp nhóm khách hàng chân thành, và ngược lại. Lòng trắc ẩn rất là quan trọng trong làm việc nhóm, nó giúp giải quyết các mâu thuẫn trong nhóm, xây dựng nhóm tốt hơn. *(Along with honesty, sincerity, and authentic, compassion brings you a group of customers with the same values, for example, if you go in a sincere way, you will meet a group of sincere customers, and vice versa. Compassion is very important in teamwork, it helps resolve conflicts in teamwork, build up a better team.)* (Yana)

Tư duy khởi nghiệp rất quan trọng, đó là tinh thần sẵn sàng khởi nghiệp, tinh thần sẵn sàng bắt đầu lại, bởi vì khởi nghiệp chắc chắn sẽ có thất bại. Vì vậy tinh thần sẵn sàng bắt đầu lại là cực kỳ quan trọng, vì không ai khởi nghiệp 1 lần hết, để đi đến thành công thì chắc phải khởi nghiệp rất nhiều lần. Mỗi lần thất bại sẽ học thêm một điều gì đó. *(The entrepreneurial mindset is very important, that is the spirit of being ready to start a business, the spirit of being ready to start over, because a startup will inevitably fail. So, the spirit of being ready to start again is extremely important, because no one will start a business once, to be successful, it must be started many times. Each failure will teach you something new.)* (Toni)

Tư duy khởi nghiệp là tư duy sẵn sàng, dám đương đầu để đạt được mục tiêu của mình. *(Entrepreneurial mindset is a mindset that is willing, dare to take risks in order to achieve goals.)* (Cara)

Có 2 yếu tố quan trọng nhất trong GDKN, đó là dạy mô hình kinh doanh Canvas, vì đó là bộ xương của một doanh nghiệp, một doanh nghiệp cần phải trả lời tất cả các câu hỏi có trong đó, thứ 2 là cần phải dạy trí tuệ cảm xúc xã hội, để có thể làm việc được với nhóm. *(There are two most*

important factors in EE, that is teaching the business model canvas, because it is the skeleton of an enterprise, a business needs to answer all the questions in it, the second is to teach social emotional intelligence, so that students can work with the team.) (Yana)

RQ3- Theme 3

Sub-theme 7

Tôn trọng bản thể và sự phát triển của mỗi cá nhân, phát huy tính duy nhất của mỗi cá nhân. Kích hoạt khả năng tìm hiểu bản thân cho trẻ, để từ đó trẻ nhận thức được bản thân của mình từ nhỏ, sự tồn tại của bản thân mình trong thế giới. Ví dụ, một người có lợi thế về mặt vận động, và tìm được môn mà mình hứng thú, thì nhiều khả năng entrepreneurship người đó sẽ thể hiện được trong môn đó, tức là không nhất thiết người đó phải kinh doanh, nhưng họ sẽ tạo ra giá trị bằng cách là chơi rất tốt môn đó, bạn sẽ khiến cho người khác được inspired, thì đây cũng là đang tạo giá trị cho người khác. *(Respect children's nature and their own development will promote the uniqueness of each individual. Encourage the ability to learn and discover about themselves, so that they can realize their self from childhood, their existence in the world. For example, if a person has an advantage in sports and finds a subject that he/she is interested in, likely that his/her entrepreneurship characteristic will be showed in that subject. It does not mean that they will become an entrepreneur, but they are going to create value by doing well in that subject and get people inspired by what they do.) (Cara)*

Ra xã hội mà học, đi tham quan các doanh nghiệp, làm việc trực tiếp với các doanh nghiệp để mà nghiên cứu, học tập, phát triển mô hình kinh doanh của họ, để tạo giá trị cho họ. *(Study in society, go visit businesses, work directly with the businesses outside, do research, analyze, learn and develop their business model, and to create value for them.) (Yana)*

Môi trường học có không gian mở, học theo nhóm, thiết kế phòng học sao cho các em có thể tương tác được với nhau, có công cụ điện tử hỗ trợ. Làm sao cho các em học tiếp cận gần gũi với thực tế nhất, không xa rời thực tế. *(The learning environment has an open space, and classrooms design in the way that children can interact with each other, study in groups, with digital support tools. Teaching close to reality, daily life, not far from reality.) (Henry)*

Theo kiểu dạy thực tế. Nếu chỉ học lý thuyết mà không có thực hành, không có tính ứng dụng thì không thấy được giá trị trong bài giảng đó. Nó nên đi kèm với một hoạt động thực tế nào đó, ví dụ các em tạo ra sản phẩm gì đó, các em thảo luận nhóm, tương tác với nhau, lên thuyết trình, đặt câu hỏi phản biện. Ví dụ tính thực tiễn, các em đi làm bánh bán, phải tính toán tiền, chi phí, lợi nhuận đặt ra, phải phân chia công việc, tiền công cho mỗi thành viên là bao nhiêu. *(In practical form. If we only study theory without practice, without application, we cannot see any value in the teaching. It should be accompanied by a practical activity, let children create something, they discuss in groups, interact with each other, make presentations, ask critical questions. For example, in practical terms, when children go make cakes to sell, they have to calculate the money, how much costs and profits, and divide the workload and wages among each member.)* (Henry)

Môi trường học mở, giáo viên được tự do sáng tạo bài dạy, và học sinh được phát triển theo tốc độ riêng của mình. *(In an open learning environment, teachers are free to create and design lessons, and students are developed at their own pace.)* (Harley)

Học sinh có thể được trao quyền và chủ động hơn, biết cách tự định hướng hơn, học sinh cần sự dẫn dắt của giáo viên, nhưng cần có những cơ hội được thử - sai, và làm lại. *(Students can be more empowered and proactive, know more self-directed, they need teacher guidance, but they also need trial-and-error opportunities, and start over again.)* (Yana)

Sub-theme 8

Giáo viên phải cùng làm với học sinh, giáo viên không còn ở vai trò dạy học sinh nữa, mà vừa làm chung vừa coach, cùng làm cùng học hỏi. *(Teachers must work together with students, teachers are no longer in the role of teaching students, but work together as well as coach and learn together.)* (Yana)

Giáo viên cần tôn trọng sự tự do của học sinh, không xem như mình đang “dạy”, vì dạy sẽ làm mất tự nhiên. Giáo viên chuyên sang là người quan sát và hỗ trợ học sinh, không ngăn cản sự hứng thú của học sinh. Người thầy trở thành giống như người cố vấn. *(Teachers need to respect the freedom of students, do not consider themselves "teaching", because teaching will be unnatural. The teacher turns to be the observant and supportive of the student, not deterring the students' interest. The teacher becomes like a mentor.)* (Cara)

Để hiểu thì học sinh cần phải tham gia vào quá trình giảng dạy, thậm chí các bạn có thể làm giáo viên, mình giáo viên là người đứng giữa giải quyết các vấn đề thôi. Mối quan hệ giữa giáo viên và học sinh vẫn y nguyên như cũ, nhưng vai trò của giáo viên sẽ thay đổi trong tính chất nghề nghiệp, có nghĩa là trước kia giáo viên chỉ dạy, nhưng giờ giáo viên không là người dạy nữa mà trở thành người hướng dẫn, người động viên, định hướng, kết nối học sinh lại với nhau. *(To understand, students need to participate in the teaching process, they can even be a teacher, and the teacher becomes the one who is in the middle to solve problems between students. The relationship between the teacher and the student remains the same, but the teacher's role will change in the teaching methods, meaning that in the past the teacher only taught, but now the teachers become a coach, a motivator, and play a role to connect students.)* (Toni)

Giáo viên chỉ là người khơi gợi hướng dẫn, đặt ra những câu hỏi cho học sinh tự trả lời với từng tình huống cụ thể. Làm cho học sinh không có cảm giác là mình đang học, khuyến khích nuôi dưỡng những ý tưởng từ học sinh. *(Teachers are just the ones who elicit instructions, asking questions for students to answer for themselves with each specific situation. Making students feel like they are not learning, encouraging students to nurture their ideas.)* (Harley)

Giáo viên chỉ định hướng và hướng dẫn cho các em. Không nên theo khuôn khổ bài bản. Từ người truyền đạt kiến thức trở thành người hướng dẫn, khơi gợi trí tò mò và niềm yêu thích cho học sinh. *(Teachers only give direction and instructions for the children when needed. Should not follow a formal framework. From teaching to mentoring, arouses curiosity and interest in students.)* (Henry)