

Entrepreneurship and international education: the case of business week project 2018

Empreendedorismo e educação internacional: o caso do projeto da semana de negócios 2018

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Teresa Costa

PhD in Management and Pos-Doctor in Entrepreneurship and Social Capital, for Polytechnic Institute of Setubal, Business School - Centre of Tourism Research, Development and Innovation (CITUR)

Institution: Centre for Research in Business Sciences (CICE)

Address: 2910-761, Setúbal,

E-mail: teresa.costa@esce.ips.pt

Pedro Mares

MsC in Management

Institution: Polytechnic Institute of Setubal - Business School

Address: 2910-761, Setúbal,

E-mail: pedro.mares@esce.ips.pt

Maria João Lima

MsC in Management

Institution: Polytechnic Institute of Setubal - Business School

Address: 2910-761, Setúbal,

E-mail: maria.lima@esce.ips.pt

ABSTRACT

Entrepreneurship plays an increase role in economic development. Entrepreneurship contributes to the development of innovations, increases economic efficiency, and creates new jobs. Entrepreneurship education and international education seems to be an important antecedent for entrepreneurship intentions. This paper presents an International Intensive Program on Entrepreneurship and confirms the importance of this program concerning the skills, attitudes and competencies acquired or developed by students. Teachers also demonstrated interest and satisfaction in mixed approaches, combining the contribution of teacher knowledge and network, as well as the experience of non-academic entrepreneurs and experts.

Keywords: higher education, entrepreneurship, entrepreneurship intention, international education, international program.

RESUMO

O empreendedorismo tem um papel cada vez maior no desenvolvimento econômico. O empreendedorismo contribui para o desenvolvimento de inovações, aumenta a eficiência econômica e cria novos empregos. A educação empreendedora e a educação internacional parecem ser um antecedente importante para as intenções empreendedoras. Este

documento apresenta um Programa Intensivo Internacional de Empreendedorismo e confirma a importância deste programa no que diz respeito às habilidades, atitudes e competências adquiridas ou desenvolvidas pelos estudantes. Os professores também demonstraram interesse e satisfação em abordagens mistas, combinando a contribuição do conhecimento dos professores e da rede de contatos, bem como a experiência de empreendedores e especialistas não acadêmicos.

Palavras-chave: educação superior, empreendedorismo, intenção de empreendedorismo, educação internacional, programa internacional.

1 INTRODUCTION

Today's knowledge-based society values the role of innovation and entrepreneurship. This contributes to a more entrepreneurial society that generates more economic growth, more employment and more competitiveness. Thus, education for entrepreneurship is becoming more and more important, and the acquisition of entrepreneurial attitudes and skills by students becomes a differentiating factor highly valued by the job market. On the other hand, international education is also crucial today, because it allows us to overcome cultural and linguistic barriers and fosters knowledge and understanding of other cultures, languages, behaviors and realities, preparing students to be effective global leaders and entrepreneurs. Differentiating factor highly valued by the labor market.

This study is organized in two main parts, the first one introduces a brief reflection about entrepreneurship and the importance of entrepreneurship education and international education for the development of entrepreneurial intentions and activity. The second part presents an international program of entrepreneurship whose objective is to allow students and institutions to develop skills, attitudes and competencies in order to increase opportunities for both.

2 LITERATURE REVIEW

Entrepreneurship plays an increase role in economic development. Entrepreneurship contributes to the development of innovations, increases economic efficiency, and creates new jobs. So how can individuals be more entrepreneurs in order to participate in this activity?

According with Krueger (1993) the commitment to start a new business is considered the antecedent of entrepreneurial behavior. Entrepreneurship intention (EI) is determined by attitudes that are affected by “exogenous influences” such as traits and

situational variables (Ajzen 1991; Krueger et al. 2000; Costa and Mares, 2016; Mares, Costa, Galina, 2017). Amongst the determinants of EI, entrepreneurship education seems to be an important antecedent, and several studies establish a correlation between entrepreneurship education and entrepreneurial activities (Henderson and Robertson 2000; Galloway and Brown 2002; Lüthje and Franke, 2003; Peterman and Kennedy, 2003; Fayolle et al., 2006; Souitaris et al., 2007; Izquierdo and Buelens, 2008)

According with McIntyre and Roche (1999, p. 33) entrepreneurship education is defined as the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight and self-esteem to act where others have hesitated. However according with Byabashaija and Katono (2011) the effect of entrepreneurship education on entrepreneurial intention is limited and still experiencing empirical testing.

The subject has also gained increasing interest among researchers, and several studies on entrepreneurship education with different approaches centered on different aspects have emerged. Some attempt to understand how the pedagogical use of a simulation can contribute to the development of education for social entrepreneurship (Smith, et al, 2010), to illustrate the importance of case methodology in entrepreneurship and training education, particularly in Creative industries (Ó Cinnéide, 2010), to evaluate the importance of the presence of entrepreneurs in schools as invited teachers and their possible contribution through their experiences (Blenker and Christensen, 2010), to evaluate the entrepreneurial competence in entrepreneurship education and training (Lans and Gulikers, 2010) to learn from experience (Cope and Watts, 2000; Politis, 2008) and learn from failure (Shepherd, 2004).

Several educational programs of entrepreneurship have emerged, whose main focus has been the development of entrepreneurial attitudes. And, the recognition of the importance of this theme in the general formation of young people (Carvalho et al, 2009; Costa e Carvalho, 2012) has been increasing. Education for entrepreneurship among young people can contribute to the acquisition of skills and the development of essential attitudes for the development of a new business. Generally, entrepreneurship education courses include a range of topics such as financial management, human resources, new product development, creativity, market research, business plan, etc. According to the model of Heinonen and Poikkijoki (2006) the results of youth entrepreneurship education can be measured taking into account three dimensions:

- Attitudes (self-confidence, initiative, risk-taking, creativity, problem solving);
- Knowledge (technical, economic and financial literacy, management knowledge);
- Competencies (communication, presentation and transmission of ideas, teamwork, ability to explore opportunities in the various phases of the entrepreneurial process, including opportunity evaluation, execution and business plan).

During Business Week, students had the opportunity to develop this kind of skills, as well as the international / multicultural competencies mentioned above.

2.1 INTERNATIONAL EDUCATION

The internationalization of higher education institutions (HEIs) has grown significantly both in terms of volume and in scope and complexity over the last decades. Since the mid-twentieth century, the internationalization of these institutions has been increasing, evidencing a strong concern and effort to respond to the global economy and cultural forces (Welch and Denman, 1997, p.24; Goby, 2007, p.425).

The commoditization of higher education provided a new understanding of international education. Today international education is seen as a service good that provides career opportunities (Knight, 2006; Powar, 2013). It is consensual that this education provide additional skills and competencies that are likely to increase job prospects. It is widely established that students with international education develop several Key skills through international mobility, such as:

- Self-awareness, self-confidence, sense of identity, and personal independence;
- Being informed, greater interest in global affairs and cross-cultural perspectives;
- Organizational skills, project management, decision-making, creativity and taking on responsibility;
- Vision, independence, experience, broader outlook and attitude;
- Problem-solving, coping strategies and risk taking;
- Patience, flexibility, adaptability, open-mindedness and humanity;
- Team work and team leadership skills;
- Fluency, accuracy and appropriateness of language competence;
- Mediation skills, conflict resolution, sensitivity, humility and respect;

- Forging of relationships and networks;
 - Challenge to personal stereotypes, cultural relativism;
 - Enhanced intercultural communication, conducting business inter culturally;
 - Cultural empathy;
 - Non-judgmental observation, respect for local values without abandoning one's own;
 - Cultural understandings, ways of thinking and adaptation to complex cultural environments
- Key skills required by employers;
- Self-awareness;
 - Initiative and enterprise;
 - Willingness to learn;
 - Planning and organizing;
 - Integrity;
 - Commitment/motivation;
 - Problem-solving;
 - Flexibility;
 - Self-management;
 - Team work;
 - Communication skills;
 - Foreign languages;
 - Networking;
 - Leadership;
 - Customer service;
 - Interpersonal skills.

Intercultural skills international education offers more employability in the global job market (EAIE, 2012). The benefits are not limited to better understanding of foreign work culture, in fact students with international education are more confident and self-reliant. Furthermore, these students have wider intellectual horizons and a greater ability to appreciate other perspectives (Yeravdekar and Tiwari, 2014).

However, the benefits of international exposure in education and practical experience are applies not only to the students but also to the higher education. In fact, it contributes to a greater revenue generation, cross-fertilization of academic and research intellectual knowledge and stronger brand standing (Powar, 2012; Yeravdekar and Tiwari, 2014).

3 BUSINESS WEEK

The Setubal Business Week was organized both by teachers and students. In 13rd edition (2018) the event counted with the participation of 55 students and 9 lectures on educational activities, from Belgium, Czech Republic, Denmark, Finland, France, Germany, Netherlands and Portugal.

The students were organized in international groups so they will experience how it is to work with different cultures and in English (also a challenge), enabling them to develop skills needed for life and work, namely:

- Improve soft skills (communication, teamwork, creativity, critical thinking);
- Increase self-confidence, initiative and flexibility in an international environment;
- Expand and apply management knowledge.

Lecturers, both foreign and local ones, were invited to tutoring the groups in their working challenges and to participated as well in the study visit, cultural and social activities.

Taking the opportunity of being together, the lectures also discussed some strategy for the improvement of the international business week network and to discuss the evaluation of Business Week editions.

The Business Week project provides an international intensive program in Entrepreneurship (IIEP). This year the challenge was to develop a small business plan in hospitality & tourism. In order to perform such challenge in a proper manner, the students were provided with some data of the sector and an analysis of the market and so they could identify opportunities and generate innovative ideas for the development of new products/services it was prepared a study visit to DNA Cascais, an Entrepreneurial Ecosystem, where they had also the opportunity to speak with entrepreneurs. A cultural tour in the city of Setubal was also organized.

After a brief welcome session, the week started with an international forum where the students were invited to present their country and school, followed by a picnic where both, students and lectures, shared some traditional gastronomy products of their country. After that and in order to review the information previously sent to the participants, it was made a short presentation with the purpose of the workshop and the various steps that each team should follow to complete the proposed work successfully.

At the end of the week students were invited to present a small business plan to a jury and their presentations were evaluated in light of the innovation/differentiation of the business idea, its need in the market and the feasibility of the business, but also in view of the structure and clarity of the presentation.

The working program followed a schedule of pedagogical activities, initiated by those that constitute the entrepreneurial process:

- a. Brainstorming – Supported in the information provided and the study and cultural visits, each group had to identify and write it down 20 business ideas in 20 minutes.
- b. Process of selecting ideas - The ideas of each group ran through the remaining groups, which gradually eliminated the ones they considered to be less competitive. This activity aims to stimulate the critical analysis and the discussion capacity in the groups.
- c. Evaluation of the best idea - To the original group return three of their ideas. To shape the ideas in a more tangible and viable way, students were oriented to select the best idea according to the following criteria:
 - The most innovative one;
 - The one that respond to a more pressing need;
 - The one that has a bigger market to attend;
 - The one that has the highest potential to generate more profit;
 - The one that is expected that generate more value for society.

This activity allowed groups to identify trends; develop critical thinking; learning to listen and mastering emotions; evaluate according to certain criteria and make decisions.

- d. Considering the different sections that constitute a business plan, the groups also had to:
 - Think about the image they intended for the future business, define the name and create a logo;
 - Define the vision, the mission and the core values they intend to guide their activity;
 - Develop a SWOT analysis and present strategies for the development of the business.

- e. Business Model Canvas - In order to systematize, in a simple and visual way, the main foundations of their business, each group created its business model based on the canvas methodology. In this activity some of the students take contact with this tool for the first time.
- f. Business Plan - Aiming at a short presentation, students had to sketch “The one Page Business Plan (OPBP)”¹ which is a summary of a traditional business plan. The OPBP is a very straightforward, versatile, consistent, flexible tool which only include key words and short phrases to communicate the essence of the business concept.
- g. Students presentation - The presentations of the working groups took place in one of the auditoriums of the school and were evaluated by a jury composed of foreign and local lectures and by the pedagogical and scientific coordinator of Business Week, who chose the best Business Plan.
- h. Closing and Farewell activity - The formal end of Business Week came shortly after the announcement of the best Business Plan and the delivery of symbolic reward.

4 METHOD AND INSTRUMENT

The quantitative data had been collected using the questionnaire survey instrument. The questionnaire employed closed-ended and open-ended questions and it was administered to all Business Week participants (55 students) at the end of the Business Week. It was received 29 valid questionnaires, which represents 27.5% of the population. The Business Week also involved 9 lectures who accompanied the students in the development of the activities.

The questionnaire has divided into three sections that follows the objective defined in this study. The first section collects general information. The second section collects information about the motivations and expectations concerning to the Business Week program. The last section collects student’s opinion about the pedagogical activities, group functioning, entrepreneurial competencies achieved and the opinion concerning workshop, seminar and study visit.

¹ Hackbert (2000)

The data collected were analyzed considering descriptive and content analysis. The quantitative data were analyzed through descriptive statistics to illustrate the pattern of answers. This approach allowed the authors to capture the general evaluation of the international program (Oppenheim, 2004). The qualitative data were analyzed using content analysis (Mason, 2002). Content analysis aids the researcher to draw conclusions based on the systematic categorization of field data. Content analysis was guided by the procedures associated with inductive reasoning (Shaw 2004). The process of inductive analysis involved reading the questionnaires which data were then transcribed into 'Microsoft Excel'. Subsequently, the authors searched for patterns and themes within the data and used codes to organize and create meaning. Codes were then refined by the authors' understanding of the subject of international programs for entrepreneurship education based on the literature review and previous research in the field.

Concerning the international dimension of Business Week, table 1 shows the number of participants per country, for lectures and students.

Table 1 – Lectures and students that participated in Business Week 13rd edition

	Lectures	Students
Belgium	1	6
Czech Republic	1	7
Denmark	1	6
Finland	0	3
France	1	3
Germany	1	6
Netherlands	1	6
Portugal	3	18
Total	9	55

5 RESULTS ANALYSIS

The studied population consists of students that participated in Business Week 13rd edition. At the end of the Business Week all participants received an online survey to evaluate it.

This section presents the main results from a sample that represents 52.7% of population, constituted by 29 students.

Table 2 – Participants response rate

Country	Total participants	Response nationality	per Response rate	% of all responses
Belgium	6	1	16,7%	3,4%
Czech Republic	7	4	57,1%	13,8%
Denmark	6	1	16,7%	3,4%
Finland	3	1	33,3%	3,4%
France	3	0	0,0%	0,0%
Germany	6	4	66,7%	13,8%
Netherlands	6	1	16,7%	3,4%
Portugal	18	17	94,4%	58,6%
Total	55	29	52,7%	100,0%

5.1 GENERAL ISSUES

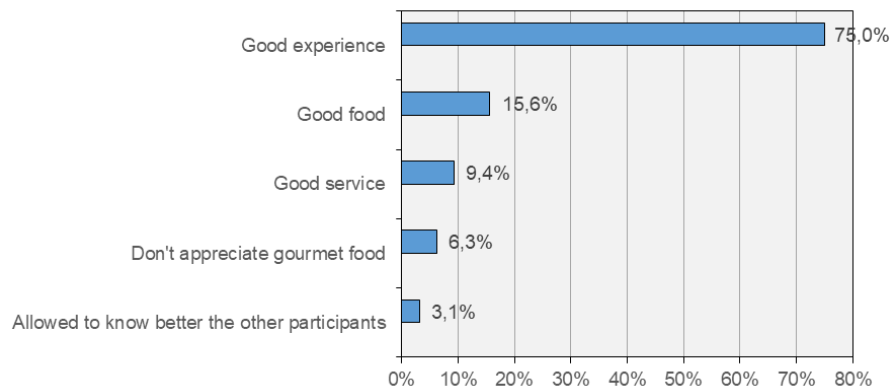
Respondents were asked to rank their impression about the facilities based on a Likert scale ranging of 1 to 5 where 5 is the best impression. Results shows that most of respondents had a good impression about accommodation (mean=3.2), lunches (mean=2.9) and coffee breaks (mean=3.8).

Table 3 – Impression about accommodation, lunches and coffee breaks

	Mean	S. Deviat.
Accommodation	3.241	1.4797
Lunches	2.862	1.0255
Coffee Breaks	3.759	1.0907

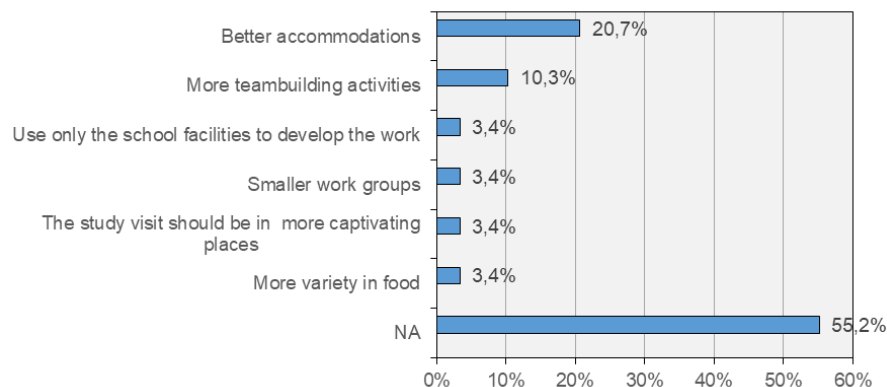
Respondents were also asked to give their opinion about the social dinner (open-ended question). Majority of respondents (75%) considered the social dinner a good experience. The other positive aspects mentioned was about the good food (15.6%) and service (9.4%) and it also referred that the social dinner allowed them do know better the other participants (3.1%). Only a few participants pointed out that they didn't appreciate the type of food served.

Figure 1 – Opinion about social dinner



Respondents were asked to give suggestions for improvements for the next Business Week editions. The results show that the most mentioned suggestions are related to the accommodation (20.7%) and the need to have more teambuilding activities at the beginning of the week to allow the members of each group to know each other better (10.3%).

Figure 2 - Suggestions



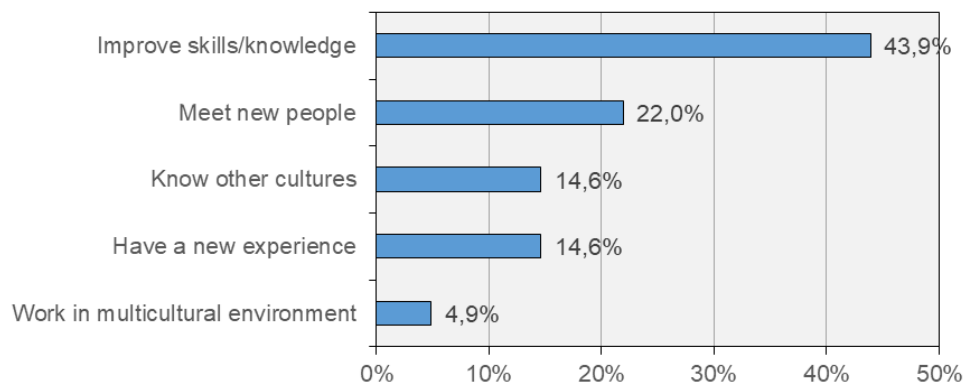
5.2 MOTIVATIONS AND EXPECTATIONS

Regarding the motivations of students to participate in the Business Week, as we can see in figure 3, the main reason mentioned by students was the opportunity to learn more about entrepreneurship as well to improve their skills through this program (43.9%), namely the improvement of management skills, teamwork, leadership, entrepreneurial skills and English language.

The second reason more emphasized by the students was the opportunity to meet new people from other countries (22%), followed by the opportunity to know other cultures (14.6%) and to have a new experience in their lives (14.6%).

Only a few students (4.9%) reported that the possibility of working in a multicultural environment was one of the main motivations for participating in the Business Week.

Figure 3 – Motivations concerning Business Week



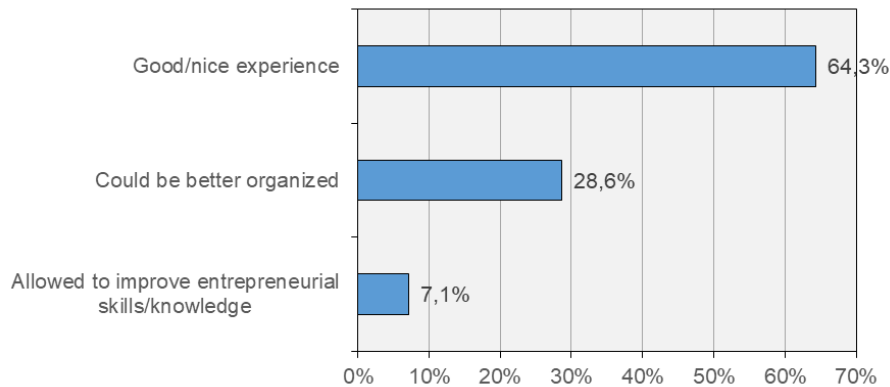
5.3 PEDAGOGICAL ACTIVITIES

In this section we present student’s evaluation of all pedagogical activities of the workshop. This evaluation is important to know their opinion about all the activities that were carried out and to understand what could be improved in future editions.

Concerning the pedagogical activities, according to the respondent’s opinion, 64.3% considered that pedagogical activities were a good experience and 7.1% highlight that this activities allowed to improve entrepreneurial skills/knowledge and to develop different competencies.

The negative aspect most mentioned by the students with regard to the pedagogical activities, was about the organization. 28.6% of the respondents reported that pedagogical activities could be better organized, particularly in relation to the study visit because of the long duration of the trip and the delay of the lunch hour and, on the other hand, they considered that they hadn’t much time to knew better each member of the group.

Figure 4 – Student’s opinion about pedagogical activities



5.3.1 Groups Functioning

Regarding the groups functioning, 21 students answered affirmatively concerning the existence of a leader in the group.

Concerning the way how the member of each group worked, 65.5% of students disagree that everybody worked in the same way.

Figure 5 also demonstrates that 79.3% of students considered that the results were achieved and 58.6% affirmed that their group reached the competencies. This results revealed cohesion in the groups during activities.

Figure 5 – Groups functioning



5.3.2 Development Entrepreneurial Competencies

Regarding the improvement of entrepreneurial competencies in a multicultural context, the results shows a positive impact in all analyzed competencies (Table 4). This results confirms the importance of this program for the development of students’ skills, behaviors and attitudes.

Table 4 – Entrepreneurial competencies

	Mean	S. Deviat.
Entrepreneurial spirit	3.931	0.9611
Work in multicultural team	4.379	0.7752
Oral communication	4.069	0.7036
Planning and control	3.621	1.1153
Confidence	3.586	0.9070
Creativity	3.586	0.9456
Team working	4.069	0.9975

5.3.3 Activities Evaluation

Next table shows the participants evaluation of the activities for the development of the business model. The average value of all these activities is higher than 3, proving the involvement of the groups in all tasks. In the other hand, standard deviation is in most cases lower than 1 provided evidence concerning consensus in answers.

Table 5 – Evaluation of workshop

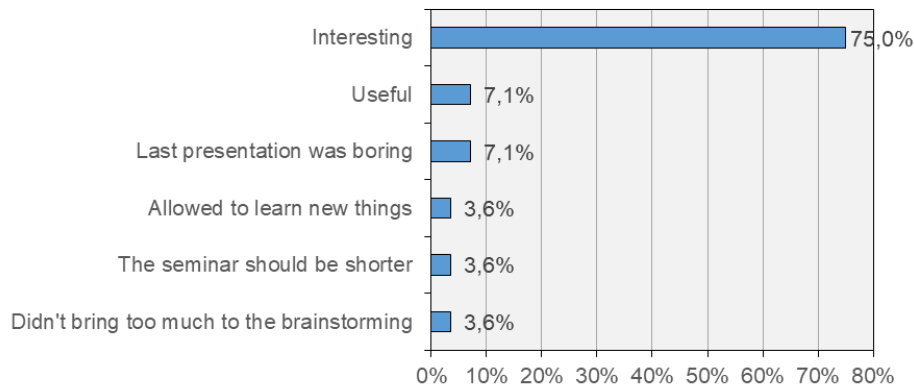
	Mean	S. Deviat.
Brainstorming	3.310	1.0037
Process of selecting idea	3.621	0.8200
SWOT analysis	3.621	1.0147
Canvas Model	3.552	0.9482
Student's presentation	3.759	0.9876

5.3.4 Seminar of IIEP

On the second day, students attended to a seminar at DNA-Cascais. Concerning the student's opinion about seminar, 75% reported that it was interesting. Some students also refers that the seminar was useful to learn more about entrepreneurship.

On the other hand, respondents who had a negative opinion about the seminar, refers that last presentation was boring (7,1%), 3.6% of respondents consider that the seminar should be shorter and 3.6% refer that it didn't help much to identify business opportunities for the brainstorming.

Figure 6 – Student’s opinion about seminar

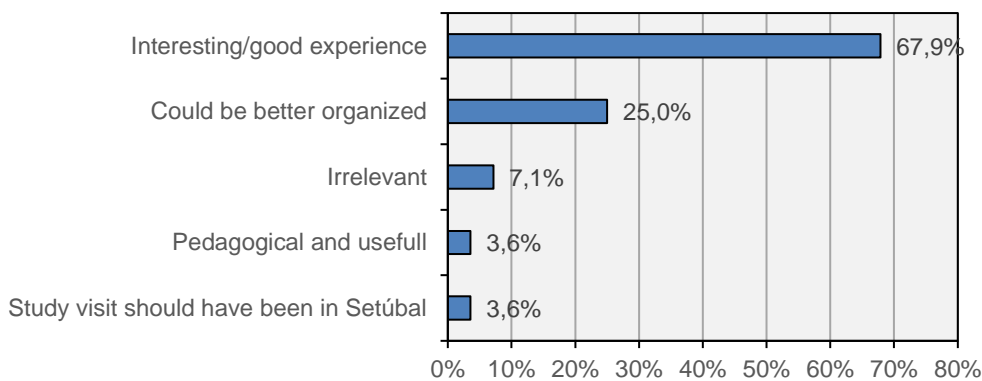


5.3.5 Study visit of IIEP

Regarding the study visit, figure 7 shows that the student’s majority have a positive opinion about the study visit. 67.9% of the students refers that the study visit was an interesting experience and 3.6% considered pedagogical and useful.

Concerning the negative student’s opinion, 25% of respondents refers that the study visit should have been better organized due to the long duration of the trip and the delay of the lunch hour.

Figure 7 – Student’s opinion about study visit



6 CONCLUSIONS

An entrepreneurship education program in addition to provide theoretical knowledge should also able to assist their students on establishing an entrepreneurship mindset through developing entrepreneurial skills, behaviors and attitudes.

This paper presents an International Intensive Program on Entrepreneurship and confirms the importance of this program for the development of students’ skills, behaviors and attitudes. The motivations and expectations of students during the

participation in Business Week - IIEP were fulfill, since they had the opportunity to improve their skills through this program, meet other people and work in a multicultural environment.

The results analysis also reveal the effectiveness of the “learning by doing” methodology that allowed increasing an important knowledge and fair competitiveness between students, also proved by the way how groups worked together revealing an important cohesion.

Finally this evaluation also allowed to obtain suggestions about aspects to improve and these suggestions are essential to have a continuous improvement of the IIEP program.

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