Entrepreneurship Education in Vietnamese Universities: Multi-Dimensional Approach From Economic Law and Human Rights

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Entrepreneurial spirit and issues of digital division have linked to SDGs 4 and 8. In this study, the goals of 4.4 are strengthened with the aim of significantly increasing the quality and quantity of students with skills related to entrepreneurship, promoting employment rights and entrepreneurial spirit. The study is carried out based on previous studies (Lucas, et al., 2004; Ahmad, et al., 2015; Hussain, et al., 2010) to assess cognitive background; attitude; the impact of family, social and ethnic factors; content, types and methods of education and development direction of the law for entrepreneurship education. With a major slice from the perspective of economic law and human rights law, taking into account the division between ethnic minorities and majority people, under a multi-disciplinary approach, the study is conducted to provide initial proposals in the field of law, promoting the sustainable development of Vietnam in the coming time.

Keywords: entrepreneurship education, higher education, human rights-based approach, economic law, Vietnam

INTRODUCTION

Entrepreneurship education ("E-Ed") is formed as a social phenomenon in most regions in the world (Bouchikhi, 1993). It was first introduced at Harvard University in the US since 1940s and has become an important part of the economy and education in many countries associated with the need to promote job creation and the right to employment (Mullan, et al., 1987). In 1998, the UNESCO's World Conference recognized the value of entrepreneurship education and advocated the cultivation of entrepreneurial spirit and skills in higher education (United Nations Educational, 1998). Since 2002, the Chinese Government has played the leading role in promoting entrepreneurship education (Zhou, 2012) in this Asia's leading economy. In the UK soon after, there were a series of government programs to show that it was not enough to improve economic conditions, but to change the national culture or more precisely, the values,

perceptions, and business dynamics of new future entrepreneurs (Tomes, 2003) to contribute to national development.

In Vietnam, since 2005, the content of entrepreneurship education and corporate law at the general education level has appeared through the ILO's support, however, at that time, the mindset of education and training to "sufficiently meet the people's vocational training needs and the requirements for workers, staff, technical staff and operations" was still the mainstream (Đỗ, 2005). Changes in policy – law based on the changes of social perception have made entrepreneurship education the main foundation, replacing the previous traditional education system. The context of competition in human resources, international integration, and the goal of becoming sustainable developing countries has made the perception of mastery mindset instead of employee mindset brighten in Southeast Asian countries, including Vietnam. The Vietnamese government identified 2016 as the year of entrepreneurial country with the goal of creating a second wave of investment. Right after that, the Small Enterprise Support Law 2017 and the Government's scheme "Supporting the national innovation startup ecosystem until 2025" continuously created a strong legal foundation for the startup community and businesses. Up to now, entrepreneurship education has become a leading important tool to improve the quality of human resources of the entrepreneurship ecosystem.

BACKGROUND

Statistics from the National Business Registration Portal in Vietnam have shown that since 2013, there has been a sharp increase in the number of newly registered enterprises, with 76,955 enterprises (2013), 74,842 enterprises (2014), 94,754 enterprises (2015), and 110,100 enterprises (2016), which have created millions of new jobs. The startup sectors with the top increasing number of registered enterprises include Real estate; agriculture, forestry, and fishery; arts and entertainments; transportation, warehousing and employment services (Lê, et al., 2016).

There have been many studies re-evaluating the impact of E-Ed in Vietnam, especially in the higher education environment. That is the research direction on the theoretical model of entrepreneurship university (Đinh, 2021), the current status of capacity and content (Phạm et al., 2021), approaching the 4.0 context (Nghiêm, 2017; Giao, 2021), approaching the post-graduation context of students (Phượng, 2021), educational background and entrepreneurship ecosystem (Quý, 2021), business intentions of university students in Vietnam (Rideout, et al., 2013), etc. Thereby, the studies present the small and unmet role of students in the higher education environment in the development and flourishing of start-up businesses.

RESEARCH MODEL AND HYPOTHESES

Global Entrepreneurship Monitor states that the three major barriers to entrepreneurial spirit and human rights are: social cultural barriers, lack of capital and lack of education (Rideout, et al, 2013). Accompanying to solve those barriers, as well as to clarify the theory and practice of E-Ed, specific target issues that previous studies have not clarified about E-Ed in the university environment in Vietnam, this study will develop the following pillars:

- CULTURE AND CAPITAL: Learning about family's support and economic conditions in promoting entrepreneurial spirit.
- CONTENT: Learning about the types, content, and target objects of E-Ed at university.
- METHOD: Learning about the teaching methods applied to E-Ed at university.
- NEEDS: Learning about the perceptions, attitudes and needs of students and lecturers towards entrepreneurship and E-Ed at university.
- LAW: Proposing legal policy and entrepreneurship education strategy in Vietnam.

This study was carried out based on reference to the sample studies of William A. Lucas and Sarah Y. Cooper (Lucas, et al., 2004) at University of Strathclyde under the approach of educational methods, Syed Zamberi Ahmad & Robert Frederick Buchanan (Ahmad, et al., 2015) at universities in Malaysia from the

perspective of policy and research of Javed G. Hussain, Jonathan M. Scott, Harry Matlay (Hussain, et al., 2010) in the UK with family influences and ethnographic factors as a model for this study. In addition, this study also used a specific perspective to examine whether or not there is a division on the basis of ethnicity in the central region of Vietnam today. The research results will form the basis for further studies on the role of universities in integrating E-ed into professional training programs at the university level.

STUDY

Case Example: Vinh University in Nghe An Province

In this study, we conducted a survey on the current status of E-Ed at Vinh University. This is one of the multi-disciplinary and multi-field universities directly under the Ministry of Education and Training in Central Vietnam. We chose Vinh University not only to have a basic assessment of the university with a pivotal position in Vietnam's higher education system, but also on the basis of a locality that is expected to become the economic center of Vietnam North Central Region.

Method

By taking a multi-dimensional approach, from economic law, human rights and anthropology with lecturers and students of more than 20 training majors (see Figures 1, 2 and 3), the current status of E-Ed at Vinh University was clarified. Out of 1000 survey sheets sent and received, 275 survey sheets were invalid due to lack of basic information or filling in the wrong form that were discarded, 725 valid survey sheets were used to produce the results in this study (final result N=725, including 108 lecturers and 617 students). All participants were sent a separate form through an online link, informed about the study and defaulted to consenting to our use of anonymous survey data when clicking "submit" this questionnaire form. The principles of human research were guaranteed to be respected in this study.

Our study divided students into two groups based on their propensity to choose to join a startup club at university or not. We collected survey sheets from 567 students in the first group (Group I) who did not join the club. According to statistics, Group I had 88.9% (501 students) ethnic majority – Kinh people, the rest were ethnic minorities, including 1.2% Lao people (7), 5.5% Thai people (31), 1.4% H'mong people (8), 0.5% Kho Mu people (3), 0.9% Tay people (5), 0.9% Muong people (5), 0.7% Theo people (4). Regarding gender, 58% female (327), 42% male (237). 40.7% of people lived in urban areas and townships; 52% lived in rural areas and 6.7% lived in remote areas. Students in this group mainly studied Economic Law (78.7%), Tourism (6.9%), Construction Engineering (3%), Agronomy (1.8%), Journalism (1.4%), Social Work (1.4%), Control Engineering (1.2%), Food Technology (1.1%). Other majors with a ratio of less than 1% that were not shown in the figure include: Business Management, Hotel Management, Electronics and Telecommunications Engineering, Investment Economics, Accounting and Primary Education.

Second group (Group II) included students who joined a startup club of the university. We collected 50 survey sheets from this group, in which 100% of club members were Kinh people (majority), and no one was ethnic minority. Regarding gender, female accounted for 76%, male accounted for 24%. 38% of people came from urban areas, 58% lived in rural areas and 2% lived in remote areas. Most of students who were club members were majoring in economics, specifically: Business Management (44%), Finance (2%), Investment Economics (22%), Accounting (20%), the rest were Information Technology (2%) and Pedagogy (8%).

Most of the lecturer group (Group III) came from the Faculties of Law and Economics, other majors were shown in Figure 1 below. 98.1% of lecturers participating in this survey were Kinh people (majority). 66.7% of lecturers (72 people) were female and 33.3% (36 people) were male. Most of them came from urban areas (84.3%), 14.8% of lecturers lived in rural areas, and only 1 person (0.9%) lived in remote area. 15.7% of lecturers who thought that they had a good life, while the majority of lecturers had average economic conditions (81.5%), only 2.8% (3 people) had economic conditions.

Data Analysis Results

The Impact of Family on Entrepreneurship and Entrepreneurial Spirit

We gave 3 interview questions to all students participating in the survey (N=617). For the question "Does anyone in your family start their own company or any types of business? (including small and medium-sized trade, online sales, etc.)," we received 33.2% Yes responses and 66.8% No responses. Among families with a small business, 94% of the families were the majority ethnic group (Kinh people), 1.6% of families were Thai people, 1.6% were Lao people, 1.1% were Muong people, 1.1% were Tay people, 0.5% was H'mong people. For the question "Do you intend to join your family's company or start your own business immediately after graduation? (including small and medium-sized trade, online sales, etc.)," we received 27.8% Yes responses and 72.2% No responses. Among the students who chose Yes, 88% were from the majority ethnic group (Kinh people), 1.9% were Lao people, 3.8% were Thai people, 1.3% were Kho Mu people, 1.3% were Muong people, 1.3% were Tay people, 1.3% were H'mong people, 0.6% was Tho people. For the question "Does your family encourage and support you to set up your own company, or find a way to start a business, produce a product, or develop any model after graduation?", there were 52.9% Yes responses and 47.1% No responses. Among the Yes responses, 91% of families were Kinh people, 3.7% were Thai people, 1.4% were H'mong people, 0.7% was Lao people, 0.7% was Tho people, 1% was Tay people, 0.7% was Khomu people, 0.7% was Muong people. The percentage of ethnic minority student families and that of ethnic majority student families choosing to support entrepreneurship education is similar, so in general, regardless of ethnicity, students who are inclined to choose early startup have a positive motivation from their family.

The division appears rather faint from families with different economic backgrounds and living areas (Figure 1).

FIGURE 1
THE IMPACT OF STUDENTS' FAMILIES ON ENTREPRENEURSHIP
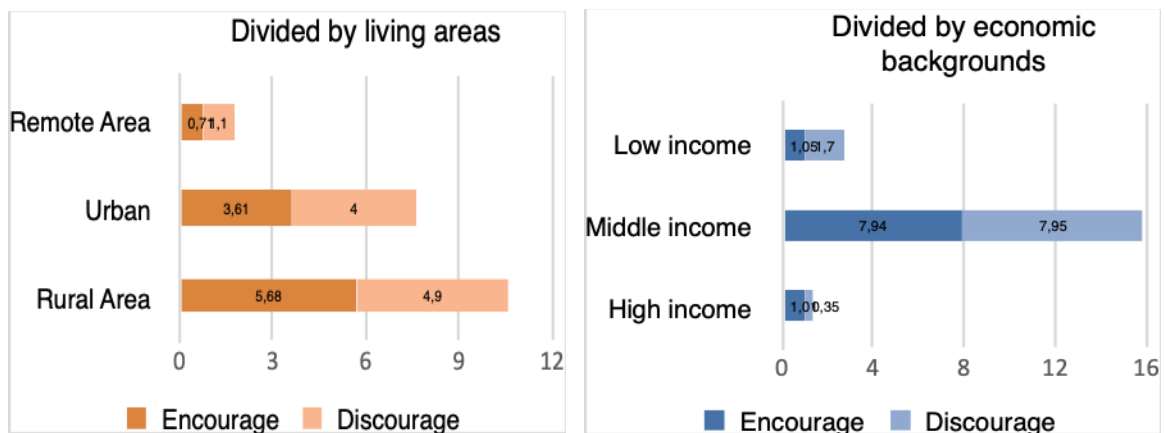
Families that are more likely to support their children in starting a business are less likely to live in remote areas (6.4%) than those who are against (10.7%). Supportive families also have better economic conditions, with a higher proportion of well-off (10.1% versus 3.5% in the opposing group), and the difficulty proportion is lower (10.5% versus 17% in the opposing group).

*About Types, Content and Target Groups of E-Ed at University*

Through a preliminary survey of all students and lecturers in all three groups above, Vinh University offers programs to promote entrepreneurial spirit mainly for majors in management and economics (Table 1). However, most of Vinh University's faculties have some introductory lectures on general law associated with business as a subject. Intensive contents on entrepreneurship and business will be added at the specialized stage (13.3%).

TABLE 1
ENTREPRENEURSHIP EDUCATION AT VINH UNIVERSITY

Group	Major	Entrepreneurial courses/programmes offered	Percentage (N=564)
Bachelor of Economics	Finance and Banking	- Basic Entrepreneurship - Entrepreneurship and Business - Entrepreneurship Spirit - Entrepreneurial skills - Basic Business and Entrepreneurial Culture - Entrepreneurship and Marketing	35.3%
	Business Administration		58.3%
	Accounting		35.3%
	Agricultural Economy		26.6%
	Economic		57.8%
	Economic Construction		24.6%
	Tourism Economy		11.2% 16.5%
Bachelor of Law	Economic Law	- Basic Entrepreneurship - Law on Enterprises - Vietnam Business Law	51.9%
Bachelor of Engineering	Information Technology	- Online business - Cyber Entrepreneurship (with major in software engineering or computer technology) - Entrepreneurship or small business management	17.2%
	Food Technology		23.1%
	Electronic Engineering Technology		12.2%
	Engineering, Electronics - Telecommunications		38%
	Automation Control Engineering		23.1%
	Construction Engineering		27.8%
	Traffic Engineering Construction		22.2%
Bachelor of Science	Crop Science	- Entrepreneurship or small business management - Entrepreneurial spirit	12.2%
	Agriculture, etc.		23.9%

Entrepreneurial spirit training occurs at all levels of higher education, including undergraduate level (13.3% majors, 8.7% integration, 3% general subjects) and postgraduate level (14.9%), however, much of E-Ed's performance comes from extension and cooperation programs (60.1%) rather than intensive content.

FIGURE 2
ENTREPRENEURIAL SPIRIT TRAINING OCCURS AT ALL LEVELS OF
HIGHER EDUCATION
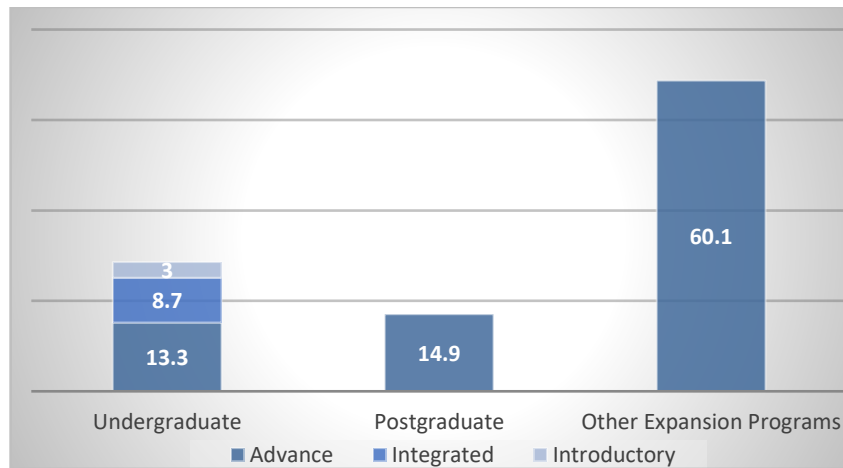
About Teaching Methods Applied to E-Ed at University

In the response sheets of 108 surveyed lecturers, we received 50.9% of the answers from lecturers who said that they had never directly taught a course related to the content of entrepreneurship or entrepreneurial spirit. 49.1% of lecturers have participated in teaching this content. 78.5% (84) of the lecturers confirmed that in the university environment, students are oriented that Entrepreneurship is a real and feasible career among the job options, 20.6% (22) of the lecturers did not have this orientation and 0.9% (1) of the lecturers said that students are oriented but it is not specific when it comes to implementation.

The lecturers also said that at Vinh University, there are forms of guiding students to approach entrepreneurship education, including: Projects (46.3%), Workshops (67.6%), Short-term courses of the university (17.6%), Online courses (39.8%), Simulation practice (35.3%) and online teaching in entrepreneurship education (70.4%).

In the part of learners, similar to the conclusion in the study of Ahmad & Buchanan (Ahmad, et al., 2015) the most common E-ed method cited by respondents in this study was traditional lectures. 84% of the students surveyed in this study have heard lectures about the content related to preparing for entrepreneurship or entrepreneurial spirit after graduation. In addition, the participants also said that at the university, there are practical teaching methods on entrepreneurship, such as: Interactive case study, case study (47.7% of participants); Interactive business simulation (25.4%), Inviting speakers to share experiences (60.1%), Inviting related government agencies to develop business (17.1%); Interacting with successful entrepreneurs (37.4%).

The passive distribution method still prevails, however, Vinh University's open attitude towards E-Ed is very clear. When asked "Is there any Entrepreneurship and Small Business Development Center or plans to do something similar below to support students starting a business at your university?", we received answers about the appearance of the following models: Startup Center (31.6%), Entrepreneurship programs for students (63.1%), Student entrepreneurial spirit development center (19%), Business consulting services (18.1%), Small business projects among students (21.5%). 31.6% of the students answered that they could not approach any program.

About Students' Self-Perception, Attitude, Desire and Moves Towards Entrepreneurship

The majority of students and lecturers who participated in this survey had a positive perception towards E-Ed. 97% (596/614) of the students and 99% (107/108) of the lecturers at Vinh University answered that they support the implementation of entrepreneurship education in university education.

94.1% (578/614) of the students and 94.4% (102/108) of the lecturers believed that E-Ed brings many positive values. 33% (202/614) of the students and 52.8% (57/108) of the lecturers said that the E-Ed approach at university has no limitations. In addition, when asked to comment on E-Ed, we also received many feedbacks such as: considering the suitability of the objects, practicality, methods and contents of implementation, etc. This reflects the initial level of awareness of students and lecturers towards entrepreneurship. Students' self-perception about entrepreneurship greatly affects their decision to start a business after graduation. This has been presented in previous studies by Bandura, et al.1982; Ardichvili, et al. 2003; Mau, 2003 or later repeated in Lucas and Cooper's study (Lucas, et al., 2004).

Also based on the previous theories of Lucas and Cooper, at the further research stage, we assessed through the students' self-rating scale on the question of the ability to "design something it's novel," "apply an abstract idea to a real problem," and "recognize an opportunity," etc. (Rating scale: Unlikely, Average, Excellent) to determine attitudes of students in the future. The survey results showed that the percentage of students in group I who considered themselves incapable of doing entrepreneurship-related activities ranged from 10-30% in each field, group II ranged from 6-18%. At the average rating level, group I ranged from 60-80% in each field, group II ranged from 50-74% in each field. For the excellent level, detailed scores are mentioned in Table 2 below. In general, the level of confidence in excellent skills to have full entrepreneurial qualities in Group II is superior to that of Group I.

TABLE 2
LEVELS OF SELF-EFFICACY AT THE 2 GROUPS IN VINH UNIVERSITIES

Self-efficacy	Percent ranking their skill "Good" to "Excellent"	
N=614	Group I (N=564)	Group II (N=50)
Design something novel and innovative.	10%	14%
Solve an unstructured problem.	12%	16%
Clearly state a problem, a goal of yourself in front of others verbally	16%	28%
Clearly describe a problem in writing.	10%	26%
Develop several methods that might be used to solve an unstructured problem.	8%	18%
Work on collaborative projects as a member of a team.	28%	40%
Ask probing questions that clarify facts.	26%	28%
Recognise a good opportunity. Motivate others to work together.	10%	22%
Motivate others to work together.	25%	34%
Lead a group whose members disagree.	18%	28%
Put a detailed plan into action.	10%	30%
Understand what it takes to start your own business.	10%	20%
Start a successful business if you want.	27.8%	18%

Learning about students' attitudes and desires towards career image, we asked students that in the near future (immediately, within 5 years, in 5 to 10 years, longer than 10 years or never at all), do they think they could be an employee in a start-up company, a business owner with employees or self-employed? The situational results seen over the next 5 years are shown in Table 3.

TABLE 3
ENVISIONED WORK SITUATIONS BY TIME PERIODS

Envisioned work situations by Time Periods (Immediately, Within 5 years, 5 to 10 years, more than 10, or Never)	Percent seeing themselves in situation in 5 years	
N=614	Group I (N=564)	Group II (N=50)
In new venture (owned by others).	52.8% (298)	74% (37)
As business owner (employing others).	24.6% (138)	36% (18)
Self-employed (working for self).	22.6% (127)	38% (19)

The above data initially showed that students participate in all 3 tendencies. The tendency to first accumulate experience in companies through working at other companies was the majority (52.8% in Group I and 74% in Group II). Besides, self-employment form (22.6% in Group I and 36% in Group II); and especially those who wanted to own a company (24.6% in Group I and 36% in Group II) at an early stage appeared and accounted for a large percentage.

Next is the question about pre-business moves and behavior through the frequency with which individuals talk about their ideas for starting a company and subconscious repetition to determine the realization stage of students' ideas (Table 4).

TABLE 4
ENTREPRENEURIAL AWARENESS

Frequency (Almost never to activity regarding start-up company ideas)	Percent saying they do activity "Often" (6+ times a month)	
N=614	Group I (N=564)	Group II (N=50)
Think of business ideas and jot them down.	27.8% (157)	74% (37)
Review business ideas to take steps to consider the market, technology or some other aspect and reevaluate the idea.	52.9% (295)	36% (18)

The results showed that students in Group II (74%) were significantly more active than those of Group I (27.8%) when it comes to business ideas and wrote them down. However, for reviewing and investing more time to think about ideas, Group II (36%) achieved a lower percentage than Group I (52.9%). This shows that important moves, behaviors, and habits before starting a business are not affected by joining or not joining a startup club, in addition, in this case, university students may have received entrepreneurial thinking from many other sources.

DISCUSSION AND FUTURE DIRECTIONS

E-Ed in Vietnam is currently means to promote job creation and economic growth. Accordingly, interests and training opportunities in entrepreneurship at the higher education level have grown by leaps and bounds (Rideout, et al., 2013). In Vietnam, the media and the State's policy making in a supportive direction have strongly influenced young people's decision to choose a career after graduation, so entrepreneurship environment in large universities such as Vinh University is quite vibrant and diverse in terms of educational form, content, method, and models.

In the course of researching this topic, we also found that E-Ed in higher education in Vietnam has some notable issues. These contents have not been clarified in this study and may be explored more thoroughly in future studies:

- Linkage between key educational components in entrepreneurship programs (i.e., objectives, target groups, course content, methods, impact indicators);
- There is a significant division when 100% of students participating in the startup club (Group II) participating in the survey are the majority ethnic group that has significantly more confidence and gives more appropriate decisions for entrepreneurship;
- The training field of E-Ed is still mainly a traditional approach when focusing on economic majors and in favor of specialized teaching, leading to narrowing the reach of learners;
- Learners' confidence level is low, but the index of attitudes towards entrepreneurship in Vietnam is similar to that of students at University of Strathclyde which is a quite contrary result to previous study at this university.
- Whether non-traditional educational models and methods (E-learning, E-Certificate, E-book, etc.) can replace higher education in entrepreneurship education in the future when practicality outweighs theory?

This is a new content, starting to be accessed in specialized studies in Vietnam from 2018 to now, so like other educational contents, to assess the effectiveness and clarify the above gaps of E-Ed, it is necessary to have long-term studies (interviews and in-depth surveys with the same target groups within 5-20 years after graduation) and moreover, there is a need for a set of standard criteria for this content.

CONCLUSION

Position and Development Potential of E-Ed at Vinh University

This study provides for the first time an overall status of E-Ed at a large university in central Vietnam – Vinh University. From the perspective of the results achieved in the initial E-Ed promotion measures, it can be seen that, E-Ed started from extracurricular activities and is gradually oriented to be integrated into the training curriculum.

Vinh University clearly recognizes that the role of corporate law training plays an important in E-Ed. This is confirmed by the contribution of the Economic Law module in the training program of the Bachelor of Economics in Vietnam. Besides that, with the support of the lectures, students of Vinh University's Startup Club affirmed their position when they have Winning Prizes in the national student startup competition. There are signs to confirm that Vinh University has invested in entrepreneurial spirit and is becoming more and more flexible in teaching methods, ensuring the right to have full access to education, especially the content entrepreneurship education which is quite new in Vietnam. Entrepreneurship portfolios and frameworks have been established at Vinh University and there is generally a set of standards for entrepreneurship-related programs, courses and topics for students.

Legal Policy and Educational Strategy to Promote E-Ed Contribution to SDGs

Promoting E-Ed is intended to contribute to sustainable economic development associated with the United Nations Sustainable Development Goals (SDGs) on poverty reduction and promotion of integration, social justice and without compromising the future. If personal awareness is the key to open the door and practicing entrepreneurial spirit is a carpeting opportunity for young people to succeed in

their careers, then E-Ed will become the most essential and vital content for each individual and the autonomous universities themselves in the current context. All entrepreneurship education opportunities are for everyone and not just for areas with high economic base in society (For example: only 7.5% of wealthy Egyptians said that they had taken some kind of business course).

This study further consolidates that curricula, club activities and partnership programs at university contribute to building confidence and entrepreneurial decisions of entrepreneurs. Types, programs, and models of entrepreneurship education at university have the potential to provide students with a belief-based experience of current self-efficacy, improve awareness and understanding of innovation and new joint venture process and make them feel activated entrepreneurial spirit. Regarding the positive impact on the economy, students who start a private business or own a business immediately after graduating from university will have a more relevant knowledge and skills to help build successful and sustainable businesses.

In the economic conditions today, national policy must aim at empowering the most vulnerable people in society to explore their business ideas and create jobs and wealth in society. It is necessary to come up with solutions to encourage creativity and promote enterprising spirit, especially for those with low economic conditions and ethnic minorities. Educational policy that promotes opportunities for learners to develop skills in implementing business ideas in a methodical and uniform manner, is not only a content mentioned in the economic majors, but also needs to be introduced as a common subject of all other professions, especially the key sectors of Vietnam's economy which are agriculture and manufacturing. Encouraging and allowing students to work on company projects or as interns in arranged programs, and providing the opportunity to learn by working together with entrepreneurs, is also an inevitable trend.

ACKNOWLEDGEMENTS

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