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Embedding Innovation and Entrepreneurial Culture in Higher Education Institutions (HEIs) in Cambodia

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Abstract

Higher education plays an important role in training human resources with real competencies, knowledge, and skills. In this context, it's improving the quality of higher education is a necessary and urgent thing to do, as Cambodia has a vision of becoming a high-middle-income country by 2030. Innovation and Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. Innovation and Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This helps everyone in daily life at home and in society, increases employee awareness of the context of their work and their ability to take advantage of opportunities, and forms the basis for entrepreneurs starting a business or social enterprise. An international phenomenon, entrepreneurship has a favorable impact on economic growth worldwide through the birth of fresh and creative business start-ups. Because of their beneficial effects on the economy, these new small firms help create jobs and persuade lawmakers to acknowledge and encourage entrepreneurial start-ups. Cambodia is concerned with promoting entrepreneurship to all people in order to develop successful entrepreneurs. Several entrepreneurship programs have been developed by the government and higher education institutions (HEIs) to support these entrepreneurship movements, but very little is known about the effectiveness of these entrepreneurship programs' implementation. Therefore, this study has been evaluated to what extent the effectiveness of entrepreneurship subjects in Cambodia which has been selected as the target for higher education levels in the Siem Reap, Kampong Cham and Battambang province. This study uses case study methods and was carried out in two stages. The first stage is a descriptive and evaluative phase. Here, the study focused on the mapping of existing learning and institutional support within HEIs. To gain a better understanding of learning experiences that prepare students to become successful entrepreneurs, data exploration on the learning process within HEIs is assessed from internal viewpoints. The explanation phase is stage two. During this phase, the concepts, categories, and propositions derived from the phenomena are discovered and developed in order to provide a theory and platform for entrepreneurial learning.

I. Introduction

Both at the individual and social levels, innovation and entrepreneurship are crucial forces behind economic expansion and wealth creation. In addition to increasing productivity, creating jobs, and addressing some of the most pressing social, environmental, and economic issues of our day, it fosters the creativity needed to take advantage of new opportunities (Schumpeter 1983; Chan, Bhargava, and Street 2006). Additionally, entrepreneurship helps economies grow overall; it specifically helps small and medium-sized businesses (SMEs) grow and enhances market competition by encouraging the development of new products and services in response to market demands and shifts (Romer 1994; Hussain, Bhuiyan, and Bakar 2014).

Programs for innovation and entrepreneurship are essential to HEIs in Cambodia and offer vital resources that support the country's local economic situation. For students who will need to launch enterprises, spot opportunities, control risk, and innovate throughout their careers, programs in innovation and entrepreneurship offer excellent opportunity to develop skills and talents. Because they provide a comprehensive overview of all the facets of running a firm in the future, business degrees are among the most popular among aspiring entrepreneurs.

In addition, these programs give students the opportunity to acquire a wide range of transferable skills and knowledge through a business degree, which can help them become entrepreneurs both during and after class and develop their innovative and creative mindset. Students who take entrepreneurial courses can actually improve their communication skills, which will help them become successful negotiators. Additionally, they will acquire fundamental leadership and management abilities. Students are taught by entrepreneurs how to use their imagination and strategic thinking to draft winning business proposals.

In Cambodia's economy to advance toward the desired rate of economic growth, innovation and entrepreneurship are vital. In fact, compared to other Asian countries that have successfully restructured their economies, like South Korea (30 %), Thailand (34 percent), and Malaysia (32 %), Cambodia's domestic investment rate is just under twenty percent (Asian Development Bank [ADB] and International Labour Organization [ILO] 2015). In addition, SMEs still operate primarily as micro- and small-sized businesses and are not part of the formal economy, although they contribute to up to 70% of jobs and 58% of domestic production (Ehst et al. 2018). Similarly to that, previous studies also found that SMEs have challenges and a poor business environment, primarily because of a shortage of human capital, a load of rules and regulations, and limited innovation (Khieng, Mason, and Lim 2019; Sam and Dahles 2017; Ehst et al. 2018; Kem et al. 2019; Vixathep 2013).

The Royal Government of Cambodia (RGC) recognizes the crucial part that entrepreneurship has in growing the country's economy with the objective to make it a high-income country by 2050 and an upper-middle-income country by 2030 (RGC 2015; 2018). It has implemented numerous initiatives along with rules designed to encourage the growth of entrepreneurship. The National Science, Technology, and Innovation Policy (2020–2030), the Cambodia Trade Integration Strategy (2019–2023), the Education Strategic Plan (2019–2023), the Industrial Development Plan (2015–2025), and the National Policy on Youth Development (2011) are a few of the most important policies. The establishment of the Development of Entrepreneurship Fund, Khmer Enterprise, Techo Startup Center, and SME Bank, as well as the issue of sub-decrees on the Provision of Tax Incentives for SMEs in priority industries, are other important initiatives that help in the development of enterprises.

Many of the above public policies include efforts promoting innovation and entrepreneurship, and within as well as outside of universities, public institutions and other government agencies offer such amenities. To promote entrepreneurship in Cambodia, private universities, private sector players, and development partners have also provided innovation and entrepreneurship programs along with auxiliary resources and services such as incubators and networks to entrepreneurs.

Without appropriate data and evidence to support policymaking and program activity design, the Cambodian government and other stakeholders might discover it hard to continue strengthening EE and assisting young entrepreneurs, notwithstanding their efforts. Very little research has been done on how young people view and prepare for entrepreneurial careers, despite the fact that recent studies on entrepreneurship in Cambodia primarily concentrate on stakeholders' involvement and the state of entrepreneurship development in Cambodia (Holt 2020; Khieng, Mason, and Lim 2019; Ehst et al. 2018; Sam and Dahles 2017).

We believe that the absence of understanding could limit the potential of such policies and programs, limiting them from making the biggest impact to Cambodia's economic development. Considering this, our study aims to provide empirical knowledge and expand the expanding body of "entrepreneurship literature" that has been generated in and for nations that are developing. We think the study can help HEIs and other stakeholders better align their policies on innovation and entrepreneurship, as well as how they organize and offer these and other endeavours, with the needs of our future entrepreneurs.

II. Literature Review

1. Gaining an Understanding for Innovation and Entrepreneurship

Because it is "... a critical tool for creating resilient economies based on entrepreneurial innovation," the concept of innovation and entrepreneurship has attracted a lot of interest and attention from researchers, policymakers, practitioners, and the business community at large (Spigel 2017, 49). This section looks at recent and important global research studies on innovation and entrepreneurial ecosystems, such as those conducted by organizations such as the World Economic Forum's Foster et al. (2013), Isenberg's (2011) Global Babson Entrepreneurship Ecosystem Project, and Spigel (2017; 2018).

"A collective of interdependent actors and factors coordinated in such a way that they enable productive entrepreneurship within a particular territory" is the official description of IE offered by Stam and Spigel (2016, 1). The United Nations Conference on Trade and Development (UNCTAD 2010, 3) defines the IE as "a system of mutually beneficial and self-sustaining relationships involving institutions, people, and processes that work together with the goal of creating entrepreneurial ventures." The above description is similar, but it puts more emphasis on interactions among actors and the processes of such interactions. Entrepreneurial activity has been defined as "the process by which individuals create opportunities for innovation" and is one of the anticipated results of the IE (Stam and Spigel 2016, 2).

IEs are linked in the literature as high-growth companies (OECD 2010), city region focus (Audretsch 2015), entrepreneurial environments (Rousseau and Fried 2001), clusters and innovation systems (Feld 2012), and entrepreneurial environments (Malecki 2009). Spigel (2018) offers an in-depth review of these ideas that constitute the foundation of IE research. The elements of the IEs are part of multiple theories. Isenberg (2011) emphasized six domains in a seminal work: markets, human capital, finance, culture, supports, and conducive policy. The World Economic Forum (Foster et al. 2013, 6–7) developed a global framework with eight

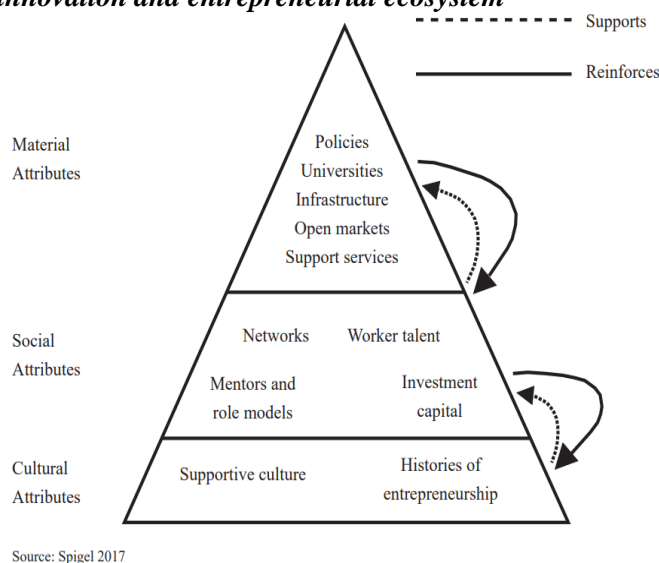
pillars to address the issue of how IEs differ globally. Most of these pillars involve "major universities as catalysts," but they additionally somewhat overlap to what Isenberg described (Foster et al. 2013, 6–7).

Three of the eight pillars—accessible markets, human capital/workforce, investments, and finance—are seen the most crucial by entrepreneurs, according to this global survey. While these different types of components provide a framework and measurement tool for analyzing the IE, the ways in which these players and factors interact and function collectively depend on the location and society. IEs are also both a temporal and spatial diverse.

The threefold strand of university-industry-government connections is a concept frequently employed in previous research efforts to analyse the IE (Etzkowitz 2003). However, this widely accepted model of relations—which encompasses corporations, government entities, and educational institutions (Etzkowitz 2003)—as well as advanced methodologies (see, for example, Isenberg 2011; Foster et al. 2013) prove to be not enough and less useful for developing nations (Sam and Dahles 2017). There are a number of leads to beneath this. First, goods and technologies from advanced nations are often acquired by the private sector. The vast majority of businesses are informal (unregistered) micro and small enterprises, and industry collaborations with universities "are not considered a necessity" for industrial growth (Sam and Dahles 2017, 16–17). Second, imported knowledge is frequently utilized at academic and research institutions where the need for innovation is acknowledged but not fully realized. Third, these ecosystem models overlook the roles of donor communities and development partners in nations that rely heavily on foreign aid (Sam and Dahles 2017; Khieng and Dahles 2014) because they were developed employing Western economic, social, and political systems (Spigel 2018).

Spigel (2017) argues that economic, political, and cultural elements of a country or city that are favorable (or not) to startup the creation and growth should be included in IE analysis when evaluating the applicability of present theoretical frameworks for emerging nations. The three primary features of IEs in the term are cultural, social, and material.

Figure 1: The innovation and entrepreneurial ecosystem



Cultural attitudes and entrepreneurial history are instances of cultural traits. Entrepreneurial risk-taking is encouraged by attitudes and beliefs, such as the acceptability of entrepreneurship as a professional path, and success stories encourage others to pursue similar goals.

Social capital and social networks are frequently mentioned as significant social characteristics. Investment capital, mentors, and skilled personnel (managers and staff) with a high-risk tolerance and technical competency are examples of additional social qualities.

By expanding the innovations produced in their labs, either directly as startups or through partnerships with industry, universities, as a material attribute, generate entrepreneurial opportunities. Their graduates possess the necessary abilities to excel in the job or launch and manage their own firm, and they are instilled with an entrepreneurial spirit. By means of mechanisms like tax arrangements, public funding, the simplicity of registering a new business, and associated regulations, policy is another significant material attribute that promotes and supports entrepreneurship.

While the overall IE model can take on various configurations and change as a result of attribute interaction, the three feature categories may overlap and support one another. Once more, geographical location or local characteristics affect the advantages and interactions between the actors and qualities (Spigel 2018).

2. Universities as a center of the ecosystem for entrepreneurial activity

Additional research supports the idea that HEIs serve as a crucial center for fostering entrepreneurial behavior. In fact, Ferrandiz, Fidel, and Conchado (2018) looked at how much HEI-based entrepreneurial programs—which are a component of the IE—influence students' entrepreneurial intent and spirit. In particular, they looked at how mentorship was seen, how entrepreneurial learning was perceived, and how the programs affected both short-term and long-term entrepreneurial goals. It was discovered that, especially in the medium term, student entrepreneurial intents were positively impacted by entrepreneurship programs in HEIs (Ferrandiz, Fidel, and Conchado 2018).

Next after the entrepreneurs themselves, universities constitute the most significant players in the IE, according to a thorough analysis of research studies (Malecki 2018, 9). HEIs' third mission of knowledge transfer to the private sector and society at large is supported by intermediary offices and organizations within universities, such as the research and development office, university-industry relations office, social innovation lab, and incubation centre, in addition to training adept and moral citizens. This strategy transforms them into institutional entrepreneurs or entrepreneurial universities (Sam and van der Sijde 2014), actively "networking, shaping regional strategies and attempting to change local routines as well as national policies" (Raagmaa and Keerberg 2017, 270). However, it took at least 20 years to create a complete ecosystem, according to a study of six university-based IEs (Rice, Fettes, and Greene 2014).

The Institute of Technology of Cambodia (ITC), National University of Management (NUM), Royal University of Phnom Penh (RUPP), and Cambodia Academy of Digital Technology (CADT) are a few of the universities in Cambodia that have set up intermediary offices for entrepreneurship and innovation. The majority of these offices are situated in Phnom Penh and are somewhat recent. The startup scene in Cambodia is still in its infancy, especially in the technology sector. Despite this, the startup ecosystem has been generally lively and energetic during the past ten years, supported by a strong entrepreneurial culture.

Being an entrepreneur is a more socially acceptable career choice, and HEIs appear to better equip students for these types of jobs. According to Kem et al. (2019, 3), *educational institutions are expanding their technical and entrepreneurship programs while also investigating new course offerings. In an effort to spur innovation and digitize business, corporates are showing greater interest in and support for start-ups. At the policy level, the government's economic agenda places a high priority on the technology sector, and new resources and regulatory frameworks are being developed to actively promote it. Numerous ministries are introducing policy measures, ranging from the adoption of targeted business registration and tax policies to media activities like the ICT and Women in Tech awards, as well as infrastructure like new innovation labs and national funding for innovation worth over \$12 million.*

Just five years ago, innovation intermediaries were virtually non-existent, and university-industry collaborations mostly took the form of "very basic form of seeking jobs, internships, and social event opportunities for students rather than in the shape of knowledge-based and innovation-focused collaboration as implied by the triple helix model" (Sam and Dahles 2017, 16). This is a significant development. "Everyone has the potential to be an entrepreneur," according to a policy discussion spearheaded by the Ministry of Education, Youth, and Sport, which has greatly increased innovative skills and performance. It is our duty to prepare young people for their future pursuits and to provide them with the chance to realize their full potential (MOEYS 2018). Education reform has recently included entrepreneurship skills for young people.

What formal and informal roles do HEIs play in the process of fostering entrepreneurial competencies? How can incubation facilities and entrepreneurship programs be established, maintained, and improved? Innovation and entrepreneurship are undoubtedly increasing, but where is the influence coming from? The effects of educational background (as a formal institution) and the characteristics that encourage informal entrepreneurship are of primary importance to this study. What drove or inspired unofficial business owners? Who are these business owners? Starting a new business is a very complicated process, and inspiration and influence are probably derived from a wide range of experiences and sources. It is impossible to identify the most important elements influencing entrepreneurial innovation separately from other organizations. This study, however, focuses on the extent to which HEIs contribute to the growth and interaction of formal and informal institutions (Smith 2016), as well as serving as a venue for business and startup incubation and entrepreneurship and innovation education.

Key takeaways: students

- Strengthening the innovation and entrepreneurship curriculum teaching development programs have modernized with effective and efficient to apply using in HEIs curriculum development in Cambodia.
- Inspire the young generation to become entrepreneurs, create and grow a local business, and accept the potential for risks and rewards.
- Many young entrepreneurs oversee multiple aspects of their business, handling several tasks simultaneously.
- Develop the next generation of entrepreneurs by having them work in a variety of jobs to acquire experience and abilities before launching their own companies.

With the problem given, innovation and entrepreneurship are actively supported by HEIs system reform in Cambodia, as well as its importance to innovation and entrepreneurship curriculum development programs and job creation and run their own business for Cambodians in the long term and sustainably, what are the most important concepts in current HEIs

curriculum literature, and what does it have to say about innovative on entrepreneurs integrating practices in HEIs of this subject?

The HEIs in Cambodia offer courses on entrepreneurship and innovation, as well as advice on how to carry out practical activities with management and leadership in this area. They also execute small company initiatives. Additionally, HEIs can assist in offering advice and information to small firms seeking employment through their ties in higher education, and there are several ways that they can collaborate with small enterprises.

III. Research Methodology and Data Analysis

This study used a qualitative research approach to investigate how different actors (Dean of Faculties of Economics and Business, Head of Department of Economics and Business, Lecturer on Entrepreneurship Subject, Innovation and Entrepreneurship Course Alumni, and Young Business Owners) and institutions (incubation and co-working spaces, and universities) in Cambodia's innovation and entrepreneurship ecosystem (IE) perceive and observe it. By using a bottom-up approach to analyze these experiences, in line with Spigel's (2016) paradigm, we were able to look into the ecosystem functions and processes that foster entrepreneurship and innovation.

Perceptions of HEIs' functions in general and within the IE in particular—namely, how they contribute to the development of an environment that is more favorable for fostering entrepreneurship and innovation capabilities—were given special attention. Because qualitative semi-structured interviews are open-ended, allowing for participant comments, descriptions, perceptions, and beliefs, this method was chosen. The mechanisms underlying the difficulties encountered in the ecosystem of entrepreneurship and innovation are intricate and challenging to measure. Researchers have the chance to extract detailed, nuanced data through qualitative research methods (Walter 2013). This is essential for assessing the condition and monitoring the development of an ecosystem as complex and multifaceted as the one in Cambodia.

Semi-interviews provided an abundance of information about the state of the local innovation and entrepreneurship ecosystem, but this qualitative approach has a number of drawbacks. First, social compliance and reflexivity might influence outcomes, making semi-surveys restrictive (Walter 2013). Furthermore, there are numerous ways to conceptualize ecosystem health, which is primarily perceptual. These differences may be influenced by personal experiences, general cultural norms and values, and social factors like age, gender, and level of education. Beyond cultural relativism, culturally acceptable public discourses, respondents' interpretations of questions, and the dubious accuracy and dependability of self-reports further complicate studies on innovation and entrepreneurship.

Rich and significant insights into attitudes toward Cambodia's intricate innovation and entrepreneurial ecosystem were obtained from the qualitative semi-interviews. Participants in the interviews highlighted both the ecosystem's positive and bad aspects, leading to both comparative and contrasting results.

We conducted interviews with 50 informants, including entrepreneurs, incubators, and accelerators from Battambang, Siem Reap, Kampong Cham, and Phnom Penh. These high-level interviews, which took place in June, discuss the backgrounds of their companies and associations.

1. Evaluation Purpose and Questions

The purpose of the Embedding Innovation and Entrepreneurial Culture in Higher Education Institutions in Cambodia is to: (1) assess the performance to date of the innovation on entrepreneurship activities implemented in HEIs; (2) propose actionable recommendations for HEIs and the implementing donors that would help improve the activities' performances over the remainder of the performance period; and (3) provide HEIs with a summary of lessons learned from the implementation of entrepreneurship course or programs about how to design and manage HEIs programs course effectively.

EQs 1-2 address performance and impacts while **EQs 3 and 4** address lessons learned, sustainability, resiliency, and assisting the team in developing recommendations.

Core Evaluation Questions for Performance and Impact

1. How do we measure the level of innovation and entrepreneurship awareness at local HEIs in Cambodia?
2. How and what are the ways to integrate the mainstreaming of innovation and entrepreneurship at HEIs in Cambodia?

Cross-Analytical Questions – Sustainability, Resiliency, and Lessons Learned

3. What are the capacity connections for innovation and entrepreneurship implementation? Which interventions and/or approaches can be used to effectively strengthen higher education capacity building on innovation and entrepreneurship training and why?
4. What should the implementing higher education do to ensure students' self-reliance in the longer term on innovation and entrepreneurship implementation?

2. Evaluation Design and Methods

In this study, I used a mixed-methods approach that integrated a quantitative and qualitative data collection method to answer the *Eqs* and conducted online works. I collected data via a desk/secondary literature review and key Informant Interviews (KIIs). The answered Eqs with a combination of these methods by triangulating evidence and using contribution analysis to estimate capacity building to strengthen on innovation and entrepreneurship at HEIs' unique contribution to observed results.

Gap analysis, content analysis, SPSS analysis, and contribution analysis were the main methods used in the study to examine the data. Based on the whole amount of evidence, the study was possible to evaluate the contribution that HEIs' innovation and entrepreneurship curricula are contributing to the observed results thanks in particular to contribution analysis. The fundamental benefit of contribution analysis in this instance is that it provides a method intended to lessen ambiguity regarding the curriculum teaching's contribution to the results by gaining a better understanding of whether or not the observed results have occurred, the roles played by teaching initiatives, and other elements (internal and external).

3. Data Collection

This study collected qualitative data from 219 (62% female/ 38% male) respondents overall, with 06 Key Informant Interviews (KIIs) from the dean of the faculties from HEIs and 14 Focus Group Discussion (FGD) respondents from the alumni students who have finished bachelor degrees that relate to the majors from innovation and entrepreneurship course, and online data collection in the target provinces in such as Battambang, Kampong Cham, Siem Reap, and Phnom Penh. In most cases, the study conducted KIIs online with one or two members present. In KIIs the assigned interviewer to the responsible note taker too – providing additional or probing questions as relevant. In all KIIs, the researcher had at least one person present who was fluent in the language of the respondent to permit interviews in Khmer. I focused on targets such as the Dean of Faculties of Economics and Business, Head of Department of Economics and Business, Lecturers on Entrepreneurship Subject from 4 universities in such as USEA,

PUC, NUM and RUPP and Young Business Owners and innovation and entrepreneurship alumni course.

This study consistently reviewed summary notes during online data collection to ensure quality and identify emergent themes and topics. Following the data collection, this study presented the preliminary findings and themes from online. Finally, in preparation for this report, this study analyzed each interview – assessing key themes for each EQ and identifying emergent findings based on the collected evidence from KIIs.

4. Mini - Survey

In order to answer the EQs within the limitations of the assessment methodologies, the short survey was specifically created to make sure that it appropriately reflected regular work plan activities and their expected outcomes. Fifty faculty members from four HEIs in Cambodia that specialize in innovation and entrepreneurship were the target of the small survey. 50 replies were chosen, with 52% of them being female and 48% being male. The actual design, monitoring, and assessment of the innovation and entrepreneurship curriculum course and implementation at the HEIs is reflected in the percentage of male and female responders.

IV. Overview of Innovation and Entrepreneurship Curriculum

Based on the study, most of the students are active and strong. This course truly fits and connects with the real situation in Cambodia, because online - business is an interesting subject for students. The most of the students seem to know what is related to business or entrepreneurship programs or courses and it seems to take much time to be involved with outside programs (joining workshops and other training related to entrepreneurship).

Actually, the HEIs in Cambodia, have a wide range of teaching methods, including the inclusion of what is common local knowledge at the foreign level, in line with the context of the progress of globalization and the Industrial Revolution 4.0. The students not forget what the professors who have taught him and are teaching him to find activities outside of the curriculum as well, such as workshops, sharing sessions, exhibitions, internships, and volunteer programs that support entrepreneurship. All we have to do just follow the school's policy, because the school has the expected results, exams, and homework or assignments, and has a clear track record for managing the students. However, schools need to come up with innovative ideas to lead the students to greater potential and help guide their future business plans.

The Innovation and Entrepreneurship Curriculum still limitation for integrated in the part of scholarship, training, workshops, and exchange programs are important. For example, YSEALI programs such as YSEALI Regional Workshop, YSEALI Professional Fellow Programs YSEALI Academic Fellow Programs, YSEALI Women Entrepreneurs, and learning more on entrepreneurship course. Private sector engagement and higher education students' capacity building in both national and international programs related to entrepreneurship courses. The private sector of higher education should be improving more on technical equipment for teaching entrepreneurship courses and try to find more partners for improving the capacity building of the students to be sustained. MoEYS in the Department of Higher Education should invest more in small-budget localization to private higher education to run the Higher Education Business Competitions or Champions.

1. Empirical Results

The data is no missing of data missing and analysis, in this case, the data analysis have quality and have effective in data usage and analysis for apply to use.

Innovation and Entrepreneurship Curriculum Programs

Mentions	Agree on Rate				
	5	4	3	2	1
1. Entrepreneurship Subject in response to the national policy	39	89	52	23	16
2. Preparation of course content responds to academic results	42	115	41	17	04
3. The format of the subject or the detailed lesson plan of the entrepreneurship subject reveals full information	36	112	46	18	07
4. The study plan and schedule for teaching are clear	51	111	34	18	05

Table 01: Innovation and Entrepreneurship Curriculum Programs

Entrepreneurship curriculum programs met their expectations, as indicated in Table 1. The percentages for (1) strongly disagreeing (8%), disagreeing (19%), neither agreeing nor disagreeing (43%), agreeing (99%), and strongly agreeing (50%) indicate meaning levels. In a similar vein, the curriculum for this program is rapidly improving, and Cambodian HEIs are working to gradually increase the focus of their programs in order to link with the context of the progression situation. Programs and courses focused on innovation and entrepreneurship teach students the skills they need to think creatively, solve problems effectively, evaluate business ideas objectively, and communicate, network, lead, and assess any project. Since they may now test their own business ideas in a friendly, educational setting, students feel more comfortable starting their own companies.

a. Entrepreneurship Subject in response with the national policy

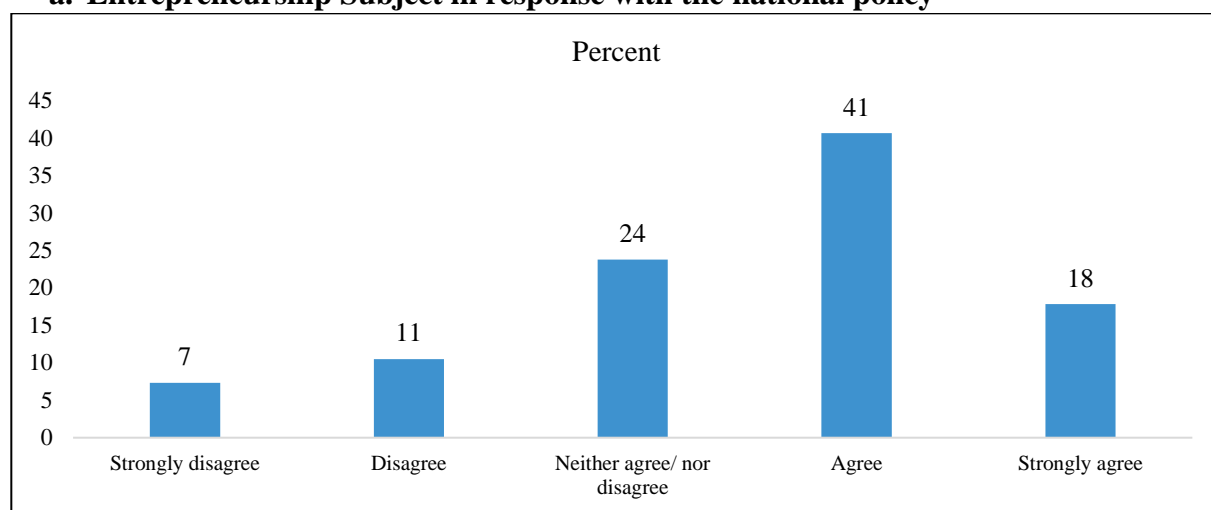


Figure 02: Entrepreneurship Subject in response with the national policy

In response to the national policy of innovation and entrepreneurship curriculum programs, as illustrated in Figure 02, 59% (41% and 18%) of the 219 respondents indicated that they strongly agreed and agreed, while 18% (7% and 11%) indicated that they strongly disagreed and disagreed. This indicates that the analysis revealed that the curriculum programs for innovation and entrepreneurship were extremely satisfied with the content preparation and application of the curriculum that was in line with the policy connection and that was acceptable with updates from Cambodian HEIs. However, the advantages of entrepreneurship education go beyond encouraging new businesses, creative endeavors, and employment. Everyone can benefit from entrepreneurship, which fosters creativity and self-assurance in young people's endeavors. The policy to encourage entrepreneurship in scientific labs, good institutional policies regarding intellectual property rights, committed and helpful incubators, or easy access to external incubators,

and a favorable business environment are all reasons why innovation and entrepreneurship should be strengthened in this case. This means that incubators should establish strong connections with the business and financial community, provide grants to support the entrepreneur, and/or provide access to other financial resources.

b. Preparation of course content responds to academic results

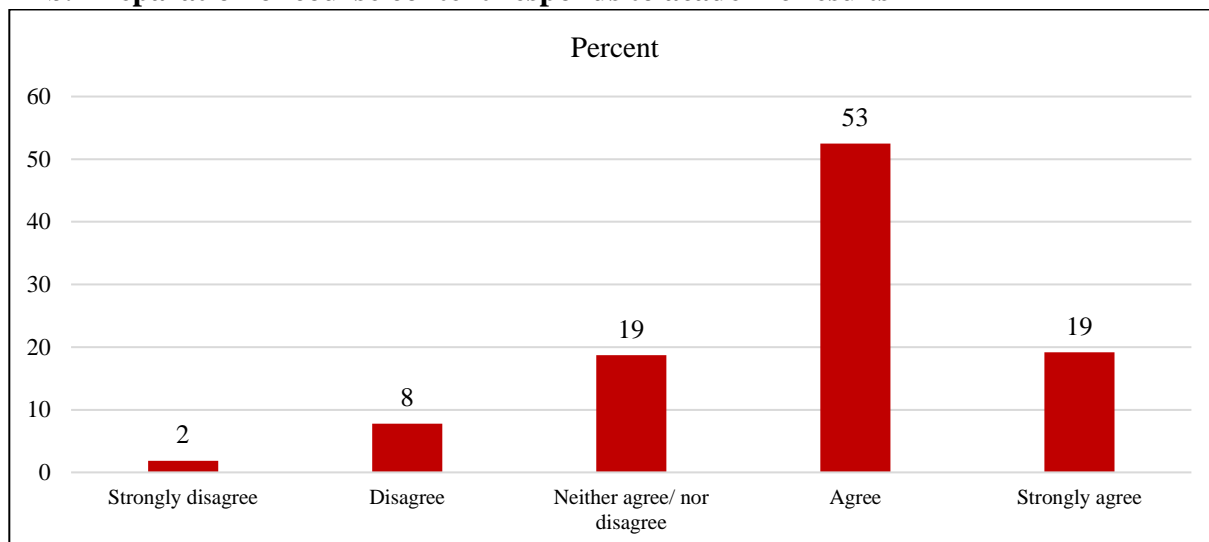


Figure 03: Preparation of course content responds to academic results

As shown in Figure 03, the part of the preparation of course content responds to academic results of innovation and entrepreneurship curriculum programs have 72% (53% and 19%) included agreed and strongly agree and 10% (2% and 8%) from strongly disagree and disagree to the number of respondents 219, which means that the analysis showed this part of the programs strong satisfied with the content preparation and applied to use in the curriculum studying in the university level.

c. The format of the subject or the detailed lesson plan of the entrepreneurship subject reveals full information

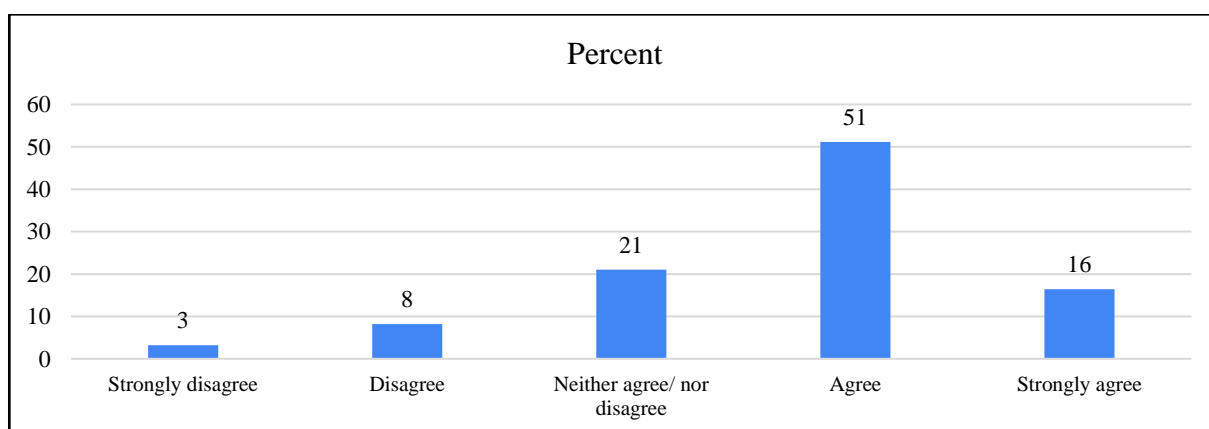


Figure 04: Preparation of course content responds to academic results

As shown in Figure 04, the part of the format of the subject or the detailed lesson plan of the entrepreneurship subject reveals full information of innovation and entrepreneurship curriculum programs agreed 67% (51% and 16%) strongly agree and agree , and 11% (3% and 8%) strongly disagree and disagree with the number of respondents 219, which means that the result shown of the programs powerful the satisfied with the students can adapt with the lesson in

detail and professor or teachers can build trust to provide the lesson to the students are adapting to learn in the class have effective.

d. The study plan and schedule for teaching are clear

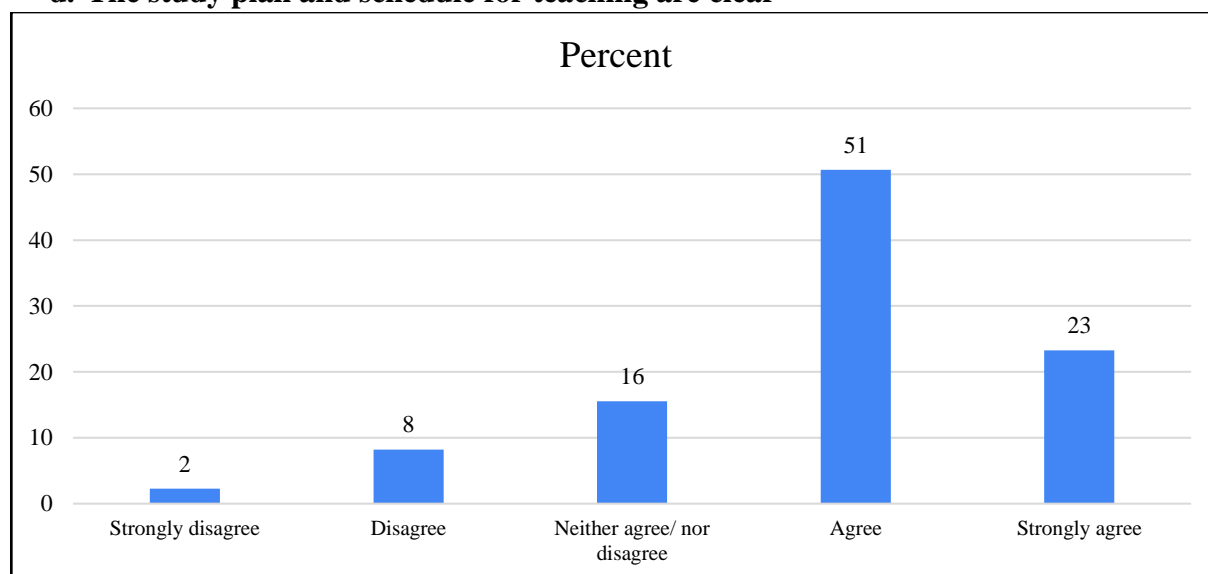


Figure 05: Study plan and schedule for teaching are clear

As shown in Figure 05, the part of the Study plan and schedule for teaching is clearly revealed with full information on the innovation and entrepreneurship curriculum programs. 74% (51% and 23%) agree and strongly agree, and 10% (2% and 8%) strongly disagree and disagree with the number of respondents 219, which means that the result showed the programs are strongly attractive and strongly enjoy the schedule provided in teaching from universities.

2. Innovation and Entrepreneurship Curriculum Awareness Evaluation

With the current situation, the course of Innovation and Entrepreneurship is extremely important because this subject or skill is an opportunity that encourages the next generation to build and stimulate local, regional, and international economic growth. Besides this, it is the small business that is really contributing to the growth of the national economy as a whole. On the other hand, what can make us more focused is that students want to get an education from us and he has the opportunity to do it in the future. All of those who are studying about it, a resource must drive overall economic growth. It is very important that we observe that the goal and key of the national economy depends on human resources. We must have a clear understanding of entrepreneurial skills, so all universities must pay attention to this. Universities are not looking for ways to make our curriculum more attractive to the next generation. Based on the study, the respondents have satisfaction to join in innovation and entrepreneurship curriculum development in Cambodia.

The strength of the innovation and entrepreneurship curriculum is having the resources of most of the graduates from abroad to help improve with curriculum, and have many development partners and the private sector to help. The curriculum provides opportunities for students. Those who learn skills on the side have the opportunity to get jobs in all these fields as well. On the other hand, a connected weakness is that the number of students who go to study or receive exchange programs abroad on entrepreneurial skills is still small compared to other majors at university. The HEIs in Cambodia are strengthening and paying more attention to this. With strength is that have room and we have given the students a lot of hands-on opportunities.

On the other hand, the weak point is that development partners are still limited in developing their external capabilities and want our university students to be more competitive for all of them, and now we have tried and tried every way to mobilize support. Our strength is that we have integrated our entrepreneurial entrepreneurship curriculum internationally and we have given our students the opportunity to compete in national or international programs, and most of them have had this opportunity abroad. Also, our weaknesses are the lack of additional support from the private sector and the budget to strengthen students' formation of the university's Youth Club and entrepreneurship. Our strengths, we will never forget, are the technology in teaching this subject, including the study of theories and good experiences from the practice of successful entrepreneurship, and our university always brings the most influential people to share their experiences and orient additional students in addition to the additional curriculum. Our weakness is that our budget and human resources as teachers are limited.

a. Respondent Profile

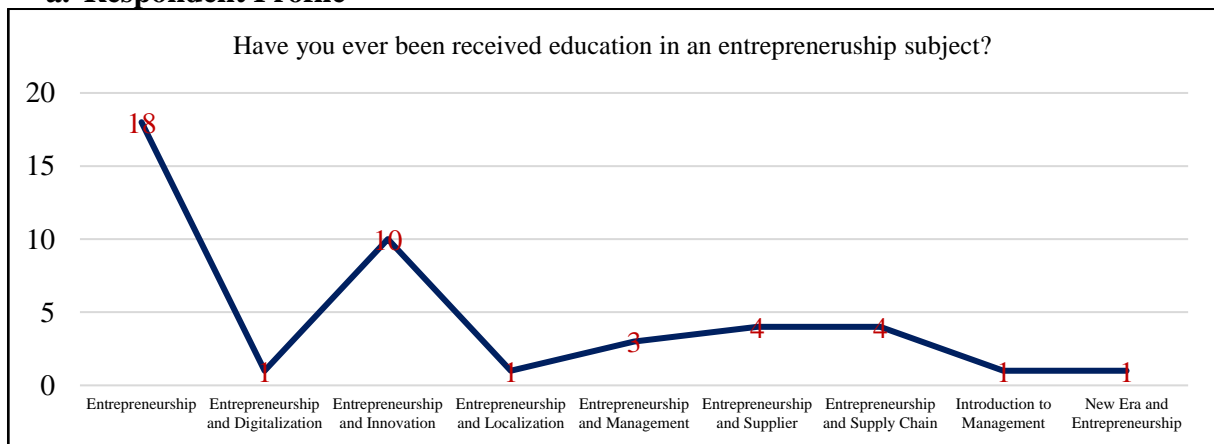


Figure 06: Received education in an entrepreneurship subject

Based on the respondents shown (Figure 06) the courses that respondents used to learn that related to innovation and entrepreneurship such as entrepreneurship (18), entrepreneurship and digitalization (01), entrepreneurship and innovation (10), entrepreneurship and localization (01), entrepreneurship and management (03), entrepreneurship and supplier (04), entrepreneurship and supply chain (04), introduction to management (01), new era and entrepreneurship (01). According to this, number of the 219 respondents, who used to learn and joined courses about innovation and entrepreneurship 43 respondents received this course with the result shown in Figure 06 they used to receive course innovation and entrepreneurship that 69% connected with the curriculum design of the universities and they can be applied in what they learned and what they used, actually 31% not connected with the course provided, because they don't like the course on innovation and entrepreneurship and they no feeling interested about this course.

b. Innovation and Entrepreneurship with Internal and External Policy Connecting

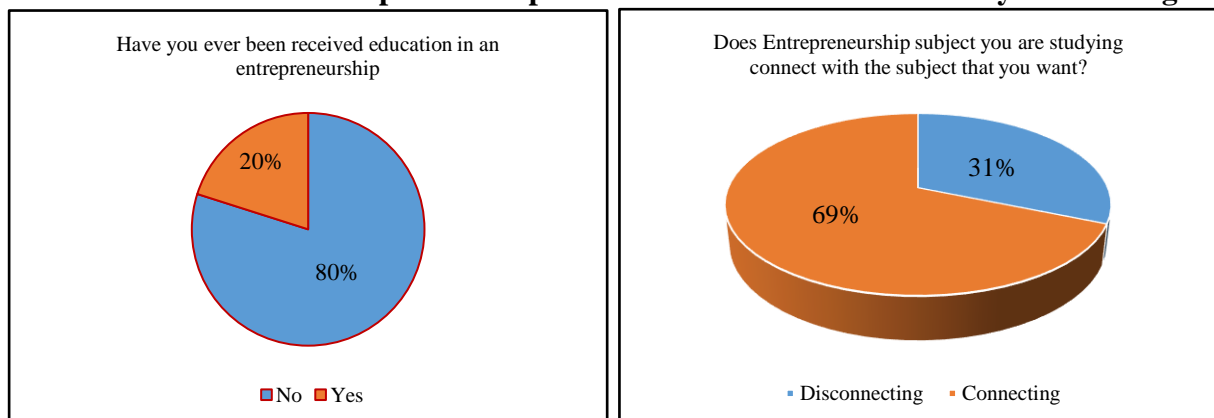


Figure 07: Have you ever been received education in an entrepreneurship subject?

Twenty percent of respondents have taken an entrepreneurial course, as Figure 07 illustrates. As a result, respondents would like to note that this subject can help them run their business and is hardwired to make a difference and make the local business have a better place. They are also ready to improve their business ideas and be able to solve problems, meet needs, and ease pain points.

Figure 08: Does the entrepreneurship subject you are studying connect with the subject that you want?

As can be seen in Figure 08, 69% of the respondents said they had previously learnt a lot from the programs related to innovation and entrepreneurship that were related to their needs. Learning from others who can impart the necessary knowledge and tools to help them become more well-rounded in whatever endeavor they decide to embark on is the best way to achieve entrepreneurial aspirations, as they stated that it was the strong point for improving on-the-job training of their work and their business. It has been much simpler for them to launch businesses, overcome obstacles, and succeed throughout their careers when they have a well-rounded toolkit.

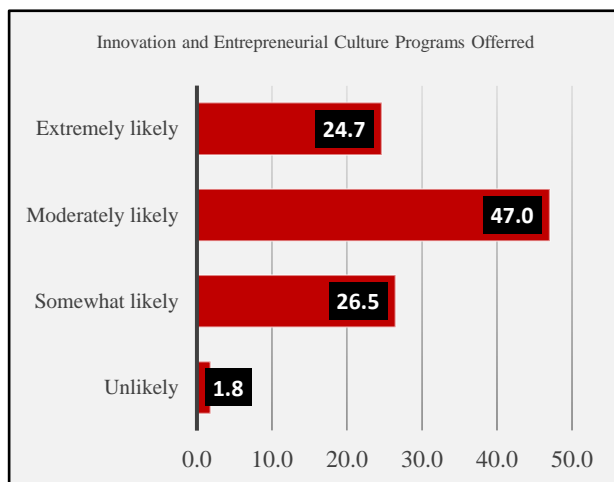


Figure 09: I would like to participate in an Innovation and Entrepreneurial Culture program if there is any offered.

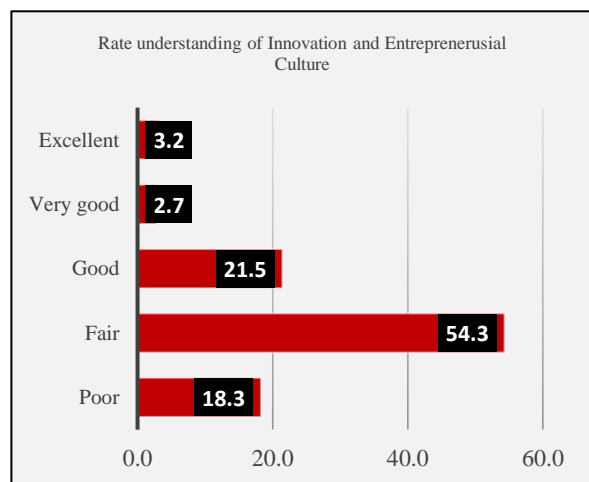


Figure 10: How would you rate your understanding of Innovation and Entrepreneurial Culture?

This study emphasizes the value of innovation and entrepreneurial culture initiatives in HEIs, as illustrated in Figure 9. The findings indicated that 24.7% of respondents were extremely likely, 47% were moderately likely, 26.5% were somewhat likely, and 1.8% were unlikely. This poll indicates that the curricula of higher education institutions do not yet adequately incorporate the teaching of innovation and entrepreneurship. The bulk of entrepreneurship courses are taught in business and economic studies, according to the data that is currently available.

Figure 10 illustrates how well this research rates knowledge of innovation and entrepreneurial culture. According to the results, the responder scored 3.2% as excellent, 2.7% as very good, 21.5% as good, 54.3% as fair, and 18.3% as poor. The development of entrepreneurial capacities and attitudes should be the main goal of entrepreneurship education, according to this study conducted at the higher education level. Within this framework, entrepreneurship education programs can aim to: a) cultivate students' entrepreneurial drive (increasing awareness and motivation); b) teach them the skills necessary to launch a business and oversee its expansion;

and c) cultivate the entrepreneurial capacity to recognize and seize opportunities. One of the many potential outcomes is the start-up of graduates.

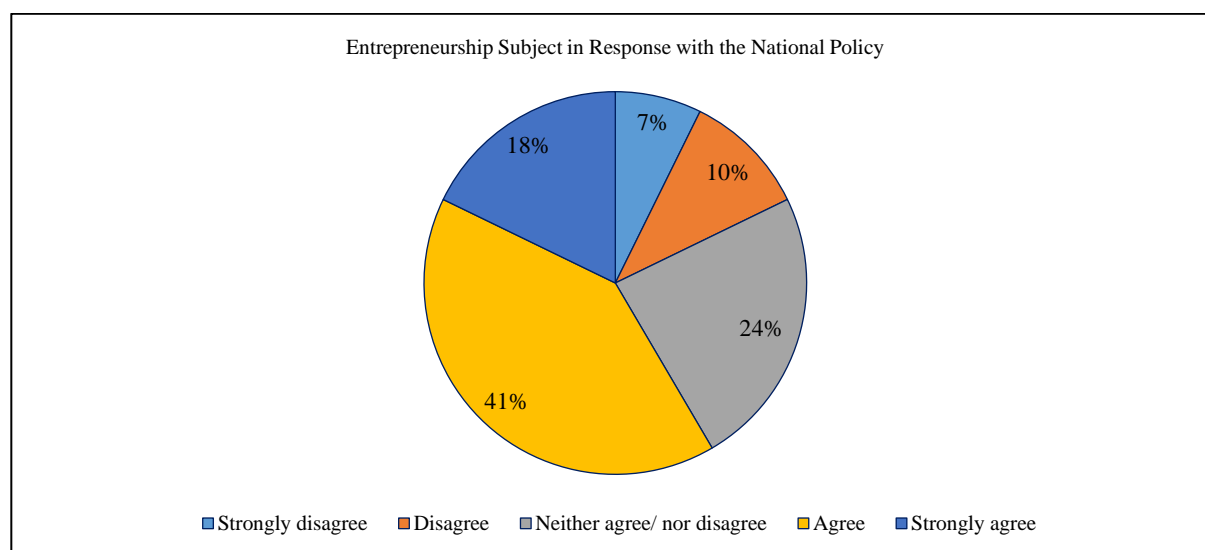


Figure 11: *Entrepreneurship subject in response to the national policy*

Figure 11 illustrates how this study assesses knowledge of the topic of entrepreneurship in relation to national policy. Strongly disagree (7%), disagree (10%), neither agree nor disagree (24%), agree (41%), and strongly agree (18%) are the data derived from this survey. Higher education is not separate from earlier educational levels, according to the data research. It ought to be in line with what is done in the classroom. Knowledge, abilities, and mindsets are all part of innovation and entrepreneurship. Since mindsets are formed at a young age, schools should encourage entrepreneurship from the outset. Although higher education is typically very decentralized, there are instances where governmental policies, such as those focused on collaboration between public administrations and universities, encourage entrepreneurship. Universities and technical schools (like polytechnics) ought to incorporate entrepreneurship into their curricula, disperse it throughout other topic areas, and mandate or promote entrepreneurship courses for their students.

Given that we are following all of the directives from the Cambodian Ministry of Education, Youth, and Sport, a significant number of respondents are continuously keeping an eye on the pertinent ministries. We always follow this ministry's updates when making decisions. The MoEYS, the MISTI, the Cambodia Digital Economy and Society Policy Framework 2021–2035, and other pertinent department stakeholders are the main concerns of the respondents, who adhere to numerous national principles. The respondents must consider all of this in order to support the curriculum's perfection.

Although the HEIs have a lot of national policies and values, they are unable to include additional regional and global policies. As is well known, Cambodia is a part of ASEAN, but why? HEIs specifically desire students' knowledge to be connected to the real-world application and the cell interface between our nation and ASEAN. It goes without saying that the skills curriculum needs to be cohesive and developing. In this regard, HEIs continue to believe that the MoEYS's daily policy on entrepreneurship education at the postsecondary level is insufficient, and they wish to demonstrate this. HEIs are included in order to help students comprehend outside information about entrepreneurship and to relate our learning methods.

At the national level, we always think about educating, sharing, and presenting to kids. We only give students the chance to apply for external competitions at the regional and regional levels, along with seminars, workshops, and other training. To answer this question, I would like to say that the theory of successful entrepreneurs is always included in the student curriculum and encourages students to learn more through assignments or homework. Naturally, our curriculum has been successful thus far. We have created something that we cannot live without, both inwardly and outwardly. We support and mentor our students as they apply to international exchange programs. Our university doesn't have a lot of information on this topic. We typically adhere to the Ministry of Education's curricular recommendations for undergraduates. However, by working with the Erasmus Mandus project, we have improved the postgraduate curriculum.

3. Finding in Innovation and Entrepreneurship in HEIs

When neither the administration nor the faculty prioritize innovation and entrepreneurship, there is a problem with awareness and motivation within the institutions. Research articles are typically seen as being significantly more significant. As a result, the willingness and vision of specific executives greatly influence entrepreneurship within an organization. This is a strategic issue rather than an organizational one. Programs for entrepreneurship ought to be assessed similarly to other facets of academic success. As is frequently the case at colleges nowadays, practice-oriented courses and exercises should not be viewed as inherently non-academic. On the contrary, the fundamental tenet should be that attaining a high academic standard involves both the actual application of information as well as the capacity for reflection, imagination, and analysis based on existing knowledge.

4. Challenges

In this part to connected with the qualitative data shown in such as:

Modernization on Curriculum Teaching in HEIs: Developing an entrepreneurial education curriculum for higher education is very important. Skills and abilities are also important for students to have enough time to prepare to respond to the growth of knowledge in entrepreneurship. In fact, we have the presence of the Ministry of Education, Youth, and Sports, Cambodian Entrepreneurs of the Ministry of Economy and Finance, and we have many other development partners to help improve the higher education curriculum to include vocational education. We see support for entrepreneurship, but it still poses some challenges for the younger generation in remote areas to further strengthen entrepreneurial education. Curriculum development is very important as an opportunity to cultivate the potential of the next generation to have more potential and become a part of helping to drive the Cambodian economy to grow. We emphasize that the development and integration of entrepreneurial skills curricula have not yet been fully achieved, especially at the higher education level. The curriculum in local universities should build collaboration with other universities in other countries in the region or international, such as in the ASEAN region and at the international level, in particular, we see the potential of Cambodia as a member of ASEAN and are opening the door to strong strengthening of the ASEAN economy. We should further promote the inclusion of co-curricular, both online and through face-to-face training or exchange programs on innovation and entrepreneurship. However, in order to give university students a real-world experience of starting a small business, HEIs should create and operate Youth Entrepreneurship Clubs within the institution and host Entrepreneurial Simulations. However, in order to give students entrepreneurial training, HEIs ought to introduce Aspiring Entrepreneurial Training Workshops. The curriculum should teach participants how to do marketing, help them conduct SWOT analyses on their business ideas that build on their current resources and skills, and prepare them to develop their entrepreneurship knowledge and abilities. It should also prepare aspiring entrepreneurs to generate business ideas in their community.

Technical and human resource expertise in innovation and entrepreneurship: Training in entrepreneurial skills is one of the most crucial and essential components for the human resource component of capacity transfer. We also recognize the significance of entrepreneurship and how it may contribute to success. In addition to having a solid grasp of family business management and entrepreneurial leadership, the next generation of human resources professionals must be knowledgeable about theory, business plan creation, and the connection between entrepreneurship and society. We observe that there are still very few human resources available who are highly capable of finding professionals who can work at the higher education level in entrepreneurial skills. This is because entrepreneurial skills help high school students make decisions and give them the confidence to start their own business with the resilience to overcome any obstacles and the conviction that they will learn from their mistakes. He aspires to be creative, constantly seeking to develop a better good or service, and an entrepreneur attempting to sustain their enterprise. The situation is the elimination of most entrepreneurs who initially have numerous functions in their business, such as product creation, sales, and selection. Always be flexible. Developing a passion means genuinely loving their product or service, as well as their clients, which is essential. The ability to train a successful entrepreneur is knowing how to make the most of what they have, utilize what they all have, and generate possibilities. Encourage the student to pursue entrepreneurship instead of just working together to accomplish their objectives. Develop a solid risk-taking strategy by being ready to take measured chances, but don't be alarmed if entrepreneurs forego short-term revenue characteristics in favor of long-term gains. tenacity: While not every firm or idea will be successful, the most successful entrepreneurs use patience and tenacity to keep going after failing. Professionals, in particular, must have a vision by transmitting the skills necessary to qualify and encourage the entrepreneur to operate a small business through the implementation of student activities that make ideas a reality and by being capable of defining future business opportunities. To accomplish the goals of a healthy economy, all of these at the tertiary level need to locate human resources to work on capacity building and entrepreneurial abilities. In particular, the quality of education on innovation and entrepreneurship should be incorporated into the course to prepare the next generation of young people for the modern workplace and to have an entrepreneurial mindset in their businesses. Human resource strategies should involve young women and youth as active citizens to participate in addressing issues that affect their lives and futures as these relate to socio-economic rights.

Financial support is still a challenge: Complementary entrepreneurial endeavors are crucial in higher education. Even if students learn the theory in the classroom, what is actually required is the tertiary level, where additional funding is dropped or provided, and high competition among all students is encouraged to prevent him from having the chance to demonstrate his aptitude and attitude for asking for help from the outside world. Doing so also encourages him to learn from his business's achievements and failures and get real-world experience. Doing so also encourages him to learn from his business's achievements and failures and get real-world experience. In order to generate and develop business concepts that fit their level and the constraints of restricted resources, students from all faculties receive a lot of attention at the tertiary level. In order to create a budget that will support, encourage, encourage, engage in, and embrace the development of successful entrepreneurial abilities, higher education today tries to raise money from development partners (donors or NGOs) as well as from higher education itself, both public and private.

Building relationships and adhering to the Public-Private Partnership strategy are the best ways to strengthen the financial support for enhancing innovation and entrepreneurship in HEIs. This will encourage participation from relevant stakeholders, including national agencies (KHMER

Enterprise, SHE Investment, Impact HUB, Phum Impact, PEPY Empowering Youth, and others), international agencies (ILO, KOICA, USAID, VSO, and others), and life insurance agencies (Dai-ichi Life Cambodia, AIA, Manulife and others).

There is a lack of technical expertise and technological integration: Advanced technology in the management of information and media, particularly in the realm of technology, is something that we must carefully evaluate in the framework of the Fourth Industrial Revolution and in line with the context of everyday life. Higher education students that possess entrepreneurial skills and use technology to propel their businesses. At the tertiary level, entrepreneurs and technology must be linked in order to develop and nurture students' skills and produce technologies that may benefit both company and society. Connectivity has recently emerged as a critical component of the curriculum. The current state of affairs at the tertiary level is not yet adaptable to the business-related environment of technological advancement. In this manner, innovation and entrepreneurship should be included, as well as the ongoing advancement of technology. In addition, it is the most effective method of enhancing and implementing the highest standards of quality in education, research, and innovation related to entrepreneurship. In light of this, the university is steadfast in its resolve to make the next generation of students the best place to learn about innovation and entrepreneurship.

Lack of role models of entrepreneurs sharing: Influencers or people with expertise that the most important thing for higher education students to run a business. Higher education students require more guidance from influencers to propose and share how to run a small business successfully. Higher Education and capacity building for students and entrepreneurs must encourage and promote entrepreneurship by finding role models, providing students with knowledge and experience in business and new business ideas, and expanding their understanding of the legal framework in business and the private sector. We want to show that students' failure experiences will teach them success in the future. The success of an individual in doing business is, of course, dependent on many factors, both internal and external. But the most important factor is to motivate students to have self-control and focus on their dreams. Let him know how to help himself and have hard work and lifelong innovation in doing business. In this sense, gather this information. Of course, each student must have real knowledge and skills, but more than that, it is to build their soft skills in leadership, high responsibility, and know how to work together a moral group. This section has to be improved more in order to empower youth, particularly HEI students in an educational environment, through skill-building initiatives that emphasize leadership, entrepreneurship, and innovation. YEP will advocate with the school to offer life skills courses in economic and business skills using course materials that were previously developed by the Improved Basic Education in Cambodia Project and adopted by MoEYS. In fact, the HEIs should support Foundational Life Skills linked with Entrepreneurial Thinking.

Lack of Experience in Innovation and Entrepreneurship: In this regard, higher education institutions in Cambodia should enhance their Career Centers to better support more important areas in job placement or counseling students in higher education to take the time to learn best practices and prepare them for learning from other private companies. They should also encourage students to prepare themselves in innovation and entrepreneurship. In order to help students start small businesses, HEIs should establish an Incubation Center at their universities. They should also develop more extracurricular activities that will help students develop their business plans and gain a thorough understanding of the business concept. After that, HEIs should organize a University Fair every semester or every year that focuses on innovation and entrepreneurs. They should invite more well-known innovators or entrepreneurs to participate,

set up a booth to showcase their goods, and encourage college students to be creative in their business operations. In order to test the small business case for incubators for small businesses, the HEIs should lastly prepare the pitch or competition group and give them a small grant (for example, the Youth21st Competition that was prepared by MoEYs and other programs under support by other donors or private sectors). The HEIs should start hosting Student-Teacher Forums where students can participate in workshops on innovation and entrepreneurship. These forums should also provide a forum for students to voice concerns about their studies, which will then lead to discussions with teachers and other school stakeholders about how to enhance innovation and entrepreneurship at the university. The practices skill innovation centers or space are helping researchers explore the business options of the research; helping university students develop their ideas and projects; helping SMEs and start-ups identify, protect, and exploit intellectual property; helping inventors commercialize their ideas; offering incubation space; actively participating in campus company development; and giving SMEs the opportunity to build relationships with the university, gain access to networks, and match their ideas and inventions with seasoned entrepreneurs.

Collaboration and mobility between universities and businesses: Successful collaboration between HEIs and businesses necessitates a scenario in which both sides benefit. In this instance, businesses have something to offer educational institutions mostly in the form of practical expertise, and students and instructors have something to offer businesses primarily in the form of theoretical knowledge. The partnership must be long-term focused for HEIs to reap the benefits, such as by enlisting business leaders and entrepreneurs as mentors and advisors in creating student business incubators and hatcheries or in creating new study programs and courses in entrepreneurship, including internships. There should be immediate advantages for businesses as well, such as when student groups participate in innovation initiatives, especially when it comes to assisting businesses in creating and refining radical innovation concepts, and when they are connected to research endeavors. SMEs and higher education institutions can work closely together if these fundamental guidelines are followed.

1. Opportunities

Based on the quality data shown that the HEIs has many opportunities in order to raise funds to support entrepreneurship programs:

Facilities Innovation and Modernization: We in the university have many faculties and inter-working and connected with the digital era to improve more to connect with the level of education such as graduates and undergraduate, research center and digital economy situation. The HEIs should have the routine project and build the sustained financial support needed to improve the innovation and entrepreneurship that equip students with a strong foundation in quantitative methods, programming, and technology, including pitching, training workshops or seminars, operating systems and networks on business.

University Engagement on Innovation and Entrepreneurship: The best way for Cambodian universities to establish relationships and foster a partnership is through ASEAN University Networks. This will allow them to learn more about entrepreneurship courses and develop their ability to recognize social and situational factors that either support or hinder entrepreneurial behavior; recognize, assess, and validate opportunities in uncertain, real-world situations; and identify and engage with entrepreneurs who offer crucial advice and continuous assistance. On the other side, the European Commission may be able to help with cross-border interactions and entrepreneurship training for teachers. This would entail sponsoring summer schools for a one-week experience exchange among entrepreneurial academics and the sharing of case studies

and methodologies, as well as promoting teacher mobility throughout Europe for brief placements in institutions in other nations.

Programs for scholarships or fellowships: In order to support professionals working in fields like small and medium-sized business development, business administration, business education, economic development policy, social entrepreneurship, and community training programs, higher education students contribute more to the YSEALI Professional Fellows program and the ASEAN Women Entrepreneurship on the theme of Economic Empowerment. The YSEALI programs, which offer both in-person and online courses, are the greatest chances for universities to advance their knowledge and abilities in order to become better students and entrepreneurs. In addition, entrepreneurship, community-based training programs, global competency and employment readiness, the role of government in fostering economic growth, sustainable economic development, and the economic empowerment of women, youth, minorities, people with disabilities, and marginalized populations are all related to these entrepreneurship for higher education to promote. Having the ability, diversity, and high-quality education exchange on innovation and entrepreneurship that leads university students and alumni to a more promising future in business thinking is one of the finest methods to motivate the next generation.

Private Sector Engagement: Private sector involvement is particularly desired in higher education. Higher education can be a costly endeavor to invest in, and it also demands a higher level of complexity to administer or manage. To make it easier for students who choose to continue their education to access higher education, the private sector should be encouraged to assume some ownership of the subsector. Moreover, the private sector must lead the way in entrepreneurship to have an effective and positive impact on the students. Continuing education through non-residential means such as online learning is also a space in which the private sector has great potential. Additionally, privately owned institutions for higher learning could be sources of innovation driven by cutting-edge study. Engaging the private sector and private schools and leveraging their strengths in the delivery of education — while adhering to government-set standards — could help bridge this gap, strengthen education and ultimately lead to better learning outcomes for students. It is crucial to foster an entrepreneurial mindset and related attitudes in university students in order to prepare them for their future jobs, whether they choose to work for others or launch their own companies. In order to make a more productive contribution to socio-economic development and the case for promoting the local economic situation by incorporating innovation and education empowerment into curriculum development programs, higher education institutions in Cambodia should firmly commit to the development of competent and socially responsible human resources with high intellectual knowledge, skills, and ethics.

Funding support: In reality, a large number of public and private organizations in Cambodia offer grants to aid in the process of innovation and entrepreneurship. In this sense, HEIs have a fantastic opportunity to concentrate on encouraging entrepreneurship among young people, particularly the younger generation. The public and private sectors have actively made good role models available to encourage innovation and entrepreneurship in collaboration with current players in the entrepreneur system. (financial and human) are additional problems. There is clearly a need for more entrepreneurship education — the demand from students is increasing — but it is not possible to meet this demand fully with the current staff involved in entrepreneurship studies or business studies in general. Developing entrepreneurial skills necessitates the use of action-oriented teaching approaches, which are expensive, time-consuming, and require specialized training. The demand for entrepreneurial studies and the available funding is obviously

out of sync. Resources for training students from other departments are frequently lacking in the facilities of economics or related departments within the institutions. And the non-business faculties cannot increase their own supply of entrepreneurship studies for the same reason. Therefore, a main priority is to organize specific funding for this type of education, embedded in the institution's core financial resources. The fact is that the termination of short-term project funding, or the continuous changing of funding mechanisms, creates fragility and runs counter to sustainable provision.

2. Factors of success

In order to ensure that entrepreneurship is taught throughout the curriculum and reaches students in a variety of subject areas, experts were also asked to establish the success elements (or prerequisite framework conditions) for integrating entrepreneurship into higher education. The degree to which traditional lectures in the field have been replaced by a more balanced pedagogy with a significant element of active self-learning is a crucial success factor for higher education institutions, even though public policies and the general external environment can play a significant role in ensuring that the teaching of entrepreneurship can be spread effectively (external framework conditions). Being transformed into an "entrepreneurial university" with a pervasive entrepreneurial culture is the key to success. Although they are still far from this final aim, many colleges and universities are undoubtedly headed in that direction. The factors of success are broken down into several general categories in the list that follows, indicating the level at which advantageous circumstances ought to be established or improved.

Level of public policy:

- Institutions are assisted in developing and expanding their entrepreneurship mission and activities by a national framework of assistance.
- Institutions and policymakers encourage the movement of academics and researchers across national boundaries and between academia and the commercial sector.
- Programs for educators of entrepreneurship are supported.

Level of external framework conditions:

- Students acquired important abilities throughout their elementary and secondary schooling.
- Venture money and organizations that can assist entrepreneurship are available as a backup infrastructure.
- At the national level and among Member States, networks and programs are in place for exchanging knowledge, best practices, and instructional materials.

Level of institutions:

- Teaching and training in entrepreneurship is viewed as a strategic objective; it has a clear mission that can be evaluated for fulfillment.
- Everyone agrees that a shift from a bureaucratic to an entrepreneurial culture is necessary, and institutions are moving in the direction of an entrepreneurial university model.
- It is evident how entrepreneurial education has an influence.
- The programs are valued by the university.
- Entrepreneurship is prevalent in both technological and natural science sectors as well as the humanities.
- Institutions are capable of offering pupils a variety of educational opportunities;
- The institution has reward systems in place, and both teachers' and students' efforts connected to entrepreneurship are acknowledged.

- Academic respect is accorded to the field of entrepreneurship, as evidenced by the existence of excellent research programs and doctoral programs to train educators.
- Procedures for quality assurance are usually in place.
- Universities engage with all stakeholder groups and are appropriately integrated into their geographical, economic, and social environments.
- The organization promotes entrepreneurship through its well-defined intellectual property policy.

Level of educators:

- Educators and professors are dedicated to entrepreneurship; they are highly trained, and their practical experience integrates their academic skills; they do not limit their teaching to start-ups, and they do not only associate entrepreneurship with business.
- Approaches led by students are encouraged.
- Alumni participation and connections with student associations are also encouraged.

Successful Entrepreneurs

Those who devote their time and energy to teaching typically do so primarily as part of their social responsibility and a sense of service to society. By clearly recognizing and rewarding their efforts, such as by presenting them with trophies and public acknowledgment, you can effectively encourage their commitment in education.

Business Associations

In addition to actively participating in company plan competitions and offering assistance in launching successful concepts, they ought also to motivate their members to teach entrepreneurship in educational institutions. High-tech spin-offs developed by students, in incubators, or as a consequence of business plan competitions should receive sponsorship and funding from the industry.

V. Conclusion and Key Finding

1. Conclusions

The results of the study indicate that it is developing knowledge about the educational credentials that are useful in creating prosperous business owners. Through methodical data collection and analysis of relevant data, this study creates and constructs concepts, categories, and propositions and validates them. To enhance the theory of entrepreneurial learning in developing students to become successful entrepreneurs, it evaluated the entrepreneurship program effectiveness from external perspectives and found it to be successful. Innovation and Entrepreneurship courses, have noticed that the program is still limited in the opportunity to meet with famous speakers and the opportunity to compete in business planning in the past. We do not receive much training related to entrepreneurial skills associated with marketing. So far, the study thinks that there is a lot of diversity in teaching and this generation of students has a lot of opportunities to participate in all training sessions from various courses, seminars and specially to have development partners to support, which the private sector provides There is also a lot of support. But if we think in terms of knowledge, the curriculum has helped us all, often to a limited extent. We all encourage the younger generation or young people who are studying entrepreneurial skills to strengthen themselves on a regular basis, and especially in the age of technology, it is necessary to be updated and up-to-date and to dare to participate in building up small businesses, starting from the small points of business and daring to take risks and try to learn in the classroom clearly. Beside this we should recommendation the faculties in the university and especially (01) regularly strengthen capacity (02) increase communication with many internal and external people (03) participate in many training activities and workshops (04) dare to face

(05) build management capacity to be a leader (05) and try to see successful business people as role models. Review the curriculum in higher education for the entrepreneurship course and help try to find more internal and external opportunities for the next generation for the course or business competition.

HEIs' autonomy is what allows them to be innovative and, consequently, entrepreneurial. An institution may find entrepreneurial endeavors very appealing if the proper framework conditions are met, since successful endeavors enhance the organization's reputation. Through a variety of learning or exchange programs from both domestic and foreign nations, they can also aid in closing the financial gap that most higher education institutions consistently face. While diversity is richness, HEIs and educators will benefit from exchanges and mutual learning, open sources of information, and examples of good practice from across abroad.

To guarantee that all institutions of higher learning are provided with the incentives and opportunities required to take on this task, coordination should be implemented at the policy level. An institution should place a high emphasis on entrepreneurial teaching, incorporate it into the curricula of the various faculties, have reward systems in place, employ qualified teachers, and have a plethora of interactions with the outside world—especially with firms and entrepreneurs. In this way, the institution's internal organizational structure has a big impact on how innovation and entrepreneurship are developed and delivered. It is advised that universities and colleges have more efficient internal organizational systems, regardless of their specific goals. Not all HEIs have the governance frameworks necessary to include chambers of business, social partners, and other outside parties in the planning and execution of entrepreneurial programs. Strong institutions that are diverse, well-funded, independent, and accountable are crucial, according to MoEYS and MEF. But broadly speaking, even existing structures can support activities related to entrepreneurial education. Lack of personal commitment is the primary issue, which arises when institutional decision-makers show insufficient interest and support. One of the goals of this report is to increase the awareness of deans of non-business faculties, which might be achieved through promotional initiatives. Students from all academic fields are encouraged to think and act in an innovative and entrepreneurial manner at an entrepreneurial institution, which is characterized by the dedication of its staff at all levels.

2. The Role of Policy

All educational levels should promote entrepreneurial thinking, starting in the classroom. To find out how entrepreneurship might be included into the elementary, secondary, and tertiary education systems, the Ministry of Education should form a task force in collaboration with the departments of Economy, Employment, Science, and Research. Other pertinent organizations' perspectives would also need to be gathered by the task team. As a result, each of the highest-ranking leaders should create a national strategy for teaching innovation and entrepreneurship that is well-connected to a framework of agreed-upon goals. To monitor the evolution, patterns, and effects of entrepreneurship education in every nation, national observatories could be set up.

3. The Role of HEIs, and Educators

In order to teach and research entrepreneurship, new venture formation, and spin-offs, HEIs need have a strategy or action plan. This necessitates the creation of an "Entrepreneurial University," a significant shift in higher education institutions' cultures that will be seen in:

- The educational initiatives (multidisciplinary initiatives)
- Methods of working and learning (collaboration, student initiative) Research techniques;
- Personnel policy (recruitment practices, incentives & and rewards, training)
- Industry cooperation.

Rectors and senior management are required under these standards to make sure that the proper institutional infrastructure has been maintained. Quality assurance, human resource management, student assistance, knowledge transfer, management information, and governance systems are all subject to special demands in entrepreneurship education. An entrepreneurial university is one where people are dedicated to the objective of entrepreneurship and where it is approached methodically. The opinions of leaders who would drive change from within the organization are in high demand. Since only a decision-maker can determine the results, the first step could be to designate a member of the governing body as the person in charge.

1. Summary of Some Key Findings

- The study of entrepreneurship is generally lacking in Cambodian non-business institutions and disciplines since it has not yet been adequately incorporated into the various curricular subjects.
- Most entrepreneurship courses are offered in business and economics schools, according to statistics available from certain Cambodians.
- Notwithstanding the growing need for entrepreneurship education, the lack of finance and human resources makes it hard to completely address this demand.
- There aren't nearly enough entrepreneurial academics at the moment. There must be a sufficient number of entrepreneurial PhD graduates who are qualified to teach.
- Incentives to encourage and reward teachers for engaging in entrepreneurial teaching and activities with pupils are scarce. Since research is still the primary criterion for promotion, establishing a career in entrepreneurship is now challenging.
- Changes inside institutions can be enforced by increased government financing. Funding changes at the policy level would immediately impact internal resource allocation and institutional behavior.
- The institution's internal organizational structure has a big impact on how entrepreneurship is developed and delivered. However, generally speaking, entrepreneurial education can be accommodated by even existing systems. The primary issue is the decision-makers' lack of dedication within the HEIs.
- Departments and faculty operate quite independently, creating too many barriers for teachers looking to create cross-disciplinary courses and for students looking to transfer. An inter-disciplinary approach is frequently hampered by a strict curriculum framework.
- Even though there are many different approaches—lectures being the most fundamental teaching tool—there appears to be a disconnect between the approaches that are used and those that are thought to be the most suitable and successful.
- Developing entrepreneurial skills and competencies requires the use of experience-based teaching approaches. Traditional educational methods (lectures) do not correlate well with instilling entrepreneurial traits and attributes.
- Developing entrepreneurial skills and competencies requires the application of experience-based teaching methodologies. Instilling entrepreneurial traits and attributes is not well correlated with traditional educational approaches (lectures).
- The most successful approaches are focused on "business planning workshops," "case studies," and "group and team techniques for creating new business ideas."
- Crossing boundaries between disciplines, and multi-disciplinary collaboration, are essential elements in building entrepreneurial abilities.
- More adaptability in the design of courses is required. A part is played by work placements, alternating between full-time and part-time study, organizing intensive courses, and accrediting informal and non-formal learning.

- Since start-up activities are now primarily extracurricular and irregular in nature, incorporating them into degree programs is difficult. Business incubators exist in many cases outside university, for all starters. It is advisable but not essential for them to be embedded within universities: what is important is that students are linked and directed to them.
- Basic issues with intellectual property rights and the role of teachers as civil servants will arise if the business idea and/or innovation are developed within the university (in certain countries, the law prohibits teachers and researchers from acting as entrepreneurs and taking advantage of innovations developed in the course of their work).
- Teachers and researchers generally have very little mobility between higher education institutions and business, and this practice is discouraged. In many situations, there are either no incentives at all or very few, or even disincentives. For example, lecturers might not be allowed to engage in outside business activities.
- There are few instances of entrepreneurial practitioners participating in the entire curriculum experience, despite the fact that entrepreneurs and business professionals typically teach. Most of the time, they just serve as judges in competitions or provide brief speeches to students (such as guest lecturers or testimonials).
- The effectiveness and involvement of HEIs in Cambodia in collaborating with alumni, who can return with cash and knowledge, is inadequate.

It is possible to start the conclusion with this synopsis of suggestions. Attempt to group the concepts into overarching themes.

5.1. Future Research

This study still has some limitation due to the lack of data in measuring specifically the effectiveness of online and offline in innovation and entrepreneurship course in HIEs. Further research should be done by measuring specifically on the performance of online and offline innovation and entrepreneurship course management in HEIs and should be connection with other education programs from regional or international for data collection. The research can be done both on the general public and from the participants of entrepreneurship accelerator program. The best ways to improve more for the next researchers, would like to recommend that focus with in-depth understanding and especially, the level of policy makers should build the relationship with them to build the decision-making journey is very important and use with the both of qualities and quantities research methodology. On more thing, would be suggest to create the questionnaire for collect the data with the regional and international HEIs from the professors and students.

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Acronyms

BBU	Build Bright University
BTB	Battambang
CADT	Cambodia Academy of Digital Technology
CBED	Community-Based Enterprise Development
CPSA	Cambodia Partnership for Sustainable Agriculture
CSDGs	Cambodia Sustainable Development Goals
DWD	Digital Workforce Development
HEIs	Higher Education Institutions
IE	Innovation and Entrepreneurship
IFL	Institute of Foreign Languages
ILO	International Labor Organization
KE	Khmer Enterprise
KPC	Kampong Cham
MEF	Ministry of Economy and Finance

MISTI	Ministry of Industry, Science and Technology and Innovation
MoEYS	Ministry of Education Youth and Sport
MSMEs	Micro, Small and Medium Enterprises
NIPTITC	National Institute of Posts, Telecom and Information Communication Technology
NUBB	National University of Battambang
NUM	National University of Management
PDP Center	The People Center for Development and Peace
PHP	Phnom Penh
PPP	Public-Private Partnership
PPIU	Phnom Penh International University
PUC	Paññāsāstra University of Cambodia
RULE	Royal University of Law and Economics
RUPP	Royal University of Phnom Penh
SDGs	Sustainable Development Goals
SHE	Supports Her Enterprise Investments
SMEs	Small and Midsize Enterprises
SRP	Siem Reap
UME	University of Management and Economics
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
USEA	University of South-East Asia
Vanda	Vanda Institute
WE Act	Women Entrepreneurs Act
YCC	Youth Council of Cambodia

Appendix I

Innovation and Entrepreneurial Culture Survey

Project Title: Embedding innovation and entrepreneurial culture in higher education institutions in Cambodia.

PARTICIPATION INFORMATION SHEET

What is the project about?

Given the contemporary struggles in Cambodian society in higher education development programs, this study aims to explore your understanding of Innovation and Entrepreneurship Culture. The findings of this study will build new ways and inform new interventions needed to enhance innovation and entrepreneurship programs connected with modern systems for teaching and actual practice.

Who is running this project?

I am Vybol Chea, a Dual Master's student in Project Management and Entrepreneurship at the Royal University of Law and Economics and the University of Lyons II. As part of my dual program studies, I have been trained and supervised to conduct a study. I am aware of and agree to comply with ethics requirements. This study has received ethical approval from the committee of the university.

Why have I been chosen to take part?

This study aims to mainstream your imagination of innovation, your opinions toward innovation and entrepreneurship culture products, and your views on when innovation and entrepreneurship culture education should be integrated in class and with real practice. As a college student, you are eligible to participate in the needed research for this study. Therefore, your response is crucial to inform interventions surrounding innovation on entrepreneurship culture education.

Who is the target group?

Students studying in higher education at the level of vocational training skills, associate degree, bachelor's degree, master's degree, and doctoral degree were included in the survey. The four target areas are Battambang, Kampong Cham, Phnom Penh and Siem Reap province.

What do you want me to do? Do I have to take part?

You are invited to complete an online survey. This survey will take around 20 minutes to complete. Your participation in this survey is entirely voluntary. You may refuse to participate in the study or withdraw your response from the survey at any time until the final submission on June 30, 2023, without any consequences or the necessity of providing any reason.

What data will you collect from me?

This survey questionnaire involves understanding your brief background, knowledge of innovation on entrepreneurship, behavior, experience with innovation product mindset, and involvement in innovation entrepreneurship culture activity discussion.

How will you protect my confidentiality and anonymity?

Participation in this survey is anonymous. The collected data will be analyzed in the SPSS program and securely stored on a password-protected personal device and will not be shared with any third parties. The primary purpose of collecting this data is for my master's thesis and related publications. Once the thesis has been verified and graded, the dataset will be permanently deleted.

How can I find out more about this project and its results?

If you are interested in learning about this study or if you have more inquiries, please contact the researcher, Vybol Chea (vybol.chen@gmail.com)

PARTICIPATION CONSENT

I am a student who studying in higher education in Cambodia

- Yes

I have read the above information and I confirm to participation in the survey.

- Yes

SURVEY QUESTIONNAIRE

1. Sex

- Male
- Female
- Prefer not to say

2. Your university location.

- Battambang
- Kampong Cham
- Phnom Penh
- Siem Reap

3. Which university are you from? _____
4. I am a student studying at the following level.
- PhD
 - Master
 - Bachelor
 - Associate Degree
 - Vocational training
 - Other
5. What year of university are you in?
- Year 1
 - Year 2
 - Year 3
 - Year 4
 - Year 5
 - Year 6
6. What is your major? _____
7. Have you ever created or participated in the creation of a company?
- ☐ No
- ☐ Yes (Please list name...)
8. Have you ever attended a presentation, training, dissemination of research, or exhibition on entrepreneurship online or in person?
- ☐ No
- ☐ Yes (Please list the name...)
9. Have you ever received an education in an entrepreneurship subject?
- ☐ No (Move to Q12)
- ☐ Yes (Please list the name...)
10. Does the entrepreneurship subject you are studying connect with the subject that you want?
- ☐ Disconnecting ☐ Connecting
11. Entrepreneurship Curriculum Programs
- Please tick ✓ the level on the meaning of the following sentence:
1. Strongly disagree
 2. Disagree
 3. Neither agree/ nor disagree
 4. Agree
 5. Strongly agree

Mentions	Agree Rate				
	5	4	3	2	1
1. Entrepreneurship Subject in response to the national policy					
2. Preparation of course content responds to academic results					
3. The format of the subject or the detailed lesson plan of the entrepreneurship subject reveals full information					
4. The study plan and schedule for teaching are clear					
5. Any comments)					
.....					

12. Have you ever participated in an exchange program or study tour abroad in the short, medium, or long term on entrepreneurship?
- ☐ No
- ☐ Yes (Please list the name)
13. Have you ever participated in an entrepreneurial innovation competition?

- ☐ No
 - ☐ Yes (Please list the name...)
14. Have you ever received a project grant on entrepreneurial innovation?
- ☐ No
 - ☐ Yes (Please list the name...)
15. Have you ever been involved in a program on innovation and entrepreneurial culture?
- ☐ No
 - ☐ Yes (Please list the name...)
16. Innovation and Entrepreneurial Culture is important for higher education students.
- Strongly disagree
 - Disagree
 - Neither agree/ nor disagree
 - Agree
 - Strongly agree
17. I would like to participate in an Innovation and Entrepreneurial Culture program if there is any offered.
- Unlikely
 - Somewhat likely
 - Moderately likely
 - Extremely likely
18. How would you rate your understanding of Innovation and Entrepreneurial Culture?
- Poor
 - Fair
 - Good
 - Very good
 - Excellent
19. Other comments.

Appendix II

Question and Interview on the thesis:

RQ-1: What is the current situation of entrepreneurship learning programs and institutional support within higher education institutions in Cambodia?

RQ-2: How the effectiveness of entrepreneurship programs and institutional supports be measured?

RQ-3: How the effectiveness of existing entrepreneurship learning programs and institutional supports could encourage students to become successful entrepreneurs?

RQ-4: What kind of theory explains entrepreneurial learning in Cambodia?

The objectives of this research are:

- To provide the mapping on innovation and entrepreneurship of learning practice within HEIs.
- To provide effective criteria for entrepreneurship education in order to create more successful innovators and entrepreneurs
- To determine factors that effectively support entrepreneurship learning practice in order to meet its criteria of effectiveness.
- To develop a theory that explains entrepreneurial learning in order to become a successful entrepreneur.

No	Target	Methodology	Questions
1	Dean of Faculties of Economics and Business	In-depth Interview	1. Please tell us about your Entrepreneurship Course implementation at your university. 2. Do you think the subject and course of entrepreneurship are important to be included in the curriculum at the Higher Education level? 3. Please share with us the policy connectivity that has been designed by

			<p>ministry-relevant stakeholders and implemented in your university's Entrepreneurship education.</p> <p>4. Does your university have any development partner organizations involved in supporting the entrepreneurial profession?</p> <p>5. How does the university consider enhancing private-sector collaboration to support entrepreneurship at your university?</p> <p>6. Recommendation</p>
2	Head of Department of Economics and Business	In-depth Interview	<p>1. Please tell us about your Entrepreneurship Course implementation at your university.</p> <p>2. Please tell us what the strong and weak points are in your course design for lecturers and students.</p> <p>3. What percentage of students who used to study entrepreneurship now go out and start small businesses?</p> <p>4. Please tell us how to integrate Curriculum Development on Entrepreneurship Education into national, regional, and international standard</p> <p>5. Recommendation</p>
3	Lecturer on Entrepreneurship Subject	Round-table discussion	<p>1. Please tell us about your teaching on the Entrepreneurship Course that you are teaching.</p> <p>2. Please tell us about the method that you have for your teaching and whether it will have a positive influence on the students in the future</p> <p>3. As a teacher or professor of entrepreneurship, what activities are included to encourage students to pay attention to this skill?</p> <p>4. Recommendation</p>
4	Students in year 3 semester II	Survey Question	<p>1. How do you feel about the entrepreneurship course?</p> <p>2. Why do you want to study an entrepreneurship course?</p> <p>3. During your studies, what kind of learning style did you use to make a profit to strengthen your entrepreneurial skills?</p> <p>4. Are you satisfied with the skills you are studying for the entrepreneurial course?</p> <p>5. Recommendation</p>
5	Entrepreneurship course alumni	Round-table Discussion	<p>1. Describe the effectiveness you have learned of entrepreneurial skills and how</p>

			<p>they are associated with the present in your career.</p> <p>2. How do you motivate the next generation to learn entrepreneurial skills?</p> <p>3. Recommendation</p>
6	Young Business Owners	Round-table Discussion	<p>1. What business are you doing after graduating with a Bachelor's in Entrepreneurship?</p> <p>2. What ideas do you have for inspiring the next generation to strengthen entrepreneurial skills?</p> <p>3. Recommendation</p>