



THE LINK BETWEEN ENTREPRENEURSHIP EDUCATION AND
ENTREPRENEURIAL ACTIVITY: A REVIEW OF RELATED LITERATURE

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Palestine

Abstract

Entrepreneurs assume the role of change and development pioneers at every level of society in the development, growth, and social and personal development of nations. In this context, in addition to providing society's needs for goods and services, they are pioneers in boosting living standards, increasing employment, and many other sectors. Who is an entrepreneur or who may be an entrepreneur in this context? Exist certain qualifications for being an entrepreneur? The answer to questions like these is that there is no definitive profile about the entrepreneur. Successful entrepreneurs differ in terms of gender, race, income levels, education and experience. However, it is known that entrepreneurs have some common personality traits such as creativity, dedication, determination, flexibility, leadership, passion, risk taking and self-confidence first (U.S Department of State, 2015). Holmgren et al., (2004) defined entrepreneurs as those who take initiative, take risks, find resources to take initiatives that respond to customers' expectations with innovations, and transform and manage these resources into production by combining them with their own resources. Landstrom and Sexton (2000) argued that entrepreneurs are the most influential social factors that determine the pace of development of a country. Because by establishing their own businesses, entrepreneurs find new products, new processes, new markets, create new values and expand economic activities (Ahmad & Seymour, 2006).

I. INTRODUCTION

Entrepreneurs assume the role of change and development pioneers at every level of society in the development, growth, and social and personal development of nations. In this context, in addition to providing society's needs for goods and services, they are pioneers in boosting living standards, increasing employment, and many other sectors. Who is an entrepreneur or who may be an entrepreneur in this context? Exist certain qualifications for being an entrepreneur? The response to such inquiries is that there is no clear entrepreneur profile. Successful business owners vary in terms of gender, color, income, education, and experience. Nevertheless, it is well known that entrepreneurs share some personality traits, like creativity, dedication, tenacity, flexibility, leadership, passion, risk-taking, and self-confidence (U.S Department of State, 2015). Holmgren et al. (2004) described entrepreneurs as individuals who take initiative, assume risks, find resources to take initiatives that answer to customers' expectations with innovations, and transform and manage these resources by merging them with their own.



Entrepreneurs are the most influential social actors that affect the rate of a country's growth, according to Landstrom and Sexton (2000). Because entrepreneurs uncover new products, methods, and markets, generate new values, and grow economic activity by starting their own firms (Ahmad & Seymour, 2006).

Entrepreneurs, who transform the gaps in the market that no one sees into a business with their own skills, predict the production of goods and services that will provide the highest return on capital under the current market conditions, and allow capital to participate in the production process in order to create new things and values (Karadal & Saygn, 2013). Taking physical, financial, and social risks, investing the required time and effort, and ultimately gaining independence and profit (Akpan, Effiong, and Ele, 2012), constantly revolutionizing the economic structure, constantly destroying the old, and constantly creating something new, they are people who constantly create new products, production processes, customers, and markets (Shumpeter, 1943, pp. 81-87).

The importance of entrepreneurship to the nation's development is emphasized by economic growth strategies (Henry, Hill, & Leitch, 2005). Numerous academic studies have studied the relationship between entrepreneurship and economic growth. Entrepreneurship has a favorable effect on employment, new job creation, and growth, according to these research (Fritsch & Schroeter, 2011; Wennekers, Stel, Thurik, & Reynolds, 2005; Karadal & Saygn, 2013).

Entrepreneurship has become one of the most popular issues on a global scale due to the variety of problems encountered over the past fifty years and the battle to overcome them. Unquestionably, entrepreneurship is the most effective economic force in the world in producing solutions to these issues (Holmgren et al., 2004). Academics and politicians emphasize the importance of new and small enterprises founded by entrepreneurs to the welfare and growth of society (Galloway & Brown 2002). In the majority of industrialized and emerging nations, practically all existing businesses are small-scale. European Union countries are one of the best instances of this. In the countries of the European Union, 99.8 percent of small firms with fewer than 250 employees are comprised of organizations with fewer than 50 employees. Some figures indicate that this trend, which small firms have adopted, will continue to solve the growth and unemployment issues of European Union nations in the future. Given that small firms will fill the voids that may occur in the future, it is crucial that aspiring entrepreneurs acquire entrepreneurial skills (Henderson & Robertson, 2000). Existing entrepreneurs must obtain a solid education in entrepreneurship if they are to keep up with the change and growth in technology and comparable domains in the industries where their entrepreneurial talents operate and maintain their entrepreneurial abilities.



Numerous nations strive to raise their level of entrepreneurship by producing new activities, competition, economic growth, and job creation through the implementation of policies and legal laws. Moreover, governments can enhance entrepreneurial activity by affecting the type and quality of education (Brannback et al., 2005). Numerous national policies, such as particular plans to increase entrepreneurial education, educational reforms, and lifelong learning, have been established in recent years to make entrepreneurship education a progressive structure in many European nations (Vilcova&Dimitrescu, 2015). In this context, while examining Palestine, the significance of entrepreneurship and fostering an entrepreneurial spirit and culture has been recognized, and it is evident that local and international organizations should place greater emphasis on entrepreneurship education (Daoud, et al., 2011).

II. ENTREPRENEURSHIP

Education In the literature, entrepreneurial education appears to be a pretty complex phenomenon. The lack of clarity regarding who the entrepreneur is and what he actually does (entrepreneurial perception, decision-making, and implementation processes) is one of the aspects that contribute to the complexity of entrepreneurship education (DeTienne& Chandler, 2004). Entrepreneurship education equips students with the knowledge and abilities required to identify opportunities that others overlook, to overcome their reluctance to take risks, and to establish new businesses, as well as business management processes such as business planning, capital development, marketing and cash flow analysis, and sales. It contains information essential for profit, expansion, and staff selection (McIntyre & Roche, 1999). Entrepreneurship education is defined by Njenga (2015) as a process that enables participants to seek opportunities, take initiative, work independently, reveal and develop their problem-solving and risk-taking skills, and acquire self-confidence, creativity, perseverance, persuasion, and negotiation skills.

According to Brown (2000), the purpose of entrepreneurship education is to assist students create fresh and inventive strategies, educate them entrepreneurial skills, and empower them to launch a new business. According to Frank et al. (2005), the goal of entrepreneurship education is to improve entrepreneurial abilities by focusing on young people, thereby guiding young people to establish successful businesses by lowering their entrepreneurial risks. According to the majority of studies on entrepreneurship education, the primary objective of entrepreneurship education programs is to impart knowledge about the entrepreneurial process (Alvarez & Jung) (2003).

It is a truth that the countries that prioritize entrepreneurship education the most are industrialized nations. In many regions of the world, however, the significance of



entrepreneurship education is now recognized, and applications have been submitted for the essential activities. In the South African GEM (2014) report, for instance, it was stated that entrepreneurial activities should be increased in order to address numerous issues, such as increasing competition in strategic sectors, removing obstacles from the economy, making labor markets more flexible and effective, utilizing all existing talents, and boosting productivity. In addition, it was underlined that governments should modify their education programs in order to encourage entrepreneurial activity, particularly the development of children's and youth's entrepreneurial talents (Herrington, Kew, & Kew, 2014).

Despite a recent increase in the number of entrepreneurship education courses, entrepreneurship education is one of the fastest growing fields in global education (Solomon, 2007). The most important reason for this is demonstrating entrepreneurship as an important argument for the development of the economy (Sirelkhatim&Gangi, 2015), enabling students to integrate accounting, economics, finance, marketing, and other business disciplines with the development of business plans, encouraging the establishment of new businesses, and increasing the likelihood of graduate job market success. It is possible to meet employment expectations, to promote technology transfer from universities to the market through the creation of technology-based business plans, and to enable more effective results by increasing the relationships between the business and academic communities (Charney&Libecap, 2000).

According to a number of studies, entrepreneurship education enhances entrepreneurial activities and contributes to economic growth, employment, and broad economic development. In their studies, Dzisi (2008) and Mojika et al. (2010) concluded that women participating in entrepreneurial activities reduce poverty and unemployment and significantly contribute to the nation's economy by generating innovation and new jobs (Dzisi, 2008; Mojika, Gebremehdin, & Schaffer, 2010). Again, Lingthem et al. (2011) found that the entrepreneurial element is the biggest predictor of small business survival and success (Ligthelm, 2011; Islam, Khan, Obaidullah, & Alam, 2011). The entrepreneur should be viewed as the primary force at the core of all entrepreneurial processes. Entrepreneurship education is an important field of study in order to provide the entrepreneur who starts a business with the skills necessary to assure its survival, growth, and development. Akpan et al. (2012) claimed that there is a need for entrepreneurship education, and that this need is now a requirement since it helps people build their own talents to expand the capacity of the current economy, increase the economy's efficiency and security, and decrease unemployment. For a brighter future and long-term economic development, the outcomes of entrepreneurial endeavors are deemed crucial (Donnellon, Ollila, & Middleton, 2014).



On the basis of the road taken by developed nations in entrepreneurship education, it can be seen that corporate trainings are created and fostered in Palestine in accordance with the law. Some European countries, the United States of America, and some Asian nations have had entrepreneurial education techniques for decades. In comparison to comparable countries, these studies in Palestine began later and have not yet reached the intended level. Few research in the field of entrepreneurship education in Palestine have demonstrated that individuals who acquire these methods actually become entrepreneurs. However, the few available research indicate that it is possible to learn entrepreneurial skills and that graduates of entrepreneurship education programs have a greater likelihood of becoming entrepreneurs. To date, there is no conclusive evidence regarding the effectiveness of teaching specific competencies and the optimal method for doing so, on the one hand, and the relative importance of specific competencies in venture behavior or the minimal combination of competencies required for entrepreneurial activity, on the other. Therefore, it is crucial for the Ministry of Entrepreneurial and Empowerment in Palestine to integrate entrepreneurship instruction into certain levels of the school system. Small and medium agencies provide grants and non-repayable loans to entrepreneurship projects that are accepted as applied entrepreneurship training for the purposes of providing potential entrepreneurs with entrepreneurial skills, raising awareness, establishing new businesses, and supporting the success of established businesses.

A substantial portion of the literature on entrepreneurship education consists of studies that investigate the relationship between entrepreneurship education and entrepreneurial actions. While some studies evaluating the results of entrepreneurship education pointed to the rate of new job creation as an indicator of success, other studies suggested that it would be inappropriate to evaluate the results of entrepreneurship education programs in the short term, but that the results will be significant in the long run. Numerous studies have attempted to comprehend the relationship between entrepreneurship education and entrepreneurial activity under various headings (Draycott& Rae, 2011).

III. LITERATURE REVIEW

In their studies, Kolvereid and Moen (1997) and Nasr and Boujelbene (2014) found that business graduate students who got entrepreneurship education had a greater intention to become entrepreneurs than those who did not. Additionally, Kolvereid and Moen (1997) found that students who obtain entrepreneurship education are more likely to launch a new business. Baldassarri, S. (2011) concluded whether the attitude toward conduct, personal norms, and perceived behavior control within the framework of the theory of planned behavior have an effect on university students' intention to become entrepreneurs. It has been discovered that the intention to become an entrepreneur



influences their intention to become an entrepreneur in a good manner (Zhang & Cloudt, 2014).

In contrast, Osterberg et al. (2010) found that the entrepreneurial ambitions of university graduate students who received entrepreneurship education were extremely low and that entrepreneurship education had a detrimental impact on their intention to become an entrepreneur. Oosterbeek et al. (2010) studied the perspectives and tendencies of tourism students regarding entrepreneurship, the efficiency of entrepreneurship education, and if the education they received influenced their decision to pursue entrepreneurship as a career. They discovered that there was no difference between individuals who received entrepreneurship instruction and those who did not. In other words, they argued that entrepreneurship education has no effect on the development of an entrepreneurial disposition. When the results of this study are reviewed based on the study's sample and methodology, it can be regarded as a factor that discourages tourism students from pursuing entrepreneurship as a career, given that they are not prepared as intermediate professionals in this industry.

Mclarty (2005), in a study aimed at identifying the problems affecting 39 students who received entrepreneurship education in England, argued that those who received entrepreneurship education were not adequately prepared to engage in entrepreneurial activity and that the entrepreneurship education received was insufficient for starting a business. He made recommendations for teaching entrepreneurship in a way that would provide high competence in order to overcome the deficiencies of entrepreneurship education with regard to the expected formation of characteristics such as marketing skills, having a good business idea, courage, and determination.

Dumas (2001) examined a program meant to teach low-income women how to start their own enterprises. In the analysis, the program's objectives and outcomes were contrasted. She concludes from the analysis that the supplied training is effective in assisting low-income women in starting their own enterprises. In the study, it was also underlined that entrepreneurship education empowers women to be economically independent and provides them with a solid business life and managerial skills.

According to Kourilsky and Esfandiari (2007), the renewal of the curriculum for young entrepreneurs has a positive influence on students' fundamental and advanced entrepreneurship abilities in schools with a majority of socioeconomically disadvantaged black students. They discovered that action-based entrepreneurship education increases entrepreneurial identity formation by facilitating the process of entrepreneurial identity formation.

According to Charney and Libecap (2000), entrepreneurship education encourages risk-taking and the formation of new businesses. Likewise, they asserted that the annual



income of graduates of entrepreneurship education programs is higher. In addition, they underlined that entrepreneurship education contributes notably to the creation of small enterprises, resulting in increased sales and employment, and that those who obtain entrepreneurship education are less inclined to seek employment with a government agency.

Elert et al. (2015) evaluated the impact of entrepreneurship education on the development of long-term businesses, the income of participants, and the survival of companies formed by the participants. At the conclusion of the study, they concluded that entrepreneurship education enhances the long-term income of participants and the development of new enterprises, but has no influence on the longevity of the businesses they build.

In their study of the influence of entrepreneurship education on 237 university students in southern Nigeria, Izedonmi and Okafor (2010) found that entrepreneurship education has a beneficial effect on students' ambition to become entrepreneurs. According to Galloway and Brown (2002), college students who have taken entrepreneurship classes are more likely to start a business.

The objective of Nelson and Johnson's (2007) study was to examine the association between business students' entrepreneurial instincts and entrepreneurship education. They discovered that entrepreneurship education enabled participants to recognize their business potential, develop entrepreneurial skills, and achieve success. In light of this, they argued that entrepreneurship education has a favorable impact on entrepreneurial inclination.

Mitchelmore & Rowley (2010) sought to examine the influence of the entrepreneurship course provided in the departments on the emergence of entrepreneurial potential among university students enrolled in technical departments and social departments. They reported that students evaluated entrepreneurship courses favorably and that entrepreneurship courses were viewed as an effective factor in the development of entrepreneurial potential. The study also revealed that pupils who got entrepreneurship education exhibited stronger entrepreneurial tendencies than those who did not.

In their study analyzing the benefits of entrepreneurship education at a young age, Hubery et al. (2012) argued that entrepreneurship education had a favorable influence on the non-cognitive entrepreneurial abilities of primary school pupils. In the study, they also stressed the importance of early development of persistent non-cognitive entrepreneurial abilities.

Karlsson and Moberg (2013) administered pre- and post-tests to students who participated in the entrepreneurship education program between 2009 and 2011 in order to evaluate the program's effectiveness. At the conclusion of the application, they



discovered that entrepreneurship education enhanced the participants' self-efficacy and entrepreneurial behaviors.

IV. ENTREPRENEURSHIP EDUCATION IN PALESTINE

According to the authorized curricula of Palestinian educational institutions, there is still an interest in business. We discovered that the curriculum is fundamentally unsuited for learning entrepreneurship, which means that it is not included in Palestinian school curricula. However, in order to teach pupils about entrepreneurship, Palestinian schools rely on extracurricular activities and short-term projects aimed to prepare students for business. In Palestine, several non-governmental organizations (NGOs) support entrepreneurship in Palestinian schools, including Injaz Palestine, The Higher Council for Innovation and Excellence, and KAB Palestine, whose mission is to encourage those who are unable to start new businesses to become entrepreneurs in their institutions. Furthermore, it intends to train teachers (facilitators) in vocational and industrial training institutes to implement innovative curricula geared to foster and capitalize on entrepreneurial knowledge and skills. Palestine FAO The Food and Agriculture Organization (FAO) is a United Nations specialized entity that leads international hunger-eradication efforts. Its goal is to ensure that everyone has frequent access to adequate, high-quality food in order to live active, healthy lifestyles. FAO has 195 members, including 194 countries and the European Union, and operates in over 130 countries worldwide. The ILO's Know About Business (KAB) teaching program was implemented in 20 Palestinian technical colleges with the purpose of providing long-term employment. The project is part of an effort to foster an entrepreneurial culture among young people and to aid in the formation and growth of small firms. plusElham Palestine and a lot more The Injaz and Elham Foundation will receive more attention (Hashweh, 2012).

INJAZ Palestine is a member of Junior Achievement Worldwide, a multinational organization that engages over 10 million kids from 126 countries each year. INJAZ's mission is to empower Palestine's next generation of social and economic leaders, who will be young entrepreneurs. INJAZ is a recognized Palestinian organization that offers entrepreneurial programs to students in high schools, colleges, and universities on an annual basis. The primary focus of the programs is on developing entrepreneurial skills, social responsibility, core business and economic principles, exploring career interests and opportunities, and launching a firm. The programs also include an economic and business laboratory where students can learn and practice corporate roles. INJAZ runs a national competition at the end of the programs to honor and evaluate the accomplishments of the enrolled students in their for-profit or non-profit ventures. It includes the following nine programs:



V. SPA PROGRAM

The program seeks to instruct elementary school pupils in programming using the "Scratch" program, which provides a unique setting for participants to enhance their programming and creative abilities while benefiting from the experience of producing cartoons. Such an exercise will pave the way for students to become future programmers in a digital society characterized by both autonomy and adventure. Students can therefore gain key skills such as problem-solving, teamwork, cooperation, and creative thinking.

VI. MAHARAT MIN GOOGLE

This program intends to increase high school and university students' digital skills by holding training workshops on a subject approved by the worldwide firm Google and related to the field of digital marketing. These courses will teach students about digital marketing, digital dialing and calling, search engine optimization, and creating and managing commercial activities on the internet.

VII. STUDENT COMPANY

Under the direct supervision of experts from the Palestinian private sector, this program provides students between the ages of 16 and 24 with hands-on training by assisting them in establishing their own firm, complete with administrative, financial, and marketing elements. Participants in the program are expected to raise funds for the firm by selling shares to shareholders and picking a company-produced good or service to market. At the conclusion of the program, the participants dissolve the business and transfer the proceeds to the shareholders. A national competition is held among student firms in Palestine, followed by a regional competition among Arab nations. This program is available to 11th graders and college students. The objective of the curriculum is to acquaint students with the organizational structure of businesses, the most important departments and job duties in general, the significance of bylaws, the recruitment process, and the job description. In addition, students are introduced to company kinds, the board of directors, the general assembly, and shares. In addition, it teaches students how to conduct research, conduct market analysis, and create marketing and sales strategy. In addition, instruct pupils on the procedure of issuing shares for subscription and the liquidation and distribution of profits. And finally, empower students with planning and implementation techniques. Students are equipped with several skills, including time management, negotiation, data analysis and interpretation, critical reading, problem analysis and solution, critical and creative



thinking, cooperation and group work, oral and written communication, data analysis and observation, and information evaluation.

VIII. STEER YOUR CAREER

This curriculum teaches students between the ages of 18 and 22 to the work ready skills necessary to search for and maintain employment, and helps them to establish unique personal methods to attain learning and secure suitable employment prospects. By introducing students to oral communication skills and the significance of body language in communication, while emphasizing the significance of technology in professional communication, and by assisting students in understanding the best practices for writing a curriculum vitae, the course aims to equip students with the fundamental skills that leaders must possess. This program equips students with a variety of abilities, including problem-solving, decision-making, participation, oral communication, collective thought, self-awareness, and time management.

Ripples of Happiness

The Ripples of Happiness program attempts to teach students how to plan, organize, and fund community service initiatives. In addition, it equips students with abilities in communication, teamwork, information technology, marketing, and public relations. In addition, this program provides students with motivational examples to encourage them to work diligently and develop their project implementation skills.

Entrepreneurship Master Class

A training day seeks to provide students aged 14 to 20 with an overview of the requirements and specifications of successful projects, the nature of the labor market, and the nature of competition. In addition, it provides the trainees with a set of fundamental concepts, including critical thinking, creativity, and planning and feasibility calculation, as well as some essential abilities, including teamwork, role allocation, negotiation, and marketing. Through this curriculum, students can develop skills in teamwork, creative and critical thinking, data classification, decision-making, evaluating options, oral and written communication, displaying information, responding to change, and assessing the impact of their actions.

Community Leadership

This curriculum explores the fundamentals of leadership and its significance, as well as the personal and professional rewards of developing leadership skills. Students between the ages of 17 and 22 create and execute their own leadership projects. They must generate a leadership concept that reflects their interests and begin planning to assure its success. This is in addition to locating individuals who are willing and able to offer



assistance and support, influencing various socioeconomic groupings, and successfully implementing the projects. This curriculum is available to university students and students in the tenth and eleventh grades. Aiming to define the traits of a successful leader, identify and attempt to address community problems, learn about the project proposal and its components, and teach students in the art of effective presentation. Participants are provided with a variety of skills, including cooperation, negotiation, teamwork, and time management.

It's My Future

This program provides students between the ages of 16 and 18 with the opportunity to explore the significance of creating a unique personal brand and logo, as well as to build collective skills and planning. Developing collective work abilities, planning and establishing a personal brand, and identifying brand names for companies and individuals showing their positive influence in order to educate students with the significance of future actions and their impact on their careers. Enhancing students' data analysis and classification, goal setting, oral and written presenting, oral and written communication, reading comprehension, self-evaluation, and group work abilities.

Be Entrepreneurial

Students between the ages of 16 and 22 learn about the qualities of successful entrepreneurs and businesspeople and analyze an entrepreneurial idea by producing the basic components of a business plan during the program. The program is a hurdle for the students because it implicitly expects that they would have to build their entrepreneurial project while still in school. The program aims to: Introduce students to the characteristics and practices of a successful entrepreneur. Evaluate the entrepreneurial idea based on product, customer and competitive advantage criteria, in addition to presenting business planning skills while aiming at establishing a new project. Provide students with knowledge, skills and abilities of marketing, finance, management and professional ethical decision making. Enhancing students' data analysis and classification, creativity and invention, expressing opinions, oral and written communication, reading comprehension, group work, information presentation abilities, and self-evaluation concurrently.

Elham(inspire') Palestine

Elham Palestine is the first country-level experiment of the L4WB Foundation and its partners, An Inclusive Partnership for Systemic Change. Elham is an Arabic term that meaning "encourage," and the program's inception, concept, and structure are intended to honor those who are launching initiatives in educational institutions that can inspire future entrepreneurs. Elham was developed and implemented through a national collaboration involving education, health, ICT, civil society, and children in order to improve the learning surroundings of Palestinian children.



IX. CONCLUSION

Several studies on the association between entrepreneurship education and entrepreneurial activity have been undertaken as a result of the literature review. When all research are considered, it is clear that these international investigations have been ongoing since 1997. Furthermore, many studies focuses on entrepreneurship education and entrepreneurship creation, as well as entrepreneurship education and entrepreneur aspirations. The Palestinian context, on the other hand, demonstrated an emphasis on entrepreneurship education and entrepreneurial ambition. There are interventions, such as extracurricular activities, that can help youngsters achieve entrepreneurial learning outcomes outside of school, either overtly or implicitly. Furthermore, the entrepreneurship education literature; entrepreneurship education and entrepreneurship creation, entrepreneurship education and entrepreneurship intention, entrepreneurship education and opportunity recognition, and entrepreneurship education It demonstrates the existence of various studies, but only a handful under the headings entrepreneurship education and motivation to become an entrepreneur, entrepreneurship education and influencing and mentoring the entrepreneur. While the majority of international studies focused on entrepreneurship education and the desire to become an entrepreneur, the least amount of study was conducted on entrepreneurship education for locus of control and the need for success. Similar studies have been conducted under the titles entrepreneurship education and entrepreneurship creation, entrepreneurship education and opportunity recognition, entrepreneurship education and entrepreneurial influencing and guidance, and entrepreneurship education and other information pertaining to entrepreneurship. It has been discovered that the majority of programs in Palestine emphasize entrepreneurship education and the desire to become an entrepreneur. In Palestine, entrepreneurship education and influencing and guiding entrepreneurs are also explored. The terms entrepreneurship education and entrepreneurship creation, entrepreneurship education and opportunity recognition, entrepreneurship education and other entrepreneurship-related information, and entrepreneurship education for locus of control and the need for success did not yield any results.

The findings of studies evaluating the relationship between entrepreneurship education and entrepreneurial activity are crucial for entrepreneurship education quality. For this reason, entrepreneurship education and entrepreneurship creation, entrepreneurship education and opportunity recognition, entrepreneurship education, locus of control and the need for success, entrepreneurship education and other entrepreneurship-related information should be considered and included in future studies that contribute to the development of entrepreneurship education. According to reports from the managers of the various initiatives, working with extra curricula appears to be a



relatively effective strategy in Palestine. The most important lesson learnt is that it is possible to employ such an approach successfully in Palestine and that we possess the necessary resources to do so. However, given the enormous human and financial resources required for such interventions, it is necessary to analyze the effectiveness of these programs in Palestine more thoroughly. The reliance on anecdotal self-reports is insufficient; measurement of achievement of entrepreneurial results or relationships with subsequent entrepreneurial conduct is urgently required.

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