



**REPUBLIC OF TURKEY
ADANA ALPARSLAN TÜRKER SCIENCE AND TECHNOLOGY
UNIVERSITY**

**INSTITUTE OF GRADUATE SCHOOL
DEPARTMENT OF MANAGEMENT INFORMATION SYSTEMS**

**DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION PLAN IN
THE LIGHT OF INTERNATIONAL STANDARDS AND NATIONAL
NEEDS**

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MASTER OF ENTREPRENEURSHIP**



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ADANA 2021

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I hereby declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all information that is not original to this work.

Selahattin CİRİTCİ

ABSTRACT

DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION PLAN IN THE LIGHT OF INTERNATIONAL STANDARDS AND NATIONAL NEEDS

Selahattin CİRİTCİ

Department of Management Information Systems

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Entrepreneurship activities have become one of the factors that have the greatest impact on the economic well-being of individuals and countries in today's global competitive environment, whose dimensions are constantly evolving. Many entrepreneurship activities have started to emerge in different parts of the world and in different sectors, especially with the effect of developing communication technologies and globalization. As a natural result of these developments, entrepreneurship has begun to be seen as a tool that every country supports intensively in order to achieve sustainable economic prosperity. Although entrepreneurship is one of the most frequently emphasized economic elements of today, it is possible to talk about a great need for the reproduction of successful and sustainable entrepreneurship examples through the correct guidance of individuals who can be qualified as entrepreneurs. At this point, planning an entrepreneurship education that focuses on the right points, is satisfactory in content, and includes practice as well as theory gains critical importance. In this study, it is aimed to present an entrepreneurship education proposal that can meet local and international needs. For this purpose, interviews were held with trainers who provide training in the field of entrepreneurship and people who have received training in this field before. As a result of the study, it has been determined that there is a need for an innovative education plan that combines theory and practice in the entrepreneurship ecosystem. In addition, it is important that this training plan has a structure that plans the pre-training and post-training processes in a balanced way and includes individuals who have experience in entrepreneurship in their education processes.

Keywords: Entrepreneur, Entrepreneurship, Entrepreneurship Training

ÖZET

ULUSLARARASI STANDARTLAR VE ULUSAL İHTİYAÇLAR IŞIĞINDA GİRİŞİMCİLİK EĞİTİM PLANININ GELİŞTİRİLMESİ

Selahattin CİRİTCİ

Yönetişim Bilişim Sistemleri Anabilim Dalı

Danışman: Doç. Dr. İbrahim Efe EFEOĞLU

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Girişimcilik faaliyetleri boyutları sürekli olarak gelişen günümüzün küresel rekabet ortamında bireylerin ve ülkelerin ekonomik refahı üzerinde en büyük etkiyi yaratan unsurlardan biri haline gelmiştir. Özellikle gelişen iletişim teknolojileri ve küreselleşmenin etkisiyle dünyanın farklı yerlerinde, farklı sektörlerde pek çok girişimcilik faaliyeti ortaya çıkmaya başlamıştır. Bu gelişmelerin doğal bir sonucu olarak girişimcilik her ülkenin sürdürülebilir ekonomik refaha ulaşabilmek için yoğun şekilde desteklediği bir araç olarak görülmeye başlamıştır. Her ne kadar girişimcilik günümüzün üzerinde en sık durulan ekonomik unsurlarından biriye de girişimci olarak nitelenebilecek bireylerin doğru şekilde yönlendirilmesi yoluyla başarılı ve sürdürülebilir girişimcilik örneklerinin çoğaltılmasına yönelik büyük bir ihtiyaçtan söz etmek mümkündür. Bu noktada doğru noktalara odaklanan, içerik olarak tatmin edici, teori kadar uygulamayı da kapsayan bir girişimcilik eğitiminin planlanması kritik bir önem kazanmaktadır. Gerçekleştirilen bu çalışmada yerel ve uluslararası ihtiyaçlara karşılık verebilecek bir girişimcilik eğitim önerisinin sunulması amaçlanmıştır. Bu amaca yönelik olarak girişimcilik alanında eğitim veren eğitmenler ile daha önce bu alanda eğitim almış kişilerle görüşmeler yapılmıştır. Çalışma sonucunda girişimcilik ekosisteminde teori ve uygulamayı bir arada sunan, yenilikçi bir eğitim planına yönelik bir ihtiyacın olduğu saptanmıştır. Ayrıca bu eğitim planının eğitim öncesi ve eğitim sonrasına yönelik süreçleri dengeli şekilde planlayan ve girişimciliğe dair tecrübe sahibi bireylerin eğitim süreçlerine dahil eden bir yapıda olması önemlidir.

Anahtar Kelimeler: Girişimci, Girişimcilik, Girişimcilik Eğitimi

dedicated to my precious and lovely family...



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1. INTRODUCTION

1.1. The Importance of the Study

As the context of the competency has been widened to the global scale some concepts have become much more important both for the individual and for the countries in order to survive in these high competency situations. Entrepreneurship can be named as one the most important concepts for the economic growth with that point of view. With the advancements in the technology a lot of entrepreneurship activities that create added value have been emerged.

As the concept of entrepreneurship came into prominence education or training the potential entrepreneurs has become another important issue in order to create an effective and well-functioning entrepreneurship ecosystem. When entrepreneurship educations or training activities are investigated it can be noticed that there are two main actors as universities and institutions like development agencies in that area. But it can also be noticed that there is a lack of harmony between these two actors and the needs of the potential entrepreneurs that should be guided.

Entrepreneurship activities are of great importance for countries, especially in terms of employment creation. Considering this importance, the place of entrepreneurship education emerges in terms of educating potential entrepreneur candidates in the right way and creating individuals with a strong entrepreneurial perception. Entrepreneurship education is a structure that needs to be addressed in a wide range from secondary school and high school level to entrepreneurial universities at the point of creating an entrepreneurial society and should be enriched through private agencies established for this purpose.

1.2. The Purpose of the Study

There are many academic studies in the literature which state that individuals who have received entrepreneurship education have a much higher level of success in entrepreneurial activities. For instance, according to a study conducted in the United States (USA), it was concluded that the tendency of people with entrepreneurship education to start a new business and their willingness to work in their own business are three times more than other people. Similarly, it is stated that the annual income, assets and job satisfaction of these individuals are significantly higher than other individuals. (Soylu ve Kepenek, 2008, p.460). As can be

seen from these results, entrepreneurship education is a concept that has a key role in creating an effectively functioning entrepreneurship ecosystem.

In order to construct such an entrepreneurship ecosystem the concepts of entrepreneurship, entrepreneur and details about the process in entrepreneurship activities should be investigated. Also the history of entrepreneurship education, training alternatives from different parts of the world and the ways to update the knowledge about these concepts should be considered too.

Entrepreneurship education in Turkey has become a concept that is taken more seriously and tried to be spread to a wider base, especially since the beginning of the 2000s. In this context, courses based on entrepreneurship have been added to the curriculum in educational institutions such as Commerce Vocational High Schools and Industrial Vocational High Schools, and this structure is tried to be continued at the higher education level through both Vocational Schools and universities. In addition, the process is tried to be supported through various institutions such as development agencies.

In the light of these facts the main purpose of the study is to give detailed information about the concept of entrepreneurship both in national and international aspects and construct an education/training program that will meet both national and regional needs and demand.

1.3. The Problem Statement

However, it is seen that the need for more innovative training programs in line with current needs and expectations is increasing. For this reason, in this qualitative study, a proposal for an educational model structure that can meet current needs has been studied. From the analysis of in-depth interviews with people who have taken place as instructors or trainees in the entrepreneurship ecosystem, important findings regarding the expectations for entrepreneurship education have been obtained.

1.4. Research Study Overview

For instance, according to the findings of the research, an education model that combines theory and practice appropriately is one of the most basic needs. In addition, remarkable details emerged such as the continuous updating of the training scope and contents in accordance with world standards, and the creation of a support mechanism to be continued with a coaching or mentoring approach after the training. In this sense, it is thought that this

research will benefit the literature and entrepreneurship ecosystem with the model it has created by creating an up-to-date perspective on entrepreneurship education.

2. LITERATURE REVIEW

In this part of the study, which can be called a literature review, detailed explanations and definitions about the concepts that form the basis of the research are given. In this section, firstly, the prominent approaches to entrepreneurship will be conveyed by focusing on the elements that form the basis of entrepreneur and entrepreneurship, and then the characteristics of entrepreneurial processes operating in Turkey, Europe and the USA are examined. In the last part of the literature review, information is given about the entrepreneurship education/training programs implemented in the world and in Turkey.

2.1. The Concept of Entrepreneurship

The emergence of the concept of entrepreneurship goes back to the 18th century and Joseph Alois Schumpeter. With the emphasis on the details and importance of the concept of entrepreneurship by Schumpeter, this concept has become the subject of many academic studies. In this respect, it can be said that the first basic explanation about entrepreneurship was made by Schumpeter (1934, p.74) as "the set of activities aiming to bring together many different and new components on the basis of economic development".

The concept of entrepreneurship found its place in the economics literature thanks to the French economist Cantillon. After Cantillon, another economist J.Babtiste Say reached the content and scope used today. Say treats entrepreneurship action as a whole of actions performed by individuals who bring together all factors of production, produce a valuable good or service, and take risks for profit (Binks and Vale, 1990, p.119). The first examples of articles published in entrepreneurship literature are stated in the table below.

Table 1

The First Examples of Articles Published in Entrepreneurship Literature

AUTHOR/DATE	ARTICLE
R. Cantillon (1755)	An Essay on Commerce in General
J:B: Say (1803)	Traité D'économie Politique
Mill (1848)	Of the Stationary State
F. Knight (1921)	Risk, Uncertainty and Profit
J.Schumpeter (1934)	The Theory of Economic Development

Source: Schumpeter, 1934; Solomon vd., 1994; Lorz ve Volery, 2011; Lischeron vd., 1993

Hisrich and Peters (2001, p.10) defines entrepreneurship as the process of creating a value by obtaining material gains or rewards, personal satisfaction elements and independence by taking economic, physical and social risks as a result of allocating appropriate amount of labor and time.

Another definition of entrepreneurship can be made as an effort to initiate an economic activity or increase its scope in order to identify opportunities for new markets, new products or processes and to benefit from these opportunities (T.C. Ministry of Development 10th Development Plan, 2013, p.3). Entrepreneurship is also a process that creates value after a certain amount of time and effort spent by taking different risks. In this sense, entrepreneurship can be considered as the construction of change as well as generating income economically (Cooper et al., 2004, p.326).

In one of the definitions of entrepreneurship, the concept of entrepreneurship is defined as inventiveness that is necessary for economic development and creates innovation. Entrepreneurship is expressed as exploring new opportunities, creating innovation and exploiting resources (Gast and Gundolf, 2017, p.46). McClelland has discussed entrepreneurship in terms of motivating factors. These factors are the need to succeed, the need to gain power and build good relationships. McClelland stated that people with high

motivation for success are innovative, responsible and prone to take risks (Osterbeek et al., 2010, p.442).

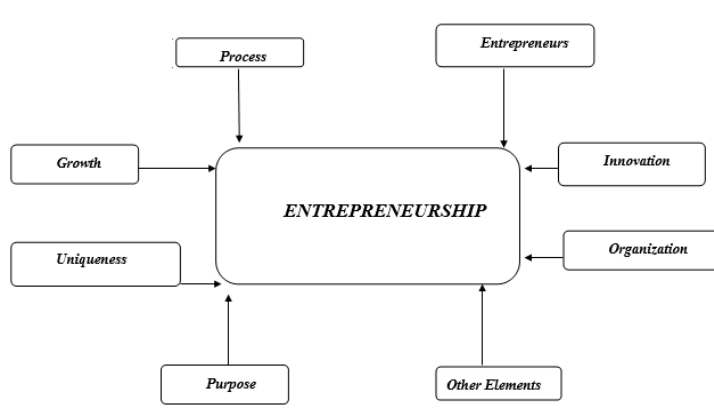
Entrepreneurship, which is strongly encouraged in both developed and developing countries, has a key role in the development of the economy. This contribution of entrepreneurship to national economies becomes even more important in today's highly competitive environment. Entrepreneurship is an indispensable value in terms of welfare of societies, increase in employment level and economic growth (Döm, 2006, p.32).

According to various studies, entrepreneurship in countries with strong economies in the United States of America (USA) or Europe is at the center of the economic development of countries. For this reason, many projects are carried out to increase the rate of entrepreneurs in these countries (Benzing et al., 2009, p.5).

According to Krueger et al. (2000, p.420), entrepreneurship is handled in two basic processes: processes that create innovation for the production of goods and services to meet the needs of individuals and activities related to establishment, management and development of enterprises. The concept of entrepreneurship is a concept that cannot be explained independently from concepts such as research, finding, new business, following innovations and opportunities, taking risks, managing uncertainty, pursuing profit, creating value, and taking risk. Figure 1 contains the basic elements used in defining entrepreneurship.

Figure 1

Basic Elements of Entrepreneurship



Source: Naktiyok, 2004, p.15

Regardless of its field or sector, there are some basic concepts included in every entrepreneurial activity. Each entrepreneurial activity is the result of one or more entrepreneurs acting with approaches based on innovation, using appropriate organizational structures. In addition, the desire to grow and be unique and the goals and processes related to these motives and desires also lie at the basis of entrepreneurship activities (Naktiyok, 2004, p.15).

2.1.1. Types of Entrepreneurship

The concept of entrepreneurship has been classified in different ways according to different perspectives in the progressing process. In these classifications, which are frequently made to the application forms and fields of activity, three basic types of entrepreneurship can be mentioned: entrepreneurship in terms of ownership, entrepreneurship in terms of qualifications and other types of entrepreneurship (Tikici and Aksoy, 2009, p.17).

On the other hand, Renzulli et al. (2000, p.524) classified different types of entrepreneurship with sub-breakdowns as follows:

- Entrepreneurship in terms of ownership
 - Public entrepreneurship
 - Entrepreneurs involved in the market economy
 - Opportunity entrepreneurship
 - Creative entrepreneurship
- Entrepreneurship in terms of qualifications
 - Reactive entrepreneurship
 - Stagnant entrepreneurship
 - Dominant entrepreneurship
- Internal entrepreneurship
- Women entrepreneurship
- Social Entrepreneurship

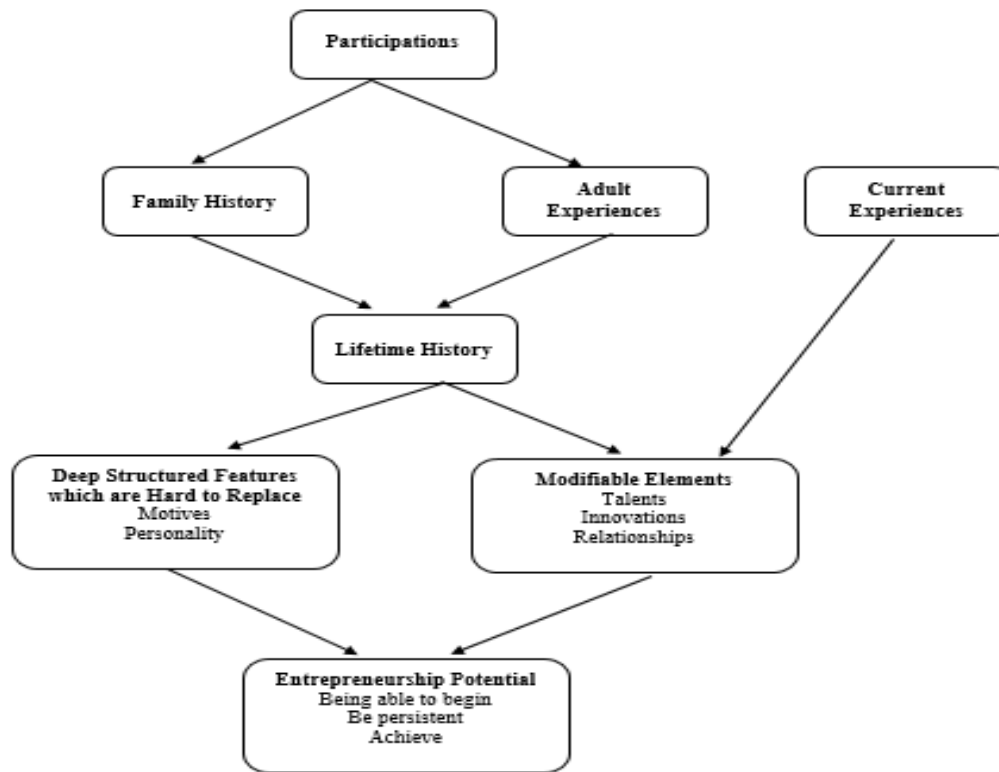
In addition, types of entrepreneurship can be explained from various perspectives as follows:

- **Public Entrepreneurship:** In terms of resource use, it is a type of entrepreneurship that entrepreneurs prefer public resources and operates in accordance with the direction and decisions of the political power (Çelik and Akgemici, 2010, p.21).

- **Response Based Entrepreneurship:** It is a type of entrepreneurship that is developed as a reaction to innovations introduced by other entrepreneurs in the same market and includes changes in the business structure. At this point, it is possible to talk about its low risk-taking tendency and strategy-setting behavior to competitors (Özkul and Dulupçu, 2008, p.15).
- **Opportunity Entrepreneurship:** It is a type of entrepreneurship that works to make use of important opportunities recognized in the market with the help of future predictions (Tikici and Aksoy, 2009).
- **Dominant Entrepreneurship:** Entrepreneurship activities carried out by businesses that are market leaders. Risk taking tendency can be high in such entrepreneurial activities (Demirel et al., 2007, p.29).
- **Intra-Organizational Entrepreneurship:** It includes new products, services or methods developed within the organizations involved in internal entrepreneurship activity. According to another point of view, the innovations they put forward in the fields of activity such as product, method, marketing, purchasing and production in the enterprises that have already been established and continue their activities can be considered as internal entrepreneurship (Bygrave and Zacharakis, 2014, p.537).
- **Women Entrepreneurship:** Entrepreneurship activities carried out by women who have a workplace outside the home, who can employ personnel, who can be described as a business owner, who have a statute in the processes of a product or service. Women's entrepreneurship is one of the most important development strategies, especially for developing countries (Yetim, 2002, p.79).
- **Social Entrepreneurship:** It is non-profit entrepreneurial behavior that focuses on issues such as reducing unemployment and solving social problems (Weerawardena and Mort, 2006, p.21). In this respect, instead of the profit motive of social entrepreneurship, it focuses on issues such as creating social benefits and solving social problems (Ürper et al., 2012, p.12).

Figure 2

Life History Model in Accordance with Entrepreneurship



Source: Bird, 1995, p.14

As shown in the Figure 2, at the basis of the entrepreneurship process, the individual's current experiences, experiences of entrepreneurship coming from the family (presence of entrepreneurial members in the family, existence of an enterprise carried out by the family, etc.) and the adult experiences of the entrepreneur individual play an important role. While some elements that determine the attitudes and approaches of entrepreneurs within the scope of entrepreneurship activities are very much and deeply individual, some elements can be changed especially with the effect of existing experiences.

Elements such as motives and personality of the entrepreneurial individual are concepts that cannot be changed very easily, and even mostly stem from the family and adult experiences of the individual. Factors such as the entrepreneur's capabilities or competencies, individual relationships are elements that can be changed by the individual's existing experiences.

2.2. The Concept of Entrepreneur

Most of the goods and services that will meet the basic needs of individuals are available in nature or in the environment. Almost all of the goods and services that fulfill these needs are produced by combining various factors. Although labor force / labor, capital, natural resources, and enterprise are considered economically among the factors of production, other factors can be added to these in the literature. Entrepreneur can be named as the actor that combines these factors in order to create value. The factors that are combined together by the entrepreneur can be explained as follows (Chell, 2007, p.8):

- **Labor:** Labor, which can also be defined as labor force, is the totality of physical and mental efforts exerted by employees during work. Without labor, which is one of the most important production factors, other production factors often remain dysfunctional.
- **Resources:** Nature, soil or natural resources are the elements within the scope of this production factor. Although most natural resources seem to have a fixed supply, over time, the effective use of scarce resources becomes very critical for production processes.
- **Capital:** Economically, capital is a whole of the means of production brought together in accordance with the purposes of production activities, since it is not free in nature. From this perspective, it can be said that capital means all assets owned by a business.
- **Technology:** Technology, which has taken its place among the production factors with the effect of modern management approach, is an element that can manifest itself in many ways. In terms of economy, technology can be explained as all the methods used in the production of new goods or services or existing goods or services.
- **Enterprise / Entrepreneur:** If other production factors are found irregularly, a positive outcome is not possible. There are many critical decisions that must be made in order to produce goods and services. The main ones are what will be produced, who will be the target consumer, distribution of tasks, and directing the resources. The structure established within this purpose and task network is called an enterprise, and the person who directs the processes of this structure is called an entrepreneur.

Karabey and Bingöl (2010, p.12) stated that there are three basic elements at the basis of the initiative: opportunity, resources, and organization.

- **Opportunity:** It is inevitable for the entrepreneur to realize the opportunities and to choose the right products or services in order to take advantage of these opportunities so that the entrepreneurial process can begin. In this respect, seeing and defining opportunities can be considered as the first step for an initiative (Takalo and Toivonen, 2012, p.608).
- **Resources:** It can be said that it is an important element to identify and obtain resources for the implementation of the ideas, after recognizing the opportunities and generating ideas to benefit from these opportunities. Among these resources, labor, financial elements, methods and tools for production and capital can be counted (İrmiş et al., 2010, p.16).
- **Organization:** It is inevitable to establish an organizational structure for the coordination of all these elements in order for the initiative to progress after the realization of the opportunities and the provision of appropriate resources for the ideas regarding these opportunities (Gartner, 2001, p.28).

As can be understood from these definitions, the enterprise is a structure that emerges as a result of the combination of basic production factors and operates in order to meet the needs of individuals regarding goods and services.

The different definitions of various authors that have been included in the 10th Development Plan regarding the concept of entrepreneur are given in the table below:

Table 2

Concept of Entrepreneur Related Definitions

AUTHOR/DATE	DEFINITION OF ENTREPRENEUR
R. Cantillon (1755)	• Entrepreneurs are self-employed • These people have to manage uncertainty. • Entrepreneurs need to balance their activities according to the demand in the market.
J.B: Say (1803)	• Entrepreneurs turn low-productivity economic resources into high-productivity ones • There are many barriers and uncertainties in the scope of entrepreneurship
A.Marshall (1980)	• Entrepreneurs and managers have different characteristics that

	complement each other
J.Schumpeter (1911)	• Entrepreneurs have individual control on economy for taking responsibility of innovation and technological change. • Role of entrepreneur is distinctly different from that of inventors
F. Knight (1921)	• Entrepreneurs are in a special social class that manages economic activities. • Uncertainty is the starting dimension of entrepreneurship
E. Penrose (1950)	• Skills of entrepreneurs and managers should be separated. • The main dimension of entrepreneurship in terms of small businesses is identifying opportunities and making use of these opportunities.
H. Liebenstein (1968)	• The main activity of the entrepreneur is to reduce and reverse the inefficiencies of organizations.
I.Kirzner (1973,1997)	• As entrepreneurs identify profit possibilities, the market moves towards balance thanks to entrepreneurial activities.
M. Casson (1982)	• Entrepreneurs specialize in managing limited resources
W.Gartner (1985), H.Aldrich, C. Zimmer (1986)	• Entrepreneurs are part of new venture creation which is in the complex process.
W. Baumol (1990)	• Entrepreneurs plan activities are essential for growth and innovation
R. Holcombe (1998)	• Entrepreneurs are the factors that provide a more productive economy with efficient and innovative methods and are the basis of economic growth
OECD (1998)	• Entrepreneurs represent the ability to sort resources with the drive to seize new business opportunities and are at the center of economic growth.
S. Wennekers ve R. Thurik (1999)	• Entrepreneurs have the ability to multitask • The main activities of entrepreneurs include identifying new opportunities, operating under uncertainty, introducing new products to the market, making resource decisions, managing businesses and competing with competitors.
H.Aldrich and M.Martinez (2001)	• Entrepreneurs are responsible of innovation. Since entrepreneurial activities also include imitation, they should not be used synonymously with innovation.

Source: Hisrich, Peters Shepherd, 2017, p.111

2.2.1. Substituting Concepts of Entrepreneur

Concepts such as entrepreneur, business owner, manager are often confused or used interchangeably. Among all these concepts, there are various differences in terms of elements such as property right, motivated goals, activities, risk taking, approach to failure and decisions taken (Fox and Van Rooyen, 2004, p.176). Table 3 contains the basic differences between these concepts.

Table 3

Basic Differences between Concepts Confused with Entrepreneur

	<i>Small Business Owners</i>	<i>Entrepreneur</i>	<i>Manager</i>
<i>Freehold</i>	The main owner of the business	The main owner of the business	Working in a corporate structure
<i>Motivating Purpose</i>	Making profit	Profit from opportunity and innovation	Professional promotion, in-house rewarding
<i>Participation to Activities</i>	Direct participation	Direct participation at the beginning, professional manager appointment later	Delegation of authority and control
<i>Risk Taking Tendency</i>	Low risk-taking tendency	Tendency to take risks by calculating	Low risk-taking tendency
<i>Approach to Failure</i>	Avoid failure as much as possible	Disposing failure	Avoiding failure and unexpected situations
<i>Decisions Taken</i>	Decision making in accordance with strict and standard conditions	Making decisions by considering dreams	Accepting the decisions made by subordinates

Source: Fox and Rooyen, 2004, p.176

The concept of manager, which is often confused with the entrepreneur, refers to the person who guides individuals in accordance with a purpose and provides the relevant works or carries out the processes related to the execution of these works (Özkalp and Kirel, 2004, p.13). According to this point of view, the manager is the person who is in charge of ensuring

that the business reaches its goals efficiently and effectively within the scope of its responsibility (Ülgen and Mirse, 2007, p.25). Therefore, some management functions of entrepreneurs can be undertaken by managers. At this point, it can be said that the manager is the person who uses some of the powers he receives from the entrepreneur.

In terms of the basic goals motivated in businesses, it can be said that small businesses are only for profit, while entrepreneurs tend to reach profit through opportunity and innovation. This is one of the most obvious differences between small business owner and entrepreneur. On the other hand, the main purpose or motivation of managers within the business is professional promotion (Özkalp and Kirel, 2004, p.13).

When it comes to business-related activities, small business owners participate directly in activities, while entrepreneurs again differ from small business owners by delegating this participation job to professional staff after a while. The perspective of small business owners and entrepreneurs to risk is also an important difference. Small business owners tend to take very low levels of risk, while entrepreneurs can accept certain risks by calculating (Fox and Rooyen, 2004, p.176).

Another concept associated with the entrepreneur is the leader. According to Koçel (2010, p.578), a leader is the person who inspires individuals in order to ensure that organizations achieve their goals. A leader is a force that affects other people's activities. However, it is not necessary to have all leadership qualities to be an entrepreneur. But the entrepreneur can employ people with appropriate leadership skills in order to survive.

2.2.2. Basic Functions of an Entrepreneur

In terms of their basic functions, it can be said that entrepreneurs are individuals who create innovation and try to make the innovations they create sustainable. According to this approach, it can be said that entrepreneurs have functions such as introducing new products or services to relevant markets, using new production techniques, creating new markets or making new organizational structures functional in modern societies. Küçük (2010, p.37) lists the basic functions of entrepreneurs as follows:

- Increasing the quality of existing goods and services as well as producing new products or services
- Creating new organizational structures in different sectors or industries

- Reaching new markets
- Finding and using new resources for goods and services

Entrepreneur may play the role creator especially when he/she has a new idea in the area of technological tools or devices. Or when the entrepreneur has creative ideas that could be implemented in service sector, by using these ideas it is possible to create a unique service alternative that has never been used before. In all these cases the basic function of the entrepreneur is to create something new (King et al., 2005, p.3). Entrepreneurs also may have the ability to change the ways of conducting a work or create alternative organizational structures (Barringer, 2012, p.303).

Agrawal (2017, p.1) defines the basic functions possessed and basic actions taken by an entrepreneur as follows:

- **Relationship Exchange:** Perceiving opportunities in the market, controlling scarce resources, purchasing entries, marketing products and following competitors.
- **Practical Administration:** Dealing with public bureaucracy, managing human based relationships, managing customer and supplier relations.
- **Management Control:** Managing the facts based on financial and production details.
- **Technology Management:** Following-up the supply and installation of the products, industrial engineering, upgrading process and product attributes.

2.2.3. Characteristics of Entrepreneur

When the literature on entrepreneurship is examined, the basic characteristics that a successful entrepreneur should have can be counted as follows (King et al., 2005, p.3, VanGundy, 1998, p.3, Mc Cuddy et al., 2011, p.475):

- An entrepreneur is a person who can dream and dream
- Entrepreneur should know how to apply the appropriate strategy
- Taking responsibility is an important feature of an entrepreneur
- Entrepreneur should be independent
- Entrepreneur has vision and mission
- Displaying a pioneering personality is important for entrepreneurs
- Entrepreneur must have self-confidence and success motivation

- Entrepreneurs' emotional intelligence, leadership qualities and commitment levels are high
- Entrepreneurs are individuals who perceive and evaluate opportunities

Entrepreneurship is a concept that contains many different features. A combination of all these different features is inevitable for any element to be evaluated on an entrepreneurial basis. Among the features that should be found in an entrepreneur in general terms, the following elements can be listed as follows (Odabaşı, 2004, p.56):

- **Perseverance and Determination:** It is one of the most important characteristics that an entrepreneur should have in order to overcome these obstacles in entrepreneurship, which includes many obstacles due to its nature. Perseverance and determination are important, especially in the name of dedication to tackling problems.
- **Needing Success:** Entrepreneurs are individuals who, by nature, feel the need for success at the highest level.
- **Heading to Opportunities:** One of the most distinctive features of successful entrepreneurs is that they focus more on opportunities than most other things.
- **Taking Risks Economically:** Although entrepreneurs have a higher risk-taking tendency than other individuals, it is a must for a successful entrepreneur to act economically while taking these risks.
- **Focus on Internal Control:** This feature, which provides an objective evaluation of success or failure, is also very important for entrepreneurs.
- **Being Innovation Oriented:** Innovation is one of the most important and determining concepts in terms of entrepreneurship.
- **Creativity:** Creativity is one of the indispensable features of entrepreneurship and a successful entrepreneur, along with innovation.
- **Vision:** With an entrepreneurial perspective on life, an entrepreneur should have features that can capture details that other individuals cannot see or notice. Successful entrepreneurs take advantage of the concept of vision in determining the direction they want to move forward.
- **Self-Confidence and Optimistic Perspective:** Successful entrepreneurs have to approach events with an optimistic and self-confident perspective in the face of difficulties or failures.

- **Being Independent:** A successful entrepreneur should have an independent structure in decision making and implementation.
- **Problem Solving:** Entrepreneur should have the ability to find the right solution for possible problems.
- **Planning Ability:** When entrepreneurial individuals have to act towards more than one purpose, they should have the ability to plan holistic suitable for these purposes.

The reason behind the failure of the established businesses is that the entrepreneurs do not have the personality traits they should have; It is stated that individuals with low self-confidence, afraid of taking risks, difficult to adapt to innovations, low creative power are expected to be unlikely to be successful (Lischeron et al., 1993, p.19).

Again, according to many small business experts, an entrepreneur is the most important reason why a business is successful or unsuccessful. Lischeron (1993 et al, p.46), in his research on the relationship between personality traits and firm performance, revealed that personality traits affect the performance of firms. In Table 4, there are various characteristics attributed to entrepreneurs by various authors working on entrepreneurship.

Table 4

Characteristics Attributed to Entrepreneurs

Date- Author	Basic Characteristic	Date- Author	Basic Characteristic
1848 Mill	Taking risk	1971 Palmer	Measuring risk
1917 Weber	Being a formal source of authority	1971 Hornadey ve Aboud	Success motive, autonomy, power
1934 Schumpeter	Pioneering innovation	1973 Winter	Being in need of power
1954 Sutton	Willing to take responsibility	1974 Borland	Inner focus of power
1959 Hartman	Being a formal source of authority	1977 Gasse	Being oriented towards personal values
1961 McClelland	Risk taking and success drive	1978 Timmons	Self-confidence, goal orientation, moderate risk taking, creativity, innovation
1963 Davids	Ambition, tendency for independence, responsibility and self-confidence	1980 Brockhaus	Tendency to take risks

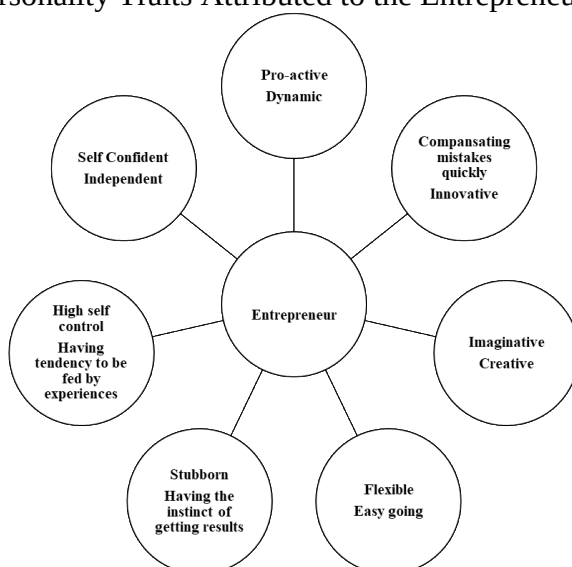
1964 Pickle	Human relations, communication ability, technical knowledge	1981 Mescon- Montanari	Success, domination, autonomy, control
1965 Litzinger	Risk preference, independence, recognition leadership	1981 Welsh-White	Need for control, willingness to fight
1965 Schrage	Correct perception, power motivation	1982 Dunkelberg-Cooper, Welsh-Young	Growth propensity, tendency for independence, craftsmanship, self- confidence, innovation

Source: Güney, 2008, p.58

The knowledge and life experiences acquired significantly affect entrepreneurial qualities. Information is the most basic need of the entrepreneur in the implementation process, it is the strategically important and indispensable part of every decision process. According to Barringer (2012, p.303), "one of the four most important characteristics of successful entrepreneurs is having application knowledge".

Lintunen (2000, p.295) lists the personality traits attributed to the entrepreneur based on the results of a classification study conducted by Durham University Business School regarding the characteristics of entrepreneurs:

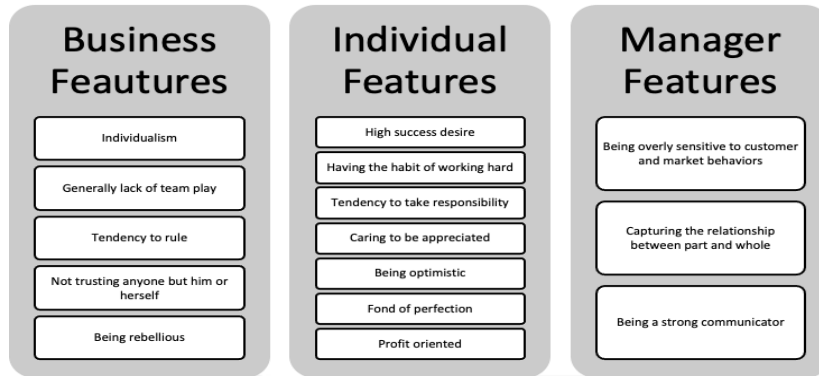
Figure 3
Personality Traits Attributed to the Entrepreneur



Source: Lintunen, 2000, p.295

From a different perspective Coşkun (2009, p.69) interpreted the basic characteristics of entrepreneurs in 3 main groups as in the figure below:

Figure 4: Basic Characteristics of Entrepreneurs



Source: Coşkun, 2009, p.69

2.3. The Factors Effecting the Behavior of Entrepreneurship

In order to accurately determine the factors that affect entrepreneurship, it is important to determine the elements in the entrepreneurship ecosystem first. These elements are included in Table 5.

Table 5 Elements in Entrepreneurship Ecosystem

<i>REGULATORY ENVIRONMENT</i>	<i>MARKET TERMS</i>	<i>ACCESS TO FINANCIAL MATERIALS</i>
• Administrative burdens such as starting or expanding a business • Legislation on enforcement and bankruptcy • Health and environmental legislation • Legislation on product markets and labor markets • Justice and tax systems • Legislation on social security	• Competition legislation • Level of access to foreign markets • Level of access to internal markets • Public tenders • The role of the public • Quality of the market	• Credit markets • Private equity • Venture capital • Angel investors • Capital markets
<i>FORMATION AND SPREAD OF KNOWLEDGE</i>	<i>ENTREPRENEURSHIP CAPABILITIES</i>	<i>CULTURE</i>

	• Education, learning and experience	• Risk perception
• Investments for R&D		• Entrepreneurial perception
• University-industry collaborations	• Entrepreneurship infrastructure	• Tendency to have a job
• Business-to-business collaborations	• Consulting and training services	• Social capital and trust-oriented relationships
• Technology and internet	• Labor cycle	

Source: OECD, 2012a (<https://www.oecd.org/site/cfecpr/guiding-framework.htm>)

Entrepreneurial ecosystems often emerge in a way specific to local dynamics. Entrepreneurial ecosystems are also described as 'knowledge-rich' structures. In such an environment, individuals have access to information and information about requesters' needs, new and emerging technologies, operating or delivery possibilities, and service and marketing. Geographical proximity and tacit knowledge sharing often go hand in hand (Gertler, 2003, p.77). Organized and accidental meetings are the main channels through which such information is shared. Therefore, entrepreneurship ecosystems are also bridging entities that serve to connect people, ideas, and resources. These bridging entities, called contact animators (Sweeney, 1987, p.26), are individuals whose mission is to make connections.

The aim of ecosystem policy is to achieve this goal by improving the environment surrounding entrepreneurial firms. However, this poses challenges for public policy because it is not clear how government incentives will work. Entrepreneurship ecosystems foster key processes and the emergence of entrepreneurship. It does this in two ways. First, a number of general establishes the principles underlying the development of policies to foster entrepreneurial ecosystems. Then develops classification of intervention approaches at the individual ecosystem level.

The main elements of the approaches to policy for a successful entrepreneurship ecosystem are as follows (Mason and Brown, 2014, p.80):

- Entrepreneurial actors in the relevant ecosystems
- Entrepreneurial resource issues in ecosystems
- Entrepreneurial links in ecosystems

- Entrepreneurial intentions in ecosystems

Table 6

An Ecosystem Index

Scale	Measure	
Individual	Culture index	
	Personal wealth index	
	Work and life satisfaction index	
Organization	Organizational performance	
Community	Policy index	Network index
	Market index	Talent index
	Location index	Funding index
	Job creation index	Education index
	Infrastructure index	Innovation index
	Visibility index	New venture index
	Support index	

Source: Vogel, 2013, p.15

When the entrepreneurship literature is examined, it is seen that there are many different approaches, including factors affecting entrepreneurship behavior or entrepreneurship, and that many different factors have positive or negative effects on entrepreneurship. For instance, among the factors that affect individuals' entrepreneurial behavior, individual approach, personal norms, perceived behavior control (Linan & Chen, 2009, p.595), personality traits, social status, independence tendency, earning expectation (Sezer, 2013, p.55), innovativeness, entrepreneurial family culture (Gürel et al., 2010, p.650), motivation-related factors, income level (Naktiyok and Timuroğlu, 2010, p.90), gender (İrmiş and Barutçu, 2012, Kılıç et al., 2012) and age (Şeşen and Basım, 2012, p.6) are the most frequently mentioned factors.

Factors affecting entrepreneurship can be detailed as follows:

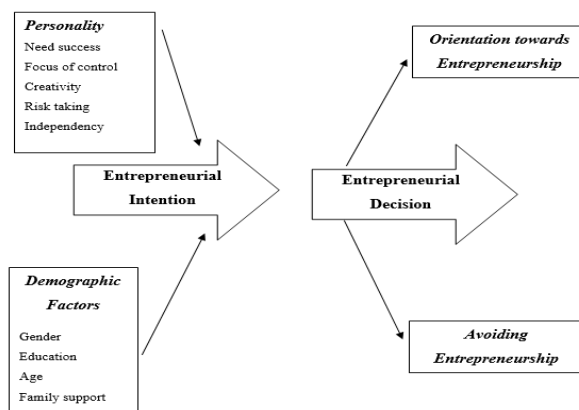
- **Entrepreneurship Culture:** It is one of the most important factors in the formation and spread of entrepreneurship. Entrepreneurship culture is a whole of the relationships between the beliefs, values and individuals that direct the activities of the enterprise (Arıkan, 2004, p.247). Entrepreneurship culture is a concept that can differ from society to society. While entrepreneurship-based behaviors are suppressed in some cultures, in some societies, behaviors that encourage entrepreneurship may prevail with the opposite attitude (Aytaç, 2006, p.145). According to Morrison (2000, p.62-66), culture has a determining feature in terms of attitudes about

entrepreneurship. For instance, the high tolerance towards error in democratic cultures has an important effect on the initiation or triggering of entrepreneurial activities.

- **Education:** Education is a key factor in the development of entrepreneurs, and therefore entrepreneurship. Individuals who grow up in societies that use education systems for discovering the unknowns instead of rote education systems become more creative and inclined to entrepreneurship (Saeki, 2001, p.35).
- **Family:** The family structure in which individuals grow up is of great importance in terms of the individual's tendency towards entrepreneurship. Particularly, the entrepreneurship characteristics are more dominant in individuals who are brought up in families that are open to innovations, who are not very conservative about failure, and who have individuals with entrepreneurial experience (Güney et al., 2006, p.69). It is possible to mention various individual factors that affect entrepreneurial behavior. These elements are included in Figure 3.

Figure 5

Individual Factors that Affect Entrepreneurial Behavior



Source: Naktiyok, 2004, p.15

Among the factors affecting entrepreneurship, the environment, which contains many elements, is of great importance. Environmental factors can be considered as the totality of external factors that are outside the entrepreneurship process but closely related to the process. These factors are sometimes positive, that is, entrepreneurship encouragement and facilitation, sometimes negative; it can be stated that it contains difficult and preventing conditions.

Social and moral values, legal system, economic stability, foreign trade policy, education system, physical infrastructure, incentive policies, state aid, information technologies and technological development, financial and banking system, religious institutions, non-governmental organizations and social culture, environmental factors (Özer and Topaloğlu, 2007, p.4).

The issue of which personality or environmental factors have the most dominant influence on the emergence of entrepreneurial behavior is still a matter of debate. However, when it comes to the factors that have an impact on entrepreneurship, it is seen that entrepreneurs are individuals with high success motivation in all cases (Weerawardena and Mort, 2006, p.23).

While considering the factors affecting the entrepreneurship behavior in addition to these factors the ones that lead an entrepreneur to success have to be evaluated too. These details can be determined as follows:

- **Finding Suitable Job Opportunities:** This factor arises when there is no investment in an area where a need can be mentioned. Entrepreneurs can recognize such situations thanks to the market-oriented research they carry out. In a sense, this factor also means achieving success by matching these opportunities with the demand as a result of observing the opportunities in the market (Naqvi, 2011, p.20).
- **Choosing the Right Time:** It is very important to take action at the right time in order to realize an opportunity in the markets and turn it into a suitable investment. In order for the enterprise to be successful, finding suitable job opportunities alone is often not sufficient (Weerawardena and Mort, 2006, p.23).
- **Management Experience:** When the management skills, which are already inherent in the entrepreneur's nature, are integrated with the experience that the entrepreneur will gain over time, it becomes much more likely to achieve success in the entrepreneurial activities performed (Nagvi, 2011, p.20).
- **Equity Power and Credit Opportunities:** It is vital that the investment capital amounts required by the relevant investment and the working capital amounts are determined accurately in order to sustain the existence of the venture (Naqvi, 2011, p.20).

- **Measures such as Insurance Against Risk:** When entrepreneurs have to act in an environment of uncertainty, they are naturally affected by these uncertainties. Uncertainty can arise from situations such as natural disasters, economic or political crises, as well as threats to the business. In such cases, entrepreneurs may prefer measures such as earthquake insurance, fire insurance, and theft insurance in order to secure their ventures against risk (Tikici and Aksoy, 2009, p.51).

Just as the factors leading to success there are some details that create unsuccessful results. The factors that lead an entrepreneurship activity to failure are as follows:

- **Incorrect Site Selection:** Selection of establishment location is an irreversible decision for most enterprises. While making this decision, particular attention should be paid to details such as relocation costs and time costs. Choosing the wrong place of establishment causes most initiatives to fail at the very beginning (Tikici and Aksoy, 2009, p.51).
- **Unconsidered Competition Elements:** Entrepreneurs should definitely conduct research such as SWOT analysis for their target markets before starting their activities. Otherwise, failure will be inevitable due to overlooked competition factors (Nagvi, 2011, p.21).
- **Insufficient Capital Strength:** One of the most obvious factors causing failure in entrepreneurship is capital insufficiency. For most startups that fall into this mistake, capital either starts or ends very soon after starting work. Therefore, entrepreneurs should carefully determine their investment and working capital levels regarding the ventures they intend to activate (Küçük, 2010, p.62).
- **Insufficient Commercial Knowledge:** In the business world where competition is so intense, it is very important to act with appropriate knowledge on commercial issues. This knowledge must be integrated in terms of both education and real-life practices.
- **Starting an Enterprise Activity without Being Ready:** Another misconception that entrepreneurs frequently make is trying to implement an enterprise activity without being ready enough due to too much willingness. This situation may cause the initiative to face serious risks at the beginning (Nagvi, 2011, p.22).

2.4. Basic Approaches and Theories about Entrepreneurship

Concepts about entrepreneurship are explained in different structures by different theoretical perspectives. For instance, while economics-based theories explain entrepreneurship with motivations based on profit and gain, business theories frequently approached this concept based on the concepts of organizational climate and management. Psychological and sociological theories emphasized motivating factors other than profit for entrepreneurial activities, and dealt with the scope of this concept from slightly different angles. While some of these different theories treat entrepreneurship as a personality trait, some of them try to explain it as a factor that emerges as a result of various socio-cultural conditions (Bridge and O'Neill, 1998, p.44). Most of the entrepreneurial activities include behavior patterns different from the established structure (Littunen, 2000, p.295).

If these theories should be emphasized with a broader approach, for instance, psychological theories based on entrepreneurship have tried to move forward on personal characteristics while explaining entrepreneurship. From this point of view, entrepreneurship is a set of activities with a high level of personal characteristics. In a sense, it can be said that the entrepreneur provides his own motivation by revealing his individual vision and ambitions and is prone to organize himself and his social environment by reviewing (Morrison, 2000, p.63).

Schumpeter, one of the most important theorists trying to explain concepts other than the profit motive of entrepreneurship, shows the desire to be cared for and accepted among the basic needs that affect entrepreneurship. For instance, feelings such as the desire to dominate or conquer, which the individual feels, lead the individual to engage in entrepreneurial activities. This perspective depicts the entrepreneurial act with the help of psychological motives (Basu and Altınay, 2002, p.375).

Sociological approaches to entrepreneurship often emphasize the impact of the social structure in which the activity takes place on individual decisions regarding entrepreneurship. In a sense, they include the effect of social factors on this behavior, which other approaches lack in explaining the entrepreneurial action. According to the sociological framework, individuals are pushed or prepared by society to certain roles. As a result, individuals adapt to existing conditions and assume these roles.

For instance, individuals who engage in entrepreneurial activities in their families or come from families with entrepreneurial characteristics also exhibit similar career attitudes. (Thornton, 1999, p.30). According to the sociologists who put forward this point of view, the more the society gives or offers the opportunity to the entrepreneurs, the more easily the entrepreneurial action will proceed (Bridge and O'Neill, 2012, p.54).

As can be seen, the fact that there are many generally accepted definitions of entrepreneurship has led to the emergence of many different approaches to entrepreneurship (Gartner, 2001, p.30). Customizing these perspectives, which progress mostly through generalizations under four main approaches: the approach based on personality traits, the approach based on cognitive characteristics, the approach focusing on entrepreneurial intent, and the social network approach will make it easier to explain this concept (Oosterbeek vd., 2010, p.443).

2.4.1. Personal Characteristics Approach

The first focus of the studies on entrepreneurship is to reveal the differences of individuals with entrepreneurship characteristics from others. For this purpose, the first point to be considered is the personality traits of entrepreneurs. The approach based on personality traits is also based on this point of view (Isenberg, 2008, p.12).

According to the approach based on personality traits, three striking characteristics in terms of personality traits of entrepreneurs are the need for success, being control-oriented and risk-taking (Korunka et al., 2011, p.278).

- **The Need for Success:** This feature, which can also be named as the motivation for success, includes the behaviors such as performing the works as quickly, well and independently as possible, and tendency to be competitive and self-surpassing. As the need for success increases, the individual's interest in entrepreneurship also increases (Korunka et al., 2011, p.280).
- **Being Control Focused:** It is possible to group individuals in two groups as internal control oriented and external control oriented individuals. Individuals with external control-oriented personality traits believe that they are not in control of the events related to their lives. Therefore, these individuals are relatively more passive. Individuals with an internal control-oriented personality are more active individuals

who believe they can control their lives. According to this point of view, it can be said that individuals who continue their entrepreneurial activities are mainly composed of individuals focused on internal control (Wasserman, 2008, p.4).

- **Tendency to Take Risk:** Individuals engaged in entrepreneurial activities are seen to be prone to take risks thanks to their high self-confidence. It has also been found that these tendencies increase as these individuals learn to manage risk (Wasserman, 2008, p.5).

2.4.2. Cognitive Approach

On the basis of this approach is the idea that every activity thought, expressed or put into action takes place under the influence of the mental processes of the individual. When this approach is evaluated in terms of entrepreneurship, it is seen that the entrepreneur is aware of the independent elements such as resources, products and services that they need to establish their own business and they use the cognitive processes related to this correctly (Shook et al., 2003, p.4).

2.4.3. Entrepreneurship Intention Approach

Intention, which can be defined as a process that directs the attention and behavior of the individual towards the details necessary to achieve a goal, is a concept that has a great importance in the initial phase of entrepreneurship activity (Bird and Jelinek 1998, p.23). According to the approach that focuses on entrepreneurial intent, which is one of the important approaches to entrepreneurship, the basic elements that determine entrepreneurship intentions of entrepreneurs are entrepreneur's capabilities, willingness, and social support for entrepreneurship (Shook et al., 2003, p.5).

2.4.4. Social Network Approach

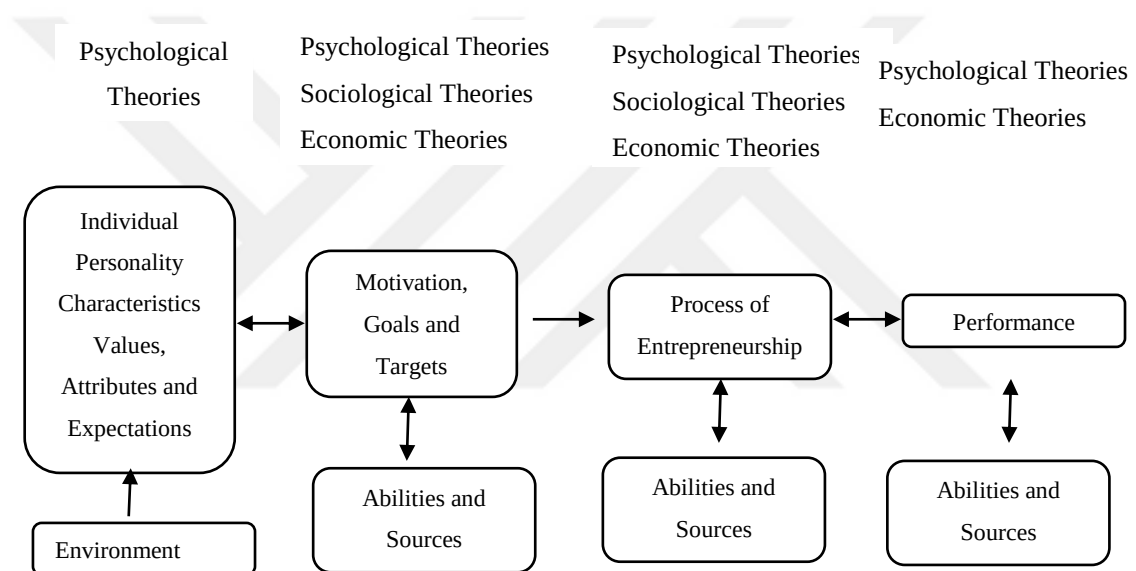
The basis of this approach is to facilitate the access of entrepreneurs to the resources they need in terms of entrepreneurship activities. In this respect, as the interaction between the factors such as customers, market, suppliers and sources of finance improves in entrepreneurship activities, the chance of success of entrepreneurial activities increases (Jensen and Harold, 2002, p.1042). According to the social relations networks approach, the strength and effectiveness of the relevant social networks in the processes related to entrepreneurship have a great impact on entrepreneurship.

2.4.5. Theories of Entrepreneurship

Entrepreneurship is a wide field where many social sciences such as economics, psychology, sociology, and anthropology work on. Each of these sciences provides important contributions to entrepreneurship theory by shedding light on separate points of entrepreneurship. Therefore, entrepreneurship is a field that cannot be explained by a single scientific discipline. In this sense, economics, psychology, and sociology are the leading disciplines in explaining entrepreneurship in the literature.

Figure 6

Different Theories Explaining Entrepreneurship



Source: Virtanen, 1997, p.12

There are many entrepreneurship theories that can explain the phenomenon of entrepreneurship. All of these theories try to explain the concept of entrepreneurship by focusing on different aspects of entrepreneurship. For instance, psychological and sociological theories focus on individual personality traits, values, attitudes, expectations. Economic theories focus on goals, objectives, the entrepreneurial process and performance (Rauch ve Frese, 2000, p.118). In this context, economic-based approaches to entrepreneurship generally focus on entrepreneurial thinking and the role of the entrepreneur as an explanatory variable for economic reality. Psychologically based approaches focus on

the personality traits that determine people's entrepreneurship. The main purpose of sociologically based approaches is to reveal social values such as family, education and social environment that affect people's entrepreneurship.

2.4.5.1. Theories Based on Physiocratic Thought

Richard Cantillon, François Quesney, Jacques, Turgot, and Nicolas Baudeau can be named as the main advocates of these theories. The concept of entrepreneurship, which is used in its present meaning, has been used together with the capitalist mode of production that exists today and is increasingly dominant. The first person who made this concept enter the economics literature was Cantillon, a French economist (Aytaç ve İlhan, 2007, p.103).

Cantillon actually distinguished between entrepreneur and businessman. Cantillon handled separately the business man's functions such as employing labor in the production process, finding the financial capital required for production, and the position of decision making regarding the unknown future, that is, decision making for the future. Therefore, here Cantillon actually examined the economic actor whose income was at risk. According to Cantillon, an entrepreneur is a risk taker. So Cantillon highlights the risk aspect of entrepreneurship (Alada, 2001, p.47).

Quesney's view on entrepreneurs appears to be similar to Cantillon's. Regarding his view on entrepreneurship, Quesney focused on entrepreneurs who own land. According to Quesney, the entrepreneur has uncertainty about the future, organizes and directs the production in question, finds new methods and products related to production and searches for new markets for these products. However, in order for the entrepreneur to do these correctly, she must gain free access to the markets, that is, she should not encounter any obstacles to enter the market and must have confidence in the government in doing these things. (Özkul, 2007, p.345).

Baudeau actually studied the agricultural entrepreneur, just like Cantillon. However, the point that distinguishes Baudeau's entrepreneurial model from Cantillon is this: Baudeau defines the entrepreneur as an individual who uses new technologies or applies new ideas to reduce the costs existing in the production process and to increase the profits she can earn, discovering them, that is, creating an innovation (Herbert ve Link, 2006, p.590).

2.4.5.2. Theories Based on Classical Thought

The statements made by authors like Adam Smith, Jean Baptiste Say, Jeremy Bentham, John Stuart Mill construct the main fundamentals for these theories. According to A. Smith, the entrepreneur is a property owner who highly successfully assembles the resources required for capitalist production in an industrial enterprise. Therefore, capitalists can actually be expressed as an element that ensures the development and distribution of wealth in the social sphere (Formaini, 2001, p.5).

The conclusion that can be drawn in this respect is that, in fact, Adam Smith does not consider the entrepreneur as a separate factor, but treats the entrepreneur as the same as the capitalist. In other words, the capitalist who holds the money in the capitalism process is also an entrepreneur. Therefore, the important factor in entrepreneurship is to have money (Herbert ve Link, 2006, p.590).

The concept of entrepreneurship entered the economics literature as the fourth production factor with Say. In other words, after Say, the entrepreneur is also considered as a production factor. Say defines the entrepreneur as the person who shifts existing economic resources from low productivity area to high productivity area. In other words, he states the entrepreneur as the person who increases the efficiency of economic resources. Say has made a comparison between the entrepreneur and the investor. As a result of this comparison, according to Say, the person who finds the money and undertakes the financial risk of the investment is called the investor; an entrepreneur is a person who gathers the factors necessary for production in such a way as to produce new wealth (Praag, 2005, p.17).

Bentham emphasized the importance of innovation in entrepreneurship. While doing this, he developed a model that he called the Prison Model. In this model, there is a circular prison with cells facing the guard. According to Bentham, the entrepreneur is a contractor who does not have any dependency, purchasing the necessary elements for the regular survival of the prison and obtaining tax on the income that can be obtained as a result of the labor in the prison. In this case, the more the manager, who has the entrepreneurial quality, protects the health and productivity of the employees, the more profit he will earn (Herbert ve Link, 2006, p.592).

J.S. Mill actually explained the entrepreneur's role as part of the managerial activity, that is, within this activity. According to Mill, in order to manage the enterprise, it is necessary to have some informational, cultural characteristics and successes. At this point, he states that what distinguishes the entrepreneur from other people in the society is that they have the opportunity to see the advantages that the other people will not see, no matter how hard they try (Özkul, 2007, p.349).

2.4.5.3. Theories Based on Neo-Classical Thought

Leon Walras, Alfred Marshall, Von Thünen are the researchers that define entrepreneurship within the context of Neo-Classical Thought. Stating that the primary role of the entrepreneur is to demand and supply productive values, Walras argued that wages, interests, and rents could never be determined without the entrepreneur's exchange. Therefore, if wages, interest, and rent cannot be determined without the entrepreneur's exchange, then production cannot be made. Therefore, the entrepreneur is actually an essential element for production here (Praag, 2005, p.18).

According to Marshall, one of the pioneers of the neoclassical school, the role of the entrepreneur is to produce the goods or services that the society demands or needs, while doing so, to find new methods to minimize the costs of production and to reveal innovations by finding new opportunities for the future. While doing this, the entrepreneur assumes all responsibilities within the company in a way that ensures control. The entrepreneur will manage the production on the one hand, bear the business risk that may arise in the work to be carried out, and at the same time control the capital and labor, in a sense, assume the role of both manager and employer (Arıkan, 2004, p.251).

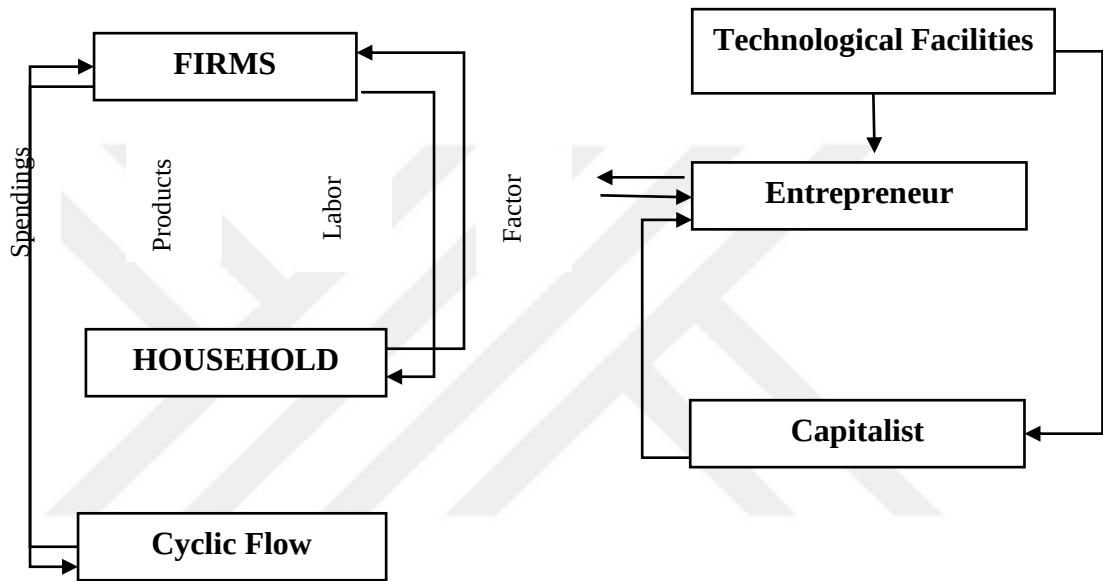
J.H. von Thünen made a comparison between the entrepreneur and the manager. He said that while making the distinction between the entrepreneur and the manager, the factor that separates the entrepreneur from the manager is the behavior of the entrepreneur for taking risks. The manager takes over the job that already exists. However, the entrepreneur establishes a new business, makes plans and produces solutions in order to prevent the business that he established from failing. The most important factor in the development of Thünen's entrepreneurship theory is that she deals with both the risk taker and the entrepreneur who creates innovation, that is, it unites them (Herbert and Link, 2006, p.592).

2.4.5.4. Schumpeterian Entrepreneurial Theory

J.A. Schumpeter's understanding of entrepreneurship has an approach to constantly innovating and creating new applications for production. As can be understood from here, Schumpeter has considered the entrepreneur as a dynamic individual. However, it should be noted that the entrepreneur can be an individual or an institution (Başar, 2001, p.4).

Figure 7

Economic Growth Model of Schumpeter



Source: Te Velde, 2004, p.106

The first circle in the figure is a balanced or struggling circuit flow system. Schumpeter's definition of cyclical flow starts from the assumption of completed goods that do not exist in the system and awaits every supply, always requesting a demand (willingly) anywhere. Under these conditions, all goods are available on the market and the cyclical flow of economic life is closed. In the steady state, in a closed system, costs are the sum of the prices of the factors of production and the revenue from the products must be equal to the price sums. Although Schumpeter points out that profits in this static framework are a symptom of imperfect competition, he also reiterates that marginal income is equal to marginal cost under conditions of perfect competition in the neo-classical economy.

The second circle in the figure symbolizes the common living space of the entrepreneur and the capitalist. While consumer demands are the main force in the first flat,

producers play an active role in the second flat. Schumpeter defines production as "the combination of raw materials" and states that the manufacturer is not an inventor. Because all the materials the manufacturer needs for his product are already available and often ready to use. The driving force behind such economic growth is the creation of new components of materials.

In previous approaches, a comparison was made between entrepreneur and elements such as financier and manager. Schumpeter distinguishes between the entrepreneur and businessmen who perform conventional economic functions. Accordingly, while the entrepreneur gains dynamism to the economy, that is, while the entrepreneur is a dynamic individual or institution, the businessperson is the person who can maintain her existence and make a profit under static conditions (Kızılkaya, 2003, p.18).

2.5. Entrepreneurship in the World and in Turkey

It can be stated that although basic elements of the concept of entrepreneurship are generally the same, some differences may be noticed in different parts of the world about approaches to that concept. In order to evaluate the concept of entrepreneurship more accurately the concept of entrepreneurship was investigated in three main groups as entrepreneurship in USA, in Europe and in Turkey.

2.5.1. Entrepreneurship in USA

Advances in technology in the United States in the 21st century have led to the birth of many technology companies, creating new products and business models. This process has enabled the United States to stand out from other developed countries. Technology-oriented enterprises have also found opportunities by taking risks compared to other technology companies in this process. Innovation has enabled the United States to take the lead in many sectors, especially technology. Behind this success lies a process involving legal basis, financial support and educational institutions (Hart ve Zoltan, 2011, p.117).

The use of credit is important for entrepreneurs' growth in the United States. The laws support entrepreneurs to start and grow businesses by taking risks. Even if businesses go bankrupt, they can continue their commercial lives by reorganizing debt with the same management (Martin, 2006, p.13). In USA concepts like technology, innovation and entrepreneurship are considered as critical foundation stones especially for Small and Medium

Size Enterprises (SMEs). There is a program named as The Small Business Technology Transfer Program SMEs and other entrepreneurship activities are considered as priorities.

SMEs account for about two-thirds of American companies and more than half of employment. For this reason, they are important for the American economy. SBA recently published a five-year strategic plan covering the years 2018-2022. The second part of this plan is devoted to entrepreneurship with headings such as healthy entrepreneurship ecosystem and creating a business-friendly environment. Businesses can thrive in environments where other businesses are also present and where they can grow in a healthy way. Bringing new initiatives to the economy is an indication that the system is functioning correctly. New enterprises sometimes have difficulties in the establishment and development stages due to the bureaucracy and difficulties in accessing finance, which are sometimes aggravated. With the various programs of SBA, the problems experienced by the enterprises are tried to be solved (www.sbir.gov).

2.5.2. Entrepreneurship in Europe

The slowdown in the European Union (EU), the borderline of the European Central Bank's economic intervention tools, public debt, the euro zone crisis and the deterioration of the financial situation have all concerned the authorities. In Europe, which could not overcome the crisis with macroeconomic policies, the importance of the "creative destruction" put forward by Schumpeter at the beginning of the 1900s for the economy was revealed (Franck, 2013, p.1).

For this reason, the European Commission Entrepreneurship 2020 Action Plan, a plan that emphasizes the importance of entrepreneurship, has been published for the European Union to enter a sustainable growth trend, increase competition, and overcome structural problems. Concepts as follows regarding each plan;

- **Supporting Entrepreneurship Education:** The quality and dissemination of entrepreneurship and the importance of entrepreneurship in higher education were expressed in two stages. It has been stated that the return on investment in entrepreneurship education is high, and those who receive the education have established their own businesses up to three to five times the normal population. The benefits of

entrepreneurship education were explained and suggestions were made for its dissemination.

- **Creating Suitable Environments for Entrepreneurship:** An action plan has been developed to ensure SMEs' access to finance. Considering that nearly half of new ventures fail in their first five years, it is necessary to create suitable business environments that will enable them to grow in addition to access to finance. In this sense, besides tax regulations, entrepreneurs should be allowed to open up via the internet. In the case of using information and communication, startups grow 2-3 times faster. In addition to marketing products in the digital environment, investing in digital technology has become a necessity for all large and small businesses today.
- **Role Models and Reaching out with Specific Groups:** In order to expand the entrepreneurship ecosystem, successful entrepreneurs should be presented as models and more media coverage is required. Increasing the diversity of the entrepreneur profile is another solution. It was stated that four groups should be reached: women, adults, youth and immigrants. These groups remained in the background among the entrepreneurial candidates. It was stated that these groups should be included in the financing and entrepreneurship training programs and encouraged to establish entrepreneurship.

The definition of entrepreneurship according to Schumpeterian, that is, innovation-oriented enterprise creation. Entrepreneurship is the prevalence of innovative firms with a high impact on the overall economy. Considering the basic preconditions, Europe should not experience and “entrepreneurship gap” compared to other industrialized regions. Europe's high GDP per capita, high-tech industries and well-educated workforce provide fertile ground to make Europe one of the most entrepreneurial regions in the world. All in all, Europe looks pretty good if entrepreneurship is measured as closely related metrics such as the rate of self-employment or the share employed by small firms, and total entrepreneurial activity as defined by the Global Entrepreneurship Monitor. (<https://www.gemconsortium.org>)

What Europe needs in entrepreneurship is more Schumpeterian entrepreneurship; this entrepreneurship will likely be supported by different types of institutions and support structures rather than self-employment and small business activities. For this reason, there is a need for policies that support innovative initiatives that have a high impact on the economy, rather than policy aimed at promoting SMEs (Henrekson and Sanandaji, 2017, p.17).

To create an entrepreneurial Europe, entrepreneurial policy and its goal have more political, economic and social significance than a theoretical or scientific exercise. In their recent analysis of entrepreneurial policy focusing on innovative entrepreneurship (Audretsch et al. (2020, p.375), they highlight the role of right policies in determining entrepreneurial outcomes (Talbot, 2021, p.18).

2.5.3. Entrepreneurship in Turkey

Policies have been developed by various institutions and organizations to encourage entrepreneurship in Turkey. The importance of entrepreneurship for Turkey in the 10th Development Plan has been emphasized by the Special Expertise Report on the Development of Entrepreneurship. Entrepreneurship has become indispensable for Turkey as in many developed and developing countries.

The aim of the Turkish Entrepreneurship Strategy and Action Plan, prepared under the leadership of Küçük ve Orta Ölçekli Sanayiye Geliştirme ve Destekleme İdaresi Başkanlığı (KOSGEB), is to spread the entrepreneurship culture, create an entrepreneurial ecosystem and develop entrepreneurship. Six main headings have been created and the works to be done in order to achieve the targets are set forth (KOSGEB, 2015, p.71):

- Developing an entrepreneur-friendly regulatory framework
- Supporting innovative entrepreneurship
- Development and implementation of a sustainable support system in priority thematic areas and general areas such as women's entrepreneurship, youth entrepreneurship, eco-entrepreneurship, social entrepreneurship and global entrepreneurship
- Developing a culture that has embraced entrepreneurs and entrepreneurship in our country
- Disseminating entrepreneurship training at formal and non-formal education levels and developing a consultancy system for entrepreneurs
- Facilitating the access of entrepreneurs to finance

2.6. Entrepreneurship Education/Training Courses

Entrepreneurship has gained importance and is seen as the driving force of the economy, and entrepreneurship research has gained momentum. One of the main topics of these researches is entrepreneurship training. Training is the most important factor in the emergence and development of entrepreneurship. It is one of the major contributing factors. Training is only

for entrepreneurship not only for the initial stage but also in the later stages of entrepreneurship it also helps in solving the problems encountered.

2.6.1. Description of Entrepreneurship Education/Training

The concepts of entrepreneurship education and entrepreneurship training are generally creating a confusion in meaning. These two concepts are mostly substituted for each other although they refer to different activities. Entrepreneurship education refers to the different entrepreneurship education programs thought in institutions like schools or university while entrepreneurship training or entrepreneurship training courses refer to the training programs provided by special institutions like development agencies.

The definition of entrepreneurship training takes place in many different ways in the literature. Entrepreneurship Training Consortium sees it as a lifelong learning model. The European Commission advocates a similar but narrower approach. Different opinions have been put forward on whether entrepreneurship can be taught or not. Some experts argued that entrepreneurship can be taught, while others argue that it is an innate talent and personality trait and cannot be taught.

In the global world, the need for qualified manpower, the rapid increase in competition in the production sector and many other factors have increased the importance of entrepreneurial individuals, thus making it obligatory for countries to raise entrepreneurial individuals, causing entrepreneurship training to become a state policy.

The basis of raising entrepreneurial individuals is education. It is seen that as the level of education or training increases, productivity increases, income distribution is more fair, democracy increases and crime rates decrease. It would be more correct to see development as a process that includes not only economic but also innovation and creative thinking (Bayraktar, 2011, p.54).

According to Raposo and Paço (2011, p.453) an entrepreneurship training course includes the following elements for a person:

- The ability to see opportunities in a person's life
- The ability to generate new ideas, pursue opportunities and
- The ability to find resources

- The ability to establish and operate a new company
- The ability to think creatively and critically

According to Rasmussen and Sorheim (2006, p.190), the aim in entrepreneurship education is to reveal the entrepreneurial personality. It is not easy for a person to adopt an entrepreneurial culture. Because there is a comprehensive content in entrepreneurship and it imposes difficult tasks and responsibilities on the person.

According to Raposo and Paço (2011, p.455), the objectives of entrepreneurship training are:

- Getting useful information about entrepreneurship
- Capacity increase through the use of techniques, examination and preparation of action plans
- Identifying and promoting entrepreneurial skills
- To support and develop empathy in all aspects of entrepreneurship
- Developing attitudes towards change
- Encouraging start-ups and other entrepreneurs

According to Alberti et al. (2004, p.6), the following items are among the most frequently used entrepreneurship education/training objectives:

- It includes learning information, concepts and techniques related to the field of entrepreneurship
- It is based on using business situation analysis techniques and providing skills in the synthesis of action plans. This aims to foster the skills of analyzing and synthesizing knowledge, analysis and synthesis about accounting, finance, marketing and general management in a holistic manner.
- To define entrepreneurial spirit, abilities and skills and encourage is another major objective. This goal aims to raise awareness of interest, talent and potential in entrepreneurship, to raise awareness of individuals as a new career opportunity and to support them.

The purpose of entrepreneurship education/training is to reveal and be aware of some hidden characteristics of a person's entrepreneurial potential. Entrepreneurship based education programs should aim to prevent those who have entrepreneurial qualities from

doing wrong deeds, to realize more efficient use of their resources. Education/training is a necessary condition for the increase of entrepreneurship tendency, but it is not sufficient alone (Balaban and Özdemir, 2008, p.135).

According to a view, entrepreneurship is a process that can be obtained partly through personality traits and partly through education. You cannot be an entrepreneur with only some innate features. Education/training is of key importance in entrepreneurship as in every field. People can increase their knowledge and skills with the training they receive, and they can become sensitive to issues that they have not noticed until then. Some attitudes and behaviors are learned in the first years of life, especially in the family, and in later years, in schools and throughout life (Dilsiz and Kölük, 2005, p.12).

In entrepreneurship education/training, besides the basic marketing, finance and other issues in business education, there should also be courses that newly established businesses need (Wasserman, 2012, p.121). On the other hand, it has been argued that entrepreneurship education will not only improve the skills, attitudes and behaviors required to become an entrepreneur, but also create a positive perception of entrepreneurship and enable entrepreneurship to be seen as a career option among university students (Galloway and Brown, 2002, p.400).

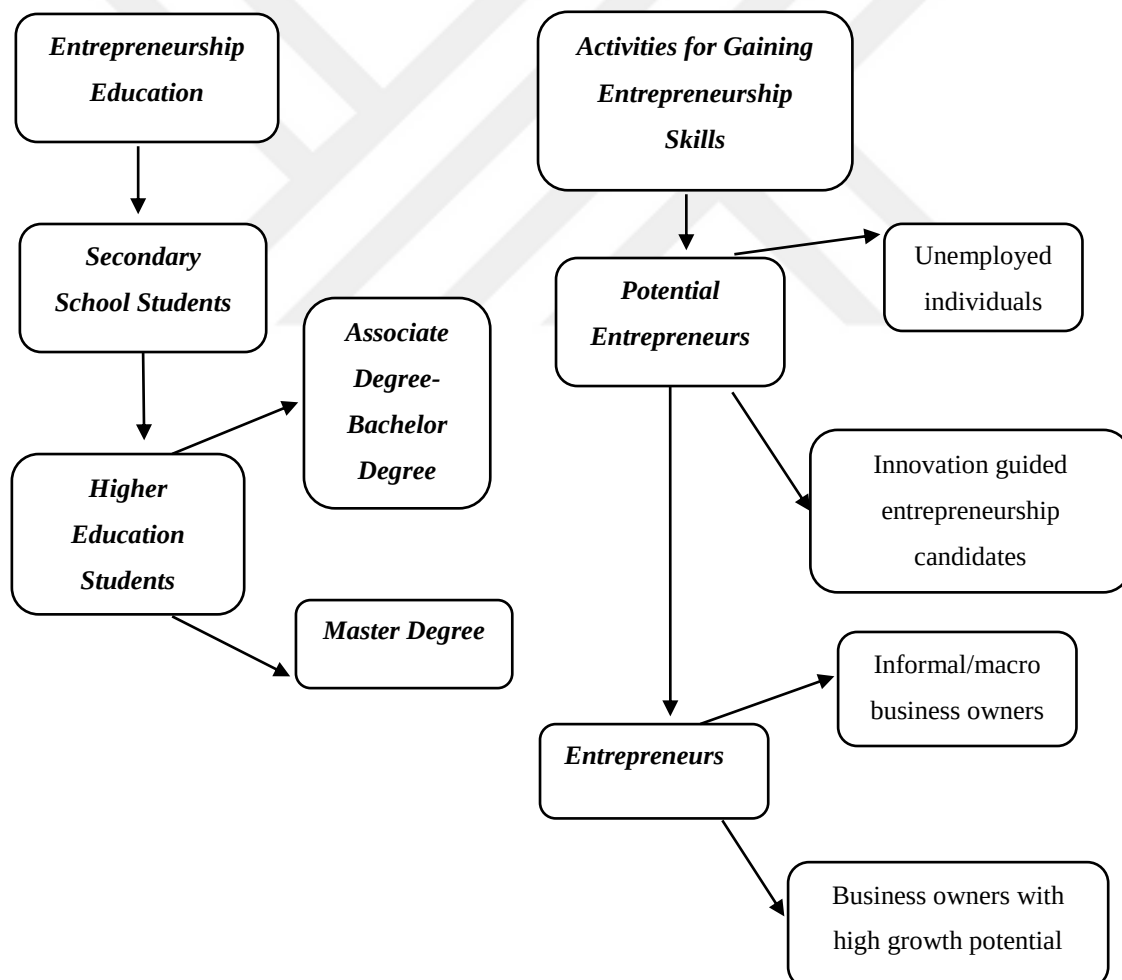
The aim of curriculum development studies in entrepreneurship education is to bring students to the position of job creators, not job seekers. Increasing demand has led to the development of entrepreneurship education, diversification and enrichment of the curriculum, and research on teaching and assessment methods. Researchers interested in the subject state that there are differences in the layout, content and assessment methods of the courses, and there are frequent heated discussions among stakeholders about the adequacy and cost-effectiveness of the courses (Lekoko et al., 2012, p.12025).

Regardless of the degree of belief of countries in the effectiveness of entrepreneurship education/training, supporting entrepreneurs and entrepreneurship has become the basic policy of both developed and developing countries today. University-level entrepreneurship courses are also popularized in order to orient individuals to become entrepreneurs at an early age and to transform entrepreneurship into a part of society culture (Döm, 2008, p.33).

Entrepreneurship education/training is a process that can vary according to the age, educational background, interests and expectations of the person and entrepreneurship can be taught to people in different environments and in different ways. In a report prepared by the World Bank in 2014, it was stated that entrepreneurship education can be handled in two different groups. According to this, entrepreneurship courses given in schools constitute the first group, entrepreneurship trainings given in entrepreneurship centers, private institutions and organizations constitute the second group (Valerio et al., 2014, p.34). The details about that approach is shown in the figure below.

Figure 8

The Elements of Entrepreneurship Education/Training



Source: Valerio et al., 2014, p.34

According to the World Bank Report while the main purpose of the entrepreneurship education/training is to give information about entrepreneurship and to train entrepreneurs, the activities for gaining entrepreneurship skills are focusing on giving the necessary knowledge and skills to establish or operate an enterprise. Entrepreneurship education refers to academic programs and is aimed at secondary and higher education students. Activities to gain entrepreneurship skills are aimed at entrepreneurs who do not take part in an academic education or potential entrepreneur candidates who want to step into entrepreneurship (Valerio et al., 2014, p.35).

Although there is a widespread belief that entrepreneurship education is not of a certain age and that anyone who wishes can receive this training whenever they want, some experts argue that the earlier they meet entrepreneurship, the more likely they are to become entrepreneurs (Schwab, 2010, p.42). The fact that children of families who have started their own businesses are more prone to entrepreneurship is proof of this. It is known that children of such families develop entrepreneurial perspectives and gain entrepreneurial skills while helping the family business or observing their parents (Henley, 2007, p.256).

It may be possible with entrepreneurship training to gain the same skills to individuals who cannot find such an opportunity in the family. This environment provided by the family can be replaced by an education that begins at an early age. This situation raises the question of what kind of entrepreneurship education is more effective.

Entrepreneurship education is an important factor in the promotion and development of the enterprise. Therefore, developments are taking place in universities all over the world regarding the provision of this education. In addition to the entrepreneurship training programs that progressed rapidly at all levels of the education system, the increase in the number of courses, academics, and entrepreneurship programs in the field of entrepreneurship today is an indicator of this situation (Hytti and O'Gorman, 2004, p.12).

Today, with the rapid development of technology, the innovations and information age industries are the driving force of global economies as well as the success of regional economies. In the period when the elements of today's concept of entrepreneurship, which are referred to as modern entrepreneurship, entered the application areas of universities, the new roles undertaken by higher education institutions focus on entrepreneurship and

entrepreneurship training in order to support both national and regional welfare. For this reason, education in the modern universities of the future is expected to be shaped under three headings: science, teaching and entrepreneurship (Çetin, 2007, p.219).

2.7. The Researches Focusing on the Entrepreneurship Education and Training

In the first studies on entrepreneurship education, entrepreneurship has been evaluated with images such as "buying a workplace", "need for innovation and need for growth" under the influence of the concept of small business. Later, when the concept of entrepreneurship moved away from the concept of "small business" and started to be used in its real sense, the difference in the viewpoint of entrepreneurship made entrepreneurship noticed as an independent discipline (Tağraf and Halis, 2008, p.94).

2.7.1. Researches in USA and Europe

Although the schools where entrepreneurship curricula are followed have become popular all over the world, it is still debated whether raising entrepreneurs in the academic world depends on genetic heritage or education (Klein et al., 2006, p.433). Researches on trainings to be given in the field of entrepreneurship must be determined as a result.

Most of the previous research on entrepreneurship education has concentrated on university-based education. However, the studies on entrepreneurship education and its benefits in primary and secondary education consisted of a few academic studies. In the works of Fillion and Gasse, it was emphasized that the development of positive attitude and basic knowledge about entrepreneurship should be in childhood and adolescence. There is an ongoing debate about whether secondary school students have sufficient maturity and experience to understand the complexities and challenges of the business world and the necessity of entrepreneurship education.

In the first studies on entrepreneurship education, entrepreneurship was evaluated with images such as "buying a business place", "need for innovation and need for growth" under the influence of the concept of small business. Later, when the concept of entrepreneurship moved away from the concept of "small business" and started to be used in its true sense, the difference in the viewpoint of entrepreneurship made entrepreneurship noticed as an independent discipline (Tağraf and Halis, 2008, p.100). In the Table 5 the list of authors who published articles about entrepreneurship education in 1980's is listed.

Table 7

The Authors who Published Articles about Entrepreneurship Education in 1980'

Author	Year of Publishing	Author	Year of Publishing
Frontiers of Entrepreneurship Research	1981–1989	McMullan and Long	1987
Hornaday	1982	Ronstadt	1987
Loucks	1982	Sexton and Upton	1987
Clark, Davis, and Harnish	1984	Zeithaml and Rice	1987
Sexton and Upton	1984	Hills	1988
McMullan, Long, and Wilson	1985	Klatt	1988
Vesper	1986	Solomon Vesper and McMullen	1988

Source: Kuratko, 2005, p.582

Ronstadt (1987) proposed two models for entrepreneurship education. The methods discussed include conferences, case studies, and feasibility plans. Ronstadt argued that an effective program would be possible by showing students how entrepreneurial behavior would be and bringing successful entrepreneurs and students together. After Ronstadt within the scope of a research conducted by Robinson and Hayes (1991, p.51) with university students three main obstacles about entrepreneurship education were defined as:

- Improving the existing projects and staff (This will improve the quality of the area).
- The lack of academic programs and representation of institutions
- The lack of interest of students towards academic programs

It is seen that the point that this period highlights in terms of entrepreneurship education is to increase the sharing of successful entrepreneurs and potential entrepreneur candidates. In addition, it is possible to say that the focus is on institutionalizing entrepreneurship education.

Table 7 contains the most important articles about entrepreneurship education in the 1990s. Educators working on entrepreneurship are focusing on what kind of path should be followed in the process of creating an entrepreneurial tendency with in that period of time.

Table 8

The Authors who Published Articles about Entrepreneurship Education in 1990's

Author	Year of Publishing	Author	Year of Publishing
Kent	1990	Wolfe and Bruton	1994
Plaschka and Welsch	1990	Bangs	1995
Ronstadt	1990	Frontiers of Entrepreneurship Research	1990-1999
Van Clouse	1990	Katz, Gundry, Low, and Starr	1995
Donckels	1991	Mitchell and Chesteen	1995
Presching	1991	Katz, Gundry, Low, and Star	1996
Robinson and Hayes	1991	Kuratko	1996
Solomon and Fernald	1991	Robinson	1996
Stumpf, Dunbar, and Mullen	1991	Brawer	1997
Block and Stumpf	1992	Gorman et al.	1997
Gartner, Bird, and Starr	1992	Vesper and Gartner	1997
McGrath et al.	1992	Scott and Twomey	1998
Hood and Young	1993	Truell, Webster, and	1998

Davidson			
Solomon and Fernald	1993	Gates	1999
Gartner and Vesper	1994	Reynolds et al.	1999
Katz, Gundry, Low, and Starr	1994	Stewart et al.	1999
Low, Venkataraman, and Srivatsan	1994	Tulgan	1999
Solomon et al.	1994	Vesper and Gartner	1999

Source: Kuratko, 2005, p.582

Studies on entrepreneurship education in the 90's focused on the creation of entrepreneurial tendencies in individuals, unlike the previous period. In this period, it is possible to say that program proposals for the creation of entrepreneurial behaviors in individuals rather than sharing entrepreneurship experiences came to the fore.

In early 2000's the main focusing point of the analysis on entrepreneurship education is differentiating these education alternatives from typical business training programs. According to Solomon et al. (2002, p.340) introduction to business is basically a different activity from business management. Entrepreneurship education should address the ambiguous nature of business entry. For this purpose, entrepreneurship education should include negotiation skills development, leadership, new product development, creative thinking, and exposure to technological innovation.

Other areas determined to be important for entrepreneurship education are venture capital resources, protection of ideas, uncertainty tolerance, and determination of entrepreneurial personality traits and difficulties that can be encountered at every stage of the enterprise (Kuratko, 2005, p.580).

As a result of their research, Fayolle and Gailly (2015) concluded that although there was no significant effect on students' tendencies after short programs, there was a positive

effect on attitudes towards entrepreneurship and perceived behavior control after medium-term programs.

Piperopoulos and Dimov (2015) stated that entrepreneurship education has a negative effect on self-efficacy and entrepreneurship tendency in theory-based courses and positively in practice-based courses.

Dragomir and Vepânzaru (2015) used studies and statistics on EU member countries in their studies. At the end of the study, an important relationship between education and disposition was found. It has been demonstrated that education increases the intention to become an entrepreneur. At the end of the training, students better understood the place of entrepreneurship in society.

In the studies of Nabi, Walmsley, Liñán, Akhtar, and Neame (2018), it was observed that students participating in the entrepreneurship education program provided significant benefits. Entrepreneurial education has inspired those who are not educated to learn about entrepreneurship at a higher rate. On the other hand, in the surveys conducted at the beginning and end of the year, it was observed that there was no significant difference between those who received education and those who did not. While education generally creates positive effects on the individual, there is a decrease in tendency. But one becomes more knowledgeable about entrepreneurial processes and challenges.

Duval and Reed (2012) found that engineering students are encouraged to develop their entrepreneurship skills in their studies. There was a significant increase in the tendency to be entrepreneurial among students who received entrepreneurship education compared to those who did not. Education has expanded the options towards career.

Huber, Sloof and Van Praag (2014) tested the negative effect of entrepreneurship education on entrepreneurship tendency in their studies. Despite this negative effect, it has been observed that education may have an indirect effect on trend. All of the non-cognitive entrepreneurial traits have a positive relationship with the entrepreneurial tendency. The impact of education on non-cognitive characteristics can positively affect the entrepreneurial tendency in the future.

In the studies of Küttim, Kallaste, Venesaar and Kiis (2014), it has been observed that entrepreneurship education has positive effects on entrepreneurship tendency. It has been revealed that attitude towards entrepreneurship and perceived behavior control have a positive relationship with the entrepreneurial tendency.

Bae, Qian, Miao, and Fiet (2017) found that entrepreneurship education had a small but positive effect in their studies. At the end of the study, there was not much difference between pre-education entrepreneurship tendency and post-training entrepreneurship tendency. The researchers stated that while evaluating entrepreneurship education, focusing only on the trend may have wrong results in terms of evaluating education, and focusing on knowledge, skills, performance and actual behavior rather than trend should be done.

As a result, a common framework on how entrepreneurship education should be has not yet been formed and a successful model has not been agreed upon this issue (Rasmussen and Sorheim, 2006: 190). Research on this subject continues.

2.7.2. Researches in Turkey

Balaban and Özdemir (2008) focused on the characteristics of entrepreneurs and entrepreneurial education, identified the factors affecting the trend and tried to measure the effect of education on the trend. As a result, it is revealed that entrepreneurship education has positive effects on trend.

Bozkurt, Aslan and Göral (2011) tried to measure the effects of entrepreneurship education on entrepreneurship tendency by emphasizing the psychological and demographic factors that affect entrepreneurship. They concluded that entrepreneurship training reveals the potential that individuals themselves have but are unaware of. Education has positive effects on trend

Uluköy, Demireli, and Kahya (2013), focusing on entrepreneurship, entrepreneurs' characteristics and entrepreneurship training, measured whether the trainings they received from KOSGEB entrepreneurship training courses reveal their entrepreneurship potential. It has been observed that entrepreneurship training is effective in creating the necessary awareness in people.

Yumuk (2013) emphasized the concepts of entrepreneurship and entrepreneurship and talked about entrepreneurship education and entrepreneurship tendency. As a result of the study, it was observed that there was no difference in terms of disposition between students who received education and those who did not. In addition, the trainees concluded that they have an idea of whether they can become entrepreneurs and can channel this entrepreneurship.

Bayram (2014), emphasizing entrepreneurship and entrepreneurship conceptually, tried to measure the effect of entrepreneurship trainings received by those who attended KOSGEB-supported entrepreneurship courses on entrepreneurship tendency. In the study, he concluded that while education triggers entrepreneurship desire, it is not enough to reveal the tendency.

Cetinkaya, (2017), Turkey mentioning the practical entrepreneurship training given by the Employment Agency, discussed the results from different angles. As a result of the research, it was concluded that applied entrepreneurship training is partially beneficial. The answer of yes to the question of would you recommend entrepreneurship training by all the participants of the research is an indication that the training is effective.

2.8. Entrepreneurship Education & Entrepreneurship Training-A Semantic Confusion

In the entrepreneurship ecosystem, when it comes to activities that will contribute to the development of individuals and lead individuals to become entrepreneurs, it is seen that the concepts of education and training are often confused or used interchangeably. At this point, in order not to create a conceptual confusion, it is useful to examine the common and different aspects of these two concepts.

Entrepreneurship education is rendered with multiple objectives ranging from personal skill development to innovative venture creation and target audiences are drawn from diversified backgrounds and levels of education which results in multiplicity of its definitions. There is also some semantic confusion regarding the term used to mean entrepreneurship education in different places (Azim, 2014, p.127). Broadly speaking, the notion of entrepreneurship education may include two different elements or concepts (Kirby, 2004, p.512):

- A broader concept of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities that may be applied in practice within the domain of self-employment, business initiation or employment in the large organization and is not directly focused on the creation of new businesses
- A more specific concept of training in how to create a new business.

Compared with the concept of education, entrepreneurship training is a short-activity focusing on individual skills that help the potential entrepreneur to start and carry on a business. As it can be noticed from the definitions although these two concepts have points in common some differences can be stated too (Gohain and Chakraborty, 2017, p.49).

Table 9: Differences between the Concepts of Entrepreneurship Education and Training

Comparison Detail	Entrepreneurship Training	Entrepreneurship Education
Activity to be focused	Knowledge skills ability and job performance	Structured development of individual to specified outcomes
Period/Time	Short-term	Specified period
Methods to be used	Demonstration, practice, feedback	Lectures, guided reading, debate, self-managed learning
Outcomes of process	Skilled performance of tasks which make up a job	External specified outcomes
Learning strategy used	Didactic tutor-centered	Combination of didactic, skill building and inductive strategies
Nature of process	Outside in, done by others	Largely outside, in, done by others
Process of evaluation	Evaluation against specific job performance	Evaluation in terms of pass/fail levels standards

Source: Gohain and Chakraborty, 2017, p.49

Gibb (1997) points out, for example, that the term “entrepreneurship education” is commonly used in Canada and the US but is much less commonly used in Europe. The preferred term in the UK and other European countries is “enterprise education/training” rather than “entrepreneurship education” (Azim, 2014, p.127). Within the light these statements in order not to create an ambiguity, in following parts of this research the phrase “education/training” will be used generally.

2.9. The Structure and Content of the Entrepreneurship Education/Training Courses in Turkey and in World

Entrepreneurship education was initiated by Shigeru Fijii in 1938 at Kobe University in Japan. Small business management courses began to appear around the world in the 1940s. In 1947, Myles Mace introduced the entrepreneurship course at Harvard Business School in the USA for the first time. There has been a tremendous growth in the number of small business management and entrepreneurship courses in different educational institutions in the last 20 years (Albeti et al., 2004, p. 4).

The serious examination of entrepreneurship and entrepreneurship by the business discipline that emerged in the 1950s is the product of a development of the last 20 years. Entrepreneurship has been intensely included in the lessons since the 1980s. Entrepreneurship is not only a course on its own in many schools today, but it is a field where masters and doctoral degrees are given. Entrepreneurship centers were opened in many business schools in the 1990s (Çetindamar, 2002, p.26).

2.9.1. Entrepreneurship Education in the World

Entrepreneurship education in the world can be evaluated in two main groups as education in USA and education in Europe. There are different dominant approaches applied in these regions. The details about these approaches are stated in the following parts.

2.9.1.1. Education Plans Applied in USA

When the entrepreneurship education in the world is considered, it is seen that USA takes the lead. The first education about entrepreneurship in America started in 1947 at "Harvard Business School". The first academic programs on this subject started in the 1960s and became increasingly widespread in the 1965s. While in 1993, entrepreneurship courses were

given at more than 400 US universities at the undergraduate or graduate level, this number reached 1600s in the 2000s (Katz, 2003, p.284).

In the USA, there is no common entrepreneurship education system due to the high level of decentralization of schools. Therefore, great differences are observed between researchers and institutions in theory and practice in entrepreneurship education (Guzman ve Linan, 2005, p.9). The main goal of the entrepreneurship training program in the USA and Canada is to raise awareness and direct relevant individuals to own a business alone. Considering the history of entrepreneurship education in the United States, it is seen that it coincides with after the Second World War. The scope of the training provided here consisted of courses on small businesses and entrepreneurship. Looking at the purpose of the training at the beginning, it is noteworthy that especially the leadership training was focused on (Top, 2008, p.42).

Entrepreneurial education in the United States is scientifically based, systematic, and investigative. Entrepreneurship training is supported by the government. The government allocates entrepreneurship education funds to universities for the promotion of entrepreneurship. The education model provided at the university has gradually developed (Yu, 2018, p.2).

Universities in USA have designed entrepreneurship to create entrepreneurship tendencies in candidates and to actively involve candidates in entrepreneurship, to develop candidates economically and socially, and to benefit candidates in line with the goals of the country. There are differences between states in entrepreneurship education due to the governance structure of the United States. Despite these differences, there is an orientation towards originality and application. Trainings in the USA aim to raise awareness and motivation for entrepreneurship. Entrepreneurship training is geared towards putting behaviors into practice (Patricia et al., 2015, p.69).

The establishment of centers and associations on entrepreneurship in the United States and the organization of scientific meetings on entrepreneurship and the publication of articles have reinforced entrepreneurship as a discipline. Entrepreneurship education is organized for students and for those who have potential outside of being a student or who do this job (Yu, 2018, p.4). Entrepreneurship culture, legal regulations, immigrants, access to finance,

consumers open to innovation, educational institutions and organizations that contribute to entrepreneurship have a large share in the formation and development of entrepreneurship in the United States (John et al., 1999, p.33).

2.9.1.2. Education Plans Applied in Europe

The European Commission, with its Green Book published in 2003, emphasized the importance of entrepreneurship education for the first time. In 2006, the European Commission announced eight key competences for lifelong learning, including entrepreneurship, and the report was updated in 2018. It was stated that entrepreneurship education and training should be supported among member countries with the 2008 SME Law, 2012 Re-thinking Training Communication and the 2020 Entrepreneurship Action Plan. After these reports, there has been a movement in the sense of entrepreneurship in Europe (Bacigalupo et al., 2016, p.5).

In order to get rid of the effects of the global economic crisis in 2008, countries started to seek solutions to fix the economy. At this point, the European Commission's 2020 Entrepreneurship Action Plan saw entrepreneurship as part of smart, sustainable, and inclusive growth. The plan aimed to encourage entrepreneurship in the member countries, remove the barriers, and develop entrepreneurship skills through education (Florea and Florea, 2013, p.75).

In 2016, the Council of Europe published the Eurydice Report supporting entrepreneurship education, consisting of five chapters. In the table below important published documents about entrepreneurship education in Europe are listed.

Table 10

Important Published Documents about Entrepreneurship Education in Europe

Year	Document	Definition
2003	Entrepreneurship Green Document in Europe	Europe's first entrepreneurship action plan, with training as a key factor in progress

2006	Entrepreneurship Education in Europe Oslo Agenda	A set of recommendations showing how to support development in entrepreneurship education through systematic and effective action at EU, national, regional and institutional levels
	Lifelong Learning Core Competences Recommendations of the European Parliament and the Council (Revised in 2018)	Defined the sense of enterprise and entrepreneurship as one of the eight core competences.
2010	Towards a Better Integrity in Entrepreneurship Education	Research on incorporating systematic strategies into entrepreneurship education with a presentation of the Progress Model
2012	Entrepreneurship 2020 Action Plan	Defines entrepreneurship education as one of the three key areas to support entrepreneurial development in Europe.
	Entrepreneurship Education at School in Europe	Eurydice study analyzing the inclusion of entrepreneurship education in policy and practice for compulsory education in Europe
2014	Entrepreneurship Education Thematic Working Group Final Report	Policy guidance for national and regional managers to develop a more effective entrepreneurial training strategy and practice
	Entrepreneurship in Education and Training European Council Decisions	Requests the European Commission and Member Nations to incorporate and promote entrepreneurship in education and training

	Entrepreneurship Education: The Path to Success	Compiling evidence on the impact of entrepreneurial education strategies and measures
2015	European Parliament Resolutions in Promoting Young Entrepreneurship Through Education and Training	It asks the European Commission to support entrepreneurial skills through its programs and also asks Member Nations to use existing funds such as EU Structural Funds to support entrepreneurial skills development.

Source: Bourgeois and Balcon, 2016, p.36

Developing entrepreneurship in the direction of creating a more entrepreneurial Europe is among the priority policies of the European Union. In addition, although the EU carries out various activities within the scope of these policies, it also monitors the development performances of the EU member and candidate countries in this sense (Balaban and Özdemir, 2008, p.137).

Some examples of applications related to entrepreneurship education in European Union countries are given in the table below (Yelkialan et al., 2010, p.54).

Table 11

Applications Related to Entrepreneurship Education in European Union Countries

Country	Entrepreneurship Education Based Application
<i>Greece</i>	- Virtual businesses support entrepreneurship training at the Sivitanidios Technical School in Athens. Students divide their time between theoretical lectures and running a virtual business. - It is planned to expand this program in all technical schools due to the positive

results.

- An entrepreneurship course has been added to the curriculum, which gives practical information about entrepreneurship theory and the preparation of business plans.
- In addition, established liaison offices ensure that students are informed and supported about their entrepreneurial career.

Ireland

- A support package (Campus Company Program) is implemented to increase the number and density of university-based business enterprises with a strategy focused on developing new businesses with high growth potential.
- Part of the Irish regional development strategy, this program includes a one-year business support program that provides practical knowledge and management support to university graduates wishing to start a business.
- Under the program, lecturers can receive financial support to commercialize their research results.

England

- Regulatory Reform Action Plan was prepared by putting the Regulatory Reform Law into effect to reduce administrative burden.
- In this plan, regional venture capital funds for small businesses with growth potential have been put into practice.
- Credit Guarantee Funds have been established for small companies that have difficulties in obtaining loans, and financial resources have been allocated by the government to provide support for entrepreneurship training courses at certain universities and colleges.
- In addition, a government-supported National Business Network was established, bringing together private investors and entrepreneurs seeking financing.

Finland

- In the school system in Finland, great importance is attached to entrepreneurship.
- Entrepreneurship education is included in the curriculum at all educational

	levels.
Germany	- The "EXIST Program" has been established by the Federal Ministry of Education and Research in Germany to develop regional cooperation between universities, technical schools, business world and other interested parties. - The program brings together interested parties to create a more entrepreneurial mindset in higher education and research institutions and to realize the potential of entrepreneurship.
Netherlands	- In the Netherlands, interaction has been achieved between various ministries, public institutions and business owners with a coordinated approach to entrepreneurship. - Regions directly involved in the implementation of entrepreneurship policies agreed to engage in joint ventures with the Ministry of Economy on important issues such as developing the entrepreneurial spirit in higher education and providing integrated support services. - In order to create an entrepreneurial spirit among high school students, the "mini-enterprises project" was implemented with the support of the Ministry of Economy, the employer organization and a bank. Students establish a business, produce a product or provide a service. The "Mini Business Award" is given once a year.

Source: Yelkialan et al., 2010, p.54

2.9.2. Entrepreneurship Education and Education Plans Applied in Turkey

Considering the effect of the concept of entrepreneurship on the economy, the responsibility of introducing new concepts and technologies to the society stands out as the entrepreneur is people who think ahead of the society he lives in due to their roles. The introduction of the economy with new technology or production techniques activates previously unused or used less resources and increases the efficiency of resource use in the economy (Üzülmez, 2008, p.259).

With this new technology, individuals who will mobilize production techniques and increase productivity can only be possible with entrepreneurs who will contribute to the

economy of the country in the future with the existence of courses to be given in secondary education and universities.

Entrepreneurship in Turkey has made significant advances especially since 1980. The idea that Turkish people can be very successful in the intense market economy applied after 1980 and the entrepreneurship environment developing due to this has started to be accepted. In the 1990s, with the entry into the Customs Union, a new type of entrepreneur who learns foreign languages in order to compete in international markets and is aware of the need to have knowledge in order to sell goods in foreign markets has started to form. An entrepreneurial segment has emerged that is sensitive to technological developments that are necessary for quality, productivity and international marketing and increase its competitiveness (Aşkın et al., 2011, p.55).

While the 2000s witnessed groundbreaking developments in science and technology, the value of entrepreneurs and entrepreneurship increased in parallel to the whole world in our country, decisions were taken to encourage entrepreneurship, entrepreneurship training was spread, and the public was tried to raise awareness on this issue.

In parallel to the development of entrepreneurship and entrepreneurial training programs in Turkey increasingly widespread. In addition to official institutions such as KOSGEB and İSMEK, private institutions and courses that provide consultancy services also provide training to guide and assist entrepreneur candidates. KOSGEB, one of these organizations, provides practical entrepreneurship trainings with many institutions (Özdemir, 2016, p.34).

2.9.2.1. KOSGEB Based Training Course Plans

KOSGEB provides "Applied Entrepreneurship Trainings" to entrepreneurs within the scope of their support. The aim of Applied Entrepreneurship Trainings is to ensure the spread of entrepreneurship culture in the country and to establish a successful business. With entrepreneurship training; it is aimed to instill entrepreneurial spirit in individuals, to support individuals in establishing a business and to teach them to work towards business ideas and plans, as well as to gain knowledge and experience in entrepreneurship.

Bükel (2013, p.22) explains the details of Applied Entrepreneurship Trainings alternatives as:

- Applied Entrepreneurship Trainings organized by KOSGEB
- Applied Entrepreneurship Trainings and Entrepreneurship Support Programs organized by institutions / organizations and approved by KOSGEB
- Entrepreneurship courses given by higher education or secondary education institutions and approved by KOSGEB

While the target audience in Applied Entrepreneurship Trainings is real people who want to start their own business, the trainings can be organized open to general participation, or they can be planned for a specific target group such as young entrepreneurs, women entrepreneurs and students of higher education institutions (www.kosgeb.gov.tr).

The content of these trainings can be summarized as (Bükel, 2013, p.22):

- Testing entrepreneurship features
- Business idea development and creativity exercises
- Responsible entrepreneurship concept and sharing experiences of individuals
- Business concept, business functions, business types, organization types
- Financial and legal responsibilities
- Business plan concept and elements (market research, marketing plan, production plan, management plan, financial plan)
- Workshops on business model and business plan

Recently it was decided to gather all entrepreneurship education programs under the roof of KOSGEB e-Academy. The main aim of this decision is to conduct all different types of processes about these kinds of education within the scope of online platforms. There two different types of entrepreneurship trainings available online in KOSGEB and the main aims of these trainings are given in the table below.

Table 12

Different Types of Online Entrepreneurship Trainings in KOSGEB e-Academy

Name of Training	Aim of the Training
Traditional Entrepreneurship Training	- Traditional Entrepreneur Training is provided in order for entrepreneurs to have knowledge about starting and running a business, to be aware of their roles and responsibilities in this process, and to gain knowledge and experience to prepare a business model for business ideas. - This training is for both entrepreneurs who want to open a business in traditional sectors and entrepreneurs who want to participate in the Advanced Entrepreneur Training.
Advanced Entrepreneurship Training	- Advanced Entrepreneur Training aims to provide the knowledge that innovative, medium-high / advanced technology sectors and entrepreneurs who will operate in the manufacturing sector may need. "Advanced Entrepreneurship Program has been prepared for entrepreneurs who want to apply to the program which aims to increase the number of enterprises in sectors with innovative and technology infrastructure, which will enable our country to compete in global markets, have export capability, create brand value, create brand value, by opening a business in the sectors included in the Table of Activity Subjects of the Advanced Entrepreneur Program.

Source: <https://lms.kosgeb.gov.tr/>

In Small and Medium Sized Enterprises Development and Support Administration Entrepreneurship Education Principles (2020) the scope of the Traditional Entrepreneurship Education and the Advanced Entrepreneurship Education are summarized as follows:

Traditional Entrepreneurship Training:

- The training is provided in order for entrepreneurs to have knowledge about starting and running a business, to become aware of their roles and responsibilities in this process, and to gain knowledge and experience to prepare a business model for business ideas.
- The target audience of traditional entrepreneur education is entrepreneurs who will apply to the traditional entrepreneur program and advanced entrepreneur training.
- Traditional entrepreneurial education consists of the following sections at a minimum
 - Basic concepts in entrepreneurship
 - Seeing venture opportunities and creating / developing ideas
 - Feasibility analysis
 - Business models, customers, value proposition and revenue streams
 - Economy, industry, competition, and customer analysis
 - Legal infrastructure
 - Ethical foundations of the enterprise
 - Marketing principles and management
- Additional sections can be added to the sections specified for traditional entrepreneur training. The added departments are included in the distance education system.

Advanced Entrepreneurship Training:

- Advanced entrepreneur training is provided in order to gain the knowledge that innovative, medium-high / high technology sectors and entrepreneurs who will operate in the manufacturing sector may need.
- The target audience of advanced entrepreneur education is entrepreneurs who will apply to the advanced entrepreneur program.
- The entrepreneur who will participate in the advanced entrepreneur training should have completed the traditional entrepreneur training.

- Advanced entrepreneurship training consists of at least the following parts:
 - Networking Determination and management of the financial structure of the enterprise
 - Access to financial resources for startups
 - Innovation management
 - Intellectual property rights
 - Professional management of the enterprise and strategic management in SMEs
 - Management of the growth process and growth strategies
 - Business plan development
- Additional sections can be added to the specified sections for advanced entrepreneur training. The added departments are included in the distance education system.

2.9.2.2. University Based Education Plans

When university-based entrepreneurship, education is considered two main issued stands out; universities gaining an entrepreneurial structure in the development of entrepreneurship and disseminating entrepreneurship training at these universities and thus improving the entrepreneurship characteristics of individuals. These issues lead us to the concept of “Entrepreneurial University”.

An entrepreneurial university is a university that provides education and training and encourages research and entrepreneurship (Etzkowitz, 2008, p.26). Entrepreneurial university means that the university has entrepreneurial characteristics just like a private business, and that everyone, from faculty members to employees and all students, has an entrepreneurial spirit (Aktan, 2007, p.24).

In its broadest definition, the entrepreneurial university is a university that creates value for the society, can create innovative perspectives while doing this, make a difference, find innovative systems, people, rules, methods, establish and develop them. Entrepreneurial universities are also universities that develop networks with stakeholders, cooperate, break down strict hierarchical rules and rigid walls between disciplines and departments, and build new structures while demolishing, work interdisciplinarily, build teams, that is, create value in a sense (Şerifoğlu, 2012, p.18).

Odabaşı (2007, p.56) explains the characteristics of an entrepreneurial university as follows:

- An entrepreneurial university is a university that takes entrepreneurship into account in its strategy, basic elements of education and training and all its applications, and acts to create an entrepreneurial perspective and create entrepreneurial skills.
 - Entrepreneurial universities are universities that use learning techniques that can enable students to be motivated to the entrepreneurship process and make right and right decisions throughout the process and can develop leadership skills.
 - Entrepreneurial universities care about the collaboration with external stakeholders and by the help of this collaboration they can create chances for application alternatives and gaining income.
 - Entrepreneurial university contributes to regional development
- Different dimensions of an entrepreneurial university can be defined as (OECD, 2012)
- **Leadership and management:** The University must have a management level that supports entrepreneurship and provides the necessary leadership to develop it.
 - **Organizational capacity:** The organizational structure of the university should be arranged in a way that supports entrepreneurship activities, and attention should be paid to the fact that internal and external stakeholders act in a way that supports each other in their relations with each other.
 - **Entrepreneurial development in teaching and learning:** The University should be structured to create an entrepreneurial mindset and develop entrepreneurship skills, as many different methods and individuals as possible should be used in entrepreneurship teaching, and innovations in this field should be frequently reflected in the programs.
 - **Ways that entrepreneurs should follow:** The importance of entrepreneurship should be emphasized at the university, and emphasis should be placed on developing entrepreneurship awareness and skills among internal stakeholders. Internal entrepreneurship should be supported, and staff and students should be encouraged to have entrepreneurial experiences and to turn their ideas into action.
 - **University-business / outside world relations for information exchange:** The university should make the exchange of information a part of its corporate policy

through cooperation and partnerships with industry, society, and the public sector, and should appreciate the importance of developing entrepreneurship with multi-stakeholder participation. Staff and students should seize every opportunity to participate in entrepreneurship activities.

- ***Entrepreneurial university as an internationalized institution:*** Being an entrepreneurial university is not a prerequisite to be international, but a true entrepreneurial university must be an international university. This means that the university has an international character in terms of students and academics, participates in international projects and networks and diversifies its activities and efforts in the field of education and training to appeal to the global market.
- ***Determination of the effects of the entrepreneurial university:*** An entrepreneurial university should measure its effects on the environment from local to global scale and from internal stakeholders to external stakeholders, and accordingly, it should make the necessary arrangements in its strategy and entrepreneurship education and training. Within that scope, university-based entrepreneurship education programs in Turkey are listed in the table below.

Table 13

University Based Entrepreneurship Education Programs in Turkey

Name of the Program	University Conducting the Program
Akdeniz University Entrepreneurship and Business Development Research and Application Center (AKGİM)	Akdeniz University
Ankara University Small Business and Entrepreneurship Research and Application Center (KİGAUM)	Ankara University
Anadolu University Entrepreneurship Education and Research Unit (GEAB)	Anadolu University
Atatürk University Entrepreneurship Research and Application Central (GAUM)	Atatürk University
Çanakkale Onsekiz Mart University Dr. H. İbrahim Bodur Entrepreneurship Application and Research Center	Çanakkale Onsekiz Mart University

METU Entrepreneurship Research and Application Center	METU
Özyeğin University Entrepreneurship Center	Özyeğin University
TOBB University Entrepreneurship Research Center	TOBB University
Istanbul Kültür University Family Businesses and Entrepreneurship Application and Research Center	Istanbul Kültür University
Çankaya University Entrepreneurship Center	Çankaya University
Hacettepe University Market Economy and Entrepreneurship Development Center	Hacettepe University
Izmir University of Economics Creative Entrepreneurship Application and Research Center	Izmir University of Economics

Source: Bozkurt, 2011, p.49

The details about these programs are listed below (Bozkurt, 2011, p.50):

- Akdeniz University's entrepreneurship center (AKGİM) has activities that support entrepreneurship such as personnel selection and placement, individual career counseling and personal development activities. In addition, programs such as entrepreneurship development and scientific research project management are also available.
- The entrepreneurship center (KİGAUM) of Ankara University aims to organize training programs on entrepreneurship with small and medium-sized enterprises, to conduct research-application and publication studies, to present opinions to real and legal persons, to carry out projects, research, and similar studies.
- Among the objectives of the Anadolu University's entrepreneurship center, unlike the others, are to provide consultancy to the preparation of business plans requested by venture capital companies and banks, to examine and approve the prepared business plans at a scientific level.
- The aim of the entrepreneurship center at Atatürk University is to conduct scientific studies in areas that are directly or indirectly related to entrepreneurship and small businesses and to organize short and long-term training programs without an academic degree for beginner and experienced entrepreneurs. To contribute to the development

of these organizations and regional development by transferring the results of these studies and the experience in this field to relevant local and foreign organizations.

- The entrepreneurship center of Çanakkale Onsekiz Mart University acts with the mission of educating and guiding students as entrepreneurs, training experts on the subject of "Entrepreneurship" and conducting research and publication on the subject. The center organizes a project competition for students. Bringing students' project ideas about entrepreneurship to the applicable stage through feasibility studies is among the aims of the project competition.
- Özyeğin University's entrepreneurship center is a platform that is the developer and provider of entrepreneurship-related activities and services. The center organized for individuals and organizations entrepreneurship culture through education, research and outreach programs and aims to provide skills.
- The aim of the Istanbul Kültür University "Family Business and Entrepreneurship Application and Research Center" is to systematically examine the characteristics of family businesses and entrepreneurs who founded and develop these businesses, their problems, their interactions with internal and external environmental factors, to conduct various researches, to prepare publications and to provide consulting services.
- The aim of Çankaya University's entrepreneurship center is to contribute to the development of capacities and enrichment of knowledge by bringing an international dimension to the projects within the framework of universal approaches in the basic entrepreneurship issues that students and academic staff who produce creative and innovative ideas need to realize their projects. For this purpose, organizing a seminar on basic entrepreneurship issues (strategic plan, business plan and file preparation, project preparation and management, accounting, foreign trade, intellectual and industrial rights, marketing, operating legislation, financial resources, etc.), organizing international entrepreneurship congresses and taking necessary initiatives for the participation of university students and lecturers in international entrepreneurship awards are among the main activities.
- The aim of the Izmir University of Economics entrepreneurship center is to conduct interdisciplinary and innovation-oriented research in the field of entrepreneurship that will establish a relationship between academic work and practice and to support education programs on these issues

In a study conducted in Turkey 93 different university based institutions were examined (61 state universities and 32 foundation universities) by Özdemir (2016). In the table below the number of courses given in the same quality as entrepreneurship and entrepreneurship in the 2014-2015 academic year is stated.

Table 14

Number of Entrepreneurship Based Courses Given in the Universities in Turkey

Course	Associate Degree	Bachelor Degree	Master Degree	Doctoral Level
<i>Entrepreneurship Training</i>	32	83	38	8
<i>Technology Management</i>	6	32	29	6
<i>Creativity</i>	3	27	14	4
<i>Business Project Preparation and Development</i>	10	44	20	4
<i>Sme Management</i>	12	39	2	3
<i>Innovation</i>	6	42	34	11
<i>Total</i>	69	260	159	36

Source: Özdemir, 2016, p.66

Looking at these results, it is seen that a total of 524 entrepreneurship courses were opened, 260 at the undergraduate level (Özdemir, 2016, p.66). Today, this number continues to increase.

Table 15

Universities that Have Entrepreneurship Undergraduate Program in Turkey

University	Department	State/Foundation	Name of the Program
<i>Karabük University</i>	Faculty of Business	State	Entrepreneurship
<i>İstanbul Kültür Univesity</i>	Faculty of Economics and Administrative Sciences	Foundation	Entrepreneurship
<i>Özyeğin University</i>	Faculty of Business	Foundation	Entrepreneurship
<i>TOBB ETU</i>	Faculty of Economics and Administrative	Foundation	International Entrepreneurship

Source: Karadeniz ve Özkan, 2020, p.879

Table 16

Universities that Have Entrepreneurship Master Program in Turkey

University	Institute	State/Foundation	Name of the Program
<i>İstanbul Technical University</i>	Social Sciences	State	Entrepreneurship and Innovation Management
<i>Yıldız Technical University</i>	Social Sciences	State	Innovation, Entrepreneurship and Management
<i>Marmara University</i>	Social Sciences	State	Economy of Innovation and Entrepreneurship
<i>Dokuz Eylül University</i>	Social Sciences	State	Entrepreneurship
<i>Trakya University</i>	Social Sciences	State	Entrepreneurship
<i>Düzce University</i>	Social Sciences	State	Entrepreneurship
<i>Karabük University</i>	Social Sciences	State	Entrepreneurship
<i>Gebze Technical University</i>	Social Sciences	State	Entrepreneurship and Innovation Management
<i>Bandırma Onyedi Eylül University</i>	Social Sciences	State	Leadership and Global Entrepreneurship
<i>Fırat University</i>	Social Sciences	State	Entrepreneurship and Innovation Management
<i>Bartın University</i>	Social Sciences	State	Entrepreneurship
<i>ATU</i>	Social Sciences	State	Entrepreneurship
<i>Hasan Kalyoncu University</i>	Social Sciences	Foundation	Leadership and Global

			Entrepreneurship
<i>Bahçeşehir University</i>	Social Sciences	Foundation	Entrepreneurship and Innovation Management
<i>Okan University</i>	Social Sciences	Foundation	Entrepreneurship
<i>MEF University</i>	Social Sciences	Foundation	Entrepreneurship
<i>Özyeğin University</i>	Social Sciences	Foundation	Entrepreneurship
<i>İstanbul Bilgi University</i>	Science and Technology	Foundation	Entrepreneurship and Innovation in Technology

Source: Karadeniz ve Özkan, 2020, p.879

2.10. The Future of Entrepreneurship Education within the Context of Global Covid-19 Crisis

Due to the huge global impact of COVID-19 on society, new entrepreneurial education management practices are needed to deal with change. To respond to these changes, there has been a rapid rise in distance and digital learning entrepreneurial education methods (Bacq et al., 2020, p.706). Entrepreneurship education is considered as an important way of influencing the competitiveness of any country or industry, thus by the means of entrepreneurship education alternatives providing opportunities to progress to a more competitive educational environment in the COVID-19 outbreak is much possible (Liguori and Winkler, 2020). This can be evaluated as the design and structure of an entrepreneurship course should be tailored to suit an individual's learning preference after that pandemic outbreak (Ratten and Suseno, 2007, p.7).

Entrepreneurship education often tends to be defined as a work that teaches skills to start and manage a business for growth (Mentoor and Friedrich, 2007, p.223). The growth of entrepreneurship education over the past decade has been phenomenal and is now a common course in most business schools (Santos et al., 2019, p.10). At this point, addressing world problems and helping solve social problems by focusing on individuals' intentions to become entrepreneurs should be considered as part of the entrepreneurship curriculum (Beynon et al.,

2016, p.1272). Therefore, the COVID-19 pandemic should be seen as a unique opportunity for entrepreneurs to transform existing practices (Kirk and Rifkin, 2020, p.126).

Entrepreneurship education is defined as "any pedagogical program or training process for entrepreneurial attitudes and skills" (Fayolle et al., 2006, p.702). This definition reflects the idea that the field of entrepreneurship education includes the implementation, design and implementation of innovative, futuristic and proactive strategies in an educational setting. This includes analyzing new market potential and technological solutions (Fayolle and Klandt, 2006, p.701). Thus, most research on entrepreneurship education tends to correlate positively the impact of entrepreneurship education on entrepreneurial intention and attitude (Ahmed et al., 2020, p.11). After all critical changes that have been experienced in daily lives, education types and working conditions entrepreneurship programs should be evolved according to changing needs of individuals during the Covid-19 outbreak.

3. MATERIALS AND METHODS

In the Material and Methods section of the research, information is given about the research methodology, the way the sample group of the research was formed, the characteristics of the participants, and the data collection processes.

3.1. Research Methodology

This study was planned with the case study pattern, which is one of the qualitative research methods. In-depth interview technique was used to collect data. It is possible to define qualitative research as "research in which qualitative data collection techniques such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic manner" (Yıldırım and Şimşek, 2008, p.39).

Interview is defined as the activity of expressing the feelings and thoughts of the individuals participating in the research on a certain subject. The main purpose of the interview is to enter the inner world of the individual and try to understand his / her point of view. It is hoped that unobservable information such as experiences, attitudes, thoughts, intentions, comments, mental perceptions and reactions of the individual will be reached on the subject investigated through the interview. There are different interview techniques in the

form of structured, semi-structured, unstructured and focus group meetings (Yıldırım & Şimşek, 2008, p.120; Sönmez & Alacapınar, 2011, p.108).

3.1.1. Research Sample & Participants

The research sample consists of 20 participants. 10 of these participants were entrepreneurship instructors from different parts of the entrepreneurship ecosystem as universities, development agencies etc. 10 of the participants were individuals who had received entrepreneurship education or applied to different entrepreneurship training programs from different institutions. The method of judgment-based sampling was applied within the study.

Table 17

Basic Characteristics of the Participants

Part./Inst.	Gender	Residence	Occupation	General Information
Inst. 1	Female	İstanbul	Academician & Entrepreneurship Instructor /	She took part in entrepreneurship competitions in Mersin as a mentor and instructor
Inst.2	Male	Bodrum	Instructor (Turkish National Agency and International Entrepreneurship Network)	He gave training to university students on entrepreneurship in Mersin. He carries out international projects under the umbrella of Erasmus +.
Inst.3	Male	Bursa	Instructor (Turkish National Agency)	He held a PhD in business administration and took entrepreneurship as a course. Conducting projects within Erasmus + Program
Inst.4	Female	Antalya	Academician & Entrepreneurship Instructor /	Researching within the field of entrepreneurship
Inst.5	Male	Adıyaman	Academician (PhD candidate in tourism)	Graduated from Adana Alparslan Türkeş University, Entrepreneurship Master's Degree
Inst.6	Female	Mersin	Mersin Technopark General Manager	KOSGEB Board Member. She organizes entrepreneurship trainings, briefings and competitions.
Inst.7	Female	İzmir	Entrepreneurship Specialist (İzmir University of Economics Technology Transfer Office)	She trained and mentored university students on entrepreneurship in Mersin.
Inst.8	Male	İzmir	Academician, Instructor, Mentor and Investor	He has studies about entrepreneurship in Çukurova Region
Inst.9	Female	İstanbul	Instructor (Turkish National Agency and European	She gave many entrepreneurship trainings in Çukurova Region and took place as a mentor. She has a master's degree in comparative

			Commission& Social Investor)	education in the USA.
Inst.10	Female	Kayseri	Academician, Instructor (KOSGEB)	She is pursuing his doctorate in business administration. She gave many entrepreneurship trainings in Çukurova Region, took place as a mentor
Trainee 1	Female	Antalya	Entrepreneur (Founder of a consultancy firm)	Participated as a trainee in many entrepreneurship trainings in both national and international scale
Trainee 2	Male	Mersin	Entrepreneur (Founder of an export/import firm)	Member of Mersin TOBB Young Entrepreneurship Council Participates to entrepreneurship activities as mentor/participant
Trainee 3	Male	Adana	Entrepreneur	Participates in regional entrepreneurship activities for sharing experiences
Trainee 4	Female	Mersin	Entrepreneur (Founder of an organization firm)	Participates in regional entrepreneurship activities for sharing experiences
Trainee 5	Female	Adana	Entrepreneur/Academician	PhD Candidate
Trainee 6	Female	Adana	Entrepreneur	
Trainee 7	Female	Adana	Entrepreneur (Founder of a family business firm)	Has a master degree taken in UK in the field of entrepreneurship
Trainee 8	Male	Manisa	Entrepreneur	Consulting regional chamber of commerce about entrepreneurship activities
Trainee 9	Male	Mersin	Entrepreneur (Founder of a software firm in Mersin Technopark)	
Trainee 10	Female	İstanbul	Entrepreneur	Owens a family business firm in Tarsus and an industrial designing firm in İstanbul

As stated in the table above the participants of study are selected from different geographical regions of Turkey in order to create a national based structure. All the participants are related with the process of entrepreneurship from different aspects such as having an academic background in the field of entrepreneurship, conducting a family business, consulting different education/training programs, being a participant of different programs and councils etc.

3.1.2. Data Collection Procedure

During the depth interviews 2 main question sets that were prepared by the researcher according to the literature review were used for the participants who had experience as an instructor and as a trainee before. The question sets were constructed according to similar

studies and by gathering opinions of academicians from the field of entrepreneurship. The questions sets are stated in tables below.

Table 18

Question Set for Instructors

QUESTION NO	QUESTION STATEMENT
1	What comes to mind when you think of entrepreneurship? How would you define the concept of entrepreneurship? May I know your thoughts on this subject?
2	What are the qualities that a good entrepreneur should have?
3	Have you ever had any entrepreneurial experience? Did you start a business? Is it ongoing or is it closed? Would you tell?
4	How did you gain your competence in providing entrepreneurship education/training?
5	How do you keep your entrepreneurship instructor competence up to date?
6	In which institutions and for how long have you been providing entrepreneurship education/training? (University, KOSGEB, EU etc.)
7	Do the groups you teach differ? Education? Age? Gender? (Young, female, disabled, etc.)
8	How do you measure the effectiveness/effect of the education/training you provide? Can you give an example?
9	How do you create the content of your entrepreneurship education/trainings? Is your content standard?
10	What do you think the content of entrepreneurship education/training should be and how should it be presented?
11	Who do you think should provide entrepreneurship education/training?
12	Do you follow how entrepreneurship education/training is given in the world? How are you tracking? What are your views on the new methodologies?
13	Do you follow how entrepreneurship education/training is given in our country? Can you compare it with the educational content and operation in the world?
14	What is your assessment of the entrepreneurship ecosystem in our country? How do you find it working? Do you have any suggestions?
15	How can productivity be increased after education/training? Coaching, mentoring, consulting, etc.

Table 19

Question Set for Trainees

QUESTION NO	QUESTION STATEMENT
1	What comes to mind when you think of entrepreneurship? How would you define the concept of entrepreneurship? May I know your thoughts on this subject?
2	Where did you get your entrepreneurship education/training? Please indicate if you have received more than one education/training.
3	Who provided the education/training? (Academician, KOSGEB trainer, EU project specialist, İŞKUR instructor etc.)
4	Could you tell us how the content of the education/training you received was?
5	Have you started a business after entrepreneurship education/training? How soon did you start your business?
6	Did you receive any support during the start-up process? KOSGEB, TUBITAK etc.

7	Do you think that the entrepreneurship education/training you received is beneficial in the process of establishing and maintaining a business? In which phases and subjects was it useful?
8	Based on your experiences after becoming an entrepreneur, what would be better/useful if the content and delivery of entrepreneurship education/training was? Would you tell?

In this study, in-depth interview technique was preferred to collect data. Traditionally, qualitative research methods, which include interview, observation, document review and focus group work, may differ according to the central theme they investigate. For instance, while ethnography methods may be preferred in studies aimed at explaining group culture, the meanings created by symbolic interaction between individuals can be examined in line with the assumptions of the symbolic interaction theory. Instead of relying on a single discipline, the use of interdisciplinary method makes it easier to understand (Özhan Dedeoğlu, 2002: 84).

Within the scope of this information, in-depth interviews were conducted with 10 trainers who gave training in the field of entrepreneurship and 10 trainees who had entrepreneurship training before in accordance with the in-depth interview technique, which is a qualitative study method in the field research processes of the research. Each interview lasted between 45 minutes to 90 minutes. All the interviews were conducted in online platforms because of the global pandemic situations.

4. RESULTS

In this part of the study the findings acquired from the interviews conducted with entrepreneurship instructors and trainees participating and the main themes extracted from these findings are stated. Since one of the main purposes of the research is to evaluate the education/training-related dimension of the entrepreneurship ecosystem in terms of trainees and instructors, and to create a program proposal in the light of the results obtained from this evaluation, the findings were evaluated in two groups as instructors and trainees. The main themes obtained from these two main participant groups are stated in the table below.

Table 20: Main Themes Obtained from Findings of Depth Interviews

Main Themes Obtained from Depth Interviews with Instructors
How entrepreneurship is defined
Features entrepreneurs should have
The situations of the instructors to have entrepreneurship experience
How to acquire the competence to provide entrepreneurship education/training

Keeping the skills acquired for providing entrepreneurship education/training up to date
Institutions where participants provide entrepreneurship education/training and duration of the education/training
Characteristics of the target group who are given entrepreneurship education/training
The methods used in measuring the effectiveness of the education/training given
Creating training contents and determining education/training standards
Content and presentation of entrepreneurship education/training
Features entrepreneurship instructors should have
Following the developments of entrepreneurship education/training in the world
Comparison of entrepreneurship education/trainings in our country with equivalents in the world
Evaluation of entrepreneurship ecosystem and recommendations
Suggestions for increasing efficiency after education/training
Competencies that participants need to acquire through entrepreneurship education/training
Main Themes Obtained from Depth Interviews with Trainees
How entrepreneurship is defined
Institution / institutions that entrepreneurship education/training is taken
Person providing entrepreneurship education/training
Content of the education/training received
Setting up a business after entrepreneurship education/training
Getting support during the business establishment process
Details regarding the beneficial situation of entrepreneurship education/training
Suggestions on entrepreneurship education/training

4.1.1. Findings from the Interviews Carried Out With Entrepreneurship Instructors

4.1.1.1. How Entrepreneurship is defined

When it comes to making a definition of entrepreneurship, it is seen that the participants at the instructor level mostly make this definition based on the concepts such as creativity, free thinking, innovativeness, taking advantage of opportunities, courage and risk taking.

“In terms of practice, an entrepreneur is someone who sees opportunities and has the courage to take steps to realize those opportunities. In a sense, this concept can be defined as people who can get out of the personal comfort zone (Instructor 4 Interview Notes, 2021) ”.

“I see entrepreneurship as the activities performed by people who have the purpose of making money by starting a business and who take risks. I think entrepreneurial individuals are people who try to do what is not done with courage, make their dreams come true, and do not feel much regret (Instructor 6 Interview Notes, 2021) ”.

“I define the concept of entrepreneurship based on not thinking out of the ordinary. Entrepreneurship can also be explained as a way of behavior in this respect (Instructor 7 Interview Notes, 2021) ”.

““When it comes to entrepreneurship, innovation comes to my mind. An entrepreneur is a person who tries to find a solution to a problem experienced by a mass with an initiative. So for me, problem solving is the basis of entrepreneurship (Instructor 8 Interview Notes, 2021) ”.

“Entrepreneurs are people who try to solve the problems they see in society with the help of sustainable models with a creative perspective. In this sense, entrepreneurship is a process that combines creativity with economic perspectives and skills (Instructor 9 Interview Notes, 2021) ”.

When it comes to entrepreneurship, I understand the ability of people to make their dreams come true (Instructor 10 Interview Notes, 2021) ”.

In addition, it has been determined that in the definition of entrepreneurship, economic factors such as bringing together the factors of production and employment are referred to.

“I define entrepreneurship as freedom to participate in the economy and employment (Instructor 2 Interview Notes, 2021) ”.

“Entrepreneurship can be defined as bringing together the factors of production, offering new business opportunities and contributing to the economic system by bringing them together for profit. Of course, it means profit for many people as well as employment (Instructor 5 Interview Notes, 2021) ”.

Another issue that draws attention in the definitions related to entrepreneurship is that entrepreneurs are seen as people who identify the needs of the society and find solutions to them. Also, there are opinions that entrepreneurship should be defined as broadly as possible.

“First of all, I think that the definition of entrepreneurship should be made comprehensively. When it comes to entrepreneurship, I don't necessarily think of starting a business. It is true that there is always the realization of an idea and the operation of a process. But then, for me, this situation does not necessarily have to be commercialized to be considered entrepreneurial. Experiencing this process should also be evaluated within the scope of entrepreneurship (Instructor 1 Interview Notes, 2021)”.

“When it comes to entrepreneurship, the first thing in my mind is to identify a need and to meet this need. I can also define it as identifying the needs of an owned target audience and meeting these needs (Instructor 3 Interview Notes, 2021)”.

According to the findings obtained from the interviews with the participants at the entrepreneurship instructor level in the study, it is seen that the participants are quite competent in defining entrepreneurship in technical terms, and they can also evaluate the concept of entrepreneurship from different angles. It is possible to comment that the dimensions of the economic impact of this concept are highlighted in the definitions related to entrepreneurship and that the expectation for evaluating it in a broad scope draws attention.

4.1.1.2. Features Entrepreneurs Should Have

Among the most prominent features attributed to entrepreneurial individuals by the participants are the characteristics that are frequently encountered in the literature such as risk taking, being a good observer, resistant to uncertainty, having vision, courage, and being patient.

“For me, the most important feature of an entrepreneur is that he can take risks because if you cannot take risks, no matter how much you have knowledge and experience in a subject, success does not come. If you do not take that risk and take the first step, you cannot move forward (Instructor 2 Interview Notes, 2021)”.

“A good entrepreneur must first of all be a good observer (Instructor 3 Interview Notes, 2021)”.

“Considering that the entrepreneur will have to make predictions and assumptions under uncertainty most of the time, he must be highly resistant to uncertainty and be courageous. In addition, it is also important to have creativity, vision and future goals (Instructor 4 Interview Notes, 2021)”.

“First of all, he has to have the courage to start a business. If he has the courage to bring an idea to life and can take risks, he should use these features (Instructor 5 Interview Notes, 2021)”.

“Being brave can be considered as one of the most important characteristics (Instructor 6 Interview Notes, 2021)”.

“You really need to be able to be patient. Knowing how to work together and being compatible can be counted among the important features. In addition, the entrepreneur should be a good observer and be able to combine the pieces correctly (Instructor 7 Interview Notes, 2021)”.

“It is important to be prone to teamwork, discipline is absolutely necessary (Instructor 8 Interview Notes, 2021)”.

“It should definitely be solution-oriented, observe needs well, and have good observation skills. The ability to be a team is important (Instructor 9 Interview Notes, 2021)”.

“Creativity and innovation can be considered as important features (Instructor 10 Interview Notes, 2021)”

In addition to these features, the ideas that entrepreneurs should be mentally resistant, highly motivated, open to learning and researcher against the changes or ups and downs that will occur during the process come to the fore.

“There are many ups and downs in the entrepreneurship process. Therefore, I think the most basic feature of the entrepreneur should be resilience. I think that this resilience should exist both physically and psychologically (Instructor 1 Interview Notes, 2021)”.

“She/He needs to be open to learning and be a very good researcher (Instructor 8 Interview Notes, 2021)”.

“It is also important to be able to think of different dimensions. Being a researcher and motivation are also among the critical characteristics (Instructor 10 Interview Notes, 2021)”.

Other basic features that must be possessed by entrepreneurs are skills such as being skilled in human relations, developing a sustainable network, having knowledge in technical issues such as budget, market research, the ability to manage knowledge correctly and to express oneself correctly.

“Apart from this, I can also list features such as consistency, being energetic, having the ability to establish good relationships, maintaining these skills, and developing network (Instructor 1 Interview Notes, 2021)”.

“It is also important to be able to manage the budget and do market research (Instructor 2 Interview Notes, 2021)”.

“In addition to this, having sufficient knowledge, being in the right place at the right time, and being smart can also be counted (Instructor 6 Interview Notes, 2021)”.

“Entrepreneurs need to express themselves continuously (Instructor 9 Interview Notes, 2021)”.

It is seen that there is a consistency between the characteristics attributed to entrepreneurs and the determinations made about the characteristics of the entrepreneur individual in the literature in general of the findings obtained from the interviews. It is possible to interpret that some of these traits are related to the personality traits of the individual and some of them are the abilities to be acquired later by the individual who has the aim of becoming an entrepreneur in the process to improve herself / himself.

4.1.1.3. The Situations of the Instructors to Have Entrepreneurship Experience

It is seen that some of the participants of the study who give entrepreneurship training have at least one entrepreneurship experience. This finding can be considered as important in terms of the contribution that the individuals who provide education in the field of entrepreneurship have individual experience in this field, as well.

“Actually, my answer to this question until this last year would be no. But thanks to an initiative I have realized as of today, I now have an entrepreneurial experience (Instructor 1 Interview Notes, 2021)”.

“I had an entrepreneurial experience. 10 years ago, I established a business in Croatia, the country where I lived at that time. It was a tourism firm. Also we have another company working on ballooning in Cappadocia in Turkey (Instructor 2 Interview Notes, 2021) ”.

“I am currently working as one of the founding partners of an education consultancy firm we founded about 12 years ago. So I have experience in entrepreneurship (Instructor 3 Interview Notes, 2021)”.

“After graduating from university in 2000, I and my friend from the university established a website agency (Instructor 8 Interview Notes, 2021)”.

“Actually I installed two. I had set up one of these with a partner of mine. We were designing games, a company called Akıl Oyunları. We decided to leave over time. Later, I already established Öğrenme Tasarımları (Instructor 9 Interview Notes, 2021)”.

Some of the entrepreneurship instructors who participated in the study stated that they are not involved in any entrepreneurship story. Among the reasons for this situation, the legislative structure that restricted individuals working in the academic field from taking part in an enterprise outside of their business until recently, their desire to continue in the education part of the process, or their adoption of the role of a support element for entrepreneurs instead of being entrepreneurs can be stated.

“I would love to have an experience in entrepreneurship, but we cannot be entrepreneurs due to the laws. Academics are not allowed to work outside of academia or in the private sector (Instructor 4 Interview Notes, 2021)”.

“I do not have an entrepreneurial experience. I did not start any business (Instructor 5 Interview Notes, 2021)”.

“I refrained from doing a second job at the workplaces where I worked. So I never had my own initiative or my own workplace. I always stood by entrepreneurs and acted to help those (Instructor 6 Interview Notes, 2021)”.

“I was actually a social entrepreneur myself. It was a journey that we started by creating an idea and developing this idea. It did not turn into a company, but into a very large community (Instructor 7 Interview Notes, 2021)”.

“I have not established a company myself. But I can say that I have inspired many companies. I chose to stay at the academy a little longer (Instructor 10 Interview Notes, 2021)”.

According to the findings obtained from the interviews, it is important to support entrepreneurship instructors with academia-based entrepreneurship processes with the relevant legislation in order to support entrepreneur candidates through their experiences. In addition, it is important that a significant number of entrepreneurship instructors themselves have been involved in various entrepreneurship activities.

4.1.1.4. How to Acquire the Competence to Provide Entrepreneurship Education/Training

According to the findings obtained from the interviews with entrepreneurship instructors, it is seen that some of the participants acquired their entrepreneurship education skills through academic-based education processes such as undergraduate, graduate and doctorate.

“I did an MBA. While I was doing an MBA, my teacher in the thesis program was working in entrepreneurship. At that time, I studied innovative behavior, internal entrepreneurship climate, and corporate entrepreneurship. An entrepreneurship department was opened at a university and I was appointed as an entrepreneurship instructor (Instructor 1 Interview Notes, 2021)”.

“I took courses on entrepreneurship both in high school and during my doctoral education (Instructor 3 Interview Notes, 2021)”.

“I graduated from the Entrepreneurship Master's program (Instructor 5 Interview Notes, 2021)”.

In addition to academic education, it is seen that national or international trainings given by institutions such as KOSGEB and various agencies are also an important tool in terms of being an instructor on entrepreneurship.

“I also attended international entrepreneurship trainings (Instructor 3 Interview Notes, 2021)”.

“I received training through KOSGEB. I attended various entrepreneurship trainings. While I was in America, I benefited from general and applied trainings on entrepreneurship (Instructor 4 Interview Notes, 2021)”.

“I attended various courses from KOSGEB on this subject. I have certificates. However, there are seminars on entrepreneurship courses I attended (Instructor 5 Interview Notes, 2021)”.

The experience of the participants in their business life, the support received from the people they work with, and the instructor skills gained in the active training processes stand out as important elements in this field.

“I have already worked in the youth field and in different fields before. When I started working on the initiative and especially the participation of young people in economic and civic life, I decided that this issue will be the most important issue of the next 10 years, so I first tried to get information from people who are interested in this issue. I started working with them (Instructor 2 Interview Notes, 2021)”.

“In addition, I have developed my trainer skills with the training I have given in organizations such as associations, governorships, municipalities, European Union institutions for 16 years (Instructor 3 Interview Notes, 2021)”.

“In addition, I think that I gained competence in this area by participating in activities such as teaching at the university and teaching outside the university (Instructor 5 Interview Notes, 2021)”.

“I am trying to update my educational skills by following the current agenda as well as the knowledge I have accumulated with 27 years of experience in business life (Instructor 6 Interview Notes, 2021)”.

“I can say that I gained the ability to provide entrepreneurship education from my entrepreneurship experiences, the trainings I received and my observations on the process. In addition, I was able to improve myself on this subject by mentoring (Instructor 7 Interview Notes, 2021)”.

“I have various experiences, especially as an experiential learning instructor. I took part in various online training programs on social entrepreneurship. I worked in different social entrepreneurship projects in Italy, Mexico and Brazil (Instructor 10 Interview Notes, 2021)”.

According to the findings obtained from the interviews, the guidance given to individuals during university education and the skills gained are important in terms of directing these individuals to education in the field of entrepreneurship in the following processes. In addition, institutions such as KOSGEB or private agencies established to support entrepreneurship are seen as important intermediaries in the training of people who will work as trainers in the field of entrepreneurship. In addition to the skills acquired through education, the desire of individuals to convey their experiences in business life stands out as an important motivation factor in terms of entrepreneurship trainer.

4.1.1.5. Keeping the Skills Acquired for Providing Entrepreneurship Education/Training up to Date

Among the general methods used by entrepreneurship instructors to keep their skills up-to-date, to get information about innovations in the field, are to follow the domestic and foreign literature, to participate in organizations such as congresses and meetings in this field, to make observations and to try to be informed about the developments in these entrepreneurship networks.

“I am trying to follow foreign sources. In the entrepreneurship literature, I follow the blogs of important names, especially for practice, and watch their videos. I benefit a lot from TED talks. There are also sources from which I get theoretical information, but I especially read the articles about practice (Instructor 1 Interview Notes, 2021)”.

“I am trying to build a foundation for myself by following the trends and knowledgeable people about the field (Instructor 2 Interview Notes, 2021)”.

“I’m trying to keep up with current publications. In fact, I especially follow companies and social networks that are new in applications, not just publications. I follow the congresses about entrepreneurship and try to examine it when there is a new model (Instructor 3 Interview Notes, 2021)”.

“I keep myself updated by reading, following the world, and following both non-academic and academic resources (Instructor 4 Interview Notes, 2021)”.

“As an academic, I try to keep my abilities up-to-date with articles and current news (Instructor 5 Interview Notes, 2021)”.

“I'm trying to see the trends in the world. I continue to participate in various training programs (Instructor 6 Interview Notes, 2021)”.

“I definitely need to follow the trends regarding entrepreneurship both from the university side and as an entrepreneurship expert. With the training course of an educator I attended, I acquired many competencies in subjects such as learning styles of adults, what should be the outcomes of entrepreneurship training, and which areas should be followed. That's how I try to update myself (Instructor 7 Interview Notes, 2021)”.

“I research a lot and observe a lot. Frankly, I keep myself updated by experiencing, researching and observing (Instructor 8 Interview Notes, 2021)”.

“I'm trying to follow different places. I try to follow some platforms that both offer training and research different training content related to social entrepreneurship (Instructor 9 Interview Notes, 2021)”.

“I am trying to update this skill by participating in various entrepreneurship networks, following the literature and reviewing various researches such as World Bank reports (Instructor 10 Interview Notes, 2021)”.

4.1.1.6. Institutions Where Participants Provide Entrepreneurship Education/Training and Duration of Education/Training

Universities stand out among the institutions where individuals who provide education in the field of entrepreneurship frequently work. This situation is in line with the findings in the literature that the entrepreneurship education has become widespread in the academic community.

“I teach entrepreneurship at the university for 4 years (Instructor 1 Interview Notes, 2021)”.

“I worked with Abdullah Gül University. I worked with Akdeniz University. I worked with Yaşar University in İzmir (Instructor 2 Interview Notes, 2021)”.

“I teach entrepreneurship at the faculty of economics and other faculties (Instructor 4 Interview Notes, 2021)”.

“Since 2015, I started teaching at the university after my graduate degree (Instructor 5 Interview Notes, 2021)”.

“I have conducted a lot of work in universities. Some of these studies are still ongoing (Instructor 9 Interview Notes, 2021)”.

In addition to universities, institutions such as KOSGEB, development agencies, entrepreneurship education alternatives formed by various foundations, organizations such as TUBITAK-based entrepreneurship and technoparks stand out as important tools for providing education in the field of entrepreneurship.

“I also mentored for about a year in the INOSUIT program of the exporters’ assembly. I did not give any training at KOSGEB, but I have jury memberships (Instructor 1 Interview Notes, 2021)”.

“I worked with other institutions other than KOSGEB. I tried both Europe and Turkey as focused. I have worked with universities outside Turkey Endowment for Democracy. We also worked with the Italian National Agency on this issue in Europe. We also worked with the Croatian National Agency (Instructor 2 Interview Notes, 2021)”.

“I had the chance to carry out various studies within the Council of Europe according to the demands of the governorships and municipalities (Instructor 3 Interview Notes, 2021)”.

“I also gave entrepreneurship trainings in KOSGEB and İŞKUR (Instructor 4 Interview Notes, 2021)”.

I did not give training in institutions such as European Union trainings and KOSGEB, but I was a participant (Instructor 5 Interview Notes, 2021)”.

“First of all, I carry out these processes under the roof of the technopark. I take part in various studies and various programs of universities. Besides, I am a member of KOSGEB board. I also provide various informative trainings in European Union projects (Instructor 6 Interview Notes, 2021)”.

“In TUBITAK programs, I give trainings within the BIG techno entrepreneurship capital support program (Instructor 7 Interview Notes, 2021)”.

“I worked as an educator in the first periods when entrepreneurship trainings were opened by KOSGEB. I also took part in KOSGEB 3 times as a jury. I worked as a mentor, trainer and jury in various national and international institutions. Among the programs I have worked in

these institutions, I can mention E-Tohum, Bu Gençte İş Var, Junior Genç Başarı Vakfı (Instructor 8 Interview Notes, 2021) ”.

“I worked with chambers of commerce and ANSİAD in various trainings (Instructor 9 Interview Notes, 2021) ”.

I have worked with development agencies in various ways. I worked as a KOSGEB trainer (Instructor 10 Interview Notes, 2021) ”.

According to the findings obtained from the interviews, universities, state-funded institutions such as KOSGEB, development agencies and entrepreneurship-oriented organizations working on an international scale stand out as the main institutions that mediate the transfer of entrepreneurship education to potential entrepreneurial individuals. It will be beneficial in terms of the development of entrepreneurship processes if entrepreneurship trainings have a common structure operating from national to international scale, with all these institutions working under a coordinated and common plan.

4.1.1.7. Characteristics of the Target Group who are Given Entrepreneurship Education/Training

It is observed that the age groups of individuals given entrepreneurship training have a wide range from middle school and high school students to middle-aged individuals. In addition, the target audience may narrow in terms of age group depending on the characteristics of the institution planning the training or the content of the training.

“Naturally, we provide that training to university students at the university, but to everyone involved in that program in the center of commercializing knowledge (Instructor 1 Interview Notes, 2021) ”.

“It can differ. Sometimes, certain institutions may request a training specially designed for a certain audience. Or it can also be mixed (Instructor 2 Interview Notes, 2021) ”.

“Actually, I can say that our general target audience is for people between the ages of 18-35. In terms of age range, I can say that it is a target audience consisting of individuals in the 18-38 age group. However, in some trainings, there may be participants between the ages of 40-60 (Instructor 3 Interview Notes, 2021) ”.

“The target group in the trainings we provide at the university is inevitably university students. In addition, I have been doing educational activities in high schools for 6 years (Instructor 4 Interview Notes, 2021)”.

“Generally, I have a special sensitivity to educate young people. Apart from that, I do not have a certain limit such as gender or age. I can say that I generally work with a university focus in education (Instructor 5 Interview Notes, 2021)”.

“In fact, it is possible to say that we differentiate the target audience. We provide training to different student groups and teachers through programs that support entrepreneurship and innovation, including students from different grade levels such as secondary and high schools (Instructor 6 Interview Notes, 2021)”.

“To categorize in general, I can categorize them as students, adults, academics (Instructor 7 Interview Notes, 2021)”.

“Actually, I can say that there is no specific group. It is possible to talk about a wide target audience such as 8th grade students, 60-year-olds, disabled people and women (Instructor 8 Interview Notes, 2021)”.

“I have worked with almost every age group, including high-density youth (Instructor 9 Interview Notes, 2021)”.

“I trained middle and high school teachers (Instructor 10 Interview Notes, 2021)”.

It is seen that there is a remarkable density of female participants who want to be entrepreneurs among individuals who attend entrepreneurship trainings. This situation can be considered as an important finding in order to support and increase the participation of women in the labor force and economic activities.

“Sometimes it can be aimed at women and youth who are geographically or economically disadvantaged (Instructor 2 Interview Notes, 2021)”.

“According to my observations, 60% of the participants are women entrepreneur candidates (Instructor 3 Interview Notes, 2021)”.

In the trainings we provide to non-governmental organizations, there may be women over middle age or women trying to contribute to the family budget (Instructor 4 Interview Notes, 2021) ”.

“We organize sectoral trainings for different sectors. The target audience is differentiated in these trainings. We also have trainings that give priority to women and disabled people (Instructor 6 Interview Notes, 2021) ”.

“I can say that the most adults I work with are young people and women (Instructor 9 Interview Notes, 2021) ”.

It is seen that potential entrepreneur candidates who can access entrepreneurship training have a mixed structure, especially in terms of age criteria. It is possible to say that the rate of getting entrepreneurship education has increased, especially among high school and university students. In addition, the characteristics of the target audience receiving training may vary according to the demands of the training provider institution. One of the most important findings obtained from the interviews is that the number of women participants who have access to entrepreneurship training is increasing.

4.1.1.8. The Methods Used in Measuring the Effectiveness of the Education/Training Given

It is observed that the measurement of the effectiveness of the trainings is sometimes compulsory or due to the criteria of the institution requesting the training, and sometimes due to the personal preferences of the instructor, using classical written and oral measurement methods.

“I take exams on a platform we use, but my only assessment is not exam grades (Instructor 1 Interview Notes, 2021) ”.

“I have written and verbal evaluation criteria. Sometimes I can also use the criteria specified by the institutions in the training offers. I can say written and oral exams as the basic method (Instructor 2 Interview Notes, 2021) ”.

“When the training is finished, a written and oral evaluation of the education is received (Instructor 3 Interview Notes, 2021) ”.

“Unfortunately, educational evaluations are made only through exams in universities or courses (Instructor 5 Interview Notes, 2021)”.

In addition to the classical written and verbal evaluations, it is seen that the instructors can choose alternative methods such as 360 degree evaluation, one-to-one interviews after the training, evaluation surveys, depending on the suitability of the conditions. In addition, it is possible to say that methods such as active learning-based and gamification method are preferred in measuring the effectiveness of education and trainers.

“I also use a special gamification method. I create a jury, including me, by selecting 5 students from the same class. After having other students set up business models, I ask the students on the jury if they will invest in this idea. Or, I want them to describe the parts they deem troublesome in that business model. Then we choose the first three business models by voting. In this way, it is possible for me to keep the interest of the participants in the training high (Instructor 1 Interview Notes, 2021)”.

“The way educational effectiveness is measured varies according to the university. But I generally work with a performance evaluation system such as 360 degrees, 180 degrees. While I evaluate the participants, I want them to evaluate me as well. I make these evaluations through various forms that we have created (Instructor 4 Interview Notes, 2021)”.

“Generally, I prefer to prepare a questionnaire about the training I give before giving training. At the end of the training, I direct this questionnaire and try to measure the steps I need to measure along with the answers given to the questions. In addition, if the scope is wide, I try to measure the impact of this with a workshop that will gain competence. Mostly, the reactions, comments and questions asked show me what and how the participants grasp. I can make comments based on this (Instructor 7 Interview Notes, 2021)”.

“Most of the time we get the opinions of the participants about the training after the training (Instructor 8 Interview Notes, 2021)”.

We try to keep track of how many people the elements given in training were applied by the participants. For instance, after the last entrepreneurship training we gave to teachers, we tried to understand whether the teachers made this training a discipline in the school by

following how many students they received this training. This is how we try to measure (Instructor 9 Interview Notes, 2021) ”.

“I conduct activity evaluation and post-training evaluation interviews. In long-term projects, I try to measure efficiency using pre-test post-test (Instructor 10 Interview Notes, 2021) ”.

Despite the existence of many different methods used to measure the effectiveness of their training, one of the important points that almost all instructors participating in the research come together with is the difficulty of measuring the effectiveness of entrepreneurship training. In addition, it is emphasized that an effective follow-up mechanism should be included in the education system after the training, and the importance of monitoring whether the participants enter any entrepreneurship process after the training or how these processes develop.

“Since the trainings I provide are open-call and limited-term trainings, it is not possible to measure their long-term impact. However, I can say that there is a deficiency in the long-term follow-up of the trainees and in examining their business establishment status (Instructor 3 Interview Notes, 2021) ”.

However, in the continuation of these evaluations, it should be followed up how many of the participants have established a business (Instructor 5 Interview Notes, 2021) ”.

“It is possible for us to follow the effectiveness of the training in digital media in the technopark. The entrance processes of the companies to the portal can be followed both by us and by the ministry. At this point, we also keep various data. However, I think there is no effective follow-up and evaluation in projects other than technopark (Instructor 6 Interview Notes, 2021) ”.

“First of all, it is very difficult to measure the impact in trainings. If this is an acceleration or incubation program, we can ask the participants to which point they reached. Participants, who mostly leave the training, give information after a while. Often, during the processes following the training, mentoring requests are also received and we can follow this way (Instructor 8 Interview Notes, 2021) ”.

“We are in constant contact with the trainees. As another example of this, I can give the training we carried out with refugee women. After the training, we followed the participants

for 1 year and examined whether they established a business or not. We helped them purchase materials for their businesses. Later, we helped them to further develop their business models (Instructor 9 Interview Notes, 2021) ”.

According to the findings obtained from the interviews, measuring the effectiveness of entrepreneurship trainings is a very troublesome process and generally cannot be achieved with the expected efficiency. It is seen that the classical written and verbal methods used in measuring effectiveness are not sufficient, and there is a need for creative activity measurement alternatives to be applied especially by trainers.

In addition to this, another important point regarding entrepreneurship trainings is to follow post-training processes. The general view of the trainers is that potential entrepreneur candidates participating in the training should be followed in the post-training processes and supported with appropriate support mechanisms where necessary.

4.1.1.9. Creating Education/Training Contents and Determining Education/Training Standards

According to the findings obtained from the interviews, it is seen that various additions are preferred according to the group to be trained on a generally existing standard basis in the formation of the training content. Some of the trainer participants stated that they used the same training with the basic features, but they could not consider this as a standard.

“I’ve been giving the same content for 4 years. The lecture I taught last semester and the lecture I taught this semester is different, of course, the homework subjects are different. The basic building blocks are the same, but I do not have a standard (Instructor 1 Interview Notes, 2021) ”.

“Yes, there is a standard content. However, I can say that above or below the standard content is shaped according to the needs of that target audience (Instructor 2 Interview Notes, 2021) ”.

“Usually I have an entrepreneurship training module which is not standard but very close to the standard I developed. I am compiling its content from academic sources in a way to cover all business start-up stages (Instructor 3 Interview Notes, 2021) ”.

“It varies from group to group. It changes according to the education level in the education group. However, since there are generally university students, there are trainings prepared according to KOSGEB programs (Instructor 5 Interview Notes, 2021)”.

“We have to create different contents according to the target audience, we have to accommodate the standards that will meet the minimum common (Instructor 6 Interview Notes, 2021)”.

“First of all, I am making a change in the presentation according to the target audience. Of course, I definitely need to learn about the people who have met with this audience before or the trainings they have received before (Instructor 7 Interview Notes, 2021)”.

“Frankly, I prefer to change according to the expectations of the target audience (Instructor 8 Interview Notes, 2021)”.

“It varies from group to group. Because there are different details such as the needs of the target audience, time ... But anyway, there are some main issues. We are definitely trying to give those issues. However, the way we give it may change over time (Instructor 9 Interview Notes, 2021)”.

“You know, there is a structure that will suit the general. But I definitely adapt this structure according to the target audience, according to the innovations. I am trying to apply interactive methods (Instructor 10 Interview Notes, 2021)”.

4.1.1.10. Content and Presentation of Entrepreneurship Education/Training

According to the findings obtained from the interviews, it is seen that entrepreneurship training is primarily built on the introduction of basic business knowledge and terminological elements related to entrepreneurship.

“It is necessary to give basic business information to entrepreneur candidates (Instructor 1 Interview Notes, 2021)”.

“General entrepreneurship terminology should be used and at the same time the building blocks of entrepreneurship should already be (Instructor 2 Interview Notes, 2021)”.

“First of all, it should be business-based in professional matters. Then financial based accounting courses etc. (Instructor 5 Interview Notes, 2021)”.

Along with the basic business and entrepreneurship terminology, it can be said that factors such as revealing the business idea, transferring the business idea to an action plan, and details about researching the market form the basis of entrepreneurship training.

“First of all, concepts such as ideation, creativity and innovation need to be discussed in order to reveal the business ideas of the participants and to transform them into a measurable and realizable business idea. I'm talking about preparing a business plan. I see it as a prerequisite to have modules related to market research and especially building cross-sectoral cooperation (Instructor 2 Interview Notes, 2021)”.

“I think there are some points that must be found in every training. These include topics such as explaining the business idea, analyzing it, finding a business idea, developing it and turning it into a business plan (Instructor 3 Interview Notes, 2021)”.

“I also think that there should be project-based trainings such as KOSGEB trainings that include the steps of establishing a business (Instructor 5 Interview Notes, 2021)”.

One of the important points that the entrepreneurship instructors participating in the study have a common view is that besides the basic elements that come to mind first about the content of entrepreneurship education, training program alternatives that include such a basic content that increases creativity, go beyond the classic and stable structures, is constantly updated, direct the participants to problem solving should be designed.

“I think entrepreneurship education should not be given as a didactic and theoretical education. Academics have important studies. It should also be aware of them. I am saying it especially for students taking entrepreneurship courses at the university level and education at the university. In addition, field work is a must. There should be an educational content and system based on experimental learning and action-based learning (Instructor 4 Interview Notes, 2021)”.

First of all, it has to be very simple. Because it is these complex trainings that really scare entrepreneurs' eyes (Instructor 6 Interview Notes, 2021)”.

“I want it not to be monotonous. Since the audience who will receive this content is already an audience that thinks differently, sees differently or wants to take different steps, their learning styles are different (Instructor 7 Interview Notes, 2021)”.

“I think the participants' ability to observe and define problems is low. Field research and observation should definitely be. It should include topics such as problem definition, problem understanding and research competencies, and innovative technologies (Instructor 8 Interview Notes, 2021)”.

“I think it should be dynamic. It should give the participant a chance to discover themselves. What do I want? What are my dreams? What field am I talented in? First, the person needs to look at these and then find the right idea for the right job (Instructor 9 Interview Notes, 2021)”.

“I think it should be presented in a developed and enriched way with innovations, different training methods (Instructor 10 Interview Notes, 2021)”.

When the opinions of the participants on the content of entrepreneurship trainings are examined, it can be stated that it is necessary to create a dynamic structure regarding the form and implementation of the training as well as the standard content elements in each training, it will be beneficial to choose not only theoretical but also practical content, and it will be more effective to learn that the trainings with a simple but intensive content are more effective as possible.

4.1.1.11. Features Entrepreneurship Instructors Should Have

According to the findings obtained from the interviews, one of the basic characteristics expected of the person who will teach entrepreneurship is that he has formed the basic knowledge in the field of business management. It is thought that people with high knowledge of different aspects of the business such as marketing, accounting, finance, human resources and production will be more successful in providing entrepreneurship training.

“First of all, it needs to have a business infrastructure. There should be someone who knows the logic of business management (Instructor 1 Interview Notes, 2021)”.

“People who are familiar with basic accounting and business concepts and know the business flow should provide training (Instructor 3 Interview Notes, 2021)”.

Another important factor is the expectation that the people who will provide training in the field of entrepreneurship should be selected from those who have entrepreneurship experience, who have experience in entrepreneurship and who are eager to transfer this

experience to entrepreneur candidates. In addition, it is thought that people who can establish a strong link between practice and theory and have sufficient experience in both fields should be entrepreneurship trainers.

"Not necessarily as a theorist or academician, but someone who has a command of the literature in this field (Instructor 1 Interview Notes, 2021)".

"I think it is important for people with entrepreneurship experience to share their experiences. There are also those who argue that only people with academic background should provide education on this subject. I think that the people who will give the training can be selected from both groups according to the needs of the target audience (Instructor 2 Interview Notes, 2021)".

"The important thing is that someone who understands the logic of entrepreneurship gives the training. People who can speak the same language as entrepreneurs and, if possible, have been entrepreneurs before, should provide training (Instructor 3 Interview Notes, 2021)".

"I think it would be more beneficial for people on the field to teach in all business lines. But of course, it will be an advantage if people from the academic community who study current studies provide education (Instructor 5 Interview Notes, 2021)".

I think it is better for people with intense experience to give these trainings (Instructor 6 Interview Notes, 2021)".

"I think that trainers who can act like entrepreneurs should give these trainings (Instructor 7 Interview Notes, 2021)".

"If possible, those who are entrepreneurs, investors or those who are actively involved in the ecosystem, but also have good observation and narrative skills should provide training (Instructor 8 Interview Notes, 2021)".

"Although academics are successful in theoretical education, they sometimes stay away from practice. For this reason, people working actively in the field should also provide training. In this respect, I think a mixed model can be created (Instructor 9 Interview Notes, 2021)".

"People who are open to continuous learning should provide entrepreneurship training (Instructor 10 Interview Notes, 2021)".

According to the findings obtained from the interviews with entrepreneurship instructors, the most important features are that the people who will give entrepreneurship education have knowledge of basic business literature and absolutely entrepreneurship experience. According to the opinions of the participants, it is more important that the trainer is someone who has the competence to convey her/his experiences and experiences to entrepreneur candidates, rather than being an academician or a business owner.

4.1.1.12. Following the Developments of Entrepreneurship Education/Training in the World

It is seen that the participants who have participated in the research in the field of entrepreneurship generally try to update themselves by following the developments in this field in the world with different methods and different focal points. However, some of the participants stated that they could carry out these follow-up processes on a national scale due to their circumstances or depending on their personal preferences. In addition, it is seen that there is an emphasis on the need to establish structures that will facilitate the follow-up of the entrepreneurship ecosystem. At this point, it is necessary to emphasize the importance of individuals taking part in the entrepreneurship ecosystem as an educator to follow the developments in the field in a sustainable way.

“Frankly, I don't have a direct follow-up on entrepreneurship trainings developing in the world. I'm not too stuck with methodology. But the content issue is very important. For this reason, it is necessary to keep up to date with academic resources (Instructor 3 Interview Notes, 2021)”.

“Obviously I follow through articles. We follow up mostly by reading articles about entrepreneurship systems in our country (Instructor 5 Interview Notes, 2021)”.

“In general, I don't have the chance to follow that much (Instructor 7 Interview Notes, 2021)”.

“As far as I can see, there is a system in the world that generally works by bringing networks together. Unfortunately, there is no such structure in our country (Instructor 8 Interview Notes, 2021)”.

According to the findings obtained from the opinions of the participants, it is seen that entrepreneurship instructors in Turkey prefer to follow the development of the entrepreneurship ecosystem in the world, mainly through America and Northern Europe. Examining the details of the programs used in terms of course contents, following academic publications, following the developments as a member of entrepreneurship networks and participating in the trainings carried out by various foundations and associations stand out as the main methods used in this respect. In addition, due to the global epidemic, it is seen that the fact that education processes are carried out online facilitates the follow-up of the entrepreneurship ecosystem. It has become easier for entrepreneurship trainers to follow current developments by participating in congresses, meetings and trainings held online.

“I follow the American, Northern Europe and England models. I open the programs and look. I'm looking at the course contents. What kind of method they follow in the course contents, what are the weekly topics, what homework are given to students (Instructor 1 Interview Notes, 2021)”.

“There are networks that I am currently in as an expert and trainer in their pools. In Europe, but also in Turkey to follow in their monthly or annual newsletters and online seminars, especially after the pandemic began in the United States, it has the opportunity to do these updates in webinars. Result reports of special training modules or training modules made to empower young people are a resource for me (Instructor 2 Interview Notes, 2021)”.

“I try to follow various researches, methodologies, youth training and training contents through a network where all entrepreneurship trainings in the world can be followed (Instructor 4 Interview Notes, 2021)”.

“I try to follow as much as possible. Everything has become digital, especially due to this pandemic recently. Entrepreneurship training has also turned into a structure that can be delivered online all over the world (Instructor 6 Interview Notes, 2021)”.

“I can say that I follow partially through entrepreneurship training of foundations and associations. I look at foreign sources in terms of program contents, especially preferred topics. I especially follow America and Europe (Instructor 10 Interview Notes, 2021)”.

The most important result of the interviews for the follow-up of the entrepreneurship ecosystem in the world is the expectation for the creation of a structure that will enable easier monitoring of the developments in the rest of the world in our country. With a portal-like structure to be created, it can be ensured that people who provide education in the field of entrepreneurship follow the innovations emerging in important entrepreneurship centers of the world. In this area, it is seen that America and Northern European countries are the most frequently followed regions.

4.1.1.13. Comparison of Entrepreneurship Education/Training in Our Country with Equivalents in the World

According to the findings obtained from the interviews with entrepreneurship instructors, it is seen that the participants made important criticisms in various areas such as the structure, content and delivery method of entrepreneurship trainings in our country. One of the main criticisms made is that the entrepreneurship trainings in Turkey are carried out with the same patterns and in a structure that repeats itself, compared to similar ones in the world.

“As far as I have seen in our country, entrepreneurship trainings are always given in the same patterns. These can also be perceived as compulsory trainings that must be given at a certain time and a certain day (Instructor 2 Interview Notes, 2021)”.

“The trainings in our country are often given in the form of monologues. There is an instructor in the trainings. This person explains his subject and answers questions. Then everybody goes their way (Instructor 8 Interview Notes, 2021)”.

Another criticism about the trainings provided in our country is that these trainings are carried out without focusing on the real needs of entrepreneurs, and generally without creating an in-depth content. At this point, it is important to determine that this education system, which is applied, directs the participants to only obtain a certificate of participation or a certificate, and that the participants complete their training processes without encountering a real entrepreneurial content.

“In our country, there is an education model that tries to explain everything about entrepreneurship without taking into account the essential needs of the entrepreneur. In my opinion, entrepreneurs have hidden needs that are not only noticed, and trainings for these needs should also be given (Instructor 1 Interview Notes, 2021)”.

“Participants' needs are not seen as a top priority. Participants' primary priority is not getting a quality education on entrepreneurship. Unfortunately, they only show certification-oriented approaches (Instructor 2 Interview Notes, 2021)”.

“Turkey is lacking in some training methodology mainly starting from the college process, or it can become deficient in practice. It can remain more theory-oriented and more academic. Therefore, our biggest difference from the world starts here (Instructor 6 Interview Notes, 2021)”.

“I'm following. There are trainings that I watch with great admiration. But besides this, I also see trainings given in a way that I am very sorry for (Instructor 7 Interview Notes, 2021)”.

When the comments on the institutions providing entrepreneurship training are examined, it is seen that universities are generally considered to be more successful in this regard, and the training provided in institutions such as KOSGEB and İŞKUR is considered to be insufficient. In addition to all the criticisms, it is still stated that the trainings provided by these institutions have benefits for the popularization of entrepreneurship education. However, it is possible to comment that improvements are needed in various areas. For instance, it is thought that the educational contents or the contents of the publications of the institutions in this field can be rearranged with thematic features so as to address different fields.

“I would say that they follow appropriate training methods to model in Europe and in North America of certain universities in Turkey. Universities that apply these models are already successful in terms of entrepreneurship education. There is a different situation in institutions such as KOSGEB and TUBİTAK. I personally attended KOSGEB trainings. I found these trainings very insufficient (Instructor 1 Interview Notes, 2021)”.

“As far as I have observed, KOSGEB is the institution that attaches the most importance to entrepreneurship education in our country. Entrepreneurship training at this institution is given with a daily 6-8 hour training content that lasts 5 days (Instructor 3 Interview Notes, 2021)”.

“I find the training of İŞKUR and KOSGEB very superficial. I cannot say that I find the online version sufficient. I see that the trainers who provide training in Europe follow quite new and creative approaches (Instructor 4 Interview Notes, 2021)”.

“In Turkey there are KOSGEB education, entrepreneurship trainings given by foundations. Entrepreneurship elements in incubation centers and universities are also increasing (Instructor 9 Interview Notes, 2021) ”.

“When I especially examined KOSGEB publications, I saw that many trainers from the entrepreneurship ecosystem took part in the publications, but there were mainly publications for technology start-up elements. I think that more thematic publications should be made and these publications should be aimed at areas such as blockchain, education and health. I think that the training of institutions such as KOSGEB should be given not by the same and specific trainers but by all the elements of the ecosystem in appropriate ways (Instructor 1 Interview Notes, 2021) ”.

4.1.1.14. Evaluation of Entrepreneurship Ecosystem and Recommendations

“The most fore coming issue about the entrepreneurship ecosystem in Turkey is the system is evolving in mostly İstanbul oriented structure. In order to overcome this problem different regions of the country should be included in the entrepreneurship ecosystem. In addition, attention should also be paid to individuals who try to take part in the processes just to get financial support.

“I find the ecosystem very elitist. Especially I find the ecosystem in İstanbul very elitist. An entrepreneur from Anatolia cannot enter the ecosystem here, cannot exist here (Instructor 1 Interview Notes, 2021) ”.

“The ecosystem in Turkey is such a messy structure that is mostly grouped in İstanbul. Therefore, there are not many options left for other parts of the country. I also think that there is a lack of communication and harmony in the entrepreneurship ecosystem. In this respect, the ecosystem needs more cooperation and joint action within local structures (Instructor 6 Interview Notes, 2021) ”.

"It is an important development in terms of entrepreneurship in Turkey and I think it's spread throughout the country. However, it is possible to talk about a group that writes projects just to get entrepreneurship support and therefore does not contribute to the ecosystem (Instructor 8 Interview Notes, 2021) ”.

In addition, the introduction of more widespread entrepreneurship ecosystem for the development of an entrepreneurial culture in general in Turkey, especially the elimination of Turkish academic lack of resources, training incentives and the enhancement of global cooperation are made of emphasis should be included in the ecosystem.

"I can say that it is possible to talk about an ecosystem. However, I think that many people do not have enough knowledge, especially due to the lack of academic resources in Turkish. Still entrepreneurial culture in Turkey will be settled once (Instructor 3 Interview Notes, 2021) ".

"Entrepreneurship is a matter of culture. I think it is not possible to spread entrepreneurship without developing this culture in a country. The university, the state, non-governmental organizations and families have separate roles in the establishment of this culture. In addition, mass media and social media should be included in the business and these roles should be coordinated. The regional and national entrepreneurship mechanism should work in a more organized and coordinated way (Instructor 4 Interview Notes, 2021) ".

"Turkey is developing in terms of entrepreneurship, but questionable whether it is adequate. In my opinion, global collaborations, the inclusion of foreign entrepreneurs in the ecosystem, young entrepreneurs need to be brought together with incubation centers more (Instructor 9 Interview Notes, 2021) ".

It is possible to mention many positive determinations at the point of evaluating the entrepreneurship ecosystem in our country. It is seen that the participants consider the place of universities in the ecosystem and the increase in the number of activities as a positive development, they find the efforts of institutions such as KOSGEB useful in this regard, even though they have aspects that can be improved, and they think that the entrepreneurship ecosystem in our country is increasingly active.

"I think the biggest innovation in the ecosystem of entrepreneurship incubators and technology transfer offices in Turkey represented as providing a very active youth work and the right resources. I can also talk about the integration of civil society into formal education through third generation universities as a positive development (Instructor 2 Interview Notes, 2021) ".

“Actually, entrepreneurship made a very good start with KOSGEB. This activity needs to be continued with incentives. We see that it has weakened a little in the last few years. I think that these entrepreneurship ecosystem can be revitalized even more effectively with incentives, trainings, especially with the training for young people at the university (Instructor 5 Interview Notes, 2021)”.

"I think a lot of the entrepreneurial ecosystem in Turkey mobilized. Many training programs for all segments of society, for all different entrepreneur alternatives, have started to be created (Instructor 7 Interview Notes, 2021)”.

“It has become possible to talk about studies such as the establishment of entrepreneurship clubs at university level. These are very valuable developments. Grant programs that support entrepreneurship started to be created. Entrepreneurship courses are offered in different disciplines at universities. Networks including angel investors were created. These are important details (Instructor 10 Interview Notes, 2021)”.

4.1.1.15. Suggestions for Increasing Efficiency after Education/Training

According to the findings obtained from the interviews, it is seen that the most important issue that entrepreneurship trainers focused on increasing the efficiency of the trainings is that the entrepreneurship education is not an activity carried out in certain time periods and it is based on the monitoring of the post-training processes of the entrepreneur candidates. At this point, almost all participants emphasize the importance of consultancy or mentoring activities that will be provided effectively after the training.

The importance of details such as monitoring whether or not entrepreneur candidates participating in entrepreneurship training engage in any entrepreneurial activity after the training, interviewing the entrepreneur candidate when it is determined that there is no effort to create an enterprise, investigating the reasons for this, and supporting participants in entrepreneurship activities in solving the problems they encounter during this process draw attention.

“In my opinion, the way to increase the efficiency of the training is to reach the participants after the training and to have a healthy initiative by mentoring (Instructor 2 Interview Notes, 2021)”.

“I think the entrepreneurship program is lacking, not the entrepreneurship education. In the program that needs to be planned, the participant must have a pre-reading and then a face-to-face training must be given in an interactive structure. After that, the post-training evaluation process and the mentoring process should be carried out and the business idea of the entrepreneur should be put into practice. Especially, the entrepreneur candidate should be supported in issues such as access to resources, business partners, and adaptation to the ecosystem (Instructor 3 Interview Notes, 2021)”.

“First of all, there must be a consultancy process. Trainings are guiding to a certain extent, but when this entrepreneur gets into the process, it starts to have difficulties. At this point, practices such as counseling and mentoring will be very useful (Instructor 5 Interview Notes, 2021)”.

“I think there should be applications after the training, first after the 360 degree evaluation and self-discovery process. In addition, the entrepreneur should be assigned a mentor suitable for his / her field of activity and be guided about how to conduct business while working in the field after training (Instructor 6 Interview Notes, 2021)”.

“I think mentoring is definitely needed. In other words, a mentor who follows the entrepreneur at a general level is a must (Instructor 7 Interview Notes, 2021)”.

“There must be a professional, paid mentor or consultant. In this respect, institutions that provide entrepreneurship training should also adopt a professional approach to mentoring (Instructor 8 Interview Notes, 2021)”.

“It is necessary to plan not only the training but also the post-training period. Post-training processes should also be viewed professionally (Instructor 9 Interview Notes, 2021)”.

“Coaching and consulting are very important processes (Instructor 10 Interview Notes, 2021)”.

It is seen that entrepreneurship trainers focus on improving the perspectives of the participants in terms of measuring the efficiency of their training. Other suggestions to increase the effectiveness of the trainings provided within the entrepreneurship ecosystem include elements such as making the information transfer healthy with centers to be established on a

regional scale or online support modules, ensuring that all actors in the ecosystem operate more actively, and establishing a detailed follow-up and archiving mechanism.

“If I can broaden the perspective of the participant, it means that the efficiency goal has been achieved for me. This is how I define efficiency. It is important to be able to direct what the trainee thinks before the training to another place and to draw the things in his / her mind to the right place. In this respect, the trainer should act as a mentor (Instructor 1 Interview Notes, 2021)”.

“Mentoring can be provided directly to the participant or this service can be provided through centers to be established in that region. For this purpose, online support modules can also be created on a sectorial basis. Thus, a healthy information exchange will be possible (Instructor 2 Interview Notes, 2021)”.

“I think that productivity can only be possible if each actor in the entrepreneurship ecosystem becomes functional (Instructor 4 Interview Notes, 2021)”.

“Of course, there should be a direct post-training follow-up, an archiving mechanism related to the infrastructure of the institution (Instructor 10 Interview Notes, 2021)”.

4.1.1.16. Competencies that Participants Need to Acquire through Entrepreneurship Education/Training

At the end of the entrepreneurship training, the competencies that entrepreneur candidates are expected to gain or the main outputs of these trainings are the basic knowledge level in areas such as financial issues, analyzing markets, establishing a business within the scope of business administration and business management.

“Especially in areas such as market research, content creation, collaboration, inter-sectorial communication, digitalization, and digital marketing, knowledge should be accumulated. In the entrepreneurship training module, there must be details that will convey these issues to the participant (Instructor 2 Interview Notes, 2021)”.

“Those who attend entrepreneurship training usually have a business idea. But what is missing are the capabilities to set up these ideas in a way that will turn them into a business. At the end of the training, these abilities must first be acquired (Instructor 3 Interview Notes, 2021)”.

“First of all, how about business management is important. Continuing is as important as establishing a business (Instructor 5 Interview Notes, 2021)”.

“For us trainers, it is important to see that the participant's business process can correctly structure the steps of the development process of entrepreneurship (Instructor 6 Interview Notes, 2021)”.

"It is necessary to be aware of entrepreneurship processes, what awaits the entrepreneur to these processes (Instructor 7 Interview Notes, 2021)".

In addition to basic business knowledge, entrepreneurship instructors stated that they generally expect the people who attend the training to become entrepreneur candidates who question and have different thinking approaches after the training. Also, at the end of these trainings, it is seen that entrepreneur candidates are expected to gain skills such as problem solving ability, networking or choosing a network suitable for the business idea, methodological thinking and working ability, creativity.

“I can count critical thinking as the most fundamental competence. Those who attend the training should be able to interpret what they see differently. Because the entrepreneur has to be a questioning person. In order to produce, you have to question. You need to discover the deficiencies in the system and create suitable solutions for them. Therefore, I find the questioning perspective very necessary (Instructor 1 Interview Notes, 2021)”.

“In this respect, it may be beneficial for experts from all sectors to participate in certain days of training in a way to support entrepreneurs (Instructor 2 Interview Notes, 2021).

“With trainings, it is necessary to gain abilities in subjects such as networking, developing creativity skills, developing communication skills, teamwork (Instructor 4 Interview Notes, 2021)”.

“After that, training on customer relations is required. Of course, this may vary depending on the nature of the business that the entrepreneur will do. Apart from that, training on financial issues is required (Instructor 5 Interview Notes, 2021)”.

“Problem solving, problem definition ability, ability to produce solutions, change of failure perception, self-discipline and methodological thinking are the most important skills. Also, constantly updating yourself is another important skill (Instructor 8 Interview Notes, 2021)”.

“I can say that collaboration skills are very important. In addition, creativity, creative thinking, patience and planning are important (Instructor 9 Interview Notes, 2021)”.

“Networking skills and ability to explain ideas well, and resilience can also be added (Instructor 10 Interview Notes, 2021)”.

4.1.2. Findings Obtained From Interviews with Trained Individuals as Potential Entrepreneurs

4.1.2.1. How to Define Entrepreneurship

When the definitions of entrepreneurship candidates on entrepreneurship and entrepreneurship are examined, it is seen that there are many common points with the perspectives of entrepreneurship educators. Trainee entrepreneur candidates stated that they associate entrepreneurship with concepts such as evaluating opportunities, creativity, ability to think differently, taking risks, accurately determining needs and carrying out activities accordingly.

In my opinion, entrepreneurship can be defined as a movement or struggle in which the individual puts forward his own thoughts, ideas, intellectual capacity, about things that others do not dare. Entrepreneurship should be considered as a subject that is all about courage (Trainee 2 Interview Notes, 2021)”.

“When it comes to entrepreneurship, it comes to my mind to take a niche area, grow it and grow there with the customer and the company (Trainee 4 Interview Notes, 2021)”.

“Anyone who can take risks and implement these projects is an entrepreneur in my opinion (Trainee 6 Interview Notes, 2021)”.

“The concept of entrepreneurship is any form of formation and activity to gain an added value in the economy (Trainee 7 Interview Notes, 2021)”.

“Entrepreneurship can be defined as the provision of a service or the generation of a solution that will meet the needs of people in a business field or at any point in life. We can evaluate the works that can bring these elements to people within the scope of entrepreneurship. Or beyond these, creating a brand-new need is also entrepreneurship (Trainee 9 Interview Notes, 2021)”.

“I think being an entrepreneur means doing your own thing by approaching a job from a different angle (Trainee 10 Interview Notes, 2021)”.

In addition, it is seen that concepts such as establishing a business model by evaluating the current conditions, the ability to convert information into money, taking part in a correct network or creating new needs are the concepts that benefit from the definition of entrepreneurship. In addition, it is possible to comment that the effect of entrepreneurship on the national economies is also important.

"I can define the process of establishing a business model as entrepreneurship by seeing a need or opportunity or seeing a potential, taking risks within the framework of a business model, thinking strategically, analyzing resources and the current situation (Trainee 1 Interview Notes, 2021)".

"Entrepreneurship is a talent. It can also be defined as a perspective on how something can be changed, sold, and converted into money. Searching how to do something different is at the heart of entrepreneurial behavior (Trainee 3 Interview Notes, 2021)".

"Entrepreneurship is to be aware of opportunities, to observe their surroundings very well, to make an effort to be in the right network, and to constantly investigate, watch, look at everything happening around them, but to actually see them (Trainee 5 Interview Notes, 2021)".

"Actually, entrepreneurship should be considered as a matter directly related to the development level of the countries. The more entrepreneurs and the more new ideas that emerge in a country, the more important it is for the development of the country (Trainee 8 Interview Notes, 2021)".

4.1.2.2. Institution / Institutions that Entrepreneurship Education/Training is Taken

It is seen that institutions that receive entrepreneurship training can generally be grouped as universities, institutions such as KOSGEB, İŞKUR and special agencies on a national or international scale. Some of the participants stated that they received their basic entrepreneurship training during their university education. In addition, it is possible to talk about entrepreneur candidates who aim to establish their own business without any training and then develop themselves by training in this field.

“Actually, I did not receive any training when I first started a business. I can say that my first work experience after my university graduation was my own business. As we worked in the field of European Union projects over time, I had the chance to participate in the European Commission's Salto trainings and the entrepreneurship trainings of the national agency. I also attended some of the KOSGEB trainings (Trainee 1 Interview Notes, 2021)”.

“I received entrepreneurship training from two different institutions. The first was an entrepreneurship camp held in Mersin. The other was an entrepreneurship training prepared by the chamber of industry. I took this training twice on different trips (Trainee 2 Interview Notes, 2021)”.

“I had 32 hours of NLP training from a consultancy firm at the university. We trained for 6 months, 8 hours a day. I received training from KOSGEB consultants and from the lecturers of a private KOSGEB consultancy company (Trainee 3 Interview Notes, 2021)”.

“I received a training from KOSGEB. In addition to this, I also received a training in the style of an educator's training (Trainee 4 Interview Notes, 2021)”.

“I received a training from Adana Chamber of Commerce. We designed an entrepreneurship education contribution program with the non-governmental organization I am a member of. Including this program, I benefited from the 3-day training process (Trainee 5 Interview Notes, 2021)”.

“I received entrepreneurship training from KOSGEB. It was given at Çukurova University. It was only explaining which issues can be received from KOSGEB and it was a training that showed how the process would proceed when support from KOSGEB is taken. I can say that it was more KOSGEB training, not entrepreneurship training (Trainee 6 Interview Notes, 2021)”.

“I only studied entrepreneurship once. It was an entrepreneurship training given within the scope of a European Union project that took place in Istanbul in June 2017 (Trainee 7 Interview Notes, 2021)”.

“When I was trained, KOSGEB had entrepreneurship trainings. Later, I opened my own business (Trainee 8 Interview Notes, 2021)”.

“I applied to KOSGEB New Entrepreneur Support. More precisely, before applying for support, there was a course given by İŞKUR and KOSGEB. I was in the İŞKUR group. Therefore, I received the entrepreneurship training provided by İŞKUR (Trainee 9 Interview Notes, 2021)”.

"I received my entrepreneurship training from ITU in the form of a two-month training. It was a program that I was included once or twice a month as I was selected among 20 women entrepreneurs in the Unknown Women Entrepreneurs Academy Program in 2020 after I started my business. However, it suffered some disruptions due to the pandemic. I received these trainings in 2019 and 2020. Apart from that, I also attended workshops and one-day trainings (Trainee 10 Interview Notes, 2021)”.

4.1.2.3. Person Providing Entrepreneurship Education/Training

It is seen that the participants receive their entrepreneurship training from general institutions such as KOSGEB, TÜBİTAK and the trainers of these institutions. It was emphasized that these trainers included those with academia origin as well as contracted employees of the relevant institution. Some participants, on the other hand, stated that even though they received training from institutions such as KOSGEB, İŞKUR, the person providing the training was from outside the institution.

“I had the opportunity to receive training from trainers of private companies working in the field of education (Trainee 1 Interview Notes, 2021)”.

“In a training organized by the British Council, I received an entrepreneurship training from a British teacher who is also an entrepreneur. In addition, I had the chance to receive training from 3 different entrepreneurs and academicians in a training organized by the chamber of industry (Trainee 2 Interview Notes, 2021)”.

“They were instructors with the title of Associate Professor (Trainee 3 Interview Notes, 2021)”.

"The education I received from KOSGEB was distance education. The content of this training included videos and written materials. In addition, I received the other training I received from an Izmir-based consultancy company (Trainee 4 Interview Notes, 2021)”.

“The person who gave the training was not an academic. I remember he was a KOSGEB instructor (Trainee 5 Interview Notes, 2021)”.

“The training was provided by a KOSGEB consultant, she was not an academic (Trainee 6 Interview Notes, 2021)”.

“There was more than one training in the field of entrepreneurship. Under the program, most of the trainers involved usually are specialized in this field in Turkey and the European Union were the people carrying out the project for the (Trainee 7 Interview Notes, 2021) ”.

“The trainer was not KOSGEB's own staff, but someone KOSGEB approved (Trainee 8 Interview Notes, 2021)”.

"I do not remember a detail about the competence of the instructor, but we were told that he came from KOSGEB (Trainee 9 Interview Notes, 2021)".

“The training I received in 2016 was a training held in ITU's own Technopark under the name of ITU GINOVA. Those who gave the training were predominantly academicians. Some of the courses included instructors from TUBITAK or KOSGEB. In the Women Entrepreneurs Academy, there was a coaching request called Action Coach. Supporting the trainers, there were trainings given by well-known people from the industry's famous agencies or companies on marketing and many other subjects (Trainee 10 Interview Notes, 2021)”.

4.1.2.4. Content of the Education/Training Received

It is seen that the content of entrepreneurship trainings is generally in a structure that conveys basic business knowledge. This determination is also consistent with the findings obtained from interviews with entrepreneurship trainers. In addition, it is seen that the training received from institutions such as KOSGEB is more standard and has a more general education structure rather than focusing on the special needs of entrepreneurs.

“KOSGEB training was mainly focused on entrepreneurship skills and establishing a business model. It was a technical training that included details about the profit and loss of the business (Trainee 1 Interview Notes, 2021)”.

“It was a training that conveyed how to find financial and economic resources for entrepreneurs, how to create Cash Flow tables, how to create a team, and what international

platforms are. In other words, it was an education model that included topics such as what is entrepreneurship, what are the entrepreneurial roles (**Trainee 2 Interview Notes, 2021**)”.

In the training I received, the details of entrepreneurship, finance, human relations, and meeting management were generally focused on (**Trainee 3 Interview Notes, 2021**)”.

“The training I received from KOSGEB was a much more systematic training. It was a training that started with basic questions such as what are the concepts of the company ecosystem (**Trainee 4 Interview Notes, 2021**)”.

“We received a two-day training. In this training, issues such as what entrepreneurship is, financial factors encountered in the establishment process of the enterprise were mentioned. KOSGEB grants were focused on. In addition, various speakers in the business world made presentations within the scope of training (**Trainee 5 Interview Notes, 2021**)”.

“What is the product, how to determine it, and deciding on the classification of the service to be provided by the initiative at the introduction stage of the training were explained. Subsequently, topics such as market analysis, accounting processes, and communication with official institutions were explained (**Trainee 8 Interview Notes, 2021**)”.

In addition, there are negative evaluations that KOSGEB trainings focus too much on how to get the support and incentives provided by the institution and how the relevant processes function, instead of entrepreneurship-oriented details.

“It was a training that included topics such as how to get KOSGEB support in general, how to get support in business development processes and in the future, what supports can be used in R&D processes (**Trainee 6 Interview Notes, 2021**)”.

“Since there is a KOSGEB training, KOSGEB support was also focused on (**Trainee 8 Interview Notes, 2021**)”.

“Since the training I received was from KOSGEB, it mainly included KOSGEB processes (**Trainee 9 Interview Notes, 2021**)”.

4.1.2.5. Setting Up a Business after Entrepreneurship Education/Training

It is seen that entrepreneur candidates generally engage in an entrepreneurship activity after their entrepreneurship training. Some of these entrepreneur candidates preferred to take part in

the already existing businesses with family origin as partners and use the skills they gained from education in these areas instead of establishing a new business. It is seen that the entrepreneur candidates take part in an entrepreneurship activity between 6 months and 2 years following the average education. It was determined that some of the participants started entrepreneurship processes without benefiting from the support provided after the training.

“My other partners had already received various training in this area. Since my creativity was strong, I was also providing the originality side of the work. In this sense, I can say that we came across harmoniously (Trainee 1 Interview Notes, 2021)”.

“I started my own business within 6 months after the training I received from the British Council. Also, before this training, I had an initiative called guard libraries. This was a multi-partner venture. After an average of 3 months of this training, I opened my own business. Turkey was the most extensive coaching consulting firm (Trainee 2 Interview Notes, 2021) ”.

"We established Turkey's first export agency. There are 5-6 months between completing our entrepreneurship training and establishing this agency. I received my entrepreneurship education. I had no idea that I would start a business afterwards. But then I made an investment in this area. We are doing well now (Trainee 4 Interview Notes, 2021)”.

“It wasn't right after the training, but I remember that I started it about a year or two later. About 2 years later, I made an initiative on e-commerce. I set up an e-commerce site with 3 partners (Trainee 5 Interview Notes, 2021)”.

“I established my workplace after 2 years of entrepreneurship KOSGEB training (Trainee 6 Interview Notes, 2021)”.

After my entrepreneurship training, I did not start a business, I was already actively working in the family business at that time. In other words, I did not establish a company, but I got involved in a new formation, though not directly (Trainee 7 Interview Notes, 2021)”.

“This is our fifth year. So it's been 5 years (Trainee 8 Interview Notes, 2021)”.

“After receiving my entrepreneurship training in July 2016, I started my business in September (Trainee 9 Interview Notes, 2021)”.

“I started my business after 1 year of training in 2017. Actually, I had a venture where I started working in 2012 and started as a design office in 2016. I established my sole proprietorship in 2017. I went to branding in 2018 (Trainee 10 Interview Notes, 2021)”.

“After my university life, I had a professional business life for 4-5 years. I always wanted to do my own job afterwards. But I did not start a business with these documents. I started my venture without any support or grant (Trainee 3 Interview Notes, 2021)”.

4.1.2.6. Getting Support during the Business Establishment Process

After the completion of the entrepreneurship trainings, it is seen that some of the participants applied for state support for certain areas or thought to apply in the process. Support such as equipment support, employment support, KOSGEB support for business establishment expenses can be counted among the areas of support during the business establishment process.

“Currently we have completed our 12 years as a company and we are going to a new structuring. At this stage, we will seek support in areas such as equipment, personnel support, business support (Trainee 3 Interview Notes, 2021)”.

“Some expenses during the establishment phase of the business were supported. We received approximately 30 thousand TL in cash grant support in areas such as fixture, machinery, equipment purchases, rent and personnel support (Trainee 8 Interview Notes, 2021)”.

“We used financial support within the scope of the 50 thousand TL grant program provided by KOSGEB during the period we established the business (Trainee 9 Interview Notes, 2021)”.

It is observed that some of the participants who did not apply for support alternatives did not apply for these supports because they were at the very beginning of the process and some of them were integrated into an ongoing business model.

"We did not receive any support during the start-up phase, but after establishing the business, we received support from KOSGEB qualified personnel (Trainee 1 Interview Notes, 2021)"

“No, I haven't taken it yet. I have just started my business right now. I applied for a training on the establishment phase (Trainee 6 Interview Notes, 2021)”.

“No, we didn't take any support. We did not need to use any kind of support as we took over many things from my father's company (Trainee 7 Interview Notes, 2021)”.

According to the findings obtained from the interviews, it is seen that a significant part of the participants has complaints and criticisms about the processes of entrepreneurship support or the areas where these processes focus. Among all criticism the mostly mentioned ones can be stated as it takes too much time to explain some kinds of enterprises to the people who have important places in decision mechanism and make them accept the importance of these entrepreneurship activities, there is no need to bear the time cost, the application was not made due to the insufficient scope of grants and incentives, since the support application processes involve a lot of paperwork, it is not possible to spend time for these processes.

“I applied for support but it was rejected. Interestingly, everyone's applications were accepted, while mine was rejected (Trainee 2 Interview Notes, 2021)”.

“I did not apply for any government support. More precisely, I do not intend to apply. My venture is on reverse engineering. Trying to explain what this job is to those who decide on state support is a serious waste of time. In addition, I see the time-consuming state incentive processes as another problem (Trainee 4 Interview Notes, 2021)”.

“I have a business on E-Commerce. But we did not apply for any support. Although we need support especially in areas such as software costs, the grants and support contents provided have never been fully appealing to our field. For this reason, I can say that we had to establish an enterprise with our own capital without benefiting from any support (Trainee 5 Interview Notes, 2021)”.

“I researched the support I can get. However, I gave up applying because I could not deal with details such as paperwork because I was alone during the business establishment phase. The time I would spend on getting support was much more valuable than the financial support I would get (Trainee 10 Interview Notes, 2021)”.

According to the findings obtained, it is seen that entrepreneur candidates tend to apply for various supports for their expenses in different areas during the process and can make the necessary applications when a suitable support area is found. However, there is a high level of criticism about the details such as the application to the grant and support system being

implemented takes a lot of time, the lack of diversity in the grant sector, and the difficulty of informing and persuading decision-makers in applications for entrepreneurship alternatives that require a high level of technological knowledge, especially reverse engineering.

4.1.2.7. Details Regarding the Beneficial Situation of Entrepreneurship Education/Training

It is observed that the positive and negative opinions about the satisfaction of the participants with the entrepreneurship training are at close levels. Participants who found the trainings beneficial stated that it is generally positive to be together with individuals who pursue similar entrepreneurship purposes, that the trainings create advantages in the name of networking, that they benefit from these trainings in learning the grants and supports given to entrepreneurs from different institutions, and that educational activities are beneficial in terms of changing the perspective on entrepreneurship.

“It was very useful. The training I received from a private firm and from the state was also beneficial. But the first training was more useful differently (Trainee 2 Interview Notes, 2021)”.

“I think education is very beneficial. First of all, a serious development is achieved with these trainings. In addition, these trainings are beneficial for networking (Trainee 3 Interview Notes, 2021)”.

“In general, I can say that education is beneficial in order to learn the grants and entrepreneurship grants that can be obtained from institutions such as KOSGEB. However, when I searched for these grant programs afterwards, I did not benefit from these incentives because I saw that they were not suitable for my enterprise model. However, for an entrepreneur who plans to start an enterprise from scratch, I think that the information provided in these trainings is really comprehensive information (Trainee 5 Interview Notes, 2021)”.

“I think it is useful. First of all, it changed my perspective on work. In other words, it enabled my work to become more planned, more programmatic and executable. I think I have benefited in this sense, at least during the start-up phase (Trainee 7 Interview Notes, 2021)”.

“I think training is beneficial. Above all, education gives encouragement to be an entrepreneur. After the training, I can say that we also caught the motivation to start a business that we needed (Trainee 8 Interview Notes, 2021)”.

“After all, it was definitely beneficial to be with different people who were aiming to start a venture (Trainee 9 Interview Notes, 2021)”.

“I think it is very useful for establishing a business, management and networking. Also, seeing that there are many people like you through these trainings motivates you (Trainee 10 Interview Notes, 2021)”.

Participants who stated that the trainings were not beneficial argued that especially due to the fact that KOSGEB trainings were of high academic origin, although the correct things are explained in theory, it is seen that there are deficiencies in practice and the content of the training should be kept wider.

“Unfortunately, I cannot say that it is beneficial for KOSGEB training. Most of KOSGEB instructors are generally academicians. However, these academics often do not have an entrepreneurial experience. Therefore, although very correct things are explained on the paper, information that is not very suitable for real life is conveyed (Trainee 1 Interview Notes, 2021)”.

I can say that KOSGEB education is 40% beneficial. The private training I received, on the other hand, did not benefit much because it was the training of trainers (Trainee 4 Interview Notes, 2021)”.

“Obviously it didn't do much. It would definitely have been more beneficial if the content of the training had been a bit broader (Trainee 6 Interview Notes, 2021)”.

“My initiative is on digital marketing. The content at the time I was trained was not very suitable for this. Therefore, my only problem was in this regard (Trainee 10 Interview Notes, 2021)”.

4.1.2.8. Suggestions on Entrepreneurship Education/Training

One of the most prominent suggestions of the entrepreneur candidates who have attended at least one of these trainings before about the entrepreneurship trainings given in our country has been to change the training contents from theory-oriented and to develop these contents

with the elements of transferring the real life experiences to entrepreneur candidates. At this point, it is seen that there is a demand for people with entrepreneurship experience to take part more frequently in the training side.

“First of all, application-oriented trainings should be planned (Trainee 1 Interview Notes, 2021)”.

“If the participants want to be entrepreneurs, of course, theoretical information should be given. However, more experiential-oriented, more entertaining and more creative trainings should be planned (Trainee 2 Interview Notes, 2021)”.

“First of all, real life and theory have a very different structure. In my opinion, not only academics or consultants but also private sector representatives should take part in the trainings (Trainee 3 Interview Notes, 2021)”.

The theoretical information given in the trainings is of course useful, but real life applications can be different. In addition, the experiences, difficulties and unsuccessful experiences of entrepreneurs in business life should be conveyed in detail in the trainings. Help can be obtained from people who have experience in this matter (Trainee 5 Interview Notes, 2021)”.

Another prominent suggestion in terms of entrepreneurship training is to establish a follow-up mechanism to follow the processes experienced by the entrepreneur after the training processes. It is recommended that this mechanism be supported by consultancy or coaching activities. These findings are in line with the findings obtained from interviews with entrepreneurship educators.

“In addition, it should not be limited to 3-5 days of ordinary entrepreneurship training. The concept of coaching must also support trainings. In which field the entrepreneur lacks, coaching service should be planned for that field (Trainee 1 Interview Notes, 2021)”.

“I think the post-training support should also be continued. After the establishment phase of the initiative, a consultancy process should also be planned, which will be activated in case of any problem. In this case, the trainings will have a much more effective structure (Trainee 5 Interview Notes, 2021)”.

“Trainings should be sustainable. Entrepreneurship is a long process that does not end with just establishing a company. For this reason, providing a sustainable consultancy service is very important (Trainee 7 Interview Notes, 2021)”.

Education undoubtedly adds value. However, after a certain period of time after the training, what the entrepreneur candidate does should be followed. This is an important issue not only in the form of assigning a consultant, but also in terms of sharing knowledge and experience (Trainee 8 Interview Notes, 2021)”.

Issues such as eliminating entrepreneurship trainings from being activities only for certification, making the content of the training not superficial but on a wider scale and detailed, designing trainings that focus not only on how to get state support, but also on real entrepreneurship processes, diversification of trainings according to the areas that entrepreneurs intend to specialize in, and creating a participatory structure accordingly are other prominent suggestion topics.

“I think trainings that can transform knowledge into skills will be successful (Trainee 1 Interview Notes, 2021)”.

In the initial stage, there should be a general education and then the sector-specific trainings that the entrepreneur plans to take part in. I think that trainings focused solely on providing entrepreneurship certificates are not useful (Trainee 3 Interview Notes, 2021)”.

“The trainings should not be superficial, but more fundamental trainings should be designed. Especially for government grants, business owners do not even know which grant group they belong to. Trainings should also be given in this direction (Trainee 4 Interview Notes, 2021)”.

“Entrepreneurship education should be considered as a preparation process. After the preparation process, support training should be given in areas such as finance, sales and, if necessary, foreign trade. In other words, trainings should not be trainings that only answer questions such as what are KOSGEB supports and how to get KOSGEB supports. In addition, appropriate training should be given to the field in which the entrepreneur will specialize (Trainee 6 Interview Notes, 2021)”.

“Since the business models of enterprises in the production or service sector are different, entrepreneurs should be grouped by considering such differences while planning the training contents. In addition, after the training, follow-up should be provided on issues such as how many of the participants started a business, how many of them succeeded (Trainee 9 Interview Notes, 2021)”.

“In the trainings, it should be conveyed that the initiative is not only doing something new, but developing an existing structure or method can be considered as an attempt. In addition, the processes after digital marketing or product emergence should be included in education (Trainee 10 Interview Notes, 2021)”.

4.2. The Entrepreneurship Education/Training Proposal Based on the Findings

According to the findings of the research which were gathered from the depth interviews conducted with the participants an education/training program proposal is constructed. There are some main issues that created the foundations of the program. These issues or content strands and their explanations are given in the table below.

Table 21

The Content Strands of the Program

Content Strand	Explanation
A proper combination of entrepreneurship experiences and theoretical background	- Education/Training should be constructed on the real life experiences of both successful and unsuccessful entrepreneurship case studies from the entrepreneur's himself/herself while a proper theoretical background is presented. - More chances should be provided to the participants to have more conversation with entrepreneurs taking place in training/education processes in order to let the participants to catch more details about both the entrepreneur and the processes he/she had already went through.
Updating the content and the structure of the education/training program on a	One of the most important issues that the participants of the study mentioned was the need of updating the knowledge about entrepreneurship activities by monitoring the

regular basis	worldwide advancements. • One part of the foundations of the program should be based on updating itself and presenting sufficient information to the potential entrepreneurs.
Creating a common approach and operation structure for the educations/trainings both in university and agency parts	• A similar or coordinated approach for a clearly defined program should be conducted in both universities and agencies. • These two main elements of entrepreneurship education/training ecosystem should work in harmony.
Creating target trainee groups according to sectors or fields of interests that the entrepreneurship activities will take place	• The education / training program should be divided into sub-programs in order to gather the groups of potential entrepreneurs according to sectors that they will try to establish their firms.
A proper combination of methods to measure the effectiveness of the program and the skills of the instructor	• Not only written exams but also verbal measuring methods like conversations groups etc. should be used in order to understand if the training/education was target-driven and the instructor had sufficient skills to direct the participants to the targets of the program
An education/training program including strategies for different stages of entrepreneurship process should be designed	• The program should be designed in order to be based on pre-program stages, during program stages and post-program stages. • In pre-program stage designing the sub groups of entrepreneurs and creating a proper content for these sub groups should take place. • In during-program stage the materials and the methods defined before should be applied and used. • In post-program stage a mentoring or coaching process should take place in order to monitor the potential entrepreneurs after participating the education/training program.

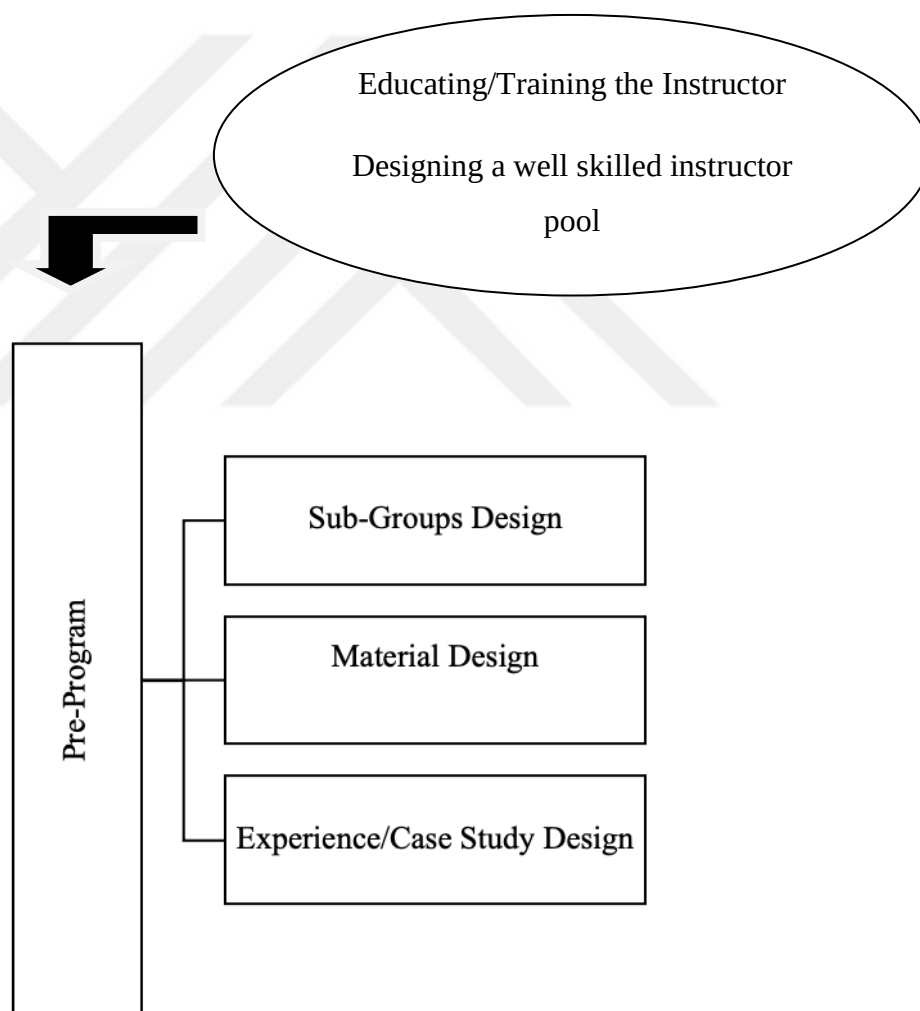
Educating the instructor

- The instructors should be guided properly in order to create a well skilled instructor pool for different potential target groups or needs.
-

The content strands mentioned in the table above are the main issues that were used while creating the multi-stepped program. Each issue was reflecting the points of views gathered from both instructors and trainees participated to the research. The main structure of the education/training program proposal is stated in the figures below.

Figure 9

Pre-Program Processes



The Pre-Program stage can be defined as the design-based part of the program. The proper answers to the questions “what, who, how, to who etc.” take place in that stage. Sub-Groups Design part is can be named as foundation for the program. The beginning step of the

program before this stage is giving proper education/training to the potential instructors about the main details of different types of entrepreneurship activities in order to meet different kinds of education/training demands for different kinds of entrepreneurship types such as women entrepreneurship, social entrepreneurship etc.

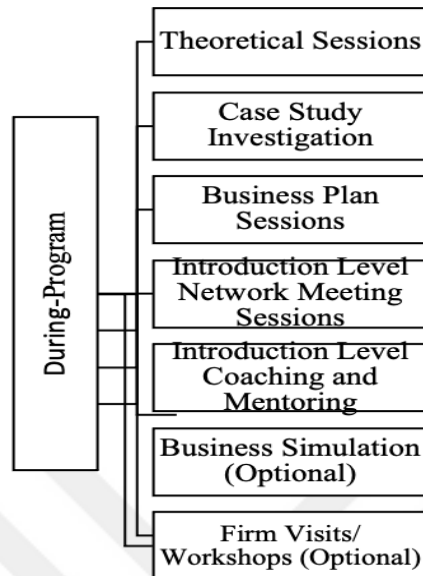
In order to give a target-driven or a target-oriented program required information about the details as the sector to be involved in, the main point of origin for the idea of business or entrepreneurship history will be gathered from the individuals applying to the program and these potential participants will be grouped according to the data. By creating sub-groups, it will be better to define especially the sectorial targets or requirements of entrepreneurship activities planned by the participants and direct the program by the means of these details. Another important point about sub-grouping is creating an efficient network for the participants who will try to run a business in similar sectors or business areas.

Material design part is focusing the preparation of written or visual materials to be used within the program. Also defining the sub-headings of the theoretical background of the program will take place in this part. The contents of the materials will be grouped according to main functions of business as marketing, finance, management and production.

In the stage of experience/case study design quests with entrepreneurship histories will be selected coherent to the main characteristics of the sub-group like the sector to be involved in and experience exchange will be materialized. Another important detail about that stage is deciding the case studies to be used during the program. As the alternative education or training programs are investigated it can be stated that a lack of case study works can be noticed in both universities and agency based programs. In some universities studying over the entrepreneurship cases that took place before or creating entrepreneurship cases and investigating them is used as a tool that will strengthen the learning process. Because of that fact this part should be considered.

Figure 10

During-Program Processes



During program stage can be named as the action part of the program. There are various parts that combine together and structure that stage. Some parts are optional because of the reason that it is hard to establish a physical infrastructure in every institution that the program will be applied.

The theoretical session part is about giving the main important details of entrepreneurship in the manner of business management. In that part different classes based on marketing, finance, management and production will be taught. The most important thing about that part is not to overextend content of the lessons in order not to create an attitude in the participants towards the program that it is an ordinary theory based trainings or education programs. Some major points about that part can be stated as follows:

- Typical lectures which include the use of textbooks, with subjects such as marketing, accounting, financing, strategy, etc.
- Projects, mini-projects
- Tailor made courses (designed for target group needs)

Case study investigation is based on activities to investigate some entrepreneurship cases selected before according to the targets of the sub-group participating the program. All details like pros and cons of the case, different stages that the entrepreneur had to face during

the process of establishing that firm, what should be done in a different way or what shouldn't be done will be investigated deeply. After case investigation following step will be creating an entrepreneurship case with the participants. These two following steps can be named as the strengthening factors of learning during the lessons.

In business plan sessions participants will prepared their business plans individually or in groups after they are given detailed information about the foundations of a business plan. In that part business plan competitions will take part and at the end of this stage there will be a selection to find out the best business plan created.

Network meeting sessions are elements that will take place in both during program stage and post-program stage. The meetings in during program stage aim to create a network including entrepreneurs and potential entrepreneurs in similar sectors in order to exchange information about the requirements of the sectors, details to care while establishing a firm in these sectors, SWOT Analyses of the sectors etc.

One of the major issues about entrepreneurship education/training programs is monitoring and supporting the potential entrepreneurs after the program concluded. In order establish an effective coaching or mentoring structure and introduction level coaching/mentoring process will be applied within the during program stage. The main idea of that part is to assigning mentors that are coherent with the aims and requirements of the participants by helping them to recognize each other closely. This can be defined as the beginning of a long-term mentoring process.

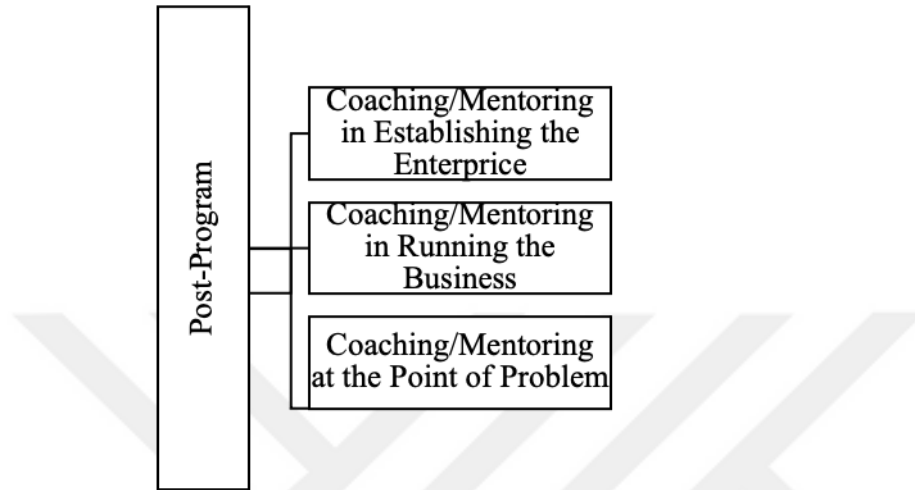
Business simulation part is one of the optional parts of the program. At this stage by using computer-based instruments it is aimed to adapt the participants to the new digital details of today's business life. In order to achieve that goal the main idea is to use proper ERP programs and by creating business simulations with these programs help the participants to manage the processes like accounting, CRM etc. in these simulations.

Another optional part of the program is organizing visits to the firms of the entrepreneurs that participate in the program as experience exchangers. With these visits it is aimed to create a visual knowledge in the minds of the potential entrepreneurs in order to direct them about all process or stages of running a business. This part can be used as an

optional stage according to the period that the program will take place or to the circumstances that the experience exchangers are in.

Figure 11

Post-Program Processes



One of the most important issues gathered from the findings of the depth-interviews conducted with the participants is the need of an effective coaching/mentoring system that will cover a middle term and long-term relations between the entrepreneur and the coach/mentor. As it is stated before this stage will begin in during program stage and go on after the education/training program is concluded. The mentors or coaches assigned to the entrepreneurs will follow if he or she is about to establish any kind of an enterprise after the program. At the point of establishing an enterprise the main duty of the mentor/coach is to guide the entrepreneur about the details to be cared mostly in choosing the place, creating a network within the supply chain of the sector etc. The main idea about that stage is to pave the way of beginning an enterprise for the entrepreneur.

After the beginning stage the assigned mentor/coach will monitor the processes of the entrepreneurship for a year and after satisfying about the entrepreneurship process are on the rails the main duty of the mentor/coach will be concluded. But after that stage the role of the mentor/coach will become a point of support when a problem occurs during the business process.

The main idea of the education/training program proposed is to construct a base that can be applied in both academic institutions and in agencies. This is the reason that the program is called as an education/training program. By constructing such a program, the main parts of the university education processes and trainings conducted in institutions like KOSGEB or development agencies will become adaptable to each other. That can be named as the main advantage of the proposal. Also, another important detail is the program is constructed in order to create a chance to be customized according to the needs of the target group.

At that point one of the most important characteristics of the program proposal is that the program is constructed on such a tailor-made model that could be differentiated or customized for different types of entrepreneurship activities. For example, if the participants of the program can be classified as potential women entrepreneurs all features like the content, experience sharing etc. will be restructure according to the target group.

Coaching or mentoring stages of the program proposal is one of the main distinctions too. Generally coaching or mentoring process are conducted in limited time after the training programs and this kind of monitoring process does not help the entrepreneur sufficiently. Within this program proposal this process begins during the program and continues according to the needs of the potential entrepreneur.

5. DISCUSSION

In the discussion section of the research, the results of previous studies in the fields of entrepreneurship and entrepreneurship education/training in the national and international literature are compared with the results of this research and recommendations are given.v

There are various limitations for this research, which is a qualitative study and aims to present an education/training model based on the findings obtained from in-depth interviews. First of all, due to the global pandemic process, the interviews were conducted over the internet. In addition, due to reasons such as the pandemic process and workload, the number of people interviewed had to be limited to a total of 20 people. A model proposal has been presented, considering the findings obtained and the results of studies in the similar field in the literature.

When the literature is examined, it is seen that many studies have been carried out on entrepreneurship education both in our country and abroad. However, it is possible to say that the effects of entrepreneurship training are investigated rather than designing a training proposal in these studies. According to the results of the study entrepreneurship programs in universities or entrepreneurship-based trainings given in different institutions have positive effects on the tendencies of the individuals to become entrepreneurs. Also, it can be stated that entrepreneurship based education programs or trainings also effect the awareness of the concept of entrepreneurship positively.

There are similar results in the study of Balaban and Özdemir (2008) who focused on the characteristics of entrepreneurs and entrepreneurial education, determined the factors affecting the trend and tried to measure the effect of education on the trend. As a result, it is revealed that entrepreneurship education has positive effects on trend.

Bozkurt et al. (2011) tried to measure the effects of entrepreneurship education on entrepreneurship tendency by emphasizing psychological and demographic factors that affect entrepreneurship. They concluded that entrepreneurship training reveals the potential that individuals themselves have but are unaware of education had positive effects on the trend. These results are also similar to the results of this study.

When the entrepreneurship literature in Turkey is evaluated it can be stated that there are many numbers of studies that reveal the positive effect of entrepreneurship education/training programs on subjects like awareness, creating a tendency for entrepreneurship activities, to attend entrepreneurship programs etc. similar to the results of this study.

For instance, Uluköy et al. (2013), focusing on entrepreneurship, entrepreneurs' characteristics and entrepreneurship training, measured whether the trainings they received from KOSGEB entrepreneurship training courses reveal their entrepreneurial potential. It has been observed that entrepreneurship training is effective in creating the necessary awareness in people.

Duran et al. (2013) mentioned about entrepreneurial feelings, emphasizing the individual, environmental and firm approach. They measured the contribution of

entrepreneurial education to the entrepreneurial tendency theoretically and experimentally. As a result of the research, it was observed that the entrepreneurship training received had a positive contribution to entrepreneurial feelings.

Yumuk (2013) emphasized the concepts of entrepreneurship, and mentioned about entrepreneurship education and entrepreneurship tendency. As a result of the study, it was observed that there was no difference in terms of disposition between students who received education and those who did not. In addition, the trainees have come to the conclusion that they have an idea of whether they can become entrepreneurs and can channel this entrepreneurship.

There also some studies that reflect the sides of the education/training programs that should be considered or re-designed similar to the results of this study. Bayram (2014), emphasizing entrepreneurship and entrepreneurship conceptually, tried to measure the effect of entrepreneurship training received by those who attended KOSGEB-supported entrepreneurship courses on entrepreneurship tendency. In the study, he concluded that while education triggers entrepreneurship desire, it is not enough to reveal the tendency. This can be named as a similar finding compared with the finding stated in this study. Our study reveals that although the training programs applied by institutions or agencies in Turkey are useful they have feature that should be fixed in order to be more accurate and effective.

Tunçbilek and Çetinkaya (2017) talked about the applied entrepreneurship trainings given by İŞKUR and discussed the results from different angles. As a result of the research, it is concluded that applied entrepreneurship training is partially beneficial. The answer of yes to the question of would you recommend entrepreneurship training by all of the participants in the study is an indication of the effectiveness of the training.

When the foreign literature is observed it is noticed that mostly in the last 10 years there is a rising number of studies performed about the field of entrepreneurship and entrepreneurship education or training. While Lorz and Volery (2011) stated that entrepreneurship education does not have a significant effect on entrepreneurship tendency, it has been observed that it has a significant effect on the possibility of self-employment.

Lange et al. (2011) found that taking an entrepreneurship course is beneficial for students to understand entrepreneurship, while taking two or three courses increases the likelihood of becoming an entrepreneur by affecting the entrepreneurial tendency. At the end of the research, it was seen that the effect of the education received continued after graduation. These results can be named as similar to the findings of this research.

According to Drost and McGuire (2011), the process between entrepreneurial education and entrepreneurial tendency is managed by entrepreneur self-confidence. What is learned in education has a positive effect on students. It has also been observed that practices such as internships given after training help to increase the entrepreneurial tendency.

Duval et al. (2012) found in their study that engineering students are encouraged to develop their entrepreneurial skills. There was a significant increase in the tendency to be entrepreneurial among students who received entrepreneurship education compared to those who did not. Education has expanded career path options.

Volery et al. (2013) found that entrepreneurship education does not have an effect on entrepreneurial personality traits and entrepreneurial tendency. However, there was an increase in entrepreneurial skills at the end of the training. It was observed that the knowledge of the students about the entrepreneurship process increased after the training.

Küttim et al. (2014) found that entrepreneurship education has positive effects on entrepreneurship tendency. It has been revealed that attitude towards entrepreneurship and perceived behavior control have a positive relationship with the entrepreneurial tendency.

As a result of their research, Fayolle and Gailly (2015) concluded that although there was no significant effect on students' tendencies after short programs, there was a positive effect on attitudes towards entrepreneurship and perceived behavior control after medium-term programs. Bae et al. (2017) found that entrepreneurship education has a small but positive effect in their study. At the end of the study, there was not much difference between pre-training entrepreneurship tendency and post-training entrepreneurship tendency.

Nabi et al. (2018) found in their study that students participating in the entrepreneurship education program provide significant benefits. Entrepreneurial education has inspired those who are not trained to learn about entrepreneurship at a higher rate. On the

other hand, in the surveys conducted at the beginning and end of the year, it was observed that there was no significant difference between those who received education and those who did not. While education generally creates positive effects on the individual, there is a decrease in tendency. But one becomes more knowledgeable about entrepreneurial processes and challenges.

According to this study, a rising trend of entrepreneurship is noticed in Turkey. In addition, it is seen that individuals are in search of different alternative ways to establish their businesses. Although there is a structure that can vary from person to person in the definition of the concept of entrepreneurship or activities that can be called entrepreneurship, it is possible to talk about a consensus on the characteristics attributed to entrepreneurial individuals. Both the instructors participating in the research and the people who have received training highlight the basic characteristics of entrepreneurs such as creativity, courage, different thinking, taking advantage of opportunities, being open to innovation and taking risks.

According to the results of the research it is constantly evolving ecosystem of entrepreneurship in Turkey. However, with this development, it is seen that various problems started to emerge. From this point of access to fundamental criticism of the entrepreneurship ecosystem elements associated with entrepreneurship in the direction of Turkey is not enough spread across the country. It is seen that most of the participants stated that the entrepreneurship ecosystem is very much Istanbul-centered.

In addition, there is a need to establish a system to follow the developments in entrepreneurship around the world. Although the instructors have stated that they generally try to follow the developments originating from Europe and America, it is thought that a portal-like structure that will facilitate the follow-up of the entire entrepreneurship ecosystem will be beneficial.

When the obtained results are evaluated in terms of entrepreneurship education it is seen as the two main structures stand out in this field in Turkey. The first of these is the education system carried out through high schools and especially universities. Another important structure is the training activities carried out through institutions such as KOSGEB and development agencies.

When the entrepreneurship education given in universities is examined, it is seen that more and more universities in our country are turning to this field. This increasing trend is very important in terms of directing individuals to be entrepreneurs, especially since the period of higher education. One of the striking points for universities is the need for regulations that will enable academics working in these institutions to find a place in real-life business practices as well as in theory. Although the academicians related to this field are supported to become entrepreneurs through formations such as technoparks, it is seen that the scope and number of such formations should be increased.

In terms of entrepreneurship trainings provided by different institutions such as KOSGEB and development agencies, it is seen that there is a situation that needs to be evaluated in a much more detailed way. It is necessary to evaluate the training programs carried out by these institutions in three basic stages that support each other: pre- training, training process and post-training.

Establishing training content in the pre-training process, determining the target sector and the group of individuals to receive training, and assigning the required trainer group to the relevant trainings stand out as important topics. It is seen that repetitive and monotonous contents should be avoided in the creation of training contents. The training contents to be created should be planned in a way to include basic business information as well as real life application examples. According to the results of the research, it was determined that the participants who took part in entrepreneurship training programs in the past frequently complained that these trainings only contained theoretical information. In this respect, educational contents should be enriched by adding different structures suitable for the target audience besides some standard concepts.

Another important issue in terms of pre-training processes is the correct selection of the trainer who will provide training. According to the results of the research, the participants stated that besides academics-based trainers, people who can transfer their entrepreneurship experiences at certain stages of education should be employed in this field. At this point, assigning trainer alternatives with both academic background and entrepreneurial background will be very beneficial in terms of increasing the efficiency of the process.

One of the most important points to be considered while planning pre-training processes is to ensure that the training planned to be given is compatible with the group that will receive the training. During the determination of the group to receive training, it is very important to ensure that the participants who plan to engage in entrepreneurship activities in similar fields are included in the same training groups. Thus, it will be ensured that the entrepreneur candidates who are interested in similar sectors get to know each other and create a network, and it will be possible to establish a more result-oriented structure with the progress of education on specific examples for that group.

In the processes related to the realization of the training, it is seen that the main expectation of the participants is to create more comprehensive trainings that have a limited duration, rather than narrow comprehensive trainings. During the training, instead of limited issues such as how to apply to the grant processes of the institution providing that training, a structure should be created for entrepreneur candidates to recognize the entrepreneurship ecosystem. Another important issue related to the training processes is the inclusion of people who can enrich the training with sector-oriented examples and who can share personal entrepreneurship stories at certain points of the training.

According to the results of the study, it is seen that the most basic criticism of the participants about the entrepreneurship trainings carried out in our country is for the lack of an effective monitoring, follow-up and support mechanism related to the post-training processes. It has been determined that most of the entrepreneurship training is limited to the duration of the training, the development of the entrepreneurial behaviors of the people who receive training after the training is not followed, and the entrepreneur candidates who try to establish a business are not given enough consultancy support. It is very important that the training programs to be developed include various activities for post-training processes. After the training, it will be beneficial to provide a consultancy service to entrepreneur candidates for periods ranging from 6 months to 1 year until they start their business. Following this consultancy process, the implementation of a business mentoring program for a period of 6 months to 1 year for the entrepreneurs who set up their business will provide great benefits in terms of creating an efficient entrepreneurship ecosystem.

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