



## Deliverable D06

# Entrepreneurship Education and Training Needs of Teachers in Entrepreneurship Education in Turkey

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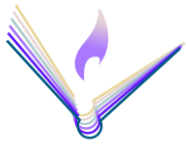
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# **Entrepreneurship Education and Training Needs of Teachers in Entrepreneurship Education in Turkey**

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This research has been conducted as a part of research work package of NETT project which is supported and financed by the EU. The research conducted between January-February 2013 in Izmir, Turkey.

The aims of research are;

1) To get a deeper understanding of the training needs of primary and secondary school teachers together with some university and vocational education teachers in entrepreneurship education in Turkey.

2) To identify the most appropriate active learning methods which can be applied for effective and efficient of entrepreneurship education.

3) To collect and analyze the training needs of primary and secondary school teachers together with some university and vocational education teachers in the specific area of entrepreneurship in Turkey.

The population of research is the primary, secondary, high school, vocational school and university teachers working in Izmir city. The research group composed of both teachers who are teaching or not teaching entrepreneurship

The study is aiming to respond questions below.

**1) What are the demographic data of teachers participating in research (age, sex, education level, teaching experience, school type, teaching subject)**

**2) Do teachers;**

- a) feel competent in entrepreneurship?
- b) think that the entrepreneurship education is important for their students?
- c) want to participate an in-service training on entrepreneurship education?
- d) think that they will benefit from attending an online training offer on teaching entrepreneurship?
- e) What teachers expect to share at a community of practice of entrepreneurship?



**3) For teachers;**

- a) Which skills are the most important in entrepreneurship?
- b) Which skills should be a part of learning process in entrepreneurship?
- c) How teachers are prepared to teach listed competences/topics?
- d) Do teachers need to improve their knowledge and skills to teach listed competences?

**4) What is the percentage of teachers who are teaching entrepreneurship?**

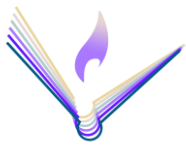
**5) Do current curriculum**

- a) support development and explanation of the ideas for a good?
  - b) help students to create a new job?
  - c) help development of the business plan?
  - d) encourage students to become entrepreneurs?
  - e) fit with market reality?
  - f) in line with the market needs?
  - g) put the students in real entrepreneurship environment?
  - h) help students to create real or simulated enterprises?
  - i) duration is enough to prepare the students to be entrepreneurs?
- 5) Which teaching methods do teachers use in entrepreneurship education?

The research conducted in schools located in Izmir, Turkey. The questionnaire developed by NETT project research team is used as means of data collection tool. The questionnaire has been sent to teachers via mail and collected the same way. 100% of teachers responded the questionnaire. There were 12 male and 13 female teachers who take part in the research. 20 of those teachers have bachelors and 5 of them have PhD. degree. The mean of age was 39 years. The data concerning teachers' teaching experience is presented below.

***Data concerning teachers' teaching experience***

<b>Experience</b>	<b>Frequency</b>	<b>Percent</b>
0-5 years	2	8,0
6-10 years	4	16,0
11-15 years	9	36,0
16-20 years	4	16,0
21+ years	6	24,0
<b>Total</b>	<b>25</b>	<b>100,0</b>



According to data the majority of teachers have more than 11 years of teaching experience. Two of them have less than 5 years of experience while 6 of them have more than 21 years.

***Distribution of teachers in schools***

<b>School Type</b>	<b>Frequency</b>	<b>Percent</b>
Secondary school	6	24,0
High school	6	24,0
Vocational-Technical school	9	36,0
University	4	16,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

There was 25 teachers responded the research instrument and 6 of them was working at secondary school, 6 at high school, 9 at vocational technical school and 4 at university.

***Distribution of teachers according to teaching subject***

<b>Topic</b>	<b>Frequency</b>	<b>Percent</b>
Bureau Management	5	20,0
Business Administration	3	12,0
Chemistry	1	4,0
Class	3	12,0
Electronics	1	4,0
English	2	8,0
Philosophy	1	4,0
Geography	1	4,0
ICT	2	8,0
International Relations	1	4,0
Math	1	4,0
Music	1	4,0
Physics	1	4,0
Turkish Literature	2	8,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

It can be seen that there are 25 teachers with different backgrounds and teaching subjects. The highest number of participants is bureau management teachers who are working in vocational technical high schools.



## 2) Do teachers

a) do teachers feel competent in entrepreneurship?

Competence Level	Frequency	Percent
No competence	2	8,0
Low competence	3	12,0
Moderate competence	6	24,0
High competence	12	48,0
Very high competence	2	8,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

The 20% of teachers does not have competence in entrepreneurship while 52% of them feel competent and very competent. On the other hand 24% of teachers feel moderately competent in entrepreneurship.

b) Do teachers think that the entrepreneurship education is important for their students?

Importance Level	Frequency	Percent
Moderately important	2	8,0
Important	10	40,0
Very important	13	52,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

The %92 of teachers thinks that entrepreneurship education is important or very important for their students. The rest 8 % thinks that entrepreneurship education moderately important for their students. One can say that most of the teachers think that the entrepreneurship education is important for their students.

c) Do teachers want to participate an in-service training on entrepreneurship education?

Participation	Frequency	Percent
No	16	64,0
Yes	9	46,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

While %64 of teachers does not want to participate in training on entrepreneurship training %46 of them want to participate such training.



d) Do teachers think that they will benefit from attending an online training offer on teaching entrepreneurship?

***Would you benefit from attending an online training offer on teaching entrepreneurship?***

<b>Usefulness</b>	<b>Frequency</b>	<b>Percent</b>
Not at al	3	12,0
Moderately	3	12,0
Useful	6	24,0
Very useful	13	52,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

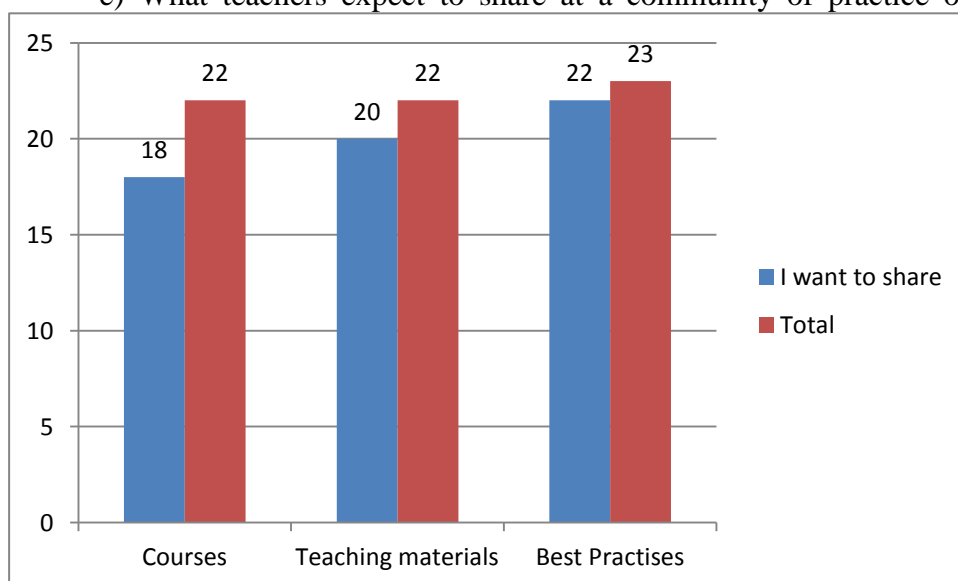
While %76 of teachers think that they would benefit from attending an online training on teaching entrepreneurship the %12 of teachers think that it will be useless at all.

e) Would you benefit from being part of international online community of practice of entrepreneur teacher?

<b>Usefulness</b>	<b>Frequency</b>	<b>Percent</b>
Not at al	3	12,5
Moderately	5	20,8
Useful	3	12,5
Very much	13	54,2
<b>Total</b>	<b>24</b>	<b>100,0</b>

While 66,7 % of teachers think that they will benefit from being part of international online community on entrepreneurship the 12,5% of teachers think that it will be useless at all.

e) What teachers expect to share at a community of practice of entrepreneurship?





Teachers want mostly to share the “best practices”, “teaching materials” and “courses” at a community of practice of entrepreneurship. We can say that the teachers mostly want to share tangible materials.

### 3) For teachers;

a) Which skills are the most important in entrepreneurship?

The most important skills/competences are given according to means in the table below. The range of means defined as: 1,00 - 1,89 = Not at all important; 1,90 – 2,69= Slightly important ; 2,70 – 3,29= Moderately important; 3,30 – 4,09= Important; 4,10 – 5,00= Very important.

Skill / Competence	Mean	Sd	Skill / Competence	Mean	Sd
Project management	4,75	,442	Team working	4,44	,768
Creativity	4,72	,458	The basic business knowledge and skills	4,43	,514
Planning	4,71	,464	Entrepreneurial	4,42	,515
Decision Making	4,68	,476	Purchasing/Procurement	4,36	,810
Responsibility	4,64	,569	Group Working Relationships	4,36	,700
Innovative thinking	4,64	,569	Computer Applications	4,36	,952
Promotion	4,64	,638	Morale/Motivation	4,36	,700
Marketing Management	4,62	,650	Personal Assessment	4,36	,757
Information Management	4,62	,650	Assessment	4,32	,690
Strategic Management Planning	4,61	,583	Business Concepts	4,32	,627
Marketing-information Management	4,60	,764	Ethics in Communication	4,32	,627
Electronic communication	4,58	,504	Digital Skills	4,32	,820
Communications and Interpersonal Skills	4,57	,756	Job-Seeking Skills	4,29	,751
Technology	4,56	,651	Personal Money Management	4,28	,737
Ability to see opportunities	4,56	,651	Business Systems	4,28	,614
Computer Basics	4,54	,721	Simulation	4,25	,737
Personal Management	4,54	,588	Daily Operations	4,24	,779
Accounting	4,54	,588	Professional Development Career Planning	4,21	,802
Computing	4,54	,721	Sharing Document	4,21	,779
Operations Management	4,54	,877	Accounting	4,20	1,041
Risk Management	4,52	,593	Dealing with Conflict	4,16	,800
Leadership	4,52	,510	Money Basics	4,12	,726
Record keeping	4,52	,510	Financial Literacy	4,08	,997
Electronic Tools For	4,50	,985	Human Resource Management Organizing	4,08	,954
Training/Development	4,48	,586	Economics	4,08	1,188
Entrepreneurial Traits/Behaviors	4,46	,884	Drawing	3,92	1,100
Channel Management	4,44	,768			



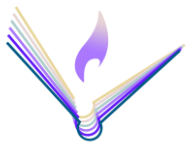


According to teachers the “Financial Literacy”, “Human Resource Management Organizing”, “Economics”, and “Drawing” skills are important while the rest of all skills/competencies considered very important for entrepreneurship education.

b) Which skills should be a part of learning process in entrepreneurship?

The most important skills/competences which should be a part of learning process in entrepreneurship are given according to means in the table below. The range of means defined as: 1,00 - 1,89 = Never; 1,90 – 2,69= Rarely; 2,70 – 3,29= Sometimes; 3,30 – 4,09= Often; 4,10 – 5,00= Always.

Skill / Competence	Mean	Sd	Skill / Competence	Mean	Sd
Electronic Tools For	4,71	,470	Computing	4,29	,999
Information Management	4,69	,630	Morale/Motivation	4,28	,678
Creativity	4,68	,690	Record keeping	4,28	,792
Innovative thinking	4,64	,700	Team working	4,28	,737
Planning	4,62	,576	Personal Management	4,25	,794
Project management	4,58	,584	Personal Money Management	4,24	,879
Promotion	4,56	,583	Entrepreneurial Traits/Behaviors	4,24	,926
Ability to see opportunities	4,56	,821	Communications and Interpersonal Skills	4,21	,975
Marketing Management Product/ Service Creation	4,54	,660	The basic business knowledge and skills	4,21	,893
Strategic Management Planning	4,52	,898	Assessment	4,20	,816
Computer Basics	4,52	,653	Group Working Relationships	4,20	,957
Marketing-information Management	4,52	,823	Simulation	4,17	,917
Responsibility	4,52	,714	Personal Assessment	4,16	,943
Computer Applications	4,48	,653	Money Basics	4,12	,781
Risk Management	4,48	,898	Leadership	4,12	,881
Decision Making	4,44	,821	Digital Skills	4,11	1,049
Channel Management	4,40	,764	Business Systems	4,08	,702
Economics	4,38	,961	Accounting	4,08	1,038
Operations Management	4,38	,961	Professional Development	4,07	,730
Technology	4,36	,907	Job-Seeking Skills	4,04	,908
Business Concepts	4,36	,569	Financial Literacy	4,00	,957
Purchasing/Procurement	4,36	,757	Dealing with Conflict	4,00	,816
Electronic communication	4,33	,868	Daily Operations	3,96	1,060
Entrepreneurial	4,33	,985	Ethics in Communication	3,92	1,115
Training/Development	4,32	,690	Human Resource Management Organizing	3,85	,987
Sharing Document	4,29	,690	Drawing	3,83	,963
Accounting	4,29	,955			

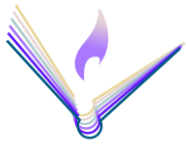


According to teachers business systems, accounting, professional development, job-seeking skills, financial literacy, dealing with conflict, ethics in communication, human resource management organizing and drawing skills are considered “often” be a part of learning process in entrepreneurship while the rest of list considered “always” be a part of learning process in entrepreneurship.

c) How teachers are prepared to teach listed competences/topics?

The competences and topics which teachers feel prepared to teach in entrepreneurship education are given according to means in the table below.

Skill / Comptenece	Mean	Sd	Skill / Comptenece	Mean	Sd
Team working	4,16	1,143	Entrepreneurial Traits/Behaviors	3,60	1,354
Group Working Relationships	4,16	1,143	The basic business knowledge and skills	3,57	1,555
Innovative thinking	4,16	1,143	Record keeping	3,56	1,193
Leadership	4,08	,954	Business Concepts	3,56	1,193
Responsibility	4,00	1,190	Computing	3,54	1,382
Computer Basics	3,96	1,241	Electronic Tools For	3,53	1,375
Morale/Motivation	3,96	1,172	Project management	3,50	1,414
Creativity	3,96	1,207	Daily Operations	3,36	1,319
Electronic communication	3,96	1,197	Professional Development Career Planning	3,36	1,393
Planning	3,96	1,160	Personal Money Management	3,32	1,345
Personal Management	3,96	1,083	Digital Skills	3,32	1,416
Training/Development	3,92	1,256	Marketing Management Product	3,31	1,843
Computer Applications	3,88	1,130	Strategic Management Planning	3,30	1,363
Personal Assessment	3,88	1,130	Risk Management	3,22	1,445
Sharing Document	3,88	1,262	Accounting	3,21	1,587
Human Resource Management Organizing	3,85	1,214	Promotion	3,16	1,281
Ethics in Communication	3,84	1,179	Simulation	3,08	1,586
Dealing with Conflict	3,84	1,344	Business Systems	3,08	1,288
Decision Making	3,84	1,068	Money Basics	3,08	1,525
Assessment	3,84	1,248	Economics	3,08	1,498
Entrepreneurial	3,83	1,193	Operations Management	3,08	1,441
Information Management	3,77	1,301	Accounting	3,00	1,500
Ability to see opportunities	3,76	1,200	Drawing	2,96	1,517
Job-Seeking Skills	3,67	1,239	Financial Literacy	2,92	1,382
Communications and Interpersonal Skills	3,64	1,550	Channel Management	2,88	1,364
Technology	3,60	1,155	Marketing-information Management	2,84	1,463
Purchasing/Procurement	3,60	2,550			



The range of means defined as: 1,00 - 1,89 = Not prepared at all; 1,90 – 2,69= Slightly prepared; 2,70 – 3,29= Moderately prepared; 3,30 – 4,09= Prepared; 4,10 – 5,00= Fully prepared. According to the results while teachers feel “prepared” to teach for team working, group working relations and innovative thinking skills. They feel “slightly prepared” for risk management, accounting, promotion, simulation, business systems, money basics, economics, operations management, accounting, drawing, financial literacy, channel management and marketing information management. For the rest of skills teachers feel “moderately prepared”.

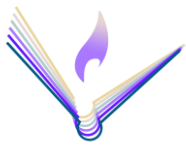


d) Do teachers need to improve their knowledge and skills to teach listed competences?

The data concerning teachers training needs in listed skills/competencies are given below according to the means. The range of means defined as: 1,00 - 1,89 = Do not need at all; 1,90 – 2,69= Slightly need; 2,70 – 3,29= Moderately need; 3,30 – 4,09= I need; 4,10 – 5,00= Definitely I need.

Skill / Competence	Mean	Sd	Skill / Competence	Mean	Sd
Risk Management	3,57	1,273	Computing	3,04	1,517
Money Basics	3,48	1,327	Leadership	3,04	1,457
Channel Management	3,44	1,530	Project management	3,00	1,383
Business Systems	3,44	1,446	Human Resource Management	3,00	1,664
Accounting	3,44	1,387	Technology	2,96	1,399
Digital Skills	3,42	1,502	The basic business knowledge and skills	2,93	1,592
Business Concepts	3,40	1,225	Record keeping	2,92	1,441
Strategic Management Planning	3,39	1,406	Training/Development	2,92	1,470
Purchasing/Procurement	3,36	1,497	Ability to see opportunities	2,92	1,352
Marketing-information Management	3,36	1,497	Entrepreneurial	2,92	1,505
Entrepreneurial Traits/Behaviors	3,36	1,524	Computer Applications	2,88	1,513
Personal Money Management	3,36	1,319	Computer Basics	2,84	1,625
Accounting	3,33	1,523	Assessment	2,84	1,546
Promotion	3,32	1,345	Planning	2,83	1,404
Financial Literacy	3,32	1,249	Dealing with Conflict	2,80	1,500
Drawing	3,25	1,511	Electronic communication	2,79	1,615
Operations Management	3,23	1,481	Information Management	2,77	1,787
Professional Development Career Planning	3,21	1,528	Economics	2,77	1,589
Electronic Tools	3,18	1,667	Creativity	2,76	1,535
Innovative thinking	3,16	1,546	Sharing Document	2,75	1,567
Daily Operations	3,16	1,375	Ethics in Communication	2,72	1,487
Marketing Management Product	3,15	1,819	Responsibility	2,71	1,546
Simulation	3,13	1,454	Team working	2,68	1,492
Personal Management	3,12	1,513	Morale/Motivation	2,68	1,574
Decision Making	3,12	1,364	Group Working Relationships	2,60	1,414
Personal Assessment	3,12	1,394	Communications and Interpersonal Skills	2,36	1,499
Job-Seeking Skills	3,04	1,261			

The subjects that the teachers needed to improve their knowledge and skills are listed above table. These subjects listed under the “I need (training)” category are; Risk



Management, Money Basics, Channel Management, Business Systems, Accounting, Digital Skills, Business Concepts, Strategic Management Planning, Purchasing/ Procurement, Marketing-information Management, Entrepreneurial Traits/ Behaviors, Personal Money Management, Promotion, Financial Literacy. The subjects shown with “yellow” color indicate “Moderately need” category. On the other hand the subjects which teachers “slightly need” training are shown with blue. Teachers indicated no training needs on the following subjects; team working, Moral/Motivation, Group Working Relations, Communication and Interpersonal Skills. When we look at the subjects that teachers do not need training, we see that these are basic teaching subjects, probably that’s why they do not need training.

#### 4) What is the percentage of teachers who are teaching entrepreneurship?

Do you teach entrepreneurship in your class?

	Frequency	Percent
Yes	11	44,0
No	14	56,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

It can be seen that while 44% of teachers teach entrepreneurship education remaining 56% do not teach entrepreneurship education.

#### 5) Do current curriculum

a) support development and explanation of the ideas for a good?

**Current entrepreneurship curriculum is supporting development and explanation of the ideas for a good**

	Frequency	Percent
Somewhat disagree	2	18,2
Neither agree or disagree	6	54,5
Somewhat agree	1	9,1
Strongly agree	2	18,2
<b>Total</b>	<b>11</b>	<b>100,0</b>

Only 18% of respondents think that current entrepreneurship curriculum supports good ideas and development and remaining 81,8% are disagree or somewhat disagree.

b) help students to create a new job?

**Current entrepreneurship curriculum is helping students to create a new job**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	1	9,1
Somewhat disagree	2	18,2
Neither agree or disagree	3	27,3
Somewhat agree	3	27,3
Strongly agree	2	18,2
<b>Total</b>	<b>11</b>	<b>100,0</b>

While 45,5% of respondents thinks that current entrepreneurship curriculum is helping students to create a new job, others think that current curriculum is inadequate in helping students to create a new job.

c) help development of the business plan?

**Current entrepreneurship curriculum is helping development of the business plan**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	1	9,1
Neither agree or disagree	2	18,2
Somewhat agree	6	54,5
Strongly agree	2	18,2
<b>Total</b>	<b>11</b>	<b>100,0</b>

While 72,7% of respondents thinks that current entrepreneurship curriculum is helping development of a business plan, others do not agree.

d) encourage students to became entrepreneurs?

**Current entrepreneurship curriculum is encouraging students to became entrepreneurs**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	1	9,1
Neither agree or disagree	1	9,1
Somewhat agree	5	45,5
Strongly agree	4	36,4
<b>Total</b>	<b>11</b>	<b>100,0</b>

While 81,9 % of respondents thinks that current entrepreneurship curriculum is encouraging students to become entrepreneurs remaining 18,2% disagrees.



e) fit with market reality?

**Current entrepreneurship curriculum is fitting with market reality**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	1	9,1
Somewhat disagree	1	9,1
Neither agree or disagree	2	18,2
Somewhat agree	6	54,5
Strongly agree	1	9,1
<b>Total</b>	<b>11</b>	<b>100,0</b>

While 63,6% of respondents think that the current entrepreneurship curriculum is fit with market reality the rest of respondents disagrees.

f) in line with the market needs?

**Current entrepreneurship curriculum is in line with the market needs**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	1	9,1
Somewhat disagree	1	9,1
Neither agree or disagree	2	18,2
Somewhat agree	5	45,5
Strongly agree	2	18,2
<b>Total</b>	<b>11</b>	<b>100,0</b>

While 63,7% of respondents think that the current entrepreneurship curriculum is in line with the market reality the rest of respondents disagrees.

g) put the students in real entrepreneurship environment?

**Current entrepreneurship curriculum is putting students in real entrepreneurship environment**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	1	9,1
Somewhat disagree	1	9,1
Neither agree or disagree	4	36,4
Somewhat agree	5	45,5
<b>Total</b>	<b>11</b>	<b>100,0</b>



According to data 81,9 % of respondents think that the current entrepreneurship curriculum is putting students in real entrepreneurship environment, 18,2 % of respondents disagrees.

h) help students to create real or simulated enterprises?

**Current entrepreneurship curriculum is helping students to create real or simulated enterprises**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	4	36,4
Neither agree or disagree	2	18,2
Somewhat agree	2	18,2
Strongly agree	3	27,3
<b>Total</b>	<b>11</b>	<b>100,0</b>

While according to 45,5 % of respondents the current entrepreneurship curriculum is helping students to create real or simulated enterprises, the 36,4% of respondents strongly disagrees.

i) duration is enough to prepare the students to be entrepreneurs?

**The duration of current entrepreneurship curriculum is enough to prepare the students to be entrepreneurs**

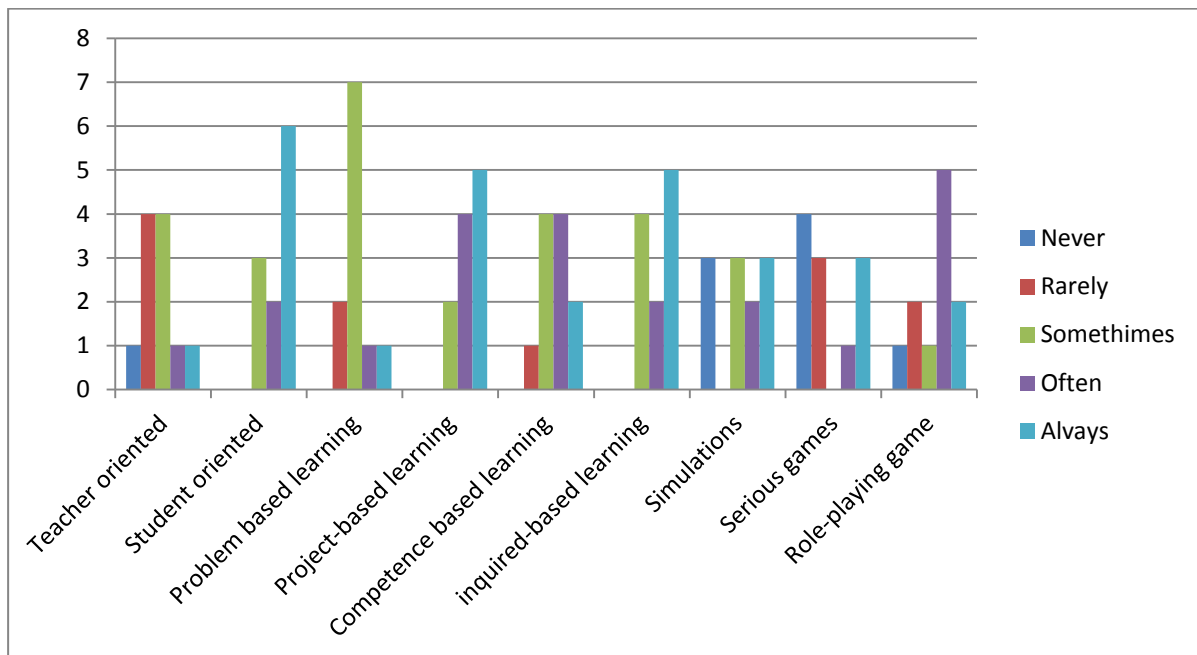
	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	4	36,4
Somewhat disagree	2	18,2
Neither agree or disagree	2	18,2
Somewhat agree	1	9,1
Strongly agree	2	18,2
<b>Total</b>	<b>11</b>	<b>100,0</b>

While according to 27,3% of respondents the duration of current entrepreneurship curriculum is enough to prepare the students to be entrepreneurs, %54,6 of respondents disagrees.





5) Which teaching methods do teachers use in entrepreneurship education?



As seen in the graphics the most used methods in entrepreneurship education are student-oriented methods, project-based learning, inquired-based learning and role playing. The less used methods are serious games, competence-based learning, teacher oriented methods, and simulations.

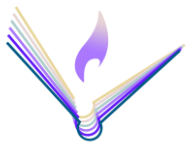
### Conclusions

The research conducted in schools located in Izmir with the participation of 25 teachers (12 male and 13 female). Out of these 25 teachers 44% were teaching entrepreneurship education remaining 56% do not teach entrepreneurship.

When they asked about their competence in entrepreneurship; 52% of them feels competent in teaching entrepreneurship and 20% of them does not feel competent.

According to 92% of these teachers entrepreneurship education is important or very important for their students. It can be concluded that most of the teachers think that the entrepreneurship education is important for their students.

When they asked whether they wish to participate in training on entrepreneurship %64 of them gave negative response only %46 of them want to participate such training. However 76% of these teachers think that they would benefit from attending an online training on teaching entrepreneurship only 12% of them think that it would be useless. Also 66,7% of these teachers think that they will benefit from being part of international online community on entrepreneurship. As for what teachers expect to share at a community of practice of



entrepreneurship they indicated that they mostly want to share the “best practices”, “teaching materials” and “courses” at a community of practice of entrepreneurship.

Teachers also asked about which skills are important for entrepreneurship education. They indicated that “Financial Literacy”, “Human Resource Management Organizing”, “Economics”, and “Drawing” skills are important for entrepreneurship education.

When they asked about current entrepreneurship curriculum, only 18% of them indicated that current entrepreneurship curriculum supports good ideas and development. Also 45,5% of teachers thinks that current entrepreneurship curriculum is helping students to create a new job. 72,7% of respondents thinks that current entrepreneurship curriculum is helping development of a business plan, and 81,9% of teachers thinks that current entrepreneurship curriculum is encouraging students to become entrepreneurs.

While 63,6% of teachers thinks that the current entrepreneurship curriculum is fit with market reality, 81,9 % of teachers also thinks that the current entrepreneurship curriculum is putting students in real entrepreneurship environment. However, only 45,5 % of teachers think that current entrepreneurship curriculum is helping students to create real or simulated enterprises and only 27,3% of teachers think that the duration of current entrepreneurship curriculum is enough to prepare the students to be entrepreneur.

Finally, the subjects teachers need in-service training are Risk Management, Money Basics, Channel Management, Business Systems, Accounting, Digital Skills, Business Concepts, Strategic Management Planning, Purchasing/ Procurement, Marketing-information Management, Entrepreneurial Traits/ Behaviors, Personal Money Management, Promotion, Financial Literacy.