

INTERNAL AND EXTERNAL INTERACTIONS OF ENTREPRENEURIAL EDUCATION ECOSYSTEMS OF UNIVERSITIES: A STUDY AT TURKISH UNIVERSITIES

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ABSTRACT

In this paper, the actors inside and outside of the universities playing a role in entrepreneurship education have been studied. All of these actors, who also constitute the internal and external ecosystems of universities, not only create, shape, and develop entrepreneurship education at universities but also help the environment of the university develop entrepreneurially. To achieve this, universities, which are already the center of entrepreneurial ecosystems, can both make use of the entrepreneurial capacity of their internal stakeholders to the full extent and exploit the opportunities and advantages in their vicinity through their links with external stakeholders. In this study, internal and external activities and actors of entrepreneurship education at universities are discussed, and a case study focusing on universities in Turkey is given. At the end of the study, possible improvements for the interactions are evaluated and suggestions for further studies are given.

Keywords: University-Based Entrepreneurship Ecosystem, Entrepreneurship Education, Internal and External Actors, Stakeholders.

INTRODUCTION

In recent years, the world has experienced arguably the most potent economic force it has ever seen, which is entrepreneurship (Kuratko, 2005). Entrepreneurship, in its narrowest sense, involves capturing ideas, converting them into products and/or services and then building a venture to take the product to market (Johnson 2001). It is the process of doing something new and something different for the purpose of creating wealth for the individual and adding value to society (Kao 1993). It is also defined as the processes of starting and continuing to expand new businesses (Hart 2003).

Entrepreneurship, which has been seen as a driving force for economies (Klein 2014; The Consortium for Entrepreneurship Education 2004) and a remedy for unemployment (Kritikos 2014), has been a popular subject of study ever since its importance has been appreciated (Wennekers and Thurik 1999; Finkle and Deeds, 2001, Kuratko 2005). In recent years, it has become fashionable to view entrepreneurship and entrepreneurship education as the panacea for stagnating or declining economic activity in both developed and developing countries (Matlay and Carey 2006). With this, universities began to give entrepreneurship education and some questions such as whether it is possible to educate people to be entrepreneurs or how to give a better entrepreneurship education arose.

Entrepreneurship education is defined as all educational activities that seek to prepare people to be responsible, enterprising individuals who have the skills, knowledge, and attitudes needed to prepare them to achieve the goals they set for themselves to live a fulfilled life (Curth 2015).

It is always pointed out that entrepreneurs must be good at a lot of skills. That's why teaching entrepreneurship is a complex, process-oriented, and interconnected activity. It involves many ambiguities as the aim is to stimulate the process of developing idiosyncratic new ventures (Rasmussen and Sorheim 2006). It is difficult because the act of entrepreneurship itself often requires the nascent entrepreneur to comprehend market, technical, organisational, and resources issues that may range across individual, firm, industry, region, and other macro levels (Corbett 2011). That means the skills an entrepreneur needs to be successful go beyond the business skills that are "easy" to teach in a classroom; for example, finance, accounting, and economics and include people skills, like leadership and management, that are best learned through experience. Because of this there are clearly limitations to using traditional educational methods to teach it. It can't be taught in the traditional sense of sitting in a classroom listening to a lecture or by the typical case-study method used in business programs. It is very

much an experiential subject that requires “learning by doing”—that is, action and interaction in the real world to find product/market fit (Damen 2014). The same point is emphasized by Dana (1987), who says, entrepreneurial skill development should be emphasised; and by Kuratko (2005), who says, entrepreneurial education should incorporate skills and practical experience as well as exchange and learning from active entrepreneurs. Innovation techniques, role models, and success stories are also important but they are seen as less crucial components of entrepreneurship education (Amway Global Entrepreneurship Report 2014).

There are various activities at universities to expose the students to real life situations as much as possible. Some of them are commonly-used ones like collaborating with industry, exposing students to entrepreneurship, creating opportunities to get them to meet with mentors, inviting alumni and entrepreneurs to the campus for conferences or mentorship activities and organizing contests. Some others are seldom used and university specific ones, like Venture Labs used by Stanford University (Stanford Report 2012) or The Centre for Social Innovation at the University of Cambridge, which acts as a platform for research and engagement with social innovators, academia, and policy in the United Kingdom (UK) and across the world (Centre for Social Innovation 2016) or the E-Center at the Massachusetts Institute of Technology (MIT) , which runs the \$50K (\$50 000) Global Startup Workshop, which trains people from universities in other countries, such as Italy, the UK, and China, to run their own business plan competitions (Dunn 2005).

Entrepreneurship Education Ecosystem at Universities

As Volkmann et al. (2009) point out, the success of these activities and the success of entrepreneurship education at universities depend on some factors such as developing effective educators, curriculum development, outreach (engagement of business), advancing innovation, sustainable funding, and being in a good entrepreneurial ecosystem.

Of these, a good entrepreneurship ecosystem, which provides the schools with many elements necessary to give a better entrepreneurship education, is not different from any ecosystem where there are a number of interconnected key elements that constantly interact and mutually reinforce. It encompasses a number of moving parts – components that have to come together to facilitate innovation and growth (Nadgrodskiewicz 2013). It is pointed out in the *United Nations Conference on Trade and Development Report* (2011) that an entrepreneurship ecosystem, like other ecosystems, is also a system of mutually beneficial and self-sustaining relationships involving institutions, people and processes that work together with the goal of creating entrepreneurial ventures. It includes businesses (large and small firms, as well as entrepreneurs), policymakers (at international, national, regional, and local levels), and formal (primary, secondary, and higher education) and informal educational institutions. The different stakeholders are involved in a series of symbiotic actions which include awareness and outreach, the development of human capital and critical talent, public – private partnerships, multiple sources of innovation, intellectual property, and funding. In a dynamic and growth-generating entrepreneurial ecosystem, there is a high degree of interaction and coordination among these key elements. One of the actors of entrepreneurship ecosystems is universities, and there is a major global trend towards strengthening entrepreneurial capabilities in universities across the world (Graham 2014).

As noted by Fetters et al. (2010) universities are at the hub of economic development around the world providing infrastructure, resources, and means to develop entrepreneurial communities. They also argue that entrepreneurial ecosystems evolve and expand through specialization of knowledge and innovation as told by Brush (2014). It is also pointed out by Fritsch and Slavtchev (2006) that academic institutions contribute to the performance of innovation systems by generating and diffusing knowledge. In addition, Graham (2014) emphasizes the consensus that the world's most successful technology innovation ecosystems were created and conducted by universities. This being the case, it is not incorrect to say that universities with their teaching, research and outreach capacity, and capabilities are the center of entrepreneurship ecosystems. This new structure centered around the higher education institutions, HEIs, is referred to as University-Based Entrepreneurship Ecosystems, U-BEES (Fetters et al. 2010).

In a university entrepreneurship ecosystem, there are both internal university activities and external interactions

within the community in new venture creation and in giving an effective entrepreneurship education. Fetters et al. (2010) analyse three universities focused on the new venture creation aspect of an entrepreneurship ecosystem and include details of internal university activities as well as external interactions within the community. They point out that the U-BEE includes multiple levels – the individuals who are the students, faculty, staff, practitioners, and administration; groups who are faculty and students; organizations which are incubators, and centers; events; and community stakeholders such as government, policy-makers, industry, and funders.

Internal activities

Brush (2014) reports from Fetters et al. (2010) that central to the U-BEE are internal entrepreneurship activities, revolving around curricular, co-curricular, and research activities. These activities which constitute internal entrepreneurship education prosper and become more effective in a potent ecosystem. This ecosystem is called the internal entrepreneurship education ecosystem (Brush 2014).

Curricular activities, the components of which are objectives, content, method, and evaluation (Umair 2011), are among the most important activities in an internal entrepreneurship education ecosystem. High quality entrepreneurship courses, materials, and research are necessary for the development of a curriculum which focuses on ingraining a new entrepreneurial spirit and mindset among students (World Economic Forum 2009). To make curricular activities more effective, environmental circumstances can be taken into consideration. That means curricula can be tailored to the local environment, existing resources and problems can be used in the creation of case studies and entrepreneurs in the environment can be role models or mentors for the students. On the other hand, they can include appropriate representations of gender, youth, indigenous people, people with disability, informal enterprises, and enterprises based in rural areas. Entrepreneurship programmes which are developed across disciplines and supported by technology and media are also a great help in creating effective curriculum that can reach larger audiences (United Nations Conference on Trade and Development 2011). On the other hand, Wicklein and Schell (1995) emphasize the importance of the contributions of various shareholders in teaching and say that cross-curricular teaching methods and multidisciplinary approaches have made a positive difference in both teachers and students.

Another component of the internal entrepreneurship education ecosystem is co-curricular activities. These are the activities that enable to supplement and complement the curricular or main syllabi activities. They are connected to the academic curriculum and are very important in strengthening classroom learning (Co-curricular Activities 2012). Co-curricular activities in entrepreneurship education include but are not limited to campus-wide business plan competitions, venture capital competitions, mentoring programs, summer school programs, conferences, seminars, workshops given by successful entrepreneurs (especially prominent alumni of the university), company visits, matchmaking events between students and external stakeholders (Survey of Entrepreneurship Education 2008; Mansheng and Xu 2012).

Another building block in the internal entrepreneurship education ecosystem is research activities. Wissema (2009) says that research has been an objective of universities after Napoleonic times, but those universities were not interested in the application of research findings. After the Second World War, universities or their staff and students started to bring knowledge to the market, either by selling it to existing enterprises or by creating new firms. Commercialisation of know-how became an objective of top universities (Wissema 2009). Today, research done at universities not only contributes positively to the quality of education but also creates and transfers new knowledge to solve economic and social issues. It both gives the students first hand experience in what they do (Madan and Teitge 2013) and contributes to entrepreneurship because university research is conducted not only for the benefit of professors and academics but also for startup businesses. Many university research labs are capable of developing and conducting research on behalf of startup businesses (Wells 2012).

External activities

On the other hand, there are external entrepreneurship activities which can provide entrepreneurship students with real life experiences. Entrepreneurship education is regarded as an activity that takes place in interaction between academic input and practice-related supplements. That means entrepreneurship is not taught only in an

academic setting. Entrepreneurship students need to have access to and be engaged in practice-oriented activities. Some of these are conferences, forums, and business plan competitions organized by big companies. These companies also organize training courses for entrepreneurs and faculty, accelerator programs, and online tools such as videos and games to practice corporate social responsibility and mentor new value creation. Government policymakers along with public and private sector leaders can increase recognition of the importance of entrepreneurship education, equip people with the ability and inclination to start businesses, and encourage cooperation among multiple partners to deliver effective programs (Thomas and Kelley 2011). These activities provide input to the entrepreneurial education of the students. They give a broader, more practice-related picture and make actual contributions to the entrepreneurial activities of the institution by providing knowledge, expertise, mentoring, social capital, and financial support. In addition, businesses that foster an entrepreneurial culture contribute directly to the entrepreneurial education process themselves by giving employees the opportunity to cultivate entrepreneurial skills and aptitudes at work (Survey of Entrepreneurship Education 2008; World Economic Forum 2009).

Entrepreneurship education has an impact not only on the students receiving it or on the institutions it is given at, but also on the economy and society. Especially the immediate vicinity of the institutions giving entrepreneurship education benefits from entrepreneurial activities in the school. These activities may impact the society in two ways: 1) To facilitate regional development 2) To foster entrepreneurship literate societies (Curth 2015).

METHOD

In this research, the ecosystem of university entrepreneurship education in Turkey is investigated with respect to its internal and external components, and the present situation of entrepreneurship education ecosystem at universities in Turkey is discussed. It is hypothesized that the importance of entrepreneurship education has been appreciated by universities in Turkey, which is a developing country, and necessary steps have been taken to give entrepreneurship education at universities. To test this hypothesis, a survey consisting of two parts was prepared. The first part of the survey is made up of Yes/No questions and provides information on the demographic variables of the universities. The second part of the survey is made up of Likert-type statements which are rated on a 5-point scale ranging from 1 (Almost Always True) to 5 (Almost Never True) and provides information regarding the interaction of the universities with internal and external stakeholders for the betterment of entrepreneurship education. Some of the questions and statements used in the survey are prepared in the light of *Survey of Entrepreneurship Education in Higher Education in Europe* (2008) and *The National Survey of Entrepreneurship Education in the USA* (2014). The survey was sent to all universities (175 universities) in Turkey. Of these, 93 universities responded to it properly. When analyzing the data from the survey, descriptive statistics is used and the mean value of the statements are taken into consideration.

FINDINGS

Internal Entrepreneurship Education Activities at Turkish Universities

Upon evaluation of the survey, it is concluded that 80 percent of the universities in Turkey have an entrepreneurship club, which may mean the importance of entrepreneurship is getting to be appreciated by the universities. This is followed by the technology transfer offices, offices in science parks, and entrepreneurship centers. The facility which is the least common in Turkish universities is incubation centers. The programs leading to entrepreneurship degrees are not common in Turkish universities. Only 19 percent of these universities have programs leading to a degree in entrepreneurship. Table 1 shows entrepreneurship related groups, facilities or programs.

Table 1. Entrepreneurship Related Groups, Facilities or Programs at Turkish Universities

	Name	f	%
The groups, facilities or programs the universities have concerning entrepreneurship ^a	Entrepreneurship Program	15	19
	Entrepreneurship Center	31	37
	Entrepreneurship Club	66	80
	Incubation Centre	27	33
	Technology Transfer Office	40	48
	Science Park Office	35	42
Total number of groups, facilities or programs		214	-

^a There may be more than one facility at a university

79 percent of the universities in Turkey have entrepreneurship club activities, which are among the supportive and complementary activities of entrepreneurship education. 34 percent of the universities organize entrepreneurship competitions and 41 percent of them co-develop joint projects with other institutions and organizations. Besides these, 83 percent of the universities hold conferences and 80 percent of them invite guest speakers to contribute to the creation of an entrepreneurship spirit at the university. In total, there were 320 entrepreneurship-related activities at the universities which responded to the survey in 2015. Table 2 shows co-curricular entrepreneurship activities at Turkish universities.

Table 2. Co-curricular Entrepreneurship Activities at Turkish Universities

	Activity	f	%
Co-curricular Entrepreneurship Activities at Universities ^a	Club Activities	77	79
	Conferences	81	83
	Guest Speakers	78	80
	Competitions	33	34
	Joint Projects	40	41
	None	1	1
Total Number of Activities		319	-

^a There may be more than one activity at a university

As Brush reports, Fetters et al. (2010) point out that internal entrepreneurship activities are the central part of U-BEE and these revolve around curricular, co-curricular, and research activities (Brush 2014). Like most universities in the world, the universities in Turkey have many internal entrepreneurship activities as well as external ones to give a better entrepreneurship education (Ozdemir 2016). Following statements related to in-university activities are prepared to see the existence of a potent ecosystem supporting entrepreneurship education in the universities in Turkey and determine its strong and weak points, if there are any.

Table 3. Internal Activities at Universities Supporting Entrepreneurship Education

In-University Activities for Entrepreneurship Education	\bar{X}	<i>sd</i>
Entrepreneurship is embedded in our institution's overall mission statement.	3.45	1.18
The purposes and principles of the entrepreneurship education in our university are set.	3.95	1.00
Different faculties/disciplines at our institution have their own entrepreneurship policies and goals.	3.53	1.11
The instructors to give entrepreneurship courses in our university get an extra training beforehand.	2.40	0.93

Our university imports the methods and curriculum it uses in entrepreneurship education from other universities.	2.41	0.91
There are some entrepreneurship education methods and curriculum developed by our university.	3.45	1.03
The fact that our university doesn't have enough financial resources allotted to entrepreneurship education prevents the continuity, development and growth of it.	2.78	1.20
Some research is done in our university to develop entrepreneurship education. (such as curriculum, material or research development).	3.41	1.18
The activities in our university both support and motivate the entrepreneurship activities of its students and personnel (such as guiding, sharing research results.).	3.71	1.05
Entrepreneurship research and education is done on interdisciplinary or interdepartmental basis.	3,56	1,25
The students are informed of and encouraged to take entrepreneurship courses.	3,61	1,17
In our university, it is important to develop local or national case studies about entrepreneurship to be used in classes.	3.50	1.12
There are some faculty staff with actual entrepreneurship experience lecturing in our university.	3.70	1.14
Our institution provides recognition for achievements of academic staff in entrepreneurship education.	3.13	1.35
Entrepreneurial courses and extracurricular activities about entrepreneurship are evaluated according to some criteria at certain intervals, inspected with respect to achieving the target and a feedback is given.	3.01	1.26
Average	3.30	1.12

The mean of the statements measuring in-university activities is 3.30. This figure indicates that the statements used to evaluate these activities are occasionally true for the universities, which means there are many attempts in the universities to make their entrepreneurship education better, and the universities actually are taking strong steps to realize their goals, however, there is still a lot to be done.

As the mean value of the statements aimed to comment on the strategy dimension is taken into consideration, it can be concluded that most universities include entrepreneurship in their strategy. This means the importance of entrepreneurship education is appreciated by Turkish universities, and they will take the necessary actions to fulfil the requirements of a good entrepreneurship education. It is clear that the purposes and principles of entrepreneurship education are set in most universities, and entrepreneurship is embedded in the policies and goals of not only the universities but also their faculties and disciplines. This signals the universities take the necessary steps to give better entrepreneurship education and intend to redesign their activities in such a way to include entrepreneurial purposes.

As the values of the statements concerning faculty show, although the universities want to give a better entrepreneurship education and include entrepreneurial targets in their strategy, they lack faculty specialized in entrepreneurship. This means courses related to entrepreneurship are given by instructors from other departments. It is also found that the faculty's achievements in entrepreneurship are not recognized by the university. This may be interpreted as a necessity for more incentives to stimulate the faculty to specialize in entrepreneurship and promote entrepreneurship education at universities. However, there are some faculty with entrepreneurship experience, which is a good asset for entrepreneurship education.

It is seen that the universities in Turkey lack the financial resources to support the development of entrepreneurship education. The lack of financial resources devoted to education is evident in the inadequate

number of schools and other facilities, insufficient classrooms, few, underpaid, and/or insufficiently trained teachers, lack of management and supervision, lack of quality textbooks and other learning material, and insufficient attention to standards and quality assurance. Each and every one of these results of insufficient funding can act as a barrier to education (Unesco Global Education Monitoring Report 2016). These factors, deriving from lack of financial resources, also act as a barrier to entrepreneurship education.

On the other hand, there are some activities signalling a lot is being done to support entrepreneurship education in Turkish universities. The students are informed about entrepreneurship, and they are encouraged to take entrepreneurship courses. The universities mostly develop local and national case studies about entrepreneurship for classroom use. They also usually develop their own entrepreneurship education methods and curriculum. Entrepreneurial research is done on both an interdisciplinary and interdepartmental basis regarding curriculum, material, and research and development. At most universities, courses and extracurricular activities on entrepreneurship are evaluated according to some criteria at certain intervals, and they are redesigned according to the feedback given.

All these show that universities in Turkey started put an emphasis on entrepreneurship education and support it with a number of internal activities.

External Entrepreneurship Education Activities at Turkish Universities

As stated before, both internal university activities and external interactions within the community play a role in new venture creation and in giving an effective entrepreneurship education in a university entrepreneurship ecosystem. The following statements are used to evaluate the external interactions of the Turkish universities with the community. Most of these interactions are within the scope of the outreach dimension of entrepreneurship education at universities. These statements are prepared both to observe the interaction between universities and society from the point of view of their contributions to society regarding entrepreneurship education, and vice versa.

Table 4. External Activities at Universities Supporting Entrepreneurship Education

Out-of-University Activities for Entrepreneurship Education	\bar{X}	<i>sd</i>
There is an on-line unit in our university through which the students or entrepreneurs can ask questions and get answers concerning the problems they are likely to meet.	2,84	1,36
Local entrepreneurs and managers can get consultancy service from our university if they like.	3,64	1,19
Certificate programs are organized in the areas such as entrepreneurship, technology management, innovation, and creativity for the people out of the university.	3,41	1,13
Our university makes use of the network it established with its external stakeholders (alumni, employers, trade associations) to contribute positively to its entrepreneurship education.	3,32	1,22
Our university uses channels such as club activities, conferences, guest speakers or web pages to communicate with its stakeholders in order to develop its entrepreneurship activities.	3,93	1,04
The students who take entrepreneurship courses in our university take part in out-of-the-school entrepreneurship activities. (Internship out of the university or taking part in regional activities and competitions.)	3,56	1,07
There is a cooperation and collaboration between our university and organizations supporting entrepreneurship to promote entrepreneurship education.	3,64	1,24
Our university supports entrepreneurship education and activities in the schools in neighbourhood.	3,04	1,32

Our university makes use of social media (such as Facebook, Twitter) as a part of its entrepreneurship education.	2,89	1,38
While the targets and curriculum of the entrepreneurship education are determined, the opinion and suggestions of the employers, investors, trade unions, and professional associations are taken into consideration.	3.25	1.26
Average	3.26	1.23

The mean value of the items in this dimension of the survey is 3.26. That means the authorities in charge of entrepreneurship education in universities appreciate the importance of out-of-university activities. They try both to make use of the resources provided by the stakeholders in the environment and to contribute to their entrepreneurial needs, however, it is concluded that there is still a lot to be done. Of the items they rated, the highest value went to the item, “Our university uses channels such as club activities, conferences, guest speakers or web pages to communicate with its stakeholders in order to develop its entrepreneurship activities”, which means the value of being in close connection with the external stakeholders is appreciated by the universities, and they make use of some channels in the best way possible. However, their interaction with external stakeholders is mostly through traditional ways such as face-to-face conversations. The question aimed to see if their relation with the environment is through online devices, “There is an online unit in our university through which the students or entrepreneurs can ask questions and get answers concerning the problems they are likely to meet”, got the lowest point in this dimension of the survey. That means universities don’t make use of online communication channels sufficiently. It is seen that although universities cooperate with external stakeholders, it is not through online devices. It is also concluded that the universities are not very good at making use of social media, such as Facebook and Twitter, in entrepreneurship education.

Apart from this, it is seen that universities try to make use of as many channels as possible to be in touch with the society. There is a win-win relationship between universities and their environment. Universities try to contribute to the development of their environment regarding entrepreneurial literacy through activities such as opening certificate programs for the people out of the university, supporting entrepreneurship education activities in the neighboring schools, and providing consultancy service for the local entrepreneurs and managers. On the other hand, they make use of the opportunities provided by the stakeholders in the environment. For example; the students can do internships in companies in the environment, take part in regional activities or competitions while universities can consult with the people concerned while shaping their targets or curriculum, so they can shape them according to the needs of the environment.

All in all, it is seen that the average points of four of the items in this dimension are “3” while five of them are “4” over “5”. That means universities have some ties with the external resources to support entrepreneurship education while they contribute to the entrepreneurial development of the community around the university by organizing activities to create an entrepreneurial mindset among the people and helping the entrepreneurs in the vicinity with the problems they encounter in their businesses. However, not all of these activities are at the top level and their quality and quantity should be increased.

The data obtained at the end of the survey proves that the universities in Turkey are in beneficial interactions with their internal and external actors to give a better entrepreneurship education. This being the case, the hypothesis, which is "the importance of entrepreneurship education has been appreciated by universities in Turkey, which is a developing country, and necessary steps have been taken to give entrepreneurship education at universities" is accepted.

CONCLUSIONS

A lot is being done at universities all over the world to develop entrepreneurship education ever since its importance has been appreciated. It is certain that both internal and external activities at universities play a great role in the development of entrepreneurship education. These activities contribute not only to entrepreneurship education in universities but also to the entrepreneurship ecosystem around universities

both directly and indirectly. Being in a good entrepreneurship ecosystem contributes positively to the entrepreneurship education at a university. On the other hand, an entrepreneurial university contributes positively to the creation of a good ecosystem around it. Therefore, they complete and support each other in a never-ending cycle.

In this study, the contributions of internal and external actors to university entrepreneurship education are discussed, and entrepreneurship education in Turkish universities is studied regarding the external and internal activities targeted to develop entrepreneurship education in a university. It is found that entrepreneurship education in Turkish universities is developing, and there are both internal and external activities to ensure this. It is also seen that universities in Turkey not only make use of the resources supplied by the external stakeholders but they also try to meet their needs regarding entrepreneurship education.

At the end of the research, it is found that there are some points on which the universities are quite strong such as having a clear and focused strategy in entrepreneurship education, involving external stakeholders in entrepreneurship education to a great extent, and supporting the entrepreneurial activities of the students and faculty. On the other hand, there are some points that should be improved. They can be summarized under the following headings: paucity of faculty education, lack of financial resources, scarcity of online sources and social media usage. To improve these points, universities should:

- support professional development of the instructors and provide an extra training to the teachers who give entrepreneurship courses,
- find financial resources for the sustainability of entrepreneurship education,
- have more income generating activities related to entrepreneurship,
- try to get long-term, dedicated funding from alumni, esp. from those who are entrepreneurs,
- make use of social media (such as Facebook, Twitter) as a part of its entrepreneurship education to reach more people,
- provide an on-line unit in the university through which the students or entrepreneurs can ask questions and get answers concerning the problems they are likely to meet.

How these recommendations can be put into practice, what problems are likely to be faced in realization of these recommendations and how these problems can be overcome can be the subject of further studies. It shouldn't be forgotten that every country has its own facts and features regarding education just like every university has its own facts and features regarding the factors making up its entrepreneurship education ecosystem. The countries which realize the importance of entrepreneurship education have already started to take actions to give it, in the best way they can. Turkey is one of these countries and the findings of the research done at Turkish universities may give the researchers an idea on how well the importance of entrepreneurship education is appreciated and how much importance is given to internal and external activities and actors making up the entrepreneurship education ecosystem by the universities in a developing country like Turkey. Keeping in mind that entrepreneurship education doesn't have a long history in Turkey, it can be said that what is achieved today is promising for what can be achieved tomorrow; that is, entrepreneurship education is expected to gather momentum in the future. Taking some precautions to solve out the problems mentioned above will help universities improve their entrepreneurship education and help Turkey exploit its entrepreneurial potential.

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