



This project is co-funded by the European Union and the Republic of Turkey

# Civil Society Dialogue

## Strengthening Entrepreneurship Education in Turkey and EU

Transforming Students' Skills into Employability:  
Entrepreneurial Skills Pass Qualification in Turkey





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## 1.

# Background

## EU and Turkish policies on Entrepreneurship Education

Nowadays it is of crucial importance to promote entrepreneurship education at all levels of education and to bring the world of education and work closer to ensure that young people have the right skills to actively participate in society and in the labour market. Evidence shows that investing in entrepreneurial competences has an impact on the motivation and career prospects of young people and can lead to greater entrepreneurial intentions and employability, higher school engagement and higher perceptions of one's capacity to succeed (European Parliament, 2015).

Entrepreneurship education has long been a **key policy priority at EU level**, underlined in a succession of strategic EU documents including the Recommendation on Key Competences for Lifelong Learning (2006), the Small Business Act for Europe (2008), the Communication on Rethinking Education (2012) and, most recently, the New Skills Agenda (2016). Despite this, as the Eurydice Report of Entrepreneurship Education at School in Europe (2016) shows still a tremendous work remain in order to make entrepreneurship education effective and generally available to all students in compulsory education, as recommended by the European Commission's Entrepreneurship 2020 Action Plan (2013). However, several countries have made it a priority at the national level and are developing good practices that help foster entrepreneurial mind-sets and related knowledge, skills and competences. Sharing, networking and discussing the different ways of implementing and scaling entrepreneurship education up becomes key in moving forward.

Despite the vibrant business sector in Turkey, unemployment levels are still high, particularly affecting young people. Turkey has the highest proportion (29%) of young people between 15 and 24 years old neither in employment nor in education or training (NEETs) among OECD countries. While youth employment is rapidly increasing, especially in the European Union, in Turkey the concerns related to the young population's opportunity to have access to education and/or to employment are still burning. Turkey's education system is not delivering enough of the skills needed by an innovative and dynamic entrepreneurial business sector. Nine out of 10 entrepreneurs surveyed from Turkey say that specific education is needed to boost entrepreneurship (EY G20 Entrepreneurship Barometer 2013). In addition, the Global Entrepreneurship Monitor (GEM) experts reported that the availability

of entrepreneurship education and training was 20 percent lower in Turkey than in nations with innovation-driven economies (GEM Executive Report). Furthermore, Turkey in particular reported quality levels of entrepreneurship education and training that were 10 percent and 20 percent below the efficiency-driven economy average for training during school and outside of school respectively, indicating alarmingly low quality entrepreneurship education and training.

In this context, despite significant political, economic and social challenges, the **Republic of Turkey** has begun to address entrepreneurship education systematically. As the recent Eurydice report on Entrepreneurship Education at School in Europe (2016) shows, several economic and developmental measures in Turkey have clearly taken entrepreneurial activities and education into account to foster growth, fight youth unemployment and modernise the education system by supporting youth entrepreneurship. Based on the outcomes of the Lisbon Objectives, the Ministry of National Education prepared a lifelong learning strategy plan (2009) that recognises entrepreneurship as one of the key competences. In addition, the plan states that school life should equip students with skills needed in the world of work such as entrepreneurship, teamwork, being responsible, creativity and planning. Following this decision, the Ministry developed a new curriculum program where entrepreneurship education is explicitly recognised as a separate optional subject in ISCED 3, however it is not available for all students in Turkey and it was not being measured nor certified in terms of the students' knowledge, skills and competences.

The Action **“Strengthening Entrepreneurship Education in Turkey and EU”**, co-funded by the European Union and the Republic of Turkey under the umbrella of the Civil Society Dialogue Programme, came to address the previously mentioned issue. Building up on the successful experience that other European countries have by offering the Entrepreneurial Skills Pass (ESP) as a qualification for mini-company students, the Action allowed to adapt the ESP to the Turkish education system by implementing a comprehensive approach addressing all the key players of the entrepreneurship education ecosystem (schools, teachers, students, business community and policy makers).

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*“Entrepreneurship education must be promoted as a core educational element. We need to maximize entrepreneurship education at all levels to make sure that no pupil is excluded from entrepreneurial learning.”*

**Tibor Navracsics**, European Commissioner for Education, Culture, Youth and Sport

## 2. The Entrepreneurial Skills Pass™

### An International Qualification

The Entrepreneurial Skills Pass™ (ESP) is an **international qualification** certifying that students (15-19 years old), who have had a real entrepreneurship experience, have gained the necessary knowledge, competences and skills to start a business or be successfully employed.

According to the European Qualifications Framework for Lifelong Learning, within the ESP, “qualification” means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

This is the reason why ESP includes the following **three key elements**:

- a practical entrepreneurial experience (1 school year mini-company experience, namely JA Company Programme),
- an assessment of entrepreneurial competences (pre-post self-assessment),
- an examination of business, economic and financial knowledge (1 hour-online test).

The uniqueness of ESP is the age group that it targets (secondary school) and this combination of elements which makes it possible to assess all components (knowledge, skills and attitudes) of entrepreneurship as a competence.

Co-funded by the European Commission under the Leonardo Da Vinci Programme, the ESP was developed in 2013 as a collaboration between the Austrian Chamber of Commerce (WKO) and the JA network. It expanded to include the European Business Network for Corporate Social Responsibility (CSR Europe) and a number of international organisations and companies such as EUROCHAMBRES and Barclays, Citi, HP, Hyundai, Intel, Microsoft, MetLife, SAP, UBS or VISA, with long track records in supporting entrepreneurship education.

In four years of implementation, the number of countries involved has increased constantly.

Today, the ESP is implemented in **28 countries** and available in **22 languages**.

So far, the ESP reached:

- **1000 teachers** from both academic and vocational schools
- More than **28,000 participating students**
- Around **8,000 students who obtained the ESP certificate**

The pass rate is increasing over the years confirming that 1) the longer schools run the ESP, the better results students achieve; 2) the content of the qualification perfectly fits what students learn in the mini-company experience.

Evidence from the data collected confirms that, as a result of the JA Company Programme, young people develop important entrepreneurial competences which will be crucial in their future.

Recognised as an important cross-border qualification by the European Parliament<sup>1</sup> and presented as a reference on how entrepreneurship as a competence is taught and learnt by the European Commission<sup>2</sup>, the ESP today is an **international evaluation tool** that explicitly promotes and certifies the particular kind of entrepreneurial knowledge, skills and competences students acquire through entrepreneurship education. Beside allowing to assess the impact and effectiveness of this kind of education across multiple countries, it represents an attractive tool for potential employers, it helps teachers improve their teaching methods and it encourages young people to develop their entrepreneurial mindset while being at school. For all those reasons, almost 300 public institutions and private partners have shown interest and supported its development at the national and international level.

The ESP shows today **high levels of sustainability** as well as **high potential to be transferred** to other regions and contexts as the Turkish case shows.



<sup>1</sup> European Parliament, Committee on Culture and Education (2015), OPINION of the Committee on Culture and Education for the Committee on Employment and Social Affairs on skills policies for fighting youth unemployment (2015/2088(INI))

<sup>2</sup> Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

## **A practical entrepreneurial experience (JA Company Programme)**

The JA Company Programme (CP) is a practical entrepreneurial experience where students have the opportunity to set up and run a “real” mini-company while being at school. The programme targets students (15-19 years old) at secondary level, it involves teachers and business volunteers in a role of coaches and mentors and it includes competitions and other activities organised locally. On average, it is an experience of 20-25 weeks with 70-100 contact hours per student. During the process, students work in teams and practically learn how to cooperate with others to achieve a result. By the end of the programme, they participate in trade fairs and national and international competitions where they can interact and compete with other teams from other countries.

JA mini-companies are the most widespread mini-company programme in Europe, running in 39 countries and reaching over 300,000 students, 15,000 teachers and 18,000 business volunteers (2015-2016).

Recognised by the European Commission Enterprise Directorate General (today known as DG GROW) as a ‘Best Practice in Entrepreneurship Education’, the JA Company Programme is based on a clear set of steps and learning outcomes and mainly focused on learning-by-doing methodologies and practical application of students’ basic skills.

The positive impact of the JA Company Programme is well documented. long-term impact studies in Europe using control groups show 50% more start-ups among former Company Programme students. A much higher percentage of alumni are in a leadership positions and almost none of them are unemployed. The initial results of an EU-funded policy experimentation grant (Innovation Cluster for Entrepreneurship Education - ICEE) in five European countries show the same indications. A higher proportion of those with medium/high CP-activity (100 hours or more) reported that they prefer self-employment as a career option and they have the business skills required to set up and run a company.



The JA Company Programme embraces all components of the entrepreneurship competence - a broad spectrum of knowledge, skills and attitudes.

Topics	Key learnign objectives
Students will be able to:	
Company structure and roles	Creative thinking and problem solving
Idea generation and business opportunity	Confidence and a can-do attitude
Customer/User Focus	Taking initiative
Marketing Strategies	Teamwork and leadership
Business Plan	Being resourceful
Design and Production	Perseverance, negotiation and decision-making
Sales strategies	Ability to take responsibility and manage risks
Presentation techniques and communication skills	Ability to apply math science, language, writing, technological or specialised skills
Financial literacy	

Source: based on European Commission – JRC Technical Report, Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives - In-depth case studies report, 2015

As part of the programme, students develop the ability to generate ideas and turn them into action; they learn how to work in a team, take initiative and accept responsibility; they experience what it means to manage a real enterprise; they understand how economics and finance contribute to the project's success; they apply their competences in a practical way. Learning objectives incorporated in the ESP are drawn from the experience of JA Europe and the JA Company Programme, and they are defined alongside the programme's topics:








Topics	Key learning objectives
Students will be able to:	
Organising a company	<ul style="list-style-type: none"> <li>- Summarise the responsibilities of the jobs and describe leadership opportunities within the JA Company Programme</li> <li>- Evaluate the leadership, educational and social opportunities gained from the JA Company Programme</li> <li>- Organise a company, sell stock, produce a product, market a product or service, and maintain financial records</li> </ul>
Developing a business plan	<ul style="list-style-type: none"> <li>- Demonstrate leadership ability</li> <li>- Develop a business plan</li> <li>- Carry out the plan</li> <li>- Establish production and sales goals for a product or service</li> </ul>
Managing a company	<ul style="list-style-type: none"> <li>- Develop an effective sales presentation</li> <li>- Differentiate between production and productivity &amp; monitor quality control</li> <li>- Describe the effect on productivity of employee attitudes and skills</li> <li>- Evaluate the impact of technology, management, and government regulations on productivity</li> </ul>
Liquidating a company	<ul style="list-style-type: none"> <li>- Describe and compute the taxes the company will have to pay</li> <li>- Explain how dividends are determined and paid</li> <li>- Evaluate the impact of entrepreneurs on the local economic system</li> </ul>

Source: based on European Commission – JRC Technical Report, Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives - In-depth case studies report, 2015.



## A self-assessment (pre and post)

The self-assessment tool targets students involved in the JA Company Programme reflecting on their own progress in acquiring practically oriented skills and entrepreneurial attitudes throughout the year: creativity, self-confidence, teamwork, resourcefulness, perseverance, taking responsibility, and taking initiative (see the box below for further details). The questionnaires also include an evaluation of the key competences for lifelong learning (e.g. communication in mother tongue and in a foreign language, science and technology, math, digital competences, etc.)<sup>3</sup>.

The ESP Self-Assessment Competences	
 <b>CREATIVITY</b>	The use of imagination to create something, to identify an innovative solution, to come up with new ideas. The quality of being inventive, clever and original.
 <b>TEAMWORK</b>	The use of imagination to create something, to identify an innovative solution, to come up with new ideas. The quality of being inventive, clever and original.
 <b>PERSEVERANCE</b>	Persistence in doing something despite difficulty or delay in achieving success. The ability to be determined and resolute until a person finishes what was started or achieves a good result.
 <b>SELF-CONFIDENCE</b>	Feeling able to do something and being positive and certain of one's abilities and qualities. This includes also the ability to accept failures and to learn from them.
 <b>TAKING INITIATIVE</b>	Behaviour characterised by its self-starting nature and its proactive approach. This includes the ability to use one's knowledge, to cope with the unexpected and to transform a problem in action to be taken or in an opportunity.
 <b>TAKING RESPONSIBILITY</b>	Being aware and taking ownership of having a duty to deal with. This means doing what needs to be done and to achieve what has been agreed with someone else (e.g. group, organisation or myself)
 <b>RESOURCEFULNESS</b>	The ability to observe an environment or a situation and to understand how to be a player in it. This includes the ability to identify one's skills and potential and to look for what a person needs to cope with the environment/situation.

<sup>3</sup> Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. OJ L 394, 30.12.2006.

The self-assessment is carried out in the form of a pre and post self-assessment test and delivered by using an online platform<sup>4</sup>. Teachers have been provided with teaching materials to support students' understanding of the concepts behind the self-assessment and their main role in this phase is to provide feedback and discuss the results in the classroom. Students must have completed the two questionnaires of the self-assessment in order to qualify to take the ESP final exam.



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<sup>4</sup> <https://self.entrepreneurialskillspass.eu/>





## A final exam

The exam, as a final step to earn the ESP certificate, aims at assessing, validating and certifying students' theoretical and factual knowledge as well as their cognitive and practical skills about the most important business issues and concepts. It is delivered under the supervision of a teacher and through an online platform<sup>5</sup> that is available only in specialised test centres.

A pool of almost 300 questions was developed together with a demo (exam example) used as training exercise. During the exam, the technical system presents each student with 28 questions randomly extracted from the database.

Since there is a direct link between the activities experienced in the entrepreneurial experience and the exam, its questions focus on skill-based tasks with emphasis on applied understanding and practical scenarios rather than solely assessing knowledge and factual recall. The ESP final exam is based on 4 main areas of knowledge that students should have acquired during their entrepreneurial experience:

Categories	Topics
 <b>GENERAL UNDERSTANDING OF ORGANISATIONS</b>	<b>General Understanding of Organisations:</b> Entrepreneurship; Vision, mission and ethics; structure; leadership, competence in a team; value of ICT, personal development
 <b>MAIN STEPS</b> <b>LEGAL REQUIREMENTS</b>	<b>Main Steps &amp; Legal Requirements:</b> Business life cycle, starting up, operating, liquidation, IPR
 <b>IDEA GENERATION</b> <b>THE MARKET</b>	<b>From Idea Generation to the Market:</b> Idea generation, business opportunity, kinds of innovation, market research, selling strategies, marketing strategies, internationalization, business plan
 <b>FINANCIAL RESOURCES</b> <b>BUDGETING</b>	<b>Financial Resources and Budgeting:</b> Funding opportunities, costing and pricing, budget and financial analyses, key terminology

Only the students fully participating in the three elements of the ESP and correctly answering 70% of the questions of the exam receive the final certificate, which is issued at international level by [CSR Europe](#), [EUROCHAMBRES](#) and [JA Europe and its member organisations](#). The final certificates are delivered automatically through the exam platform and are based on a validation process that works through a QR code placed in the back page of the certificate<sup>6</sup>.



<sup>6</sup> The QR code can be used by human resources staff to check the validity of the certificate and it allows students to re-download the certificate in case of need, by making it more attractive to employers and students alike.

### 3. The Turkish Case

The Action “**Strengthening Entrepreneurship Education in Turkey and EU**”, co-funded by the European Union and the Republic of Turkey under the umbrella of the Civil Society Dialogue Programme and implemented between February 2016 and July 2017, built-up on the successful experience that other European countries are having by offering the Entrepreneurial Skills Pass (ESP) as a qualification for mini-company students.

The overall objective of the action was to enlarge the number of Turkish students involved in entrepreneurship education and give them the possibility to certify the knowledge, competences and skills they acquire during their 1-year practical entrepreneurship education experience in school.

The Action was undertaken and managed by JA Europe, coordinating the activities at the European level, and Genc Basari Egitim Vakfi (JA Turkey), responsible of the implementation at the national level. The activities were also supported by private and public institutions that helped to raise awareness, generate endorsement from different stakeholders, which in return positively affected the number of schools, teachers and students involved across the country.

Under an official protocol aimed at promoting entrepreneurship at K12 level and implementing Junior Achievement’s entrepreneurship education programmes, JA Turkey cooperated with the Provincial Directorates of National Education in six cities across the country (Bilecik, Diyarbakır, Eskisehir, Istanbul, Izmir and Sanliurfa). In the context of these protocols, the MEMs were supporting in the selection of schools to implement the activities and teachers to attend the training sessions.

Among the private organisations, the Action counted on the close support of 26 companies that endorsed the certification, offered volunteer support as well as further opportunities to ESP holders. In addition, EMCC Turkey, GYIAD (Young Businessmen Association) and Istanbul Startup Angels who were associates in the Action helped with further dissemination among the business community and supported in the training.





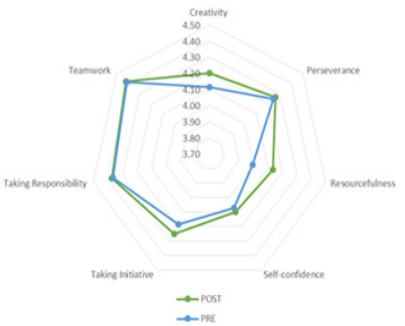
# Main results...

Over the course of the Action (17 months), the partners collaboratively worked towards the achievement of the following results:

**1. The ESP qualification package was translated and adapted to the Turkish education system** and was made available for students across nine cities in Turkey (Ankara, Bilecik, Bursa, Diyarbakır, Eskisehir, Sanliurfa, Istanbul, Izmir and Usak), six more than initially planned.

**2.** The mini-company experience was implemented in several academic and vocational schools in rural and urban areas across the country by involving **more than 10,000 students**. The penetration of the programme from 2016 school year to 2017 school year substantially increased with **3x more students** enrolled in practical entrepreneurship education activity. In terms of outcomes, the involvement of the Turkish students represented a positive effect (+1.25) in the development of their entrepreneurship skills.

Competence	Pre (%)	Post (%)	Variation (%)
Resourcefulness	4.00	4.14	3.52
Creativity	4.11	4.20	2.11
Taking Initiative	4.18	4.25	1.59
Self-confidence	4.07	4.10	0.69
Perseverance	4.25	4.26	0.43
Taking Responsibility	4.37	4.37	0.19
Teamwork	4.41	4.42	0.20
Average Variation			1.25



The self-assessment results show that **all the students’ competences improved**, with higher increase in competences like resourcefulness, creativity, taking initiative and self-confidence. It should be noted that the competences less developed in the beginning were exactly the ones where the Company Programme had a higher impact, which shows the adaptability/flexibility of the programme in addressing the students’ needs, meaning that the students benefit more from the Company Programme in areas less developed in their skills set.



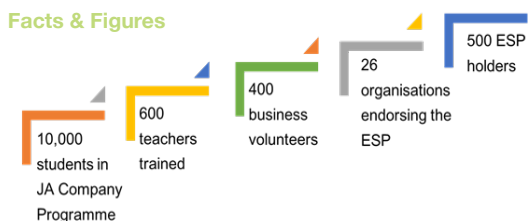
**3.** More than 600 teachers were provided with training, support and tangible tools. Among them, almost **200 teachers piloted the ESP in 150 schools.** The Action focused on teachers and their professional development, as one of the main drivers to change and improve the Turkish education system. The teachers involved in the activities also had access to high quality materials, best practices and innovative tools that helped them to improve their teaching methods and students' learning outcomes. From a qualitative point of view, both teachers and headmasters are very satisfied about the experience and evaluate the ESP as a great opportunity that needs to be available to all students in Turkey. Most of them appreciate how all components of the ESP are tied up and consider the self-assessment and the exam a great addition to the JA Company Programme in order to certify the skills acquired.

**4.** The business and industry was engaged by having almost **400 business volunteers in the programme as well as 26 companies endorsing the certificate and offering further opportunities** for successful candidates. Entrepreneurship education is a system in which business stakeholders play a key role. The involvement of the business community is important for the successful impact on the learning outcomes of the students, not only in order to ensure that the curriculum is relevant, but also in providing role models, mentorship, expertise and a proximity with the world of work. The business community is primarily impacted in three ways. First, by endorsing the ESP, businesses get access to the profile of ESP holders, which can be an important tool in recruitment of future employees. Second, by volunteering in the mini-company experience, businesses have the opportunity to pass on knowledge and experience to students, which is important for many companies as part of their community outreach, improved their skills (e.g. communication and presentation skills) and it also allows them to be in contact with the younger generations, which is valuable for their own work. Third, the ESP provides businesses with the opportunity to engage and collaborate with the world of education to have a say in what future skills and competences are important and to shape education activities to this effect.

5. **500 students successfully obtained the ESP certificate** by joining a pool of highly skilled students and accessing further opportunities at European, national and local level. A variety of further opportunities were offered to ESP holders, including further training (e.g. webinars, online courses, etc.) and work experience (e.g. career insight through job shadowing). In particular, seven Turkish students participated in the national edition of Leaders for a Day<sup>7</sup> and one student from Izmir had the opportunity to participate in the European edition of [Leaders for a Day](#) that took place in Brussels to shadow the Managing Director at Bridgestone Europe.

6. The Action generated **strong local stakeholder support** and increased the dialogue about EE in Turkey and exchanges with other European countries. The establishment of the **National Focus Group (NFG)**, which included high-level stakeholders from 10 different organisations (education, business, government and civil society), and the discussions undertaken by the **ESP Advisory Council** at European level allowed the project to establish constructive collaboration between key actors in the entrepreneurship education ecosystem, positively impacting the results of the Action. In particular, the outcomes of the NFG allowed to establish important partnerships, which will support the continuation and expansion of activities across Turkey and/or will help getting the ESP recognised at national level.

The positive results and the future plans to continue, consolidate and expand the ESP activities in Turkey show the high potential to increase its impact in the future.



<sup>7</sup> Educated to better preparing young people for the labour market, Leaders-for-a-Day provides young people with the opportunity to learn from a top-leader by shadowing him/her during an entire working day.




*"The ESP helped me to master those skills which are crucial for my future. For university or my future business life, I need something showing my talents. The ESP will be one of them";*

*"It was a great experience. I was able to keep track of my development with the self-assessment and test myself to become a better entrepreneur with the final exam."*

JA Amumni and ESP holders from Turkey

*"The ESP is very important for us mainly on two areas. Firstly, the programme helps future managers to gain required management/mentoring skills while helping young people. Secondly, it helps to improve our view on the business we for the future by thinking outside of the box via helping of young entrepreneurs who are bias free and have not standardized ideas."*

Company endorsing the ESP in Turkey



*"By looking at the success rate of our students, we can see that the ESP has helped us to evaluate how the activities went and how much the students are learning."*

Teacher from Turkey



## Recommendations...

Building on the lessons learned from the Action and in order to achieve the long-term goal the following recommendations are outlined:

**1. Recognise Entrepreneurship Education as a mandatory subject and certify the ESP as a formal part of the curriculum<sup>8</sup>; include entrepreneurship education within teachers training schemes** (both initial and as part of their Continuing Professional Development). By not being recognised as mandatory within the school curriculum, teachers and headmasters are not forced to introduce entrepreneurship education activities in their schools. The evaluation results of the Action precisely demonstrate the reluctance of teachers to implement entrepreneurship education. Out of 614 teachers that were informed about the benefits of EE only 45% actually implemented the programme and moreover the retention rate year on year is about 50%. By combining the practical experience with assessment tools, the ESP proved to be a quality instrument for teachers to assess and improve the activities performed in their schools.

**2. Improve the implementation of the ESP in the schools already involved and expand it by making it available in all the country.** Turkey is one of the largest countries in Europe in terms of area, with high levels of population in major cities geographically distributed across the country. The particular demographic, geographic and administrative patterns in Turkey are a constraint to reach all schools and students. Closely working with the Provincial Directorates of National Education, the Ministry of Education as well as with business networks proved to be key to be able to reach teachers and students across the country including non-urban and more marginalized areas.

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<sup>8</sup> The Ministries of Education in Slovakia and Czech Republic already certified the ESP as a formal part of the curriculum.

**3. Continue to improve the content of the ESP certification** by keeping in place the approach adopted to ensure the quality control in the development and test of content and activities of the qualification process. The analysis of the results underlines the positive impact that the ESP had on the students' entrepreneurial competences but it also showed the need to address differences in learning outcomes of students who come from poor or marginalized areas. Therefore, moving forward it is key to constantly and deeply analyse the results to understand how to improve the qualification and address the specificities of each target group. On another level, having one standardized European assessment for entrepreneurship education as the ESP allows to benchmark the quality of entrepreneurship education activities in comparison with other European countries.

**4. Monitor activities and measure impact.** Increasing the number of students certifying their entrepreneurial knowledge, skills and attitudes through the ESP will allow one to evaluate the short and long-term impact of entrepreneurship education in Turkey and therefore provide evidence to shape policies in the field.

**5. Continue to improve the dialogue among key stakeholders from public and private sector in the field of entrepreneurship education.** The positive outcomes of the ESP National Focus Group and engagement of the NFG's members proved the benefits of gathering different stakeholders working together towards a common goal. The knowledge generated should be disseminated and extended in order to address the need of all key players of entrepreneurship education across all school levels

## 4.

## What's next?

### Towards a National HUB on Entrepreneurship Education

The Action proved that there is a great interest in entrepreneurship education in the Turkish schools, particularly in regions outside Istanbul. However there is little coordinated effort around it. To scale up entrepreneurship education activities in Turkey and reach more young people, there is a need to gather all the stakeholder in the field to define a sustainable model that will generate lasting impact.

Building up on the positive experience of this Action, the partners decided to set up a working group in Turkey within the European Entrepreneurship Education NETwork (EE-HUB) to collaboratively work to increase the penetration of entrepreneurship education activities in the country across all school levels. This is something that extends and complements the work done by the members of the ESP National Focus Group who already agreed to keep working together and contribute to the discussions within this working group.

The working group in Turkey will act as a **national advisory council for entrepreneurship education**, involving all stakeholders on the ground, raise awareness in the education system, the private sector and local community on the positive short and long-term impact of entrepreneurship education and collaboratively work towards a definition of a comprehensive national strategy for entrepreneurship education. In addition, the members will start working to develop materials and guidelines, showcase national best practices, put in place procedures to track progress in terms of penetration rates and measure impact that will allow to collect evidence to define policies in the field. This working group will also provide close support to teachers in order to keep them engaged and drive the change in the school environment moving towards a common understanding of entrepreneurship education and entrepreneurial learning as an effective way of teaching across all subject areas.

The link with the EE-HUB will allow for greater visibility, improve its capacity for advocacy, provide guidance and promote peer learning with other European countries to share good practices and results.



The [European Entrepreneurship Education NETWORK \(EE-HUB\)](https://ee-hub.eu) is a European network of experts both from the public and private sectors with strong records of accomplishment in entrepreneurship education at regional, national and European level. Designed as a space where these stakeholders can work collectively to increase levels of entrepreneurial activities in schools across Europe, the EE-HUB aspires to become Europe's largest network of entrepreneurship education stakeholders and Europe's reference body on entrepreneurship education.

The European Entrepreneurship Education NETWORK is a 3-year project (2015 –2018) co-funded by the European Commission, Executive Agency for Small and Medium-sized Enterprises (EASME) under the COSME Programme. The consortium managing the EE-HUB is composed of 4 partners: JA Europe, EUROCHAMBRES, SEECCEL and EUproVET.



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## Consortium partners



## Associates

