

## Entrepreneurship Skill in The Context of Teaching Programs: Case of Poland

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### Abstract

It can be said that entrepreneurship education is effective in realizing career plans that will shape the lives of individuals. This situation causes people to give importance to entrepreneurship. The knowledge and skills gained in the entrepreneurship education process benefit people's lives. Entrepreneurship education has an undeniable effect on human life and the success of countries in social, economic, cultural and technological fields. For this reason, countries attach importance to entrepreneurship education and include this course in their education and training programs. In this study, the education system of Poland, which is one of the successful countries in research results such as PISA and TIMSS, is discussed in terms of entrepreneurship education. Entrepreneurship education in Poland is compulsory at some grade levels. Therefore, it is considered important to evaluate the entrepreneurship education practices in this country. Qualitative research method was used in the research. The data were obtained with the document review form, descriptive analysis and content analysis methods were used in the analysis of the data. The findings were interpreted under three headings: 1. The content of the teaching programs within the framework of entrepreneurship education. 2. Evaluation of learning outcomes in teaching programs within the framework of entrepreneurship education. 3. Evaluation criteria of students in the process of entrepreneurship education.

**Keywords:** Entrepreneurship Skill, Education, Teaching Programs, Entrepreneurship in Poland, Poland.

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## Introduction

Entrepreneurship education helps communities and economic development. Because entrepreneurship education includes behaviors and skills that will encourage people to produce. It includes important skills such as self-knowledge, critical thinking, problem solving, and working together in a team. Entrepreneurship education has been seen as important for countries to achieve their long-term economic goals and therefore has attracted the attention of policy makers. Entrepreneurship education is thought to serve people's long-term career goals. Thanks to this education, the desire and belief of students to create their own careers and start their own businesses is increasing day by day. This situation causes individuals to give importance to entrepreneurship. Because these knowledge and skills will contribute to the profession of individuals. Entrepreneurship education provides the training of individuals who are more active, constructive, creative, able to work in teams, identify and evaluate opportunities, and produce practical solutions to the problems they encounter with the knowledge and skills they have acquired. In this respect, evaluation of the educational practices of Poland, which provides compulsory entrepreneurship education, has been deemed important. The main objectives of the educational process are outputs. These outputs, which we can explain as products, are the gains we want to achieve in students. Raising young generations is one of the most important duties of the family and the school. This is a must for the family and the state. With a value-oriented education, it is possible for students to make the right choices and improve their decision-making skills. During the education and training process, students engage in activities both for themselves and for the formation of national memory. In this respect, education has an important place in shaping minds, forming a sense of national belonging and developing skills. At this point, it is important to examine unique entrepreneurship education practices in the world in terms of developing entrepreneurship education.

Publishing on entrepreneurship can be expressed as academic entrepreneurship. This situation can be explained as the expansion of the information network for entrepreneurship. The concept of academic entrepreneurship was initially explained as an information network involving technology companies. However, it is possible to define academic entrepreneurship in a way that includes all activities especially for entrepreneurship in universities (Poznańska, 2014). Poland has shown a successful performance in studies such as PISA and TIMSS. Therefore, entrepreneurship practices in Poland have been a matter of curiosity. In Poland, the scientific interest in qualifications in entrepreneurship education began in the 1990s, and this was largely due to the transformation in the economy. The emerging market economy has created a significant demand for professionals who value skills actively involved in various transformation stages. These were priorities: industrial restructuring, the emergence of new types of corporate initiatives, the development of financial institutions, banks and stock exchanges, Poland's process of integration with the European Union, and changes resulting from increased globalization. Economic transformations have also changed

academic education (Piróg, 2015). Innovation has become the driving force behind the development of modern economies, including the Polish economy. The Polish economy has been restructured and developed. In this configuration, attention was paid to the outsourcing processes of low and medium technologies (mainly - as an imitation innovation) and low wage advantage, high qualifications of its employees and capital transfer. Poland has recently formulated its strategy with the word "innovation" to improve its economy and increase economic competition. One of the priorities of the strategy created within the scope of sustainable and inclusive growth effort is smart growth, that is, it can be expressed as the development of an economy based on knowledge and innovation (Stachowicz, 2015).

It is stated that the education sector in Central and Eastern Europe, especially in Poland, has shown a rapid growth in higher education. It is an indisputable fact that training programs have an important effect here. In transition economies where entrepreneurial education programs are exemplified by Poland, it is important to give students an entrepreneurial spirit. Because in this way, individuals see establishing a business as an important action (Cieślak, 2011). The year 2013 is very important for the transformation of entrepreneurship education in Poland. Because in 2013, a new national strategic and policy document on lifelong learning was prepared and accepted. Entrepreneurship education was also included in the compulsory courses category this year, and an action plan including entrepreneurship education and skills was adopted. The textbook "Applied economics", which describes the basics of entrepreneurship for secondary school students (general secondary school and technical secondary school), has been included in the list of textbooks for general education 1105/2020 by the Polish Ministry of Education. . The objectives of general education in secondary and technical high schools in Poland are as follows (Ministry of National Education, 2020):

To treat regular systematic knowledge as the basis for skill development,

To develop thinking and language skills such as reading comprehension and writing,

To formulate questions and problems, to use criteria, to justify,

Define, classify, justify, explain, use examples, etc.

Developing the student's personal interests and reinforcing their knowledge on the subject using different disciplines,

Provide the ability to formulate and justify independent and well-thought judgments.

Making comparisons with their own and other people's judgments in the dialogue process within the investigation community,

Combining critical and logical thinking skills with imagination skills and creativity,

To ensure the development of social, moral and aesthetic sensitivity,

To develop mental tools that enable students to interact with and understand culture.

The Applied Economics program, which is given under the fundamentals of entrepreneurship, is based on the following four main elements of economic education in the 21st century (Polish Ministry of Education, 2020):

To prepare students to operate in the labor market by introducing basic information, shaping economic knowledge and entrepreneurial attitudes,

Shaping the ability to use economic information in daily life,

To enable students to use the knowledge and skills they have acquired over time in their living conditions,

To create economic life representatives that support the implementation of the program in schools.

As a result, Poland was selected for this study in order to evaluate entrepreneurship education practices in the world and to increase diversity within the scope of academic entrepreneurship. The success in research results such as PISA and TIMSS and compulsory entrepreneurship education are one of the important reasons for this choice. Depending on how entrepreneurship education is conducted in Poland, the following questions were asked in the study:

1. Why is entrepreneurship education important?
2. How is entrepreneurship training provided?
3. What are the teaching contents provided within the scope of entrepreneurship education?
4. What are the learning outcomes of entrepreneurship education included in the curriculum?
5. What are the evaluation criteria applied in the course curriculum in the entrepreneurship education process?

### **Method**

The current study is designed according to the qualitative research method. It is possible to find various definitions in the literature on qualitative research. Qualitative research can be explained as a method in which qualitative information gathering methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a

realistic and holistic manner in the natural environment (Yıldırım & Şimşek, 2013). In addition to this definition, the nature of objects is also considered important in qualitative research. Because quality is directly related to what something is, how it is, when, where it is, its causes and consequences, its essence and its environment. Therefore, qualitative research includes meaning, concept, definition, fiction, feature, metaphor and symbols (Berg, 2016). In this context, the study was designed based on the idea of how entrepreneurship skills are realized in the process of entrepreneurship education in Poland. The study can also be expressed as a descriptive research. Because in this study, it is stated how entrepreneurship education is carried out in Poland.

### **Research Process**

The research process covers the implementation processes that include entrepreneurship education elements, based on the curricula that form the application part of entrepreneurship education in Poland. The Polish education system is discussed in the context of elements, theories and practices on how to apply entrepreneurship education at different levels. The implementation stages and learning outcomes of the entrepreneurship education process have been evaluated within the framework of the sample curriculum.

### **Data Collection Tools**

Standardized quantitative measurement tools were not used in the study, as the learning process was mostly based on experience and aimed at the affective domain in acquiring entrepreneurial skills. Qualitative data collection tools, which were predicted to be suitable for the holistic structure of the study, were used. Document review (document review form) was used for data collection. The knowledge, skills and values of entrepreneurship were taken into account in the creation of the document review form. Findings were categorized according to these factors and elements for entrepreneurship training were determined. Based on these elements, the application process and tools have been developed. The document review form has been prepared in two different ways:

*Form 1:* In this form, it is aimed to obtain data on the determination and application of knowledge, skills and values in the process of entrepreneurship education (in the context of entrepreneurship education elements). At the same time, it is aimed to reach data regarding the implementation process.

*Form 2:* In the second form, it was aimed to obtain the data related to gaining the competencies of the educational contents especially in the curriculum for entrepreneurship action. In the creation of this form, the purpose, content, feature, applicability, etc. criteria have been taken into account.

## Data Analysis

While analyzing the data during the research process, descriptive analysis was used to classify written materials containing information about the phenomenon or facts aimed to be investigated during the literature review. In descriptive analysis, researchers can often add direct quotes to dramatically reflect the views of the individuals they interviewed or observed. The main purpose of this analysis type is to present the findings to the reader in a summarized and interpreted form (Yıldırım & Şimşek, 2013). Content analysis was also used to identify some situations. Content analysis; It is possible to express it as a qualitative data analysis method that includes the stages of organizing, classifying, comparing and reaching theoretical results (Cavitt, 2006; Cohen, Manion, & Morrison, 2007). As a result, in the process of realization of entrepreneurship education in Poland, information on education and training activities has been interpreted and findings have been reached. The obtained findings were evaluated by comparing them with other information in the literature.

## Results

Poland is the only country in the European Union to include the compulsory entrepreneurship course in its education process. In terms of entrepreneurship education, the inclusion of the "Fundamentals of Entrepreneurship Course" in the training program in 2002 is an important development. With this course, it is aimed to develop positive attitudes towards entrepreneurship in individuals, to bring the entrepreneurial spirit to life, to enable individuals to gain entrepreneurship skills by making them more active in the education system. Entrepreneurship education is seen as an integral part of the education system in Poland. As a matter of fact, entrepreneurship education is included in the entire education system from pre-school education to university. The purpose of the integration of entrepreneurship education into the system is to increase the positive synergy between individuals and to ensure maximum efficiency. At this point, it is thought that entrepreneurship education will be possible by shaping entrepreneurial attitudes and skills towards thinking. In Poland, in the process of entrepreneurship education, the objectives of secondary schools are to: promote the intellectual development of the student and improve their skills; to enable them to use verbal and non-verbal forms of communication; evaluating the effects of positive and negative decisions they make; preparing a simple business plan; understanding the functioning of economic and market institutions; To analyze the current changes and trends in the world and the Polish economy. In addition to the competencies aimed to be realized, it is aimed to develop attitudes and behaviors such as honesty, self-esteem, respect for others, creativity, entrepreneurship, personal culture, knowledge of intercultural differences (tolerance including other cultures). After completing the education process, students are expected to gain the following qualifications: (1) making sense of economic principles, (2) making rational decisions to manage their resources, (3) learning the strengths and weaknesses of their individual characteristics (4) career planning and effort, personal success. (5) working in the

labor market by improving communication and teamwork skills (Polish Ministry of Education, 2020). It is seen that targets are determined in subjects such as economy, resource financing, individual characteristics, communication, personal success and career.

Entrepreneurship education takes place in different ways at all educational levels in Poland. This education is given in a comprehensive and systematic manner in secondary schools. The Polish education system consists of six levels. Children start education at the age of seven, and primary school lasts six years. The age of starting secondary education can be expressed as thirteen. Education in Poland is compulsory up to the age of eighteen (Wach, 2008). Social Studies, Economics and Entrepreneurship courses are among the compulsory courses. Entrepreneurship is also included in the curriculum of compulsory subjects in all lower secondary schools in Poland. Entrepreneurship training has been created to give at least 76 hours and this period has been extended with the authority of the school principals. In this context, the "Fundamentals of Entrepreneurship Course" curriculum has been prepared. An interdisciplinary method was preferred in the preparation of the content of this program. The main topics of the program are related to economics. Theoretical information is frequently included in the program. The educational objectives of the Entrepreneurship Education Curriculum in Poland are as follows: To be active in the economic field, to ensure conscious participation, to increase the ability to produce and work together, to increase entrepreneurial behavior and the motivation of individuals to establish their own enterprises. In this context, educational contents should address learning areas such as basic concepts for entrepreneurship, personal development, economy, the relationship between the state and economy, business and the global economy. In addition, the program is designed to achieve significant learning outcomes for improving ethical behavior, legal procedures (Polish Ministry of Education, 2020).

### **Entrepreneurship Education in Poland: Teaching Content**

The findings in this section were reached as a result of the evaluations made over the curriculum of the "Applied Economics" course within the scope of "Fundamentals of Entrepreneurship" in Poland. In this program, the information (theory and practice) is given thematically under four headings. Relevant learning areas are given under the headings (Polish Ministry of Education, Applied Economics Course Curriculum, 2020):

#### **First Theme (Learning Area): Market Economy**

This chapter was created to teach the basics of entrepreneurial processes by focusing on the entrepreneur's characteristics, entrepreneurial skills and possibilities to shape them. In the field of learning, targeted competencies have been tried to be gained with the following subjects: (1) How should an entrepreneur be? (2) Entrepreneur and the world. (3) Market economy. (4) Supply, demand,

price. (5) Economy and state. (6) Consumer rights. On the other hand, competencies to be gained in the field of learning are as follows:

- To explain the characteristics of the entrepreneur,
- Understanding the role of communication skills.
- Understanding the importance of entrepreneurship including innovation,
- Characterizing the market economy assets with examples from various fields,
- Defining economic behavior.

When the above information is evaluated, students are expected to know the characteristics of entrepreneurs, to express their roles and behaviors in social life, and to explain the importance of entrepreneurship for economic development. This chapter emerges as a theme in which the theoretical framework for entrepreneurship is conveyed based on existing knowledge.

### **Second Theme (Learning Area): Financial Market**

This learning area is prepared for students to understand the working principles of the market economy and the transformation process taking place in Poland. Related topics in the field of learning are: (1) Modern World and Money, (2) Investment, (3) Bank Need, (4) Pension, (5) Tax payment. Examples of competencies to be gained with these subjects are as follows:

- Listing the main features, functions and types of markets,
- Analyzing the services offered by commercial banks,
- Choosing the investment fund type,
- To know how tax criteria are determined according to various types.

With the targeted competences, students should gain the following competences: (1) They should have knowledge of the markets. (2) Must know the market function. (3) Must have knowledge of the economic process and make inferences by having knowledge of the transformation of the Polish economy. (4) It should evaluate the economic process. Based on these four competencies, it is aimed to educate individuals on subjects such as teaching market concepts, determining the structural characteristics of the market, Polish economic history, and evaluating the economy especially economically.

### **Third Theme (Learning Area): Labor Market**

In this learning area called labor market, students are expected to have knowledge on: 1- Resource management (financing and time). 2- Money investment and investment factors for old age.



3- Economic determinants of insurance and security decisions. 4- Consumer rights. Examples of competencies targeted in the field of learning are as follows:

- To analyze the basic measures and indicators of the labor market,
- To explain the supply and demand mechanism in the labor market,
- To distinguish and evaluate job search methods,
- Analyzing their own competencies,
- Preparation of application documents for a specific proposal.

It is aimed to realize the above competencies under six headings (resource management, consumer rights, banking, investment, pension and personal security) in the relevant learning field. In particular, the expression "analyzing one's own competencies", which is one of the above competencies, emerges as an important competence goal regarding responsibilities as a result of personal control and individual decisions. In addition, the students were asked to have the ability to determine the focal point of the subject by having knowledge about "supply" and "demand", which form the basis of economic concepts. General economics knowledge is categorized in this learning area.

#### **Fourth Theme (Learning Area): Commitment**

Topics such as career planning, business idea, business activities, being the boss of your own business, establishing a company, financing the company, being a leader, being a manager, being successful are included in this learning area. It is aimed to gain the following competencies in the field of learning.

- Classifying businesses according to their types and criteria,
- To distinguish between ethical and unethical behaviors in the business world,
- Finding ideas for the business based on the entrepreneurs and the information they have acquired,
- To characterize key organizations and legal forms,
- Preparing your own project in the form of a business plan,
- To show creativity and design promotional activities in order to find the opportunity to finance business activities,
- To estimate the financial effects of the proposed business,
- To see the development opportunities and successes of the company,

- Describe your role in applying the principles of teamwork.
- Evaluating the advantages and disadvantages of individual tax forms.

Based on the aforementioned competences, the following learning outcomes are aimed: (1) To enable them to realize their skills. (2) To make them aware of their individual characteristics. (3) To improve the ability to evaluate and observe. (4) To ensure that they know the legal rights. (5) To develop analytical skills. (6) To enable them to make calculations (income and expense control). (7) To gain the ability to act together. On the other hand, students were asked to gain values such as being hardworking, responsible, challenging, adaptable and tolerant. Especially in this theme, which includes practical knowledge and skills, the presence of competencies such as job application process, calculation methods and forms, preparation of job application documents, and discussions on combating unemployment draw attention.

In addition, learning areas and topics offered within the scope of high-level entrepreneurship education are given in Table 1 (Polish Ministry of Education, 2020).

**Table 1.** The content of the training provided after the economy program implemented within the Basics of Entrepreneurship

Themes (Learning Areas)	Subjects
First Theme (Learning Area): Entrepreneurship	An entrepreneur in the modern world.
Second Theme (Learning Area): Economics	Market economy. What? How? WHO? Demand, supply, price. Why not buy a laptop for Christmas?
Third Theme (Learning Area): Personal Economy	Be on your own. How do you manage your resources? The consumer is king. How do you deal with your rights? Having a personal account in a bank. The art of investment. Exchange. Pension. Think before it's too late. How to deal with bad luck?
Fourth Stage (Learning Area): Career	Employee or employer. What's better for me? Looking for a job. Where is my seat? I want to work here. How much of my salary is mine and why is it so low? What's next?
Fifth Theme (Learning Area): Business / Institutional	Be your own boss. Why should I start a company? How can I establish a company? What affects the functioning of the business (company in the market) My company's success. How does my company work? Good team. The art of project management.
Sixth Theme (Learning Area): State and Economy	To act or not to do it. How does the money - financial market work in the world? What is the value of money and why is it less? Common cash register (i.e. state budget).
Seventh Theme (Learning Area): Global Economy	From recession to economic movement (i.e. a volatile economy). www @ com, global economy

Based on the Table 1, it is aimed to realize the elements of entrepreneurship education (knowledge, skills and values) within the framework of these issues. Topics are dealt with in the form

of the individual, the environment and the world. In other words, a systematic path from private to general has been followed in the education process.

The findings regarding the content of entrepreneurship training were evaluated within the scope of exemplary training programs. In the curriculum aimed at the development of children at the secondary school level, it is observed that entrepreneurship education is tried to be carried out under four themes. In the following periods, this learning area was increased to seven. Davidsson (2008) examines entrepreneurship according to history and economic system and defines competitive behaviors as new business ventures that direct the market according to the functions of people. Kirzner (1973) likewise expresses this as the implementation of new business ventures that lead to changes in the market. Landström (2010) divides entrepreneurship into three functions as an academic discipline. These functions are explained as "Entrepreneurship as a market function", "Entrepreneurship as an entrepreneur function", "Entrepreneurship as a process". In addition to these findings, Tarhan (2019) expressed the elements (process, subject, knowledge and skill) of entrepreneurship education in Table 2.

**Table 2.** Elements of entrepreneurship education (process, knowledge, skills and values)

Process	Sub Themes (Topics / Information)	Skills	Values
Business idea	From the people around us business idea creation. Community needs form the business idea by determining touring (needs analysis). Wanting to use the dvantages of the place, creation. Questions about what people are interested in creating business idea by managing (question analysis). Our individual skills in line with the business idea creation.	The ability to see opportunities. Business plan skill. Workplace design skills. The ability to guess. The ability to understand difference / the ability to see change. Creative thinking skills. Innovative thinking skill. Problem solving skills. Collaboration skill.	Be patient. To have self-confidence. Being patriotic. To be hardworking. To be responsible. To act together.
Financing	Calculation of cost. Resource and support financing. Sales financing. Profit and risk finance.	Funding awareness skills. Ability to control Income and expense. Ability to calculate cost. Needs analysis skill. Market analysis skills. Resource analysis skills.	To be generous. To be helpful. To be responsible. To be patient. To have self-confidence. To stand on his promise. To be honest.
Product Design and Production	Product demand (market) research. Product design. Realization of production / creation of product prototype.	The ability to design the product. The ability to detect product quality. Product promotion skills. Brochure design skills. Logo design skills. Advertising design skills.	Self-control (self-control) Being sensitive (to history, environment and people). To love (love of the nation, love of the flag).
Promotion and Marketing	Market and marketing strategy. Presentation of product quality and distinctive features. Advertising and promotion.	Good conversation and the ability to communicate effectively with customers. Ability to create a	To be hardworker. To be reliable. To have self-confidence.

		marketing plan.	
		Ability to define the market.	
		Ability to define and introduce the product.	
		Advertising design skills.	
		Ability to identify promotions.	
	Workplace.	Management skill.	To be conscience.
Investment	Business investment and management.	Networking skills.	To be tolerant.
	Research and development investments.	Problem identification and solving skills.	To be merciful.
	Professional investments (client, staff, personal development).		

According to Table 2, entrepreneurship education is handled in five processes: (1) Business idea. (2) Financing. (3) Product design and production. (4) Promotion and marketing. (5) Investment / Sustainability. In addition, these processes include sub-categories (subject, knowledge, skills and values). These elements can be updated in the context of the characteristics and needs of societies. It is important to systematically innovate and go beyond traditional thinking patterns in the acquisition of entrepreneurial competencies. Especially looking for change and seeing current changes as opportunities are important gains for entrepreneurship. In addition, entrepreneurs have the ability to innovate differently, take calculated risks, design and complete a particular project. Abilities such as creative thinking and acting, feeling the future (harbingers of change), discovering new opportunities, creative thinking, problem solving, and rapid response to market challenges are among other characteristics of entrepreneurs (Nowacka, 2011). In this context, it is seen that the relevant classification in the applied economics curriculum is not systematically prepared within the scope of knowledge, skills and values. Therefore, it will be beneficial to develop the related program in terms of entrepreneurship competencies. As a matter of fact, the steps in Table 2 can be followed during this development process.

Yelkikalan et al. (2010) interpreted entrepreneurship as the whole process of realizing the activities of entrepreneurs. In this context, both the process of establishing a company and making innovation are within the scope of entrepreneurship. In the program, "How can I be successful; I am the boss of my own business; Subjects such as "investment" help the realization of entrepreneurship education in this sense. On the other hand, it is understood that the applied economics course curriculum needs more content in terms of skills and values to improve entrepreneurship characteristics. Factors such as the need to be successful in developing entrepreneurial skills, controlling, taking risks, managing uncertainty, self-confidence, being innovative and creative are very important (Ferrante, 2005; Koh, 1996; Akyürek & Şahin, 2013). For this reason, it is thought that including these skills more in the relevant program will produce more efficient results in terms of entrepreneurship education.

## **Teaching Program Learning Outcomes and Entrepreneurship Training**

Under this heading, the "Basics of Entrepreneurship" course and the education program in the secondary education curriculum are taken as examples. An evaluation has been made regarding the learning outcomes targeted within the scope of this learning area and related subjects. Learning outcomes are included in the teaching program as primary and secondary outcomes. However, for ease of evaluation, these results were evaluated in a holistic way (Polish Ministry of Education, Applied Economics Curriculum, 2020):

First Learning Area (Market Economy): Learning outcomes in this learning area are expressed as follows: (1) Listing the characteristics of an entrepreneur, making self-evaluation. (2) To explain the concepts of entrepreneurship and creativity. (3) To explain the role of entrepreneurial activities. (4) To characterize the elements of the communication process. (5) To be able to describe non-verbal signals.

Second Learning Area (Financial Market): Examples of learning outcomes in this learning area are: (1) To be able to describe the properties of money. (2) To be able to list the currencies. (3) To be able to define monetary policy tools. (4) To be able to develop ethical practice examples and behaviors. (5) To be able to calculate loan costs. (6) To be able to compare bank loan offers. (7) To be able to explain the functioning of the Stock Exchange. (8) To be able to explain the Polish tax payment scheme.

Third Learning Domain (Labor Market): Sample learning outcomes in this learning area: (1) To be able to explain the reasons for people's professional activities. (2) To be able to define the types of unemployment. (3) To be able to make his own analysis according to his job. (4) To be able to prepare application documents for the job. (5) To be able to analyze their own competencies and opportunities to win. (6) To be able to list various types of wages for the job. (7) To give examples of ethical behavior.

Fourth Learning Area (Commitment): Sample learning outcomes of this learning area: (1) To explain the role of businesses in the economy. (2) To classify businesses according to the criteria. (3) Presenting business models. (4) To explain the usefulness of SWOT analysis. (5) To list the institutions that support small and medium-sized enterprises. (6) To be able to identify strengths, weaknesses and opportunities. (7) To list the various elements of the management process. (8) To list effective people management principles. (9) To explain the roles of a leader and manager. (10) Discussing the principles of teamwork.

When the learning outcomes are evaluated in general, it is seen that the program includes a limited number of skills such as determining personal characteristics, self-assessment, being creative,

communicating, comparing, explaining and defining, seeing and analyzing opportunities. Knowing the characteristics of entrepreneurs in the process of entrepreneurship training will be useful in shaping the programs. Bozkurt and Alparslan (2013) mentioned the following skills in addition to these characteristics of entrepreneurs.

- Being innovative,
- Taking risks,
- Being change oriented,
- Having emotional intelligence,
- Ability to focus on opportunities,
- Being creative,
- Having advanced communication skills,
- Being proactive,
- Having a high success motivation,
- To insist on their decisions,
- Self-confidence,
- High need for success,
- Good communication,
- To be able to solve problems easily,
- Ability to work for a long time,
- Determination in behavior and decisions,
- Have a passion for growth.

Morris (1998) expresses entrepreneurship as a process in any form and basically mentions six stages. These stages can also be explained as entrepreneurial qualifications. These six stages are described below:

(1) Seeing and defining the opportunity: The entrepreneur needs to see, define and evaluate the opportunities before starting an activity. These opportunities may include changing demographic factors, the emergence of new market segments, new process needs, social changes.

(2) Idea development: Entrepreneurial individuals should be able to turn these opportunities they see and define into ideas. This idea can take the form of new products, new markets, new methods, new organizational structures, new technology, new sales and distribution channels.

(3) Identifying the necessary resources: It is important to determine what resources are needed to turn an idea into practice and how they will be obtained. It is possible to express these sources as an example as follows; Need for qualified workers, raw material needs, expert managers, marketing and sales experts, technical experts, financing needs, distribution channels, supply sources, production facility, license, patent.

(4) Providing the necessary resources: In the fourth stage, the entrepreneur must obtain the resources he has determined. For this, it can benefit from external sources, borrow from relatives or acquaintances, use other debt sources, and use equity.

(5) Realization and management of the idea: In the fifth stage, the entrepreneur starts to implement the idea, monitors the process and the success achieved, pays back the suppliers, and also ensures the growth of the business by doing new business. It increases its investments and strives to achieve its goals.

(6) Taking risks: It is one of the sine qua non of entrepreneurship. In fact, the entrepreneur takes risks from the very first moment. However, the risk is present not only at the beginning, but at every stage of the process.

At this point, when the program is examined, it will be useful to develop competencies in the main themes of business idea and financial affairs, which are among the characteristics of entrepreneurial individuals in the six stages mentioned above. On the other hand, Hisrich and Peters (1973) emphasized the importance of entrepreneurship education in the formation of entrepreneurial personality by stating that there is an important relationship between entrepreneurship and personal characteristics and expressed the characteristics of successful entrepreneurs as follows:

- Creative thinking skills,
- Desire to work at a high level,
- Courage, passion and determination,
- The ability to relate to people at a high level,
- The ability to express oneself verbally and in writing,
- Do not like your job and work motivation,
- A rich subconscious and imagination,

- Team and teamwork predisposition,
- To have a personal vision and mission,
- To be willing to change, transform,
- The ability to be flexible and tolerant,
- Sincere, reliable, sympathetic and humorous personality,
- To have the ability to persuade people,
- Management skills and leadership ability,
- The determination and enthusiasm to finish the job,
- Foresight and the habit of seizing opportunities (as cited in: Yılmaz et al., 2019)

According to the explanations above, the program outcomes meet limited skills such as "Being Innovative, Focusing on Opportunities, Being Creative, Being Proactive, Being Determined". On the other hand, it has been seen that practical results should be included in the curriculum.

When looking at the studies in the field of entrepreneurship education from a different perspective, it is seen that the characteristics of entrepreneurial individuals in general are grouped as follows:

**Personal Traits:** High achievement, desire for autonomy and influence, adaptability, tolerance to uncertainty, high risk taking, adaptability and flexibility, self-esteem, confidence, opportunism.

**Entrepreneurial Management Features:** Creative vision and management, business finance, planned growth, planned competition in the market, providing the necessary resources, establishing a communication network.

**Traits Gained Over Time:** Communication skills, personal relationships and the ability to find solutions.

**Entrepreneurial Behavior Characteristics:** Commitment, forward working and planning, observing.

**Entrepreneurial Orientation Characteristics:** International orientation and global thinking.

**Characteristics of Entrepreneurship Results:** Regional growth and development, wealth creation, employment and socio-economic dynamism (Ethemand, 2004).

Based on the above information, it will be useful to organize the learning outcomes and contents within the scope of entrepreneurship education in a systematic framework that will address



the characteristics of entrepreneurial individuals. Information including this systematic structure is given in the example in Table 2.

### **Evaluation criteria applied in the teaching program in the process of entrepreneurship education**

The findings were reached by taking into account the applied economics course curriculum, which is one of the application areas of the fundamentals of entrepreneurship course in the framework of entrepreneurship education in Poland. In this context, the evaluation possibilities regarding the education process are discussed under this title. The training contents and evaluation criteria were examined within the framework of the relevant training program. The methods and techniques used to measure student achievement in the education process are mentioned. The recommended criteria to be used to control student success can be explained as follows (Ministry of Education, Applied Economics Curriculum, 2020): 1-The success of the student should be evaluated in line with the aims of the program. Educational content on this subject should be taken into account. 2- Interpretation of the obtained information and researching how to use this information in the future learning process has been deemed important. 3- Six important functions of school evaluation (supportive, descriptive, positive, formative, knowledge-centered and motivation) should be taken into account. The teacher's task is to fulfill these functions in school practice. 4- School administrators and teachers should focus on assessment, identification / communication. These two processes are equally important. According to this: A diagnostic (input) evaluation is recommended at the beginning of the information cycle. Formative assessment is a way to support students' work throughout the process. Teaching the basics of entrepreneurship and informing students about their current achievements is part of the education process. The summative (outgoing) assessment at the end of the teaching-learning process is a summary of student and teacher work. The rules for evaluating student achievement in the process of entrepreneurship education in the relevant program are given below: (1) Informing the student about the educational achievement and behavior level and making progress in this regard. (2) To determine how the student will learn and to know what he / she does. (3) To provide students with opportunities to complete their own development and make their own plans. (4) Motivating the student to make further progress in learning and behavior. As a result, it would be correct to say that entrepreneurship education aims at an assessment process based on student-centered knowledge, skills and motivation.

### **Discussion, Conclusion and Recommendations**

Within the scope of entrepreneurship education, educational programs in Poland have been handled within the scope of content, learning outcomes and evaluation criteria and the following results have been reached.

The applied economics curriculum, which is one of the courses in which entrepreneurship education is given, includes the following topics: (1) How should an entrepreneur be?

Entrepreneurial, modern world? Market economy. (2) supply, demand, price; Why is the state in the economy? (3) Consumer rights. (4) The modern world and money. (5) Investment. (6) Why do I need a bank? (7) Retirement. (8) Tax. (9) Loyalty to what. (10) Be your boss on how to start your own company. (11) How do you finance your business? (12) Become a leader or manager. (13) How to be successful. Based on these issues, it has been tried to develop competencies for the elements (knowledge, skills and values) of entrepreneurship education.

According to the sample curriculum, the following competencies can be mentioned as examples of targeted learning outcomes in learning areas: Entrepreneurial characteristics, self-assessment, explaining entrepreneurship concepts, analysis of communication elements, defining the properties of money, expressing and explaining money forms, monetary policy, ethical practice and behavior examples, business defining the types of application documents, analyzing competencies, exemplifying ethical behavior, explaining the role of businesses in the economy, classifying businesses according to criteria, presenting and explaining business models. In addition, competences such as using SWOT analysis to identify the positive and negative aspects of individual skills are included in the program.

There are criteria established to evaluate students in the entrepreneurship education process. In this context, various methods have been determined to control the success of teachers and students according to the content of the education. It was suggested that the scope of the teaching content and the aims of the program should be taken into account in the evaluation of student achievements. In addition, it was deemed important to interpret the information obtained during the evaluation process and to investigate how this information will be used in the next learning process. Six important functions identified in the assessment of students in schools are expressed as follows: (1) supportive, (2) descriptive, (3) positive, (4) formative, (5) knowledge-centered, and (6) motivational. The teacher's task is to fulfill these functions in school practice. It was emphasized that assessment processes in schools should focus on identity formation and the development of communication skills.

Entrepreneurship training, which is carried out to increase entrepreneurial activities, is transferred to individuals within the framework of the unique cultural context of each country. In the USA, entrepreneurship education is given at primary grades and students get acquainted with entrepreneurship and entrepreneurship education before they reach high school level. In Japan, entrepreneurship education has been given in high schools since 2001 (in Tokyo). In Korea, entrepreneurship education, which started in colleges, became widespread later and was supported by various entrepreneurship training courses. Han & Lee (1998) attribute the economic development of the USA to advances in entrepreneurship. The main reason for the differences in economic and social life between South Korea and North Korea can be explained as the entrepreneurial economic philosophy. Because North Korea's lack of support for entrepreneurship has prevented an

entrepreneurial culture in this country. On the contrary, South Korea has attached great importance to the formation of an entrepreneurial culture in order to get rid of the financial crisis, and has made a significant breakthrough by supporting important entrepreneurial activities since 1997. As a result, the following factors have been effective in this success of South Korea: 1-Increase in the number of colleges providing entrepreneurship education. 2- Development of postgraduate programs. 3- To include students in business life with entrepreneurship education. 4- Realization of a significant growth with the increase in entrepreneurial activities. From this point of view, there is a relationship between the development, success and growth of countries and entrepreneurship education. As a matter of fact, Poland's success in PISA and TIMSS research results is directly proportional to the importance it attaches to entrepreneurship education.

Studies on entrepreneurship education and innovation are very popular in the world. Fayolle et al. (2005) stated that the scientific interaction between Europeans will leave its place to Asian countries in the future. In particular, China's integration of entrepreneurship training and development activities into all its programs and developing strategies in this direction in order to create a country based on innovation by 2020 was cited as an example of this situation. The fact that some European countries such as France, Finland and Estonia are below the European average in the Total Entrepreneurial Activities (TEA) index has been evaluated as a striking difference and a contradictory situation in entrepreneurship activities for Europe. In European countries, proactive attitudes and activities of Europe's competitors have been deemed important in order to better understand the complex dynamics between entrepreneurship, environmental factors and education. It is possible that the entrepreneurship activities in the world will shift to eastern bloc countries in the coming years. Despite this, Poland's success in entrepreneurship education is striking.

As a result, it is seen that there is an effort to teach entrepreneurship education in Poland more efficiently than in many countries of the world. Using active teaching methods (visual moderation, blended e-learning, educational entertainment tools) will be effective in gaining entrepreneurship skills. In this sense, methodological support can be provided to teachers (Wach, 2013). However, course contents and teaching programs for entrepreneurship education should be considered in a wide scope both theoretically and practically in terms of knowledge, skills and values. It would be beneficial to systematize the entrepreneurship-related elements (process, subject, skills and values) included in the training programs. An example of this systematic structure is given in Table 2.

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