



Manuscript Template

Is It Possible to Create an Enterprising and Innovative Educational Eco Community?

Mustafa Zulkuf Altan¹



Submitted: 19.06.2021; Accepted: 21.12.2021; Published Online: 31.12.2021

Abstract

The shifting landscape of entrepreneurship education and research indicate that it is important to create a transition and adapt in order to continue offering impactful enterprising education for the next generation of entrepreneurs. Most current classroom practices, models, suppositions about learning and ways to deal with learning and educating by and large uncover that they can't prepare people for these new and sudden difficulties since they are solely founded on a universe of yesterday. The globe needs more imaginative and inventive people who can find answers for both present and future worries in each area of the community they live in.

How might this vision be cultivated? Who can carry this vision to materialize? This paper features the significance of executing an enterprising education implemented by those who are enterprising themselves in order to cultivate the desired mindset to establish an enterprising and imaginative educational Eco community for a just, better and harmonious world.

Keywords: Eco community, Enterprising education, Innovation, Creativity, Entrepreneurship

Introduction

Education faces challenges that we have not experienced previously, especially after Covid-19 pandemic. Meeting all these challenges, calls for new paradigms and new priorities in education. Schooling all over the world is challenged by extraordinary difficulties such as, financial, technological, social, sociological, pandemics and individual. Therefore, those who are responsible to produce policies stress the dire need to foster human resources and specifically to encourage creativity, versatility and better powers of correspondence (NACCCE, 1999).

Entrepreneurship is of course not a new idea but has never been more important than it is today in this time of economic, social, sociological and financial crisis, both at local and global scale, and massive societal challenges. Innovation and entrepreneurship are possible potential instruments to provide solutions for the global challenges of the 21st century and onward by building sustainable development, creating jobs, generating renewed economic

¹ Erciyes University, Faculty of Education, Department of Foreign Languages Education, Prof. Dr. [0000-0001-9391 5856.], altanmz@erciyes.edu.tr

growth and advancing human welfare. And education has the potential to develop the skills to generate the entrepreneurial mindset needed to prepare future leaders in all sectors, entrepreneurs, to solve more complex, interlinked and rapidly generating problems of the world (Altan, et al., 2014, p.231).

“Entrepreneurship and education are two very important opportunities that should be interconnected and focused if we need to build up the human capital required for building affluent societies of the future. Entrepreneurship is the main engine igniting and firing innovation, creating employment and sustainable financial growth and development” (Altan, et al., 2014, p.231)

This paper advocates an instructive methodology to establish an enterprising and creative educational eco community together with the substantial advances expected to execute that procedure. The strategy proposed is straightforward however its application requires a paradigm change and a solid determination from political, business, social leaders and more importantly educational leaders.

Entrepreneurship, Creativity and Innovation

European Commission defines entrepreneurship as the “mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization”. (EC, 2003, p.5).

Drucker (1985) as cited in Okpara (2007) points out that entrepreneurship is not a magic, not mysterious, and it has nothing to do with the genes. He argues that it’s a discipline. And, therefore, like any discipline, it can be learned. As a result, teaching entrepreneurial skills in schools at all levels, starting at an early age, have an important role in this process. Thus, an entrepreneurial perspective or mind-set can be developed in individuals.

Entrepreneurship means much more than starting a new business. It denotes the whole process whereby individuals become aware of the opportunities that exist to empower themselves, develop ideas, and take personal responsibility and initiative. In a broader sense, entrepreneurship helps young men and women develop new skills and experiences that can be applied to many other challenges in life. Entrepreneurship is therefore a key priority area with the potential to stimulate job and wealth creation in an innovative and independent way (Okpara, 2007, p.7).

Entrepreneurship provides young people with valuable life skills and tools to empower them to build sustainable and prosperous futures for themselves and their communities. Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities, establish, and run an enterprise successfully. The concept of entrepreneurship has been associated with several activities concerned with the establishment and operations of business enterprises (Okpara (2007, p.8).

Stevenson (1985) as cited in Okpara (2007) defines entrepreneurship as “the process of creating value by putting together a unique package of resources to exploit an opportunity. Entrepreneurship is the ability to create and build something from practically nothing. It is initiating, doing, achieving, risk-taking, and building an enterprise” (Okpara 2007, p. 8). Therefore, entrepreneurship infuses the enterprise culture into the individuals.

Entrepreneurship instills the enterprise culture into the individuals. Enterprise here can be defined as resourcefulness, initiative, drive, imagination, enthusiasm, zest, dash, ambition, energy, vitality, boldness, daring, audacity, courage, get up, and go. Entrepreneurship, therefore, encompasses all the productive functions that are not rewarded immediately by regular wages, interest and rent and non-routine human labor. It is also not investing capital

funds along. It is actually, the functions of seeking investment, production opportunity, organizing an enterprise to undertake new production process, raising capital, hiring labor, allocating resources, and creating new enterprises (Okpara, 2007, p.8).

Drucker (1985) as cited in Okpara (2007) argues that “innovation is the tool of entrepreneurship. In addition, both innovation and entrepreneurship demand creativity. Creativity is a process by which a symbolic domain in the culture is changed” (Okpara (2007, p. 2).

New chants, new philosophies, new devices are what creativity is about (Csikszentmihalyi, 1996 cited in Okpara, 2007).

“Creativity is the ability to make or otherwise bring into existences something new, whether a new solution to a problem, a new method or device, or a new artistic object or form” (Okpara, 2007, p. 2). Additionally, Wyckoff (1991) as cited in Okpara (2007) defines creativity “as new and useful. Creativity is the act of seeing things that everyone around us sees while making connections that no one else has made. Creativity is moving from the known to the unknown” (Okpara (2007, p. 2).

Creativity and Innovation are at the core of the soul of any enterprise and entrepreneurial thinking. It implies endeavoring to perform exercises differently or to perform various activities to empower the entrepreneur convey an extraordinary blend of value. Thus, the real value of creativity and innovation is to open a door to insightful enterprise actively searching for chances to do novel things or to do existing things in exceptional ways for humanity (Okpara, 2007).

Education and Entrepreneurship

Entrepreneurship is considered as one of the key competences among all others for creating affluent societies and therefore, enterprising education becomes the main factor that makes the essential differences among countries.

Considerable advances, even astonishing breakthroughs, have been created throughout the last decades in our understanding of the connection among learning and development on one hand, and business and development on the other hand. Additionally, significant understanding has likewise been gained on with respect to how business, development and learning are interrelated. However, a complete comprehension is as yet missing concerning the interface of those factors: knowledge, development, enterprise, innovation, creativity and development (Altan, 2019b, p. 196).

Considering the above picture, educating the future generations plays the main role for next innovations and developments so we could establish a more humane enterprising and creative ecosystem. Remembering the current practices, it isn't hard to comprehend those present instructive models, theories about learning and teaching at all degrees of schooling can't prepare people for these new and sudden difficulties since present educational practices everywhere on the world are almost about a universe of yesterday (Altan, 2019b). Unfortunately, most present education systems, philosophies and implementations limit their students' ability to fully access or participate in learning which in turn limit their enterprising and innovative initiatives (UNESCO, 2015; Altan, 2020). Therefore, as educators we need to create alternatives. That is, we desperately need for an educational paradigm shift to educate more individuals with enterprising mindset to create innovation in each and every area of life.

The changes we have been witnessing in the world today are portrayed by new degrees of intricacy and inconsistency. These progressions produce strains for which education is relied upon to get people and networks ready by giving them the capacity to adjust and to react. The desire of sustainable advancement expects us to solve common problematic issues and pressures and to perceive new horizons for more humane solutions.

Societies which are going through profound changes require for new types of instruction to cultivate the capabilities that societies and economies need, at present and in future. The world is changing so must education. This implies moving away from simple literacy and numeracy, to learning how to live in a world under pressure and difficult situations as in the case of Covid-19 pandemic and possible future ones. The new education models and practices should be about learning for greater justice both economically and socially, social equity, global unity and concordance. It will also help to weave together the social, economic, public health and environmental dimensions of sustainable development.

Education is the core of creating globally integrated framework for sustainable development goals in every area. Education is at the heart of our efforts both to adapt to change and to transform the world we live in. Therefore, an enterprising philosophy of education at all levels should be the main foundation for learning throughout life in such a complex and ever-changing world.

It is clear that the globe needs people who are more inventive, imaginative, and ready to concoct answers for both present and future worries in each area of the community they live in. And every one of these arrangements and possible solutions ought to be to benefit individuals and the general public they live in. What is schooling for? What sort of individuals do we wish to teach and raise? For what reason do we require more advancement and imaginative people? How could this vision be refined? Who can carry this vision to work out? These inquiries should be answered both wisely and wholeheartedly.

Since entrepreneurship is perceived to be the core source of innovation, creativity and growth and generally recognized as a measure of a country's economic condition, the way countries establish their educational systems can lead people to develop qualities that are considered to be vital for entrepreneurship, innovation and creativity. To build an enterprising eco community, it is important to change traditional ways of educational systems and teaching methods so that learning takes on new meanings for the whole society. Without changing the predominant culture, it is impossible to create the desired change to create more and better enterprising individuals. Therefore, culture or the present accepted eco community is considered to be the biggest barrier in front of the desired change (Altan, 2019b, p.196).

Educators assume a critical part to the accomplishment of any instructive framework for a positive cultural change. Qualified and well-resourced teachers can lead the education to the best. Consequently, education of teachers assumes the primary part for getting ready the required educators for both present and future organizations. (Altan, 2019b).

“Enterprising education, implemented by enterprising teacher educators and/or teachers has a potential power to help the world to create economic growth, jobs, innovation and to raise happy citizens capable of finding solutions for many long lasting and ever growing local and global issues and bring both prosperity and peace” (Altan, 2019b, p.197).

Who are Enterprising Teachers and What do they do?

Enterprising education is more than arrangement on the most proficient method to maintain a successful business. It is about how to foster the enterprising practices to empower individuals to transform thoughts into action in every sector (EC, 2014). Therefore, teachers cannot teach how to be entrepreneurial if they are not themselves entrepreneurial and teach entrepreneurially.

Enterprising competences require active methods of engaging students actively to release their creativity and innovation. Enterprising competency and skills can be acquired or built through hands-on, real life learning experiences (EC, 2014).

Enterprising teaching has more relevance today than ever before. Teachers have the responsibility to develop the discovery, reasoning, and implementation skills of our students

so they may excel in highly uncertain environments. These skills will enhance the likelihood that our students will be able to identify and capture the right opportunity at the right time and for the right reason. Who will practice this kind of teaching? Enterprising teachers will of course practice this kind of teaching (Altan, et al., 2014, p.233).

Therefore, “enterprising teachers will be those who master the art of knowing how much ownership of learning they would own and how much control they would allow to their students, maximize social learning, empower student communication, create inspiration and commitment of students; empower students to take calculated risks; and include students in taking individual obligation for the advancement of their learning” (Gibb, 2000, p.28).

Enterprising teachers absolutely have a passion for teaching. They are inspirational, open-minded and confident, flexible and responsible but at the same time they are rule-breakers (EC, 2014). That is, they are able to think without boxes. They are good listeners and action oriented and can harness and sell ideas. They believe in team work and have a good network for cooperation. They are able to connect different sectors, such as the relationship between economy and education. Therefore, they seek to close the gap between education and economy and include practices to bring outside into the classroom by focusing on real-life experiences. Although relatively little research results have been available on the entrepreneurship education practices of teachers in basic and upper secondary education, some very detailed practice forms can be reached (Ruskovaara & Pihkala, 2012). They do not see the curriculum as a holy book to follow blindly from the first page till the last page. Instead, they follow a flexible and adaptable study plan and prefer interdisciplinary, Project/inquiry-based learning by using different training materials rather than textbooks. They strongly believe in group work. As a result, they put emphasis on group processes and interactions. There is always a place for diversity in the classroom, such as a diversity of opinions, answers, solutions, choices and the reflection about the learning process (Okpara, 2007).

An enterprising teacher is more like a coach rather than a lecturer. They strongly believe in individual differences and therefore they support the individual learning processes of students and the development of personal competences.

Individual Differences and Alternative Assessment Systems for Creating an Enterprising and Innovative Eco community

Traditional education characterized heavily by so called standardized tests which I call as standardizing tests, first destroy and then diminish individuals’ enterprising potentials. Mainly based on verbal/mathematical intelligences and left brain centered assessment practices do exclude imagination, variety of talents, basic reasoning abilities, entrepreneurial spirit, global capabilities, morals, sympathy, human touch which are the functions and qualities of the right brain. (Altan, 2019b).

Young people spend quite a lot of their formative and sensitive years at school. Their needs in school are not only academic. They are social, spiritual and emotional. All young people need an education that helps them to find meaning and to make sense of themselves and their lives (Altan, 2019b).

We should review some of the basic assumptions of our present education systems. New approaches are needed based on broader conceptions of young people’s abilities, of how to promote their motivation and self-esteem, profiles of intelligences and of the skills and aptitudes they need (NACCCE, 1999).

Enterprising teaching is an instructive method which considers individual parameters and needs and stress interactive and insightful educational practices in getting sorted out the learning climate. Enterprising education is predominantly founded on mindful practices. Nonetheless, it is more than that. It is an outlook focused on individual’s self-drive chasing after significance.

Individual differences encompass information processing habits, attitudinal tendencies, and biologically based responses that are typical of the ways a given individual learns and prefers to learn (Keefe & Jenkins, 2005).

Individual differences can influence how an individual behaves in various situations. Therefore, understanding and respecting these differences can help us know how to best support and respond to what an individual needs. Individuals bring a huge variety of skills, needs, and interests to learning. As a result, curricula, that is educational goals, methods, materials, and assessment should be designed to enable all individuals to gain knowledge, skills, and enthusiasm for learning where everybody is nourished and honored equally. (Altan, 2019a, p. 27).

Enterprising schooling is focused on customizing guidance by assisting individuals with creating individual learning plans, helping with diagnosing their both cognitive and affective qualities and shortcomings along with their other individual differences, adjusting the learning climate and guidance to individual needs and interests, and tutor real and reflective learning encounters for them. For example, more on how to develop entrepreneurial skills and capabilities, as well as introducing more entrepreneurial activities. Such activities especially for higher education could be found in Walsh and Powell (2018).

Instruction in an enterprising program must start with information on the learner if the objective is to create a learning environment nurturing the aptitudes, intelligences, learning styles, learning strategies, personalities, motivation types, brain dominances, needs, and interests of each learner. That is individual differences. The basis of any enterprising instruction approach is some form of finding, deciding and determining the learning related differences of individual learners. This process is all about discovering student learning profiles including all individual differences.

Enterprising education taking individual differences into account and based on alternative assessment systems have the power to be the ultimate solution to overcome the present obstacles and to achieve improvements for the future of the nations. Awareness on individual differences will have a great impact in raising more individuals with entrepreneurial spirit. The emphasis should be on enterprising education rather than teaching entrepreneurship which is presently seen and practiced in many educational contexts (Altan, 2019b, p. 198).

Individual differences such as motivation, intelligence profiles based on the theory of multiple intelligences, gender, attitude, self-esteem, learning strategies, brain dominance, learning styles, personality, field dependence/field independence, tolerance of ambiguity, anxiety level and beliefs about learning should be taken into account during all these activities and nurtured equally and definitely performance based/alternative assessment techniques should be implemented to prepare enterprising individuals who are creative, risk takers, critical thinkers and practice the language freely language with one another and with people in the community in order to reach an effective level of proficiency” (Altan, 2019b, p. 198).

Assessment, traditionally, is about collecting data about students. They can be considered authentic when they center around genuine execution and authority of a field of information as an interaction. The improvement of individual learning, here I am not talking about simple sorting or grading, ought to be a definitive reason for assessment. In spite of the fact that, assessment and testing are regularly utilized reciprocally, tests are just one type of assessment.

Current education practices generally focus on academic success and are usually evaluated by centralized and standardizing high-stake standardized tests or school-based tests. Both types of the tests are based on verbal/linguistic and mathematical/logical intelligences which mainly focus on the functions of the left brain and left brain focused skills and forces all individuals to put on the same size. Therefore, such tests never help individuals to question,

think, take risks, think critically, ethically, morally, be creative, patient, conscientious and merciful which are necessary and vital of having an entrepreneurial mind-set and as a result become an entrepreneur (Altan, 2020, p. 27).

Education systems need to prepare our children to become both locally and globally aware in order to become better citizens and better humans and live in a better society and better world. So called standardized or standardizing local and international assessments cause abandonment of local identities and traditions, disregarding of local needs and disrespect individual differences. Such local and international assessments do not help our children to be aware of the global nature of ever-increasing societal issues. Since tests measure only what test-makers put on them, current education practices kill individuals' entrepreneurial potentials. As a result, most test-driven curricula and local/international assessments do not include creativity, diversity of talents, critical thinking skills, entrepreneurship, global competences, morality, ethics, compassion, humanity, etc. that is all right brain focused skills (Altanb, 2019a, 22-23).

“Alternative assessment refers to procedures and techniques which can be used within the context of instruction and can be easily incorporated into daily activities of both the school and the classroom. Education systems need to shift from traditional assessment to alternative assessment” (Altan, 2019b, p. 198). Such a shift includes a redefining and visualizing of how learning happens and how students should manage the things they have learned. In particular, this sort of reconceptualization targets; initially, the dominant use of teaching as the main way of delivering education as a strategy and paper-pencil tests thus called objective as well as standardizing tests as the main method of assessing, besides, the undeniably diverse learner populace in schools at all levels, and thirdly, constructivist learning hypothesis (Altan, 2019b; Piaget, 1970; Bruner, 1986; Vygotsky, 1978 and Bandura, 2000).

Some of the alternative assessment techniques can be listed as “Exhibitions and demonstrations, Interviews, Essays, Anecdote logs, Audio and visual, Take-home exams, Minute papers, Fact maps, Graphic organizers, Dramatic readings, Dramatic performances, Debates, Contracts, Observations, Reports, Simulations” (Altan, 2019b, p. 198).

By taking individual differences into account and implementing performance based/alternative assessment techniques, entrepreneurial education aims to prepare enterprising individuals who are creative, risk takers, critical thinkers, responsible for the society they live in and who have the attitudes, skills and knowledge necessary to achieve the goals they set for themselves to live a fulfilled life in the global world (Altan, 2019b, p. 198).

Enterprising Teacher Education Programs

Student teachers ought to find the opportunity to encounter enterprising learning in their initial teacher preparation programs. Studying in such programs that authorize enterprise training in a broad sense, student teachers could build up a range of abilities, techniques and methods that empower them to be creative and innovative themselves. Teachers entering their profession with such an awareness of enterprising principles and methodologies can easily light the ‘innovative flash’ and motivate their students directly from the earliest starting point of their possible professions.

An enterprising teacher education program should have an explicit educational vision looking to provide novice teachers with the capacity to instruct for the universe of tomorrow starting from today. This ideal is installed in the whole educational plan. Enterprising ideal and qualities should be implanted into the mission and culture of the program. (EC, 2014).

Students in an entrepreneurial teacher education program, all courses should be performed with active learning methodology in mind. Traditional teaching and learning practices have no place in such programs. Contemporary pedagogies, such as project-based, active learning, independent learning,

cooperative learning, inquiry-based learning, etc., should be applied throughout the program and become embedded in day-to-day pedagogy. Non-traditional learning environments including real-life situations, out of classroom, etc. should be available for all students at all levels.

Conclusions

If we are to prepare successfully for the twenty-first century and onward, we should definitely do more than just improve academic skills of our students (EC, 2014). We need a broad, flexible, innovative and motivating education that recognizes the different talents of all children and delivers excellence for everyone and nurtures every individual equally. This is an urgent need to unlock the potential of every individual for both the present and the future prosperity and social cohesion of our nations.

Approaching entrepreneurship as a teaching philosophy means teaching a way of thinking and acting on a set of assumptions which take individual differences into consideration and use alternative assessment techniques to encourage creativity, risk taking, critical thinking, etc. that is all necessary qualities to have an entrepreneurial mind-set. Enterprising education, implemented by entrepreneurial teachers has a potential power to help the world to create economic growth, jobs, innovation and to raise happy and socially responsible citizens capable of finding solutions for many long lasting and ever growing local and global issues and bring both prosperity and peace. Therefore, we desperately need enterprising education, teacher educators and teachers who are trained and are entrepreneurial themselves (Altan, 2019b, p.23).

No reform will succeed unless it starts and ends with teachers and with those who teach and train them. Enterprising teachers, teacher educators committed to the development of enterprising education and instruction in schools must become the change agents. Change can be both compromising and troublesome. It can likewise be a difficult work since it mostly includes adjusting to another condition, working practices or individual conditions. When faced with something new or unexpected, our underlying reactions are frequently one of anxiety and sometimes fear. Change can influence the way we feel emotionally, rationally and physically. It can likewise harm our confidence by placing us in new and challenging circumstances if handled ineffectively.

Education should be able to provide an eco-community to help all young people to develop unique capacities along with providing a basis on which they can each build lives that are meaningful, purposeful and fulfilling both for themselves and for the societies they live in. Simply put natural eco community can be described as a completely independent unit of interdependence of organisms which share the same habitats (Wikipedia). Applying this concept to social sciences, an entrepreneurial eco community includes a set of tangible and intangible resources and actors characterized by an interdependence relationship that creates important synergies (Carvalho, et al, 2010). However, present education practices teach skills just for work. However, lives are much more than work. They will absolutely need much higher-level skills than work to perform in socially responsible real democratic societies. Here, neither the issue nor the solution is never technology, but to be more human. Education systems and practices should lead to the kind of human race we want for the future of our nations.

To get ready worldwide, inventive, risk taking, broad-minded, socially aware and capable and enterprising generations for the future, schools ought not destroy and diminish students' interest, creative mind, desire to unique and novelty by forcing out dated classroom practices and assessing them with standardized and standardizing local and international tests intended for one size fits all way of thinking. Schools should provide option to improve human interest and inventiveness, stimulate risk taking, and develop the pioneering soul (Altan, 2014; Altan, 2015). As a result, the type of education for creating an enterprising and innovative eco community should emphasize freedom of inquiry, thought, and reflection, as opposed to high stake both local and international tests and memorization should be practiced at every level of education by nurturing all individual differences and respecting all differences equally and assessing their true potentials.

To have a higher quality and more inclusive future where people can live happily, successfully and peacefully, we need to create proper education systems and train educators to serve for this system at all level of education. Committed, wholehearted and visionary leadership is necessary to ensure that enterprising education is in the genes of the school system and practices. Education and teaching ought to break free of the strict limits of conventional approaches and begin considering the desires and needs of the learners of today and the future. This vision could be accomplished by an instructive model considering individual differences and alternative assessment techniques as opposed to traditional standardizing curriculum and testing. So as for the answer to the question in the title, yes, it is possible to create an enterprising and innovative educational eco community through enterprising teaching taught by enterprising teachers. Would you like to join me?

Acknowledgements

None. No funding to declare.

Conflict of Interest

Author has no conflict of interest to report.

References

- Altan, M.Z. (2014). *Türkiye'nin Eğitim Çıkmazı. Girişimci Öğretim, Girişimci Öğretmen*. (3rd Ed.). Pegem.
- Altan, M.Z., McMurtry, D., & McMurtry, S. (2014). Effective teachers as effective entrepreneurs: results of a tri-nation professional development project. *International Journal of Social Entrepreneurship and Innovation*, 3 (3), 230-244.
- Altan, M.Z. (2015). Entrepreneurial teaching & entrepreneurial teachers. *Journal for Educators, Teachers and Trainers*, 6 (2), 35–50.
- Altan, M.Z. (2019a). EFL Classes for Cultivating Entrepreneurial Mind-set. *Language Teaching Research Quarterly*, 11, 20–30.
- Altan, M.Z. (2019b). Education for Creating an Entrepreneurship and Innovative Ecosystem. [Special Issue]. *Journal Plus Education*, 24, 95-200.
- Altan, M.Z. (2020). Extrability and the Theory of Multiple Intelligences as a Phenomenon for Inclusive Educational Renewal. *European Journal of Special Education Research*, 5, (3), 17-38.
- Bandura, A. (2000). Cultivate self-efficacy for personal and organizational effectiveness. In E. A. Locke (Ed.), *Handbook of principles of organization behavior* (pp. 120-136). Blackwell.
- Bruner, J. (1986). *Actual Minds, Possible Worlds*. Harvard University Press.
- Carvalho, L., Costa, T., Dominginhos, P. (2010). Creating an entrepreneurship ecocommunity in higher education. In Soomro, S. (Ed.), *New achievements in technology, education and development* (pp. 1–19). ISBN 978-953-307-066–7.
- Ecocommunity. In Wikipedia. <http://en.wikipedia.org/>
- European Commission. (2003). *Green Paper on Entrepreneurship in Europe*. Retrieved from <https://publications.parliament.uk/pa/ld200203/ldselect/ldeducom/142/142.pdf>
- European Commission. (2014). *Entrepreneurship Education: A Guide for Educators*. Directorate-General for Enterprise and Industry, European Commission. Retrieved from file:///C:/Users/HP/Downloads/Guide_Entrepreneurship%20Education_2014_EN.pdf
- Gibb, A. A. (2000). Creating an entrepreneurial culture in support of SMEs. *Small Enterprise Development*, 10 (4), 27–38.
- Keefe, J., Jenkins, J. (2005). *Personalized Instruction*. Phi Delta Kappa Educational Foundation.
- National Advisory Committee on Creative and Cultural Education (NACCCE). 1999. *All Our Futures: Creativity, Culture & Education*. DFEE Publication.
- Okpara, F. (2007). The value of creativity and innovation in entrepreneurship. *Journal of Asia Entrepreneurship and Sustainability*, 3(2), 1-15.

Altan (2021). *Education Reform Journal*, 2021,6(2), 62-71

Piaget, J. 1970. *The Science of Education and the Psychology of the Child*. Basic Books.

Ruskovaara, E., Pihkala, T. (2012). Teachers implementing entrepreneurship education: classroom practices. *Education and Training*, 55 (2): 204-216.

UNESCO. (2015). *Rethinking Education. Towards a global common good*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000232555>

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Walsh, A., & Powell, P. (2018). Supporting student innovation through an engagement, employability and employment Ecocommunity. *Higher Education, Skills and Work-Based Learning*, 8 (1), 15-28.