

Intentional Development of an Inclusive Entrepreneurship Ecosystem In Turkey

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Minister Sahin, Ambassador Ricciardone, distinguished faculty, members of Tepav, Ladies and Gentleman- thank you for this wonderful opportunity to speak today.

Entrepreneurship drives economic development, and as a result, Entrepreneurship is central to policy and education around the world. The Global Entrepreneurship Monitor (GEM) study, now in its 13th year, profiles entrepreneurial activity around the globe interviewing 140,000 individuals (18-64) in 54 economies, and spanning diverse geographies and a range of development levels. In 2011, GEM estimated that 388 million entrepreneurs were actively engaged in starting and running new businesses.

Some highlights:

- 141 million early stage entrepreneurs expected to create at least 5 new jobs in the next 5 years
- 165 million young people (18-35) were identified as early stage entrepreneurs and 65 million of these expected to create 20 or more new jobs in the next 5 years.
- 163 million women were identified as early stage entrepreneurs
- 18 million early stage entrepreneurs sell at least 25% of their products/services internationally.

These figures are very compelling.

GEM is unique because it surveys individuals, not companies, and captures multiple phases of entrepreneurship- intention to start, nascent, new, established and discontinued businesses. It is a consortium of national teams, for this year, up to 69 institutions with 400 scholars. These country teams will oversee a national survey of at least 2000 adults in their economies.

The survey groups individuals by economy stage of development because these conditions affect entrepreneurship across societies and help us to interpret rates of entrepreneurship.

Factor economies are those dependent on subsistence agriculture to extraction of natural resources, creating regional scale-intensive agglomerations. These include Algeria, Iran, Pakistan and Venezuela.

Efficiency driven economies are those with increased industrialization and economies of scale. Large firms dominate, but supply chain niches open up for small and medium enterprises. These include Turkey Peru, Brazil, Croatia and China.

Innovation driven economies are those having strong R&D, knowledge intensity, and expanding service sector. Greater potential for innovative entrepreneurial activity. These include Australia, France, Germany, US, Japan and other Western European countries.

Unique to GEM is that it captures Attitudes, Entrepreneurial Activity and Aspirations of Entrepreneurs.

Society wide perceptions can have broad influences on entrepreneurship in an economy- these attitudes affect entrepreneurs who rely on an array of stakeholders (customers, suppliers, investors, families). Countries with very high perceptions of favorability of entrepreneurship as a high status or a good career and attention in the media include Brazil, Peru, Bangladesh.

These perceptions are correlated with relatively high rates of entrepreneurship TEA rates of Entrepreneurship

Brazil (14.9%)
Peru (22.9%)
Bangladesh (12.8%)
(anything over 10% TEA would be above the average)

On the other hand countries having low favorability perceptions include Greece, and Japan, which have relatively lower rates of entrepreneurship.

Germany (5.6% TEA)
Japan (5.2% TEA)
(average TEA for the innovation economies is around 8%)

We know that **entrepreneurs' perceptions are related to intentions to act**. The degree to which entrepreneurs **perceive opportunities and perceive that they have the capabilities** is more likely to result in an entrepreneurial start up.

Economies reflecting relatively high rates of **perceived opportunities and capabilities** are:

Guatemala and Jamaica in the Factor group and once again, these entrepreneurial perceptions are associated with higher rates of entrepreneurship

Peru and Colombia in the Efficiency group show relatively higher rates of perceived opportunities and capabilities and in these countries, the TEA rate is also very high. (Peru- 22.9% TEA and Colombia 21.4% TEA)
 In the Innovation Economy group, Australia and the Netherlands rate relatively highly on both perceived opportunities and capabilities and have a correspondingly high rate of TEA (Australia 10.5% and Netherlands, 8.2% among the highest of these economies).

In the case of Turkey, 42% of individuals surveyed had confidence in their capabilities but a lower percentage of individuals (32%) perceived opportunities. Turkey's TEA rate is above average **at 11.9%** overall, higher than for most innovation economies but about average for the Efficiency driven economies. In the Efficiency group with Turkey, the country with the highest rate of TEA was China at 24%, the lowest was Russia at 4.6%.

But importantly, according to the GEM report for Turkey, the rate of nascent entrepreneurship has risen from 2008 to 2010 from 6% to 8% and to 11% in 2011.

And so, in nearly all countries where there is a rise in the TEA rate, the entrepreneurs perceptions of skills and capabilities and opportunities also are positive. In other words, attitudes of entrepreneurs matter.

The relationship between attitudes and entrepreneurship is even more striking when we consider women entrepreneurs. Around the world, there are differences in the attitudes and beliefs from men which are associated with lower rates of women's entrepreneurship.

More than **104 million women around the world are in the process of starting businesses, and another 83 million are running established businesses**—this is **187 million women** entrepreneurs around the world- contributing to economies, jobs and innovations.

However, in **only 8 economies is the rate of women's entrepreneurship comparable to their male equivalents** (Panama, Venezuela, Jamaica, Guatemala, Brazil, Thailand, Switzerland and Singapore). **In every other economy, men are starting businesses on average 2 to 3x the rate of women.** In Turkey the rate is 2.5 men to every woman entrepreneur.

Around the world-- Attitudes are very important as we think about the gender gap. Compared to men:

- Women are less likely to perceive opportunities for entrepreneurship
- More inhibited by fear of failure—in fact fear of failure rises with innovation level of the economy
- In societies where women believe they have the capabilities for entrepreneurship, they are more likely to believe that entrepreneurial opportunities exist.

- Compared to men, women are equally likely to see entrepreneurship as attractive, but they lack positive attitudes about their own personal capabilities.

This GAP is also prevalent in Turkey—a higher percentage of men perceive opportunities for starting a business than women and men are more confident in their knowledge and experience.

In the economies where the rate of women’s entrepreneurship is higher, we also see that their perceptions of their knowledge and capabilities, as well as perceptions of opportunities are more positive than in countries where these perceptions are lower. So my point here is that societal attitudes toward entrepreneurship and perceptions about one’s belief in their capabilities influence their perceptions of opportunities and fear of failure.

How do we influence societal attitudes and perceptions of entrepreneur?

It starts with a focus on the Entrepreneurship Education Ecosystem. To influence perceptions about entrepreneurship, and increase belief in confidence and skills of entrepreneurs, communities need to be **intentional about the development of an entrepreneurship education ecosystem.**

*****What is an entrepreneurship education ecosystem?**

Fetters, Rice, Greene & Butler call an entrepreneurship education ecosystem ***“a multi dimensional enterprise that supports entrepreneurial development through a variety of interrelated activities- teaching, co-curricular and research”***

They argue that the hub of an entrepreneurship eco-system in any region is a school or university. I have extensive experience in this area which will frame my remarks going forward. My experience includes 30 plus years teaching and researching entrepreneurship, 3 different Boston Massachusetts Schools, I have experience as an entrepreneur, am a member of an angel group and for the past 7 years have been Division Chair of Entrepreneurship at Babson College- supervising the largest entrepreneurship faculty in the world (47 faculty) and for past 3 years I have been Center Director of the Arthur M. Blank Center for Entrepreneurship.

I will to focus on how universities and colleges can contribute to the development of an Entrepreneurship Education by pursuing and **intentional strategy, linked to the current expertise and in the region.**

By way of example-- You are probably familiar with different types of entrepreneurship education ecosystems- for example in the **United States area of Northern California, Napa, Sonoma wine country** there is a Wine ecosystem- suppliers, producers, educational degrees, investors and jobs are focused around the wine producing industry.

In the **Boston area, there is a life-sciences ecosystem-** There is National Institute of Health funded research in hospitals, there are colleges and universities with courses

and health care business and medical degrees, a community of biotech start-ups and many venture capital firms focused on investing in life sciences in the area.

A thriving entrepreneurship education ecosystem can create more employment opportunities, produce higher wages , increase productivity and improve entrepreneurship in a region.

For Colleges and Universities to be a hub for an entrepreneurship ecosystem, there should be a focus—which is linked to the assets and capabilities of the school, the faculty and the programs. Every college or University has an area of expertise, a set of capabilities, curriculum, and specialization. This **expertise and set of capabilities** should be the anchor for building an entrepreneurship education ecosystem.

For example- your school might have a strong agricultural base- like the **University of California at Davis**- they have a specialty in animal husbandry, veterinary medicine, agricultural economics—therefore they can work on expanding the agricultural and veterinary medicine ecosystem by expanding research and development or technology transfer to create new veterinary medical businesses.

And so as you think about Turkey and in particular the Universities and Colleges in the area, you might think about the question:

******What is your University/College known for?**

******What do you want your College/University to be known for?**

Then, you can connect entrepreneurship education to your school's capabilities and assets. After identifying the focus, there are in three areas to develop:

PEOPLE, PROGRAMS and PARTNERSHIPS

I'm going to use the Case of Babson College where I work, as illustrative of an entrepreneurship education ecosystem hub and how we developed PEOPLE PROGRAMS AND PARTNERSHIPS to expand the entrepreneurship education ecosystem.

Briefly, Babson College is- a small private school 10 miles west of Boston, in a residential area- we have 2000 undergraduates and 1500 MBA students, we award only business degrees. Our undergraduate students are about 37% international, 47% female and represent 65 different nations and speak 85 different languages. We have 4 MBA programs, full time, part time, one year and blended learning- and our MBA's are also 37% international, higher in our full time program, and 33% female. We have a campus in Wellesley Mass, downtown Boston in the Innovation District and in down town San Francisco. By way of example, we have been doing entrepreneurship for 37 years, but it has evolved—Entrepreneurship was our brand for many years, in the last three years, entrepreneurship has become our strategy.

President Len Schlesinger was here in Turkey this past spring and if you had a chance to hear him- he will say that “entrepreneurship is a deliberate focus in everything we do- and it is intentional.”

Our College mission is to: **Educate Entrepreneurial leaders who create great economic and social value everywhere.**

At Babson, **we define entrepreneurship is defined** as: ability to identify or create opportunities, bring together the leadership team, and acquire resources to create something of economic or social value.

We **support entrepreneurship of all kinds**- meaning you don't have to just start the business- can be franchise, family, social or corporate venture- can buy the business or be a de novo start up.

Most important, **we assess and measure outcomes**- we teach entrepreneurship as a method, a skill that is learned and we assess the degree to which our students learn these entrepreneurship skills. Oh yes- and by the way we are the # 1 entrepreneurship School in the world- both Graduate and Undergraduate as rated by US News and World Report and other top rankings services for as long as they have been giving out rankings (more than 16 years).

I'm not suggesting that colleges and universities copy Babson's strategy, rather they start with what they are good at, leverage their expertise and build their own entrepreneurship focus- whether it is health care, software technology, corporate venturing or social enterprises.

At Babson and other schools, the three elements important for changing attitudes and perceptions that can help to catalyze and build an entrepreneurship ecosystem are PEOPLE, PROGRAMS and PARTNERSHIPS

First- The PEOPLE—People working in universities/colleges (both faculty and staff, part and full time faculty) are central to the development of an entrepreneurship ecosystem. This includes the leadership of the school, the faculty expertise, the staff and support systems—

When it comes to the **People** as you think about your colleges and universities, you might ask

***“**Who does entrepreneurship at these schools?**”

***“**How do these people support and enhance the schools' entrepreneurship focus?**”

The answer to these questions has to do with the composition of your faculty- Part time- full time, practitioners –PhD qualified researchers

At Babson College, we screen our faculty on whether or not they have entrepreneurship experience of some kind-ALL of our 47 entrepreneurship faculty have some entrepreneurial experience (venture capital, entrepreneurs, corporate venturing, launching a non-profit, franchising, mergers and acquisitions in small firms, etc.) we presently have 17 full time tenure- tenure track faculty and 27 part timers.

We expect some of our entrepreneurship faculty to do top quality research as well. Our portfolio of faculty includes those who are excellent researchers, teachers, case-writers, mentors and technologists.

Besides choices about faculty we hire, **we train faculty and staff**

All our Entrepreneurship faculty and go through a multi-stage on-boarding process-- Whether they are part time adjuncts (practitioners) or full time tenure/tenure track faculty. For example, our faculty would go through the following steps:

1. They would attend a College Faculty Orientation day
2. They would shadow a course for a semester- paired with a mentor faculty, and guest teach during this time
3. Attend our Symposium for Entrepreneurship Educators Program
4. They would work with their mentor and Division (department) Chair
5. They would be appraised by the Division Chair and mentor who would sit in and evaluate the performance of their teaching, and review student teaching evaluations.

All faculty in entrepreneurship and a good number of faculty College wide also attend our Symposium for entrepreneurship Educators Program SEE.

Symposium for Entrepreneurship Educator Training- SEE- trains faculty on how to teach entrepreneurship. Since 1984, we have trained more than 1,050 academics and entrepreneurs from 317 academic institutions, government organizations, and foundations in 37 countries, to teach entrepreneurship “the Babson way” (combining theory and practice) to tens of thousands of students each year. The general program open to educators worldwide is held each spring and focuses the importance of combining entrepreneurship theory and practice in teaching. The program includes classes on building a curriculum, managing the classroom, using technology in the classroom, and how to teach specific classes in social entrepreneurship, new venture creation, managing growth

Besides training, we support the development and leadership of our faculty for taking on roles in leadership in organizations such as the Academy of management, on editorial boards of journals, and **provide funding for them to create** new teaching materials, refresh courses, and write cases about entrepreneurs of all kinds.

I believe faculty should to be trained how to develop entrepreneurship curriculum and deliver education. Teaching entrepreneurship is more than just teaching students how to write a business plan- the business plan is a linear and predictive process-- and the reality is that having a business plan does not necessarily predict higher sales or profits.

There are two parts to entrepreneurship education- **the entrepreneurship content (curriculum) which includes predictive and creative logics-** entrepreneurs need to know different approaches for identifying or creating opportunities, for understanding their capabilities, for observing and understanding problems and for interacting with customers, vendors and employees. They need to learn how to bootstrap, to pitch, and create a vision.

And then there is the **entrepreneurship pedagogy-** because entrepreneurship is about creating and implementing new ideas, discovering or creating opportunities- there is high uncertainty. This requires that the entrepreneur learn by trial and error, and experiments, as well as experience immersion, observation and creativity exercises. Our pedagogies need to reflect the unique aspects of entrepreneurship as much as the content.

And so – faculty need to learn how to teach these skills- these capabilities to students. At Babson and other schools, there is **evidence that training programs like this for faculty significantly increases student learning.** Further- this insures a more cohesive delivery of material and therefore enhances student learning. Our student satisfaction ratings after graduation for entrepreneurship are very high, and I believe it is in part due to the emphasis we put on training our faculty in entrepreneurship teaching. By training faculty to teach entrepreneurship and supporting development of curriculum, they can produce a better learning experience for students. This translates into Faculty develop and teach curriculum, which helps students learn entrepreneurial skills and capabilities—capabilities lead to self confidence in the ability to launch a venture

A second aspect is the Entrepreneurial PROGRAMS

As you think about the colleges and universities in the area- you might ask

**Where does entrepreneurship happen at these schools?

**Is it only in the classroom? Is it in an accelerator or incubator?
Or in student clubs or events?

** Is Entrepreneurship as a subset of something else (strategy or management)?
Or is Entrepreneurship a separate activity (center/incubator off campus)

PROGRAMS include three aspects

Curriculum- what happens in the classroom

Co-curricular- what happens outside- clubs, events, workshops, guest speakers

Research –applied and basic technology research, as well as scholarship about entrepreneurship

CURRICULAR PROGRAMS

this starts with the role of entrepreneurship in the curriculum-you might ask:

****Do you have a few elective courses or is Entrepreneurship as integrated into other disciplines (engineering, finance, marketing, strategy?)**

****Are teaching materials developed specifically for entrepreneurship, with cases showcasing entrepreneurs?**

****Pedagogies- How are entrepreneurial methods- such as design thinking, self understanding, team building, and ideation taught?**

At Babson, Entrepreneurship is required- 100% of our students take entrepreneurship

- Our distinctive curriculum and pedagogy emphasize learning through practice and real world experience. Babson is one of very few schools in the worlds at which every student, undergraduate and graduate, is immersed in entrepreneurship from his or her first day on campus- it is a required course.

Freshmen take a first year course- they develop a business model for a team of thirty individuals. The businesses last for two semesters. The College loans the student teams \$3,000 for start-up capital- they start the business, source the produce, sell it and do 20 hours of community service. Then they pay the College back, each business then donates their profits to a selected charity! Once the companies are closed in late April, the business present their story to the Babson Community; staff, family and friends are welcome to attend. This is an immersion experience- a LIVED Experience.

We offer 28 different undergraduate courses in entrepreneurship, 5 are integrated, and 53 different MBA courses, and we try to use as many Babson created case materials and exercises—the Babson case materials have the effect of showcasing our alums, which provides role models for our students.

Just like our Freshmen, our MBA's take a required creativity course- creativity is central to student learning. MBA students are taught creativity by artists, poets, dancers, and writers, while a campus-wide competition on creativity showcases an entrepreneurial approach to the creative arts.

Overall- About 14 % of our students start a new business immediately after graduation (this is the narrowest form of entrepreneurship) – this is about twice the rate of most schools. But within 5 years after graduation, 55% are working in an entrepreneurial venture.

CO CURRICULAR- Programs

In thinking about co-curricular activities, those that take place outside of class and are ungraded- you might ask:

- **How are co-curricular activities connected to the curriculum?**
**** How is the learning students receive in the accelerator reinforced in the classroom?**

One way that we have achieved this is through our **Butler Venture Accelerator**—it is located in the same building as our entrepreneurship faculty and a classrooms—and the faculty mentors and advisors for our venture accelerator also teach in the classroom- this means that the methods, materials and learning is reinforced.

Our Butler Venture Accelerator has 360 students, and is leveled, explore, pursue, launch and grow- we focus on student learning for entrepreneurial ventures of all kinds and any student on campus can participate.

Our measures include student progression thru the levels (hitting milestones) and increased confidence in entrepreneurial skills.

Another measure of our success with the accelerator is the number of students who succeed in a major local competition, Mass Challenge- out of 117 semi-finalists out of 1110, 14 Babson accelerator students applications made. Considering the size of our school and the extensive local competition, we were very pleased.

Research also shows that students learning for students that is lived and experiential tends to be longer lasting.

RESEARCH PROGRAMS

Research programs are also an essential component of programs- both for technology development and scholarship that can be supported by universities and colleges.

You might consider:

- **What the technology research expertise is at your school?**
****How can this be leveraged and expanded to develop student entrepreneurs?**

For example:

Olin college of engineering in Boston, has several faculty with expertise in robotics—they have written grants and brought students into these research projects which is now resulting in student driven engineering projects for corporate sponsors.

Other venture accelerators may focus on joint development of technology for commercialization which is another model that can be very successful- For instance at MIT several research labs and centers have terrific track records for joint development of technology between faculty and students, that is commercialized into startup ventures.

Besides research and development of technologies, **there is also faculty scholarship research to study the entrepreneurship phenomenon**—entrepreneurship is a multi-disciplinary multi-level field. It includes: research about individuals using psychology, or teams and groups in sociology, or firms level research about new venture strategies. Policy research may draw from economics, demography, geography or political economy.

I have mentioned the **GEM research project**- this is but one example of research supported at Babson- we also have a multi-country, multi-method research project about entrepreneurial families, **called the Successful Transgenerational Entrepreneurship Project (STEP)**.

This collaborative project uses case studies and will launch a multi-country survey next year. More than 60 international universities participate. Data from these study serves to inform policy recommendations about entrepreneurship education and programming as well as providing materials that can be brought into the classroom (STEP cases, National Expert survey data from GEM).

The effect of integrated entrepreneurship curriculum, with specific entrepreneurial pedagogies, and cases that showcase our alums- provides a richer learning experience for students, giving them and role models. This leads to greater confidence in entrepreneurial skills for students . Applied technology research programs also create opportunities for student learning and venture creation where faculty can mentor students, while scholarship on entrepreneurship can provide findings with implications for teaching.

PARTNERSHIPS

The third aspect of creating an entrepreneurship education Ecosystem is Partnerships

This has to do with the question

**** how is entrepreneurship from your school diffused into the local community?**

Partnerships can be with businesses
 other universities
 local community
 businesses
 government

There are two particular partnerships we have at Babson that I will mention.

First- MASS CHALLENGE, and Babson is a gold sponsor for this event.

Mass Challenge is a non-profit organization, that started 3 years ago with the support of businesses, non-profits, universities, and the government- Mayor's office. It is a competition that is designed in phases.

Businesses from all over the world apply, are screened, interviewed and then selected as quarterfinalists. These quarterfinalists do a pitch before a judging committee, and the group is narrowed to a semifinalist group. Judges are local entrepreneurs, angels, venture capitalists, bankers, entrepreneurship faculty, sponsors, etc. about 100 semi-finalists are given cubicle office space in an incubator facility in our innovation district for 6 months. Each is assigned a mentor who works with the business about once a week. There are workshops every day, networking events, press coverage, challenges, and a variety of other things that occur. In the 5th month, 16 finalists are selected, and 1 wins \$100,000, with 15 winning \$50,000. The winners are announced at a fundraising event that draws upwards of 1,000 people

Mass Challenge brings together multiple stakeholders around entrepreneurship and venture creation. The event diffuses and celebrates entrepreneurship, which influences the positive perceptions of entrepreneurship in the community.

For the 100+ semi-finalists, they all shape, revise and move forward on the milestones for their ventures, increasing their chances of survival, building their networks and gaining important coaching and contacts.

Sarah Gragnolatti, one of our Babson students, conceived of a business that would manufacture gluten free fast foods out of ancient grains (quinoa). After attending our summer venture program (an intensive 10 week program where students work on their businesses full time) she moved her business, Coco-mama foods, to Mass Challenge, and made the semi-final round. During the 6 months in the incubator, she arranged for financing, developed prototypes and gained distribution. She also won one of the \$50,000 prizes which helped her business financially as well.

A second area of partnership we have at Babson College is with the investment community.

Because one of the biggest challenges entrepreneurs have is to access capital, we decided that we would host local angel group meetings on our campus, on the condition that students could attend the meetings to learn.

The angel landscape in the US has grown dramatically- there are more than 350 organized groups and they invest nearly as much as venture capitalists (\$20 billion compared to \$21 B for VC's) but angels invest in more than 65,000 businesses per year while VC invest in about 3,277 businesses (2010 statistics).

At Babson College, for each meeting, 2-5 different students sit in on the meetings in which entrepreneurs are making pitches to angels for investment. **Over the years, we have engaged the angels as guest speakers**, judges in competitions, and I have actually hired 3 of them as adjunct professors. The groups now employ student interns. I am in the process of analyzing all 1000+ applications for entrepreneurial businesses that have applied to one angel group to determine what factors make a business “ready” for funding.

Angel investors bring real world experience and straightforward advice to the classroom, and the viewing presentations helps our students to develop more realistic approaches to assessing opportunities.

I have talked about role of People, Programs and Partnerships—and how an intentional strategy to pursue an entrepreneurship education ecosystem can help to create more positive perceptions towards entrepreneurship and belief in capabilities and seeing opportunities. There is one more important point- **I mentioned earlier, that there is a GAP between men and women entrepreneurs, women are less likely to be confident in abilities and less likely to see opportunities. So how do we encourage and develop more women entrepreneurs?**

I argue that a schools PEOPLE, PROGRAMS and PARTNERSHIP strategy needs to be **intentionally inclusive—**

PEOPLE- women faculty need to be recruited and trained to teach entrepreneurship- They become the role models for female students. Again, at Babson College, about **33% of our full time faculty are female-** we also have a Chief **Diversity and Inclusion Officer** who reports to our President, and assists with recruiting and hiring so we insure a diverse pool of applicants and can consider women and men equally. Women faculty also need to be provided equal access to research funding, and support for academic scholarship.

PROGRAMS- women entrepreneurs and investors should be sought out to be included as judges for business plan competitions, on panels, in workshops and as protagonists in cases. These women serve as role models which help women students to believe it is possible to be a successful entrepreneur. Women students should be encouraged to participate in classes, programs and activities.

Our Center for Women’s Entrepreneurial Leadership has a mentoring program for women MBA students and all Freshmen women. The MBA students are matched with an advisor in the area of their work (e.g. retail, financial services)- we have evidence that female students who are mentored, achieve higher salaries than those who were not mentored.

PARTNERSHIPS

Partnerships with women entrepreneurs groups, women-owned businesses, and women angels/investors becomes important for developing women student

entrepreneurs. In addition, programs like the **Goldman Sachs 10K women's** project which helps women entrepreneurs to grow their businesses in an intensive 14 week program. The program at **Ozyegin University** in Istanbul has shown tremendous success with graduates adding employees, increasing revenues and receiving funding for their businesses.

****To sum up, a dynamic entrepreneurial ecosystem is catalyzed by the efforts of universities and colleges in three areas- PEOPLE, PROGRAMS and PARTNERSHIPS. Development and training of entrepreneurship faculty, expansion and integration of entrepreneurship programs in curriculum, co-curricular and research as well as partnerships will enhance the development capabilities and skills, confidence and positive perceptions of opportunities which will create a more dynamic economy.**

THANK YOU