

# ENTREPRENEURSHIP EDUCATION in TRANSITION ECONOMIES

**H. İbrahim ÖZMEN**  
**Oğuzhan ÖZALTIN**  
Balıkesir University, TURKEY

## **Abstract**

Entrepreneurship education is thought to be offered primarily at universities. Socially, a movement should be initialized within the transition economies. Thus, the entrepreneurship education should be offered at earlier stages and taken up on a broader scope. The coordination of the different organizations working on the entrepreneurship education in Turkey was realized especially after 1990. Hence, the communication between universities, public and private sectors flourished. In this study, within the context of the positive and negative lessons taken from the activities conducted within the framework of the entrepreneurship education in Turkey, the arguments as well as thoughts related to the structure of the entrepreneurship education which is deemed to be essential in an attempt to achieve the citizen-centered, liberal economic development in Albania which has a transition economy are emphasized.

**Keywords:** Transition Economies, Entrepreneurship, Entrepreneurship Education

## **Introduction**

At present, the entrepreneurship and the education of the entrepreneurs are the life sources of any economies. The reason for this fact is the entrepreneurs' position as the corner stones within the economic system. As regards the transition economies, the entrepreneurship is located on a much more significant point. In those countries which have experienced an economic system based on an understanding of closed and central planning for a long time, the transition to the market economy brings give rise to not only the structural but also social and economic transformations. This transformation sometimes starts as a chaotic process and then turns into a constant change depending upon the structure of the countries as well as the support they receive.

The fact that the societies in transition economies have lived under an economic system based on a central planning for a long time makes it difficult for the entrepreneurship culture to emerge. In this process, within the transition economies, the monopoly of the political parties, the monopolist structure of the industrial sector, the phenomenon of shortage observed in the amount of consumer goods as the relative lack of quality of the products, suppressed inflation, financial imbalances, and the existence of social security practices which lead to the unemployment in the industrial sector are regarded as the fundamental problems. Within this framework, the entrepreneurship which enables the start-up and organization of the economic activities becomes a crucial factor. As in many other countries, there exist many problems blocking the way for the entrepreneurship such as financial source shortage, lack of basic and technical knowledge and experience as well as the absence of an entrepreneurship culture in the social memory. The migration of those who have a spirit of entrepreneurship to other countries deepens this problem. Entrepreneurship education plays a key role in overcoming these problems.

### **Entrepreneurship and Training of Entrepreneurship**

Entrepreneurship is a concept having various dimensions (such as economic, social, political, and technological). This situation includes also extensiveness of entrepreneurship as conceptual apart from reflecting different aspects of entrepreneurship. Since the period in which entrepreneurship was performed for the first time by Richard Cantillon in terms of economy, there have been several definitions and perceptions with reference to entrepreneurship.<sup>1</sup> Among 77 separate entrepreneurship definitions examined in a research covering between 1982-1992, 15 different definitions used more than 5 times have been found (Müftüoğlu ve Diğerleri, 2004:3). It is compromised on three points regarding definitions of entrepreneurship. These are initiative undertaking, restructuring economic and social system in order to make resources and conditions useable/available and accepting risk and failure (Hirsrich-Peters-Shephard, 2005). According to the UE, “Entrepreneurship is the mindset and process which ensure a person or group to determine a new idea or opportunity and be able to use it successfully.” (EU, 2003:5) The dictionary “Webster”, however, defines entrepreneurship as “a person who attempts to establish a business and undertakes risk for this”(<http://www.websters-online-dictionary.org>). In brief, all processes of risk taking, utilizing the opportunities, pursuing opportunities, implementation and making innovation of entrepreneurs is called entrepreneurship (Tüsiad, 2002:32).

Studies made in connection with entrepreneurship show that economic growth of the countries which have high level of entrepreneurship activities occur above the average. This impact of entrepreneurship on economic welfare through decreasing unemployment and increasing production has ensured entrepreneurship to be considered as a solution of social and economic problems (Tüsiad, 2002: 17). Entrepreneurship is an engine to create opportunity for employment which has positive impact on local, regional and national economies. New economical trends show that the domination of SMEs, which constantly ensure new ideas and experience flow, on the market is a source strengthening the structure of economy in general context (OECD, 2005:15)

Studies made on entrepreneur and entrepreneurship which constitute the foundation stone of economy fall into the field of interest of business administration discipline predominantly. In economic theory, entrepreneurship had not been assessed in the foreground for a long time. It is a progress happened after 1980's that entrepreneurship became an object for study in terms of business administration (Tüsiad, 2002:34). Entrepreneurship had initially been considered as an inborn personality characteristic. Thereafter, the thought of entrepreneurship training appeared upon adoption of entrepreneurship as a learnable behaviour. Training of entrepreneurship in the modern sense started as the course "Management of New Enterprises" in Harvard Business School for the first time in 1947 (Volkman, 2004: 178). This process in Europe, however, started by the courses "Innovation Studies" and "Enterprise Development" in Dundalk Institute of Technology with a forty-year delay (EC, 2006:41). Training of entrepreneurship didn't increased dramatically especially after 1990 based on the numbers of students and academicians and this situation redounded on courses opened in universities and contests of preparing business plan (Gibbs, 2006:28)

Just as definitions of entrepreneurship differ from each other, there are differences on characteristic properties of entrepreneurs as well. These characteristics make people entrepreneurs. Characteristics such as pre-cognition (Sahne, 2002; Weathead-Wright 2000), bringing unknown/new things by destroying traditional stereotypes (Schumpeter, 1961), independent thinking, flexible, creative, self-confident, enduring, self-assertive (McGrath-MacMillan, 2000) are regarded as characteristics of entrepreneurs. Getting people adopt these characteristics can be accomplished by training of entrepreneurship. Training of entrepreneurship has many dimensions. A formal training and field of training can provide entrepreneurs with necessary ideas and skills for them to establish their own enterprises (Hirsrich-Peters-Shephard, 2005; Hirsch, 1985:12). At the present day,

training of entrepreneurship takes predominantly adults into consideration. It is an effort whose result is clear in the first instance that adults not having the thought to be an entrepreneur on their minds take training of entrepreneurship. In this regard, it is considered as a commonly accepted thought that thought of entrepreneurship should be included in curriculum beginning from the elementary education, in Oslo Final Draft in which training of entrepreneurship is discussed in European Union. It is thought to ensure culture of entrepreneurship to become widespread that the thought of entrepreneurship comes into minds beginning from little ages (EC, 2006:22)

### **Transition Economies and Status and Importance of Entrepreneurship**

Economies which transit from centralized-planning-based economic system to market economy are called transition economies (Milanovic, 1998) In this transformation of economic system, entrepreneurship has a special place.

In “Transition Economies” that try to transit to market economy, however, Government is entrusted with establishing market economy and has taken active roles in this regard. However, government has hereby taken on the task to transform itself. What is difficult on such a task is that the government which takes and implements all decisions by doing economic planning leaves the economy to market units, formation of which will be supported by government, by relinquish from this in addition that the staff, who hasn’t experienced market economy, who will make the said change, has taken on this task (Altay, 2002).

### **Transition Economy**

The concept “transition economy” is a concept used to define the countries which transit from centralized-planning-based economy to market economy. Totally 32 countries, 27 of which are in Europe and Central Asia and 5 are in the Far East, are called transition economies (Suhomlinova, 2006:1537). Failure of the policies which were put into practice in the Soviet Union in the second half of 1980’s and decomposition of the Soviet Union produced the same results in also the countries which put similar economic model into practice (Healey, 1994: 62) In these countries, a rapid transformation period is entered into and market economy is turned into. Both economic structure and behaviours of consumer and producer experienced a profound process of change in addition that several troubles were had in implementation of reforms between the countries which are in transition period (Staehr, 2003, p: 17-24).

All transition economies have important common features. Large-scale enterprises dominate the centralized-planning-based economy and there is scarcely any SMEs which constitute the big part of market economies (McMillan-Woodruff, 2002:154). In transition economies, dominance of government on economy has a great importance. On the one hand, transition countries try to decrease dominance of government on economy, and on the other hand they loaded government with very important charges in harmonizing economic institutions and rules with the market system (Acartürk-Arslaner, 2004: 18-19). In this period, international organizations like IMF (International Monetary Fund) provided important supports in determination of strategies of transition to market economy (Meriç, <15.01.2008>). However, increase has been started to be seen on inequalities between regions in the countries called transition economies.

In transition economies, a two dimensional change- structural-corporational reform implementations carried out by governments and change that occur in economic institutions which aroused from differentiation on behaviours of producers and consumers- has been experienced (Staehr, 2003, p:17-24). Especially general features of old system have still significant impacts on success of reforms carried out. These features can be described as follows (Boettke, 2004):

- § Political impacts of political parties,
- § Monopolistic structure in industry sector,
- § Scarcity phenomenon of consumption goods and poor quality of products,
- § Suppressed inflation,
- § Financial instabilities and soft budget constraint,
- § Existence of social security measures that provoke unemployment in industry sector.

**Table 1 Primary Concern of Transition Economies**

<b>Concerns</b>	
<b>Domestic savings are insufficient.</b>	Per capita income is low in underdeveloped and developing countries. The amount of domestic savings is insufficient since people in these countries allocate whole or a big part of their revenues.
<b>Foreign exchange holdings are insufficient.</b>	Exportation can not reach sufficient level in underdeveloped countries because domestic production can not be made in a manner that will be able to compete with the world and produced goods are not diversified in a manner that will be demanded abroad. They can not obtain foreign exchange that they need for importation of necessary raw materials, machines and equipments from abroad. Besides, international capital inflow which will ensure production increase and direct to exportation is insufficient or doesn't exist at all in most of the said countries.
<b>Know-how and technology are insufficient.</b>	New technologies can not be used since educational level is low and number of qualified personnel is insufficient in underdeveloped countries. New technologies can not be developed because of lowness of educational level and insufficiency of funds allocated for research & development studies. Furthermore, financial resource required for technology transfer from abroad can not be found because of lowness of income level in these countries. Incentive policies and investment climate which will ensure technology transfer from abroad is underdeveloped.
<b>Political structure is brittle.</b>	There is legal uncertainty since institutionalization isn't generally ensured in general in transition countries. Achieving political stability requires long time. Democratisation movements are not so strong as well.
<b>Economy is fragile.</b>	Also economic structure in these countries hasn't been able to reach a stable structure. Economic system hasn't reached the level on which it will resist to both internal and external impacts. Especially external shocks affect these economies negatively. Therefore, it doesn't inspire confidence for especially foreign investors.

**Reference:** Acartürk, E., Tekeli R. ,Arslaner H. (2004), pp. 18-24.

## **Importance of Entrepreneurship on Transition Economies**

At the present day, entrepreneurship and training entrepreneurs is heart's blood for every economy. That's why entrepreneurs are foundation stone of economic system. Its reason is that entrepreneurship is considered as an important factor in decreasing unemployment, making production in larger area and increasing competitiveness and social welfare (Zahra, 1999:36). Entrepreneurship has more important place as for transition economies. Entrepreneurship potential and improvement of training is though to be the most important tool in order to ensure competitiveness of transition economies (Alexandrova, 2004:140).

In these countries living in a closed and centralized-planning-based economic system for a long time, transition to market economy brings along both structural and social and economic transformations. Sometimes, this transformation starts as a chaotic process and turns into a regular change depending upon structures of countries and supports taken (Okur-Çetinkaya, 2007:140). In the countries called Transition Economies, a perceivable increase has been started to be seen in also regional inequalities as result from implementation of market economy (Bachtler and Downes, 1999: 793).

Domination of government in transition economies is pretty high. This domination has been tried to be decreased by privatization studies made. However, it makes formation of culture of entrepreneurship difficult because society had lived centralized-planning-based economic system for a long time. In this process, monopoly of political parties in transition economies, monopolistic structure in industry sector, scarcity phenomenon of consumption goods and relative poor quality of products, suppressed inflation, financial instabilities and existence of social security practices which causes unemployment are called primary concerns. In this context, entrepreneurship which ensures beginning and arrangement of economic activities becomes a critical factor. In transition economies, problems such as non-existence of culture of entrepreneurship on public memory along with insufficiency of financial resources, deficiency of basic and technical knowledge and experience precede entrepreneurship as is in many countries (Okur-Çetinkaya, 2007:628). It deepens this problem that citizens who have entrepreneurial spirit migrate to other countries (notably Italy and Greece for Albania). Albania is the poorest country of Europe although it shows remarkable macro economic performance as transition economy in transition process (Word Bank, 2004; Dana, 1996:64). Request for overcoming this situation makes entrepreneurship more important. Entrepreneurship can contribute to strengthening social and economic consistency in disadvantaged regions, recovery of economic activities and procuring labour

or integration of unemployed or disabled people with business life in development (EU, 2001).

### **Entrepreneurship Training in Turkey**

When evaluated on the scale of the world, existence of efforts can be undeniable although it can not be said that Turkey is successful about training and support of entrepreneurship. Although this situation is associated with political and economic crises experienced by the country, provision of an international-scale conscious haven't been able to be completed. While the works in this framework were being carried out by different agencies and institutions, coordination of support and training of entrepreneurship was tried to be facilitated through Small and Medium Industry Development Organization- which was established in 1990 subject to the Ministry of Industry and Commerce- by the government. Training of entrepreneurship in universities, however, was put in Business Administration Programs as a course after 1995's. In the research made in 2007, research centres which carry out studies on entrepreneurship were founded in 10 of 63 state universities. In addition to this, universities provide support for innovativeness and entrepreneurship with Technology Development Regions, Technology Incubators and Techno parks.

### **Small and Medium Industry Development Organization**

Support of entrepreneurship is provided under the headings "Counselling and Training, Technology Development and Innovation, Informatics, Quality Development, Market Research and Exportation Development, International Cooperation Development, Regional Development and Improvement of Entrepreneurship". These supports are divided into two; repayable and non-repayable. In this scope, non-repayable supports are being carried out on private general trainings, attendance to panel-congress-conference abroad, R&D consultancy, taking out a patent, financial leasing, business establishment. Besides, SME standby credit, employment credit, exportation credit and informatics credit are made usable (Kosgeb, 2006).

**Privatization Social Support Project:** It is a project to which people who were fired after privatization of State Economic Enterprises and are vacated because of Economic Reform Program can apply. Participants are given training and consultancy services such as Pre-Information Training of Entrepreneurship, determination of entrepreneurs by pre-interviews, preparation of work programmes according to business ideas of entrepreneurs, formation and implementation of training program of business establishment and business administration, implementation of feasibility study, preparation of business plan and implementation of legal foundation of enterprise.

**Support of Business Development Centre:** It is a practice which supports and facilitates small entrepreneurs to establish and develop business and accordingly increases possibilities of survival and growth of enterprises. In this context, entrepreneurs have the opportunity economical office allocation for a temporary period of time, clerical and common support (accounting, security) services, joint use of office equipments (telephone, service vehicle, office supplies etc.), small enterprise consultancy supporting services for entrepreneur firms, access to financial support mechanisms, possibilities of access to information resources.

**Young Entrepreneur Development Program (YEDP):** Directing young people to set up their own businesses by offering entrepreneurship to them as an option in the period in which students of formal/informal educational institutions and universities do career planning after secondary education is to ensure culture of entrepreneurship to become widespread in these institutions. It consists of totally 102-hour training and workshop on entrepreneurship and setting up a business. In these trainings, it's aimed to increase achievement rate of enterprises that participants will establish in the future through giving information regarding the subjects such as developing business idea, market research, business plan, marketing plan, project management. A capital support of \$40.000 is provided for those who want to set up their own businesses after completing this training.

**General Entrepreneurship Training:** The aim of these trainings is to give information those who think of entrepreneurship as an option on business-plan-based business setting-up and business administration. They are 30-hour trainings which consist of the subjects such as business idea, market research and business plan. In these trainings, it's aimed to increase achievement rate of enterprises that participants will establish in the future through giving information regarding the subjects such as developing business idea, market research, business plan, marketing plan, project management.

### **The Scientific and Technological Research Council of Turkey (TUBİTAK)**

It was established in 1983 subject to Prime Ministry. It provides support for scientific improvements by directing National Science and Technology Policy of Turkey. It supports innovative entrepreneurship by providing support for scientific projects. In 2006, 534 industrial R&D projects were supported, and 657 bachelor's degree, 2174 master's degree and doctor's degree scholarships were awarded. In this context, research and development support of \$510 million was granted in 2006. In this scope, activities such as concept development, technological/technical and economical feasibility

study, laboratory and similar studies included in the process of transition from developed concept to design, design, design development and design confirmation studies, prototype production, building pilot facility, testing production and conducting type test, solution of after-sale problems arising from product design are supported (Tübitak, 2006). The Scientific and Technological Research Council of Turkey (TUBITAK) supports project proposals of enterprises which have potential to create economic added value regardless of their sizes and types. Rates of support and pay-back are resolved by Field Committees in accordance with adjudicator's reports. Progresses are evaluated by expert report in semi-annual periods and projects are tracked by members of technical staff and project observers commissioned by headship. When a university participates in an international project, extra support is provided to the studies which are carried out in university.

### **Universities**

There are totally 125 universities in Turkey, 85 and 30 of which are state universities and private universities respectively. Training of entrepreneurship in universities is given by means of courses, conferences and seminars, congresses and symposiums, and activities of community of scholars. Apart from that, academic journals, books on entrepreneurship, biographies of entrepreneurs, continuous publications, bulletins of enterprises, newspapers, books of congresses and symposiums publications of public institutions can be listed as printed sources which can be used in learning entrepreneurship. 19, 10 and 16 of universities in Turkey have Techno cities, Entrepreneurship Research and Application Centres and Entrepreneurship Clubs, which is a student organization, respectively (Özmen-Özmen-Uçak, 2007).

University	Student Club	Research and Application Centre
Abant İzzet Baysal University	X	-
Afyon Kocatepe University	X	-
Akdeniz University	X	-
Anadolu University	X	-
Ankara University	X	X
Atatürk University	-	X
Balıkesir University	X	-
Çanakkale Onsekiz Mart University	-	X
Dokuz Eylül University	-	X
Ege University	X	-
Erciyes University	X	-
Eskişehir Osmangazi University	X	-
Gazi University	X	-
Hacettepe University	-	X
İstanbul Technical University	X	-
Marmara University	X	X
Middle East Technical University	X	X
Pamukkale University	X	-
Sakarya University	X	-
Suleyman Demirel University	-	X
Uludag University	X	X
Yıldız Teknik University	-	X
Zonguldak Karaelmas University	-	X

**Reference:** Ozmen, H. I., Ozmen, F., Ucak, S., 2007, Training of Entrepreneur Supports and Other Supporting Institutions

Vocational and technical trainings and certificate programmes and entrepreneurship trainings are provided by Non-Governmental Organizations which were established by private entrepreneurs apart from training and support. These organizations are as follows:

- **Union of Chambers and Commodity Exchanges of Turkey:** Union of Chambers and Commodity Exchanges of Turkey- purpose of which is to ensure collaboration and solidarity between chambers and commodity exchanges, ensure development of commerce and industry in accordance with general interests, facilitate vocational activities of its members, protect professional discipline and ethics in order to make honesty and confidence dominant on members' relations with each others and public-have been organizing Training Seminars of Turkish Speaking Entrepreneurs for 7 years ([www.obb.org.tr](http://www.obb.org.tr))

- **Technology Development Foundation of Turkey (TTGV):** It is a non-profit organization which was founded by cooperation of public and private sector. Supports of TTGV have been continuing non-stop since 1991. In this scope, 1390 project proposals of private sector, which aim at product and process development, was evaluated by support provided from different sources and totally 480 projects of 405 firms among them were found suitable for supporting criteria and supported. Formation of a R&D volume of \$340 million in total was contributed by a resource of \$170 million in total which was obtained in this scope ([www.ttgv.org.tr](http://www.ttgv.org.tr))

- **European Union Business Development Centres:** 3 Business Development Centres financed by the European Commission and Union of Chambers and Commodity Exchanges of Turkey were founded. Supports for understanding international markets, getting into new markets, exportation, supply of finance for international growth, researching international investors and strategic partners, researching technical aid and know-how transfers, joint investment, marketing and finance management, inquiring business idea, preparation of business plan, estimation of cash flow, selection of correct legal structuring, company establishment and market research are provided in the scope of training and support ([www.abigem.org](http://www.abigem.org))

- **HalkBank:** As a financial support, it procures loan to entrepreneurs with low interest rates for them to set up and develop business more than training activities. Within the context of the agreement made with Small and Medium Industry Development Organization (SMIDO/KOSGEB), loan with 0% interest is procured for SMEs which are member of Small and Medium Industry Development Organization (SMIDO/KOSGEB). Apart from this, it makes SMEs use 6-month-term exportation credit with a maximum limit of \$100.000 and 18-month-term employment support credit with a maximum limit of \$80.000 ([www.halkbank.com.tr](http://www.halkbank.com.tr)).

#### **4. Evaluation and Conclusion: Thoughts for Albania**

An apparent increase appeared in regional inequalities upon commencement of transformation process in Central and East Europe (Dunford-Smith, 2000:169). Entrepreneurship plays an important role in removal of these inequalities. In most of 1990's, Albania was considered as a model for The Balkan States in terms of progresses made by economic reforms (Ministry of Education, 2008) There are 26 universities, 15 of which are private universities, in Albania.<sup>3</sup> Existence of universities expose a potential for training for entrepreneurship.

Reforms carried out along with transition period, action plan studies for European Union and progress that it made in human development index

(Turkey and Albania rank number 84 and 68 respectively in ranking of Human Development Index) are noted down as affirmative improvements for Albania. Besides, reducing of procedural obstacles to entrepreneurs decreases difficulties of entrepreneurship. In Albania, number of procedures which is required to set up a business and processing time required to set up a business were reduced from 11 to 10 and from 41 days to 36 days respectively. It is emphasized in the “Doing Business 2008” report published by World Bank that reform was carried out only in taxation from the headings “starting of employment, authorization, employment of wage earners, product registration proceedings, taking out loan, importation, paying taxes, empowering contracts” in Albania. Under these circumstances, Albania ranks number 123 out of 178 countries (World Bank, 2007:9). (Turkey ranks number 63)

Ideas suggested to be implemented in this context can be explained in the following headings:

- **Consideration of university campuses as entrepreneurs’ centres:** University graduates are one each entrepreneur candidate by education they underwent. Architects, engineers, doctors, dentists, teachers, graduates of faculty of fine arts have the potential to be entrepreneurs by setting up their own businesses. It’s necessary to get university students adopt knowledge and skill of setting up business and business administration together with technical knowledge. In this context, a “setting up business and business administration”-subjected course should be included in syllabus of 3rd and 4th grades in each department at universities.
- **Beginning training for entrepreneurship at elementary/secondary education level:** Conception of entrepreneurship should be indoctrinated to individuals beginning from elementary/secondary education level based on the proverb “You can’t teach an old dog new tricks”. Inviting entrepreneurs with high economic level to courses and bringing them together with students may be expose a role-model effect.
- **Supporting innovative product ideas:** The concept of entrepreneurship can be spreaded by ensuring new and creative ideas to be uncovered through award contests in a manner that will cover every education/age groups throughout the country.

- **Enlarging the scope of training for entrepreneurship:** The training for entrepreneurship can be spreaded in agricultural sector because most of the population of Albania live in rural areas. Support necessary for farmers to establish and manage co-op can be provided through trainings to be given to groups which will be formed.
- **Reduction of obstacles to set up a business:** The though of setting-up- a-business' being difficult pushes people to finding a job which is easier way and work. Therefore, it's necessary to reduce bureaucratic obstacles and costs of bureaucratic procedures to entrepreneurship. However, rushing of entrepreneurs from one institution to another will have been prevented by gathering procedures required to set up a business (single address) under a single roof.
- **Facilitating access to finance:** Insufficiency of financial resource is asserted to be the biggest obstacle to entrepreneurs. Increasing functionality of Albanian Small and Medium Enterprises Promotion Agency and obtaining financial support of a bank can be effective.

Qualifying transition economies as laboratories of change and transformation proves the difficulty of responsibility of job/duty of decision-makers. In evaluations made concerning Albania which is a transition economy, weak manpower, substructure problems and financial/economic situation are predominantly noted down as fundamental fields of problems. Primarily coordination between institutions which operate within the country in connection with development of training for entrepreneurship and how to set up and manage an enterprise through including a course named "setting up a business and business administration" in the curriculum in every department of universities should be taught in the short term. As a medium and long term target, entrepreneurship potential of next generations should be set off by beginning to form entrepreneurship model at elementary education level and including competitions which develop new product ideas at secondary education level. In brief, increase of academic studies and publications made regarding Albania is a pleasing progress recognising that change is a hard and painful process.

## References

Acartürk, E., H., Arslaner, (2004), "Geçiş Ekonomilerinde Devletin Ekonomideki Rolü Yabancı Sermaye ve Özelleştirme: Kırgızistan

Örneği” , First International Conference in Public Finance , Kyrgyz-Turkish Manas University, Faculty of Economics and Administrative Sciences, Department of Public Finance, pp. 18-19.

Alexandrrova, M., (2004), “Entrepreneurship in a Transition Economy: The Impact of Environment on Entrepreneurial Orientation”, Problems and Perspectives in Management, (2), 140-148.

Altay A., (2001), "Geçiş Ekonomilerinde Devletin Ekonomik Roller ve Görevleri " I. Avrasya Küçük ve Ortaboy İşletmeler Konferansı, 23-26 Haziran Biskek

Binks, M.-Starkey, K.-Mahon, C. (2006) “Entrepreneurship Education and the Business School”, Technology Analysis and Strategic Management, 18(1), 1-18.

Boettke, P., J., (2004), “ Is the Transition to the Market too Imported to be Left to the Market” <http://www.econ.nvu.edu> (12.03.2004).

Cgilossi, A., (2001), “Employment and the Supply of Entrepreneurship in Transition Economies”, 4<sup>th</sup> International Conference on Enterprise in Transition, Split, Croatia, 75-78.

Dana, P., (1996), “Albania in the Twilight Zone: The Perseritje model and its Impact on Small Business, Journal of Small Business Management, Vol. 34, 64.

Dunford, M., A., Smith (2000), “Catching Up or Falling Behind? Economic Performance and Regional Trajectories in the `New Europe””, Economic Geography, 76(2).

European Commission, (2006), Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets Through Education and Learning, EC, Oslo.

European Commission, (2004), Green Book on Entrepreneurship in Europe, EU, Brussels.

European Commission, (2004), Small And Medium-Sized Enterprises Development Albania, EC, Tiran.

European Union, (2001), Joint Report on Social Inclusion, EC, Brussels.

GEM, (2001), Global Entrepreneurship Monitor: 2001 Executive Report, GEM, London.

Gibbs, H. J., (2006), Exciting Entrepreneurship Education, Tecnuques, April, 28.

- Gülsen, E., (2007), Arnavutluk Ülke Profili, İGEME, Ankara.
- Haxhia, G., A., Cepani, (2005), "The impact of entrepreneurship education: A scan of the Albanian entrepreneurial learning environment", Internatioanal Conference on Forestering Entrepreneurship: The Role Of The Higher Education, 24-25 June, Trento, Italy.
- Healey, N. M, (1994), "The Transition Economies of Central and Eastern Europe: A Political, Economic, Social and Technological Analysis", The Colombia Journal of World Business, 29 (1), 62-70.
- Hebert, R., F. , A., N. Link, (2006), "The Entrepreneur as Innovator", Journal of Technology Transfer, 31(5), 589-597.
- <http://www.abigem.org>
- [http://www.mash.gov.al/arsimi\\_larte/home.html](http://www.mash.gov.al/arsimi_larte/home.html)
- <http://www.tobb.org.tr>
- <http://www.websters-online-dictionary.org>
- IEM, (2003), International Expert Meeting, Entrepreneurial Studies in Higher Education and Institutional Entrepreneurial Management, (4-7 December), Gelsenkirchen, Germany.
- KOSGEB, (2007), 2006 Yılı Faaliyet Raporu, KOSGEB, Ankara.
- Kuratko, D., (2005), "The Emergence of Entrepreneurship Education: Development, Trends, and Challenges", Entrepreneurship Theory and Practice, 29 (5), 577-597.
- McMillan, J., C. Woodruff, (2002), "The Central Role of Entrepreneurs in Trancition Economies", Journal of Economic Perspectives, 16 (3), 153-160.
- Meriç, M., "Geçiş Sürecinde Türk Cumhuriyetleri'nde IMF'nin Rolü", <http://web.deu.edu.tr/ab/MAKALE/deu%20MAK/0001.doc>  
<15.01.2008>
- Milanovic, B., (1998), Income, Inequality, and Poverty during the Transition from Planned to Market Economy, World Bank, Washington DC.
- Mueller, S. L., G. Srecko, (2001), "Entrepreneurial Potential in Transition Economies: The Importance of Self-Efficacy ", 4th International Conference on Enterprises in Transition, Split, Croatia, 142-158.
- Müftüoğlu, T., ve Diğerleri, (2004), Girişimcilik, Anadolu Üniv. Ya., No. 1567, Eskişehir.



World Bank, (2004), Albania Sustaining Growth Beyond the Transition, A  
WorldBank Country Economic Memorandum Report No. 29257-AL

World Bank, (2007), Doing Business 2008 Albania, World Bank,  
Washington.

Zahra S., (1999) The Changing Rules of Global Competitiveness in the 21st  
Century, Academy of Management Executive, 13, 36 - 42