

## CHAPTER 9

### AFTER ENTREPRENEURSHIP TRAINING, THE DIFFERENCE BETWEEN ENTREPRENEURSHIP INTENTION LEVELS OF Y AND Z GENERATION: KAHTA VOCATIONAL SCHOOL EXAMPLE<sup>1</sup>

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#### **Introduction**

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Initiatives for development and economic growth of a country are always encouraged and supported by states. The most important indicator of the importance of initiatives in a country's economy is that the research conducted by the Global Entrepreneurship Index (GEM) in more than 40 countries shows that about one third of the growth gap between countries is due to differences in entrepreneurial activities in those countries. For this reason, countries are trying to direct young people to entrepreneurship with the necessary trainings and supports to increase entrepreneurship. Entrepreneurship is seen as a career alternative for young people, students, unemployed and housewives who are making plans for the future. Entrepreneurship's contribution to economic growth, creating employment for their positive contribution in developing countries such as Turkey, the discovery of individuals with entrepreneurial potential, has become imperative. It seems possible to provide this through education.

Entrepreneurship trainings are provided by various public institutions and organizations in order to enable individuals with entrepreneurial potential to establish their own businesses and to have continuous and successful enterprises. In this way, it is aimed to increase entrepreneurial culture and to support new individuals with entrepreneurship potential. In this context, especially for individuals who want to become entrepreneurs by KOSGEB (Small and Medium Enterprises Development and Support Administration Presidency in Turkey), entrepreneurship trainings are given to individuals who want to become entrepreneurs with applied entrepreneurship education and these initiatives are supported through grant support. In this study, entrepreneurship intentions of Y and Z generation members who received applied entrepreneurship training were

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the demographic factors and cultural differences that may have an impact on entrepreneurship of other generations. Moreover, in the evaluation phase of applied entrepreneurship education demands coming from different generations in cooperation with the University and KOSGEB, expectations of generations from applied entrepreneurship trainings can be measured. Preparing course contents in line with the expectations, including the theoretical and applied aspects of entrepreneurship training, may have a positive effect on the entrepreneurship intentions of different generations.

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