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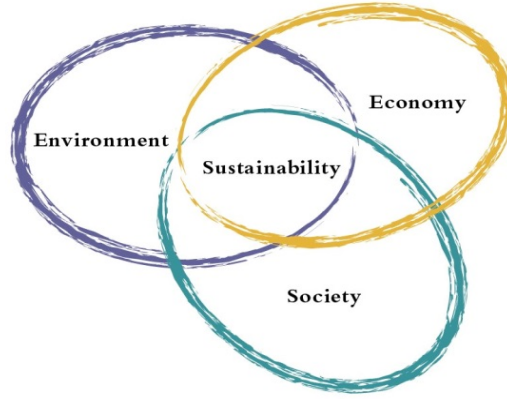
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THE AMERICAN UNIVERSITY IN CAIRO

الجامعة الأمريكية بالقاهرة



Introducing Entrepreneurship Into The Public University Scheme In Egypt

A Thesis Submitted to

Sustainable Development Program
For all Concentrations

in partial fulfillment of the requirements for
the degree of Master of Science in Sustainable Development

By

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Under the supervision of
Dr. Tarek Hatem

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12 - 2016

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Abstract

The overall study of available literature regarding entrepreneurship in Egypt reveals several gaps and barriers in the ecosystem. Human Capital represented in: education institutions, availability of skilled labor, and culture norms come at the forefront. Absence of entrepreneurship in the educational curricula in schools and most universities is a contributing factor of the lagging entrepreneurship activities.

This research investigates, explains and analyzes the existing situation of entrepreneurship, specifically social entrepreneurship in colleges of commerce in Egyptian public universities. Colleges of commerce are chosen for being the natural home of entrepreneurship education. Description and evaluation of the status quo are employed to explicitly understand the symptoms and causes of this gap. Also, it creates a roadmap of the mechanics, procedures, key players and motivations required to introduce a new curriculum in the existing system. Understanding the universities and colleges' bylaws and regulations as well as supporting and supervising institutions - like the Supreme Council of Universities SCU and its supreme sub-councils - serves in designing an intervention applicable and compliant with the existing official and institutional framework.

The study involves primary and secondary data collection and analysis. Quasi-structured interviews with business professors in several public universities in Egypt were conducted to reveal the existing status quo, engage stakeholders, and collect data and feedback as well as recommendations introducing entrepreneurship to the public university. Secondary data was used to build on existing researches and findings about the Egyptian context. In addition, I study the evolution and development of social entrepreneurship curricula in some universities to come up with best practices and lesson-learned applicable to the Egyptian context.

According to Ajzen theory of Planned Behavior as well as several researches, education is proved to cause both behavioral and cultural changes. Students who were exposed to some entrepreneurship and social entrepreneurship education were more inclination to start their own entrepreneurial endeavors, as opposed to being employed by others.

Egypt has a large untapped resource of 325,400 annual graduates of Public Universities (CAPMAS 2013); of which 78,625 graduate of faculties of commerce with different majors. College graduates lack both the knowledge and the skill-set for entrepreneurship

and social entrepreneurship. There are no academic courses, majors or minors on undergraduate nor graduate levels for entrepreneurship or social entrepreneurship, with 2 exceptions of Helwan and Zagazig Universities. The only available course is Management of Small and Medium Enterprises. this is limited to senior management students.

Despite the bureaucracy and stagnation of public universities in Egypt, there is a clear opportunity of change, given the size and distribution of public universities that can contribute to poverty alleviation and job creation - if steered towards social entrepreneurship. Existing bylaws and procedures dictate the start approval process from department level to the college to the dean to the head of the university and ultimately approval from the SCU. Each university and college has independent bylaws; however, introducing new curricula mirrors existing curricula in local universities. New curricula will cut quotas of existing professors and may face serious objections by traditional professors. The SCU has agreed to make entrepreneurship major curricula in universities, as advertised on February 2015. This could be perceived as a beckoning call for implementation by all public universities.

Recommended intervention suggests engagement of management professors, SCU, and NGOs like Nahdit El Mahrousa, Alshaneq Ya Balady, Ashoka, Injaz as well as development institutions like UNDP in a collaborative project to pilot new curricula at a selective number of faculties of commerce. The new course should be introduced as a basic course to senior undergraduates and graduate students. Eventually, other faculties can implement programs using the pilot faculties. Following the development model of international universities, further steps should expand this initiative by offering majors and minors in social entrepreneurship on both undergraduate and graduate levels. It is advised that these courses be offered in Arabic to ensure reaching a larger segment of students. On the graduate levels, initiating a new diploma on social entrepreneurship would be much easier and will not overlap with existing programs. However, these diplomas should be open to all students regardless of their undergraduate majors.

Chapter I Introduction

Background

The Egyptian revolution of January 25th has been calling for 3 profound yet simple demands: bread, freedom, and social justice. Despite high economic growth reaching about 8% in 2008 before it declined after the international economic recession, the life of the poor and the middle class Egyptians remained miserable. Unemployment, especially among college graduates, is staggering. The situation after the revolution has worsened due to political unrest which contributed to decrease in the foreign investments and the tourism traffic.

While Rwanda, one of the least developed countries LDC that has suffered from genocide in 1990, is ranked 48 in the World Bank *Ease Of Doing Business Report 2014*, Egypt is ranked 112. This situation has worsened in 2016 as Egypt lowers to 122. This number draws a negative picture of the current status of business in Egypt and sounds an alarm to those who want to make a change while time permits.

Economic reform is crucial in addressing the continuous degradation of the Egyptian quality of life that was the main contributor to the January 25th revolution. Entrepreneurship represents a cornerstone and a main pillar of any economic development. The prosperity and luxury of modern life have resulted in the broadly extensive work of innovative entrepreneurs who had the courage and will to take the extra mile and start a business. Egypt is facing serious challenges in providing decent jobs, maintaining and growing the economic growth and addressing the environmental degradation. These challenges can be overcome with the promotion of entrepreneurship, social entrepreneurship specifically, and creating the enabling conditions and supportive educational and cultural environment.

OECD describes the entrepreneurial activities in the MENA region as being way behind other parts of the world, even their developing counterparts in Latin America and Asia. According to the World Bank data, the creation of new limited liability companies in the MENA is 0.6 per 100 persons, while the percent is 4.2 in developing countries and 2.2 in central Asia and 1.3 in Latin America. Despite the importance of the business environment in nurturing and supporting the emergence and growth of entrepreneurship and SMEs, the MENA region suffers from a less conducive business environment that is below many developing countries.

(Badr 2009) highly stresses the correlation between the political framework, sociological and psychological characteristics and entrepreneurship. Hadia Abdel Aziz survey identifies 13 barriers hindering Entrepreneurship in Egypt. Among these barriers are lack of qualified workforce, social norm of not to take risk, and personal tendency not to take risk.

(El dahshan et al 2012) describe when it comes to stimulation programs and interventions, there are a lot of initiatives and organizations; however, they lack coordination, integration and represent only a decrease in the ocean of needed to supply the demand of 1.3 million entrepreneurs. While considerable steps have been taken to facilitate and promote the establishment of new companies and shortening the administrative timeline through the one-stand shop, contract enforcement represents a serious constraint.

Daniel Isenberg in *How to start an entrepreneurial revolution* points out that while most countries are thriving to move into the entrepreneurial economies to fix their problems, there is no special combination nor uniform strategy. However, there are best practices and road maps that have to be adapted to the national context. In other words, entrepreneurs grow within a supporting system – the ecosystem. The ecosystem is a living organism that is dependent on the nurturing elements of its own environment. And it relies on this type of interconnected relationship between these organisms. We should be able to identify the strengths and weaknesses of the economy and hence start designing our intervention. Change isn't impossible; Rwanda has jumped from 143 to 46 in 2015 according to the World Bank Ease of Doing Business Report.

Isenberg analyzes the entrepreneurship ecosystem organisms into six categories: policy, finance, market, culture, human capital, and supporting programs and conditions. The available literature lists many barriers to entrepreneurship in Egypt, out of which there are three major barriers: access to funding, cultural norms that do not promote risk taking and promote secure public jobs and, finally, an education system which lacks both the entrepreneurial curricula that advance entrepreneurial skills.

This research will address each of these building blocks: education and cultural norms. These two enablers overlap, and can be addressed simultaneously. Education directly effects changing cultural norms and nurtures new trends in societies. Eventually, we can use education to increase capacity, transfer knowledge and create a new culture at the same time.

Again, these two components stand as enablers and supporters to entrepreneurship or as barriers. Deteriorating quality of education has been highlighted in many international reports, where Egyptian education quality was ranked as one of worst worldwide. Egypt scored 112 in higher education and training in the World Competitiveness Report of 2016, where quality of management schools ranked Egypt 138 out of 138 countries. Egyptian universities were usually out of the list of the best 500 universities in the world, with exception to Cairo University that appears occasionally. Several researchers like, Hadia Hamdy, Hala Hattab, Kerby and others have pointed out that culture norms in Egypt highly promote regular governmental jobs which are seen as more secure and stable.

In order to fully comprehend the situation initially before coming to any conclusions prematurely, this research will employ data acquired from studying the local context via reports, publications, researches, in addition to personal interviews to draw a descriptive portrait of the Egyptian entrepreneurship education in order to diagnose the signs of strengths and weaknesses. Interviewees are conducted with professors at several public universities. These professors should be aware of entrepreneurship and eventually give an overview of the existence of entrepreneurship in their university curricula. Feedback is to help in finding out how to integrate social entrepreneurship into the existing system.

Next, the research identifies some prominent universities that have established centers for entrepreneurship, social innovation and social entrepreneurship in order to promote this type of entrepreneurial activity and motivate more graduates to investigate and meet crucial community needs in a sustainable and innovative ways. Universities including Stanford, Oxford, Harvard, Cambridge as well as some NGOs like Ashoka have seen the importance of education in building and promoting entrepreneurs. These entities have built social innovation centers and designed curriculums and executives and professional training programs to help in promoting entrepreneurship in general and social entrepreneurship specifically. My research analyzes these different models to help in building a healthy local model in light of these examples that fits the Egyptian context.

The objective of the research revolves around reaching a better understanding of the Egyptian entrepreneurship education in Egypt. This understanding will be translated into designing a preliminary model of intervention to introduce social entrepreneurship into public university scheme in Egypt.

Research Problem

According to Daniel Isenberg's *Entrepreneurship Ecosystem Model*, Human Capital and Culture represent two major building blocks of the entrepreneurship ecosystem that consists of 6 major building blocks. The human capital pillar consists of qualified human capital who have the skill and characteristics to launch and operate new venture, and the educational institutions that provides academic education and technical trainings. Culture plays a central role in either promoting risk taking and tolerating failure, or encouraging conventional secure public or private jobs.

Entrepreneurship education according to GEM report of 2016 puts Egypt at the bottom ranking no. 62nd out of 62. Several researches and studies of the Egyptian Entrepreneurship Ecosystem identify education and culture as two major barriers of entrepreneurship in Egypt. OECD describes the entrepreneurial activities in the MENA region as being way behind other parts of the world, even their developing counterparts in Latin America and Asia. It relates this weakness to absence of education and training as well as culture norms that does not promote risk taking (OECD 2013). Hadia Abdel Aziz survey identifies 13 barriers hindering Entrepreneurship in Egypt; among which are lack of qualified workforce and social norms, (Abdel Aziz 2010). Kirby and Ibrahim survey of the case social entrepreneurship education in Egyptian university reveals absence of knowledge as well as awareness of social entrepreneurship at the British University in Egypt, one of the leading entrepreneurial universities in Egypt. It also reveals students' tendency to join multinational companies that proved lucrative and stable jobs which are strongly encouraged by local culture (Kirby & Ibrahim 2011). Hala Hattab calls for significant change in the university curriculum and pedagogy to encourage critical thinking, risk taking as well as creativity and innovation. She draws strong correlations between entrepreneurial intention and entrepreneurship education based on findings of her survey on university students (Hattab 2014).

Purpose of the Study

This research is targeting public university education as a major contributor to behavioral and cultural change. It is also a catalyst of entrepreneurial intention, as it has been

confirmed by several researchers. Among those researchers, Ajzen who's renowned *theory of Behavioral Change* strongly supports the notion that education can change behavior in a controlled fashion.

The objective is to connect links between education and promotion of entrepreneurship within the segment of public university students who represent a huge, untapped workforce. The volume, magnitude and diversity, as well as geographical distribution of public university graduates highlights the gap in the existing university public education system. It also campaigns for supporting entrepreneurship ecosystem through education and employing universities as a support engine.

This growing body of research confirms the absence of entrepreneurship and social entrepreneurship education in Egyptian universities does not describe the reasons behind this absence and ways to address this shortage. This research is also intended to more critically address the bylaws, regulations, mechanics, and management procedures of public universities as well as supervising institutions that are involved in approval or promotion of new programs and curriculum. Here, my research is trying to understand how to introduce a new content, curricula, or program to existing programs of the faculties of commerce. How hard or easy this will be? Who are the stakeholders to be included in such intervention? Identify quick win interventions as well as long term intervention?

The research will conclude with a comprehensive design of an intervention to boost social entrepreneurship education in public universities with appropriate strategies that fit in the anatomy and structure of public universities. Proposed intervention considers the evolution of entrepreneurship and social entrepreneurship education and promotion centers at a selected number of universities.

Conceptual Framework

Education is identified as the major contributor to the weak human capital pillar of entrepreneurship in Egypt. The theory of Planned Behavior provides a structural design on how to impact and direct a certain behavioral attitude that leads to specific actions. In the theory, human actions are triggered by intentions which are controlled by three driving factors: Attitudes towards a certain behavior, subjective norms and perceived behavioral control shapes a personal intention and trigger his following actions (Ajzen 1991).

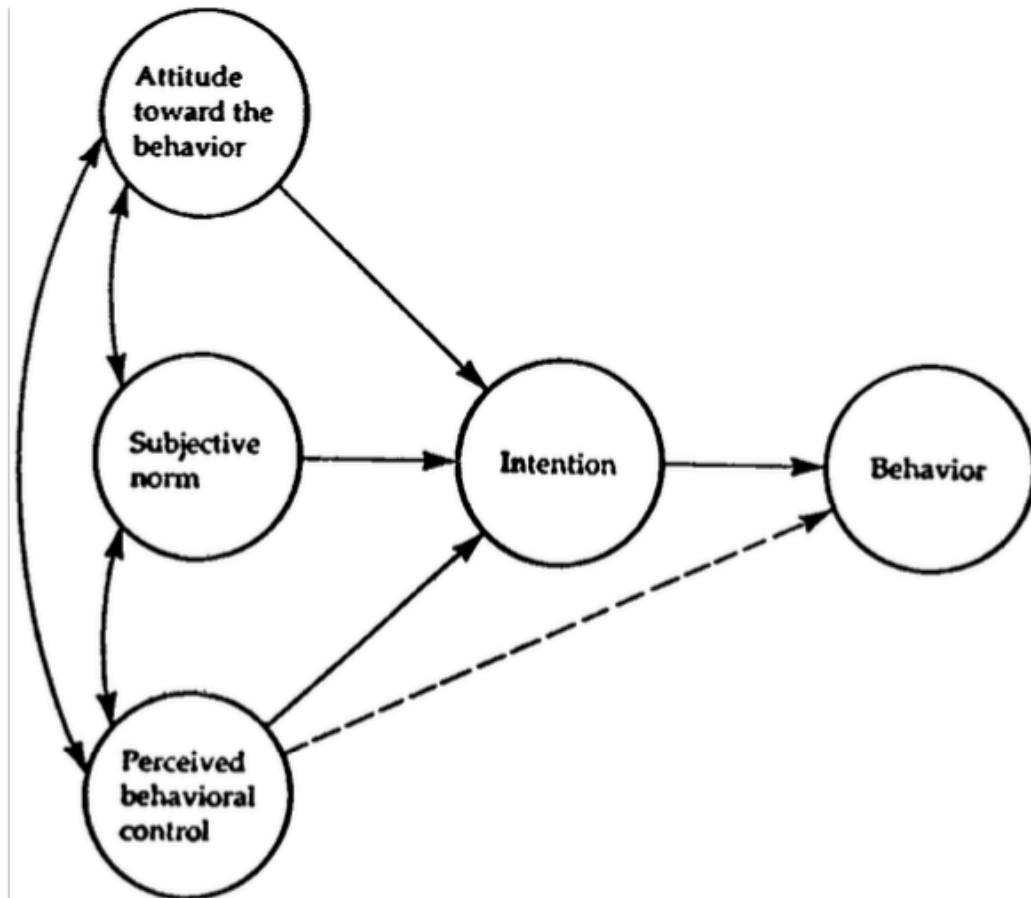


Figure 1 Ajzen Theory of Planned Behavior

Education is strongly perceived to impact human actions by influencing attitude, subjective norms and perceived behavior. Hattab's study of the impact of entrepreneurship education in one of the Egyptian universities has revealed strong correlation and significant increase

in students' entrepreneurial intention after being exposed to an entrepreneurship course (Hattab 2014). There is a necessity to include entrepreneurship modules in schools and universities curricula (El Dahshan et Al 2012). More rigorously, Bloom et Al call for social entrepreneurship education to be offered not only to business school students, but also to other schools' students (Bloom et Al 2008). Also, according to Hattab and (Jones et AL 2008) some strong linkages between entrepreneurship education and growing positive attitudes amongst students toward entrepreneurial careers in developing countries can clearly be concluded (Hattab 2014). Considering the magnitude and accessibility of public universities that host hundreds of thousands of students, including entrepreneurship into the study requirements will highly influence graduates' intentions and attitudes as well. Faculties of commerce are the natural home for business and management education, which makes entrepreneurship strongly related to what is being taught. A professor who teaches small business or management can easily teach entrepreneurship due to the level of similarity between these areas.

This research guides us to the implementation processes and the hurdles of such a complicated process in a public body – universities. We have to explicitly and meticulously understand the legal framework and bylaws of public universities to pin point the right strategy to launch entrepreneurship programs. Understanding the working system on the ground will take us not only to the regulations, executive laws, governing bodies and bylaws, but will also draw on the feedback of university professors who actually work and teach at different public universities. Such feedback is crucial because it creates a vivid picture of faculties of commerce and gives practical recommendation that can truly be implemented on the ground with minimum struggle.

There is no better example of the growing importance of entrepreneurship education than the evolution model of entrepreneurship education in American universities. Babson College was one of the very first universities – possibly the very first- to offer entrepreneurship education in 1967 (Juergen 2011). From that moment courses and programs of entrepreneurship have grown exponentially. The number of majors, minors and certificates of Entrepreneurship grew from 100 in 1975 to more than 500 in 2006. Moreover, the number of courses taught grew from 250 in 1985 to 5000 in 2008 with 400,000 students taking the courses (Kauffman 2015). Comparing the American case,

which represents a leading model to the Egyptian case proves the absence of this extremely important enabler of human capital.

In the USA, teaching social entrepreneurship started in business schools usually under the general umbrella of entrepreneurship, as this field of education was already established. there After growing popularity of social entrepreneurship across universities and colleges, calls have been raised to adopt social entrepreneurship education and benefit students in other disciplines (Lewellyn et al 2010).

Another study on the impact of entrepreneurship education in Chinese universities concludes that policymakers, educators and other players are advised to support and strengthen entrepreneurship education, with considerable focus on the undergraduate level. This entrepreneurship should emphasize opportunity recognition, team building, resources mobilization and management and operation skills development (Zhang et al 2013).

In addition to the international trend, theories and observations fully support the importance of entrepreneurship education. Imperial data shows substantial improvement and measurable outcomes correlated to entrepreneurial education. The research done on the impact of entrepreneurial education on the University of Arizona business school graduates of Berger Entrepreneurship Program in comparisons to other graduates of the same university who were not involved in any type of entrepreneurship education shows clear distinctions between the two segments. Graduates of the entrepreneurship center were 3 times more likely to create new ventures than other no-entrepreneurship graduates from the business school. Moreover, they were 11% more likely to own their own business than non-entrepreneurship graduates (Charney et al 2016).

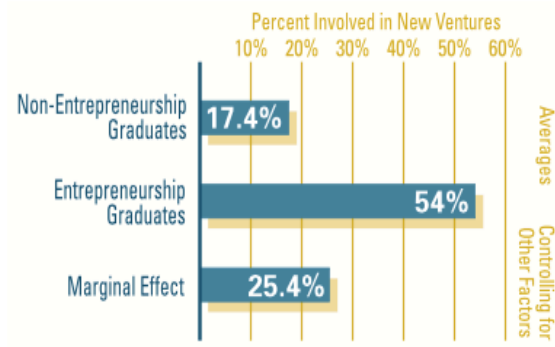


Figure 1.
Entrepreneurship education increases the formation of new ventures

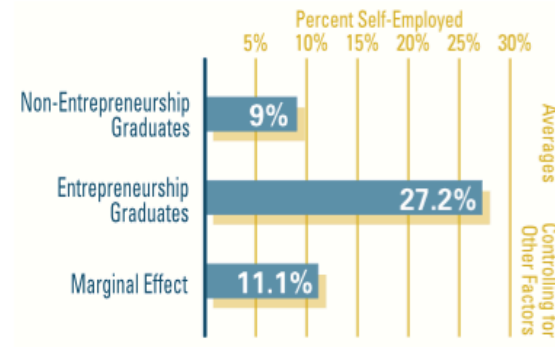


Figure 2.
Entrepreneurship education increases the likelihood of self-employment

Figure 2 The Impact of Entrepreneurship Education on New Companies Creation (Source: Kauffma Foundation)

On the company performance matrix, new ventures that employ entrepreneurship graduates generate five times more sales and employment growth than companies that employ non-entrepreneurship graduates. Stunningly, the research also shows that entrepreneurship graduates accumulated sixty-two percent more personal assets than their non-entrepreneurship graduates at the business school (Charney et al 2016)

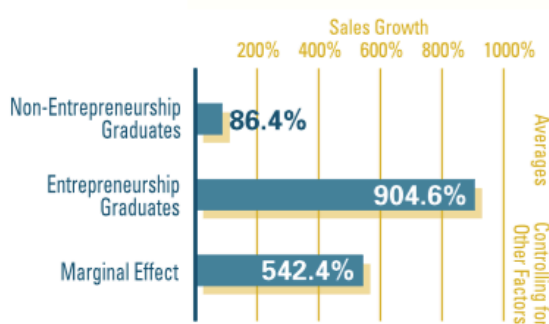


Figure 3.
Entrepreneurship education of employee increases the sales growth rate of emerging firms (<100 employees)

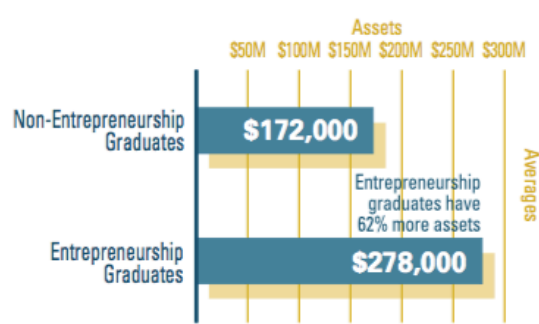


Figure 4.
Entrepreneurship education increases graduates' assets

Figure 3 The Impact of Entrepreneurship Education on Sales Growth and Personal Assets (Source: Kauffma Foundation)

Research Questions

The purpose of this research is to document and describe the state of entrepreneurship and social entrepreneurship education in public universities faculties of commerce.

Here, the main questions this research investigates are:

- 1) Does any public university offer entrepreneurship or social entrepreneurship major, minor or graduate program?
- 2) Does any public university offer entrepreneurship or social entrepreneurship courses on undergraduate or graduate levels?
- 3) Does any existing course cover entrepreneurship or social entrepreneurship as part of its syllabus?
- 4) What is the legal framework of public universities?
- 5) What is the process of introducing new curriculum into existing curricula? Who is involved? What are the requirements?
- 6) Who are the key stakeholders of entrepreneurship education?
- 7) What are possible intervention strategies to close the educational gap?
- 8) How to guaranty accessibility of entrepreneurship education beyond university's students?

Research Motivation

Egypt is suffering from increasing social problems, resulting in a growing poverty rate over the last decade, reaching 27.8% in 2016 (UNDP Egypt 2016). Chronic shortage of adequate primary services strongly contributes to this situation. Meanwhile, another social threat arises in huge numbers of graduates every year who are not able to secure jobs due to lack of opportunities, skill mismatch, or low quality.

Pressure imposed by the influx of new graduates can be part of an innovative solution that targets both employment and job creation while tackling the growing community social challenges. Influencing graduates towards social entrepreneurship through introducing this topic into existing curricula in public universities will create a massive power of change.

Empowering graduates with the skills, knowledge and passion can deeply address the growing social needs and create plausible and sustainable job opportunities.

Research Hypothesis

Education plays a major role in supporting and promoting entrepreneurship in Egypt. Introducing this discipline into the curricula of the faculties of commerce, spread out most Egyptian governorates, is believed to trigger a community shift. Graduates being introduced to entrepreneurship while studying in college are anticipated to create a paradigm shift and empower more minds to think of innovative solutions to community problems. These graduates are expected to employ the knowledge they acquired in college, along with thrive to alleviate pain and create job opportunities, into innovative business models that create sustainable and economically sound solutions.

A change in the existing structure of public university curricula, though problematic and challenging, is attainable. Understanding bylaws, internal context and key stakeholders can be help in designing a doable intervention. Mapping the existing context as well as influential bodies can help in creating a comprehensive approach that can be implemented from the bottom up ground. This research will serve as an eye-opener for decision makers, universities and activists on the opportunity of change and an important area of intervention to address an educational gap. Hopefully this encourages serious actions that address the human capital limitation of social entrepreneurship and entrepreneurship in general.

Chapter II: Research Methods

Research Design

The study involves primary and secondary data collection and analysis. Primary data is collected through semi-structured interviews with business professors in several public universities in Egypt. Interviews are conducted to reveal the existing status quo, engage stakeholders, and collect data and feedback as well as recommendations on how to introduce social entrepreneurship into public universities. Secondary data is accumulated from published researches, international reports, colleges bylaws and existing programs' structure and content, and the Egyptian law of universities.

In addition to this, I study the evolution and development of social entrepreneurship curriculum in some universities to come up with best practices and lesson-learned applicable to the Egyptian context.

Research Procedures

The research starts by introducing the definitions of entrepreneurship and social entrepreneurship through out literature. After that, it moves to describing the status of entrepreneurship and social entrepreneurship in the Mena Region with focus on the Egyptian context. Literature review documents the identified gap of entrepreneurship education and human capital and traces the reasons behind this absence as described by other researchers.

The research compiles, analyses and summarizes the structure and curricula of faculties of commerce in public universities. Mapping existing programs serves in locating the existence of any program or curriculum that tackles either entrepreneurship or social entrepreneurship in current programs. Following, the research summaries and analyses *Law 49 for 1972* and its *Executive Regulations* of the higher education in relation to understand the legal background of public universities. It also involves analyzing the bylaws of colleges to understand the procedures and requirements to introduce a new curricula or program either on the undergraduate or graduate level.

Apart of secondary data collection, primary data collection is conducted via one-on-one interviews with a number of university professors who serve mostly at faculties of commerce. These professors are valuable source of internal information about the system.

Interviews serve in collecting reliable data, directly from one of the major stakeholders, about the existing context, available programs or curricula, bylaws, regulation, councils etc. Insights and feedback from these professors help in clearly portraying things from inside and exploring smart ways to bypass the hurdles imposed by bureaucracy of the public system. Interviewees are randomly selected through researcher's network and referrals aiming to cover as many colleges of commerce as possible. Another couple interviews are conducted with a number of professors who managed to introduce entrepreneurship to the curricula they teach in other colleges like engineering. In addition to that, some interviews are conducted with some key persons of important organization in social entrepreneurship ecosystem whose work involve working with university students and who offer some social entrepreneurship education training programs.

Limitations of The Study

Egypt has twenty six public universities, of which 22 has faculties of commerce – the focus of this study. The researcher managed only to conduct 9 interviews in 6 universities. The size of the sample is quite small and might not be precisely representative of all public universities across Egypt. Although, information and feedback collected through the semi-structured interviews were almost identical, there might be some difference across uncovered universities.

The research outlines all the existing programs being offered by faculties of commerce across public universities. I had to rely on online information of faculties portals. Online information was sometimes incomplete or unorganized. Some faculties list detailed information about study programs including courses being offered under each program, while other colleges only list names of available programs with no information about the content and courses listed under such programs.

Chapter III: Literature Review

Entrepreneurs and Entrepreneurship

A growing unemployment rate and slow economic growth as well as international environmental concerns have increased the importance of entrepreneurship as a flagship that can direct the economy, create an added value, secure jobs and address the local needs while preserving the environment.

But what makes an entrepreneur? What does it take to be an entrepreneur? Sobel describes entrepreneurs as change makers who add value through converting existing resources into new products and services. (Barringer et al 2013) describe an entrepreneur as person who integrates available resources- money, natural resources, human capital, knowledge, and business model, using a strategy- into a viable business that generates financial revenue. In the same direction they define entrepreneurship as a process of capturing an opportunity by converting resources into a successful business disregarding the resource scarcity.

Another crucial characteristic is risk taking that strongly differentiates entrepreneurs from common people who like secure, conventional paths. Entrepreneurs organize and manage their enterprises while taking an assumed risk to launch their enterprises, Sobel describes. While (Barringer et al) go in the same direction putting risk-taking as a corner stone of entrepreneurs' courageous action of launching businesses.

(Schumpeter 1949) highly values the importance of what he calls "Pioneering Entrepreneurs" as a driving force for economic development. He describes these entrepreneurs as an economic endogenous force contrasting the great majority of people who only take routine actions. This also aligns with Sobel's and Barringer's descriptions.

Entrepreneurship and innovation are two sides of the same coin. There is no entrepreneurship without innovation; this innovation is taken to market by courageous entrepreneurs. Schumpeter says "carrying out innovations is the only function which is fundamental in history". He also accents that it is entrepreneurship that "replaces today's Pareto optimum with tomorrow's different new thing". Schumpeter argues that entrepreneurship and innovation have never seemed so appropriate as nowadays, when modern capitalism is experiencing a serious crisis and is losing strength during last subprime and euro-debt crises (Śledzik K 2013)

Ecosystem

Entrepreneurs are living creatures grow and prosper if a surrounding environment supports and nurtures their existence and growth, which is called the ecosystem. Some entrepreneurs are inherently entrepreneurially inclined and sometimes learn and acquire these skills from their environment. Biological ecosystem is described as "all the living things in an area and the way they affect each other and the environment" (Cambridge Dictionary), while described as "A biological community of interacting organisms and their physical environment" (Oxford Dictionary). (Bloom and Dees 2008) define biological ecosystems as made up of complex webs of interrelated organisms, or players, each of which has a role. However, it is not only made up of organisms, but also of environmental conditions like soil, weather, and water. These environmental conditions have a significant impact on the types of organisms that can exist, as well as on their relationships with one another. And so, environmental conditions determine what types of organisms will live and which will die.

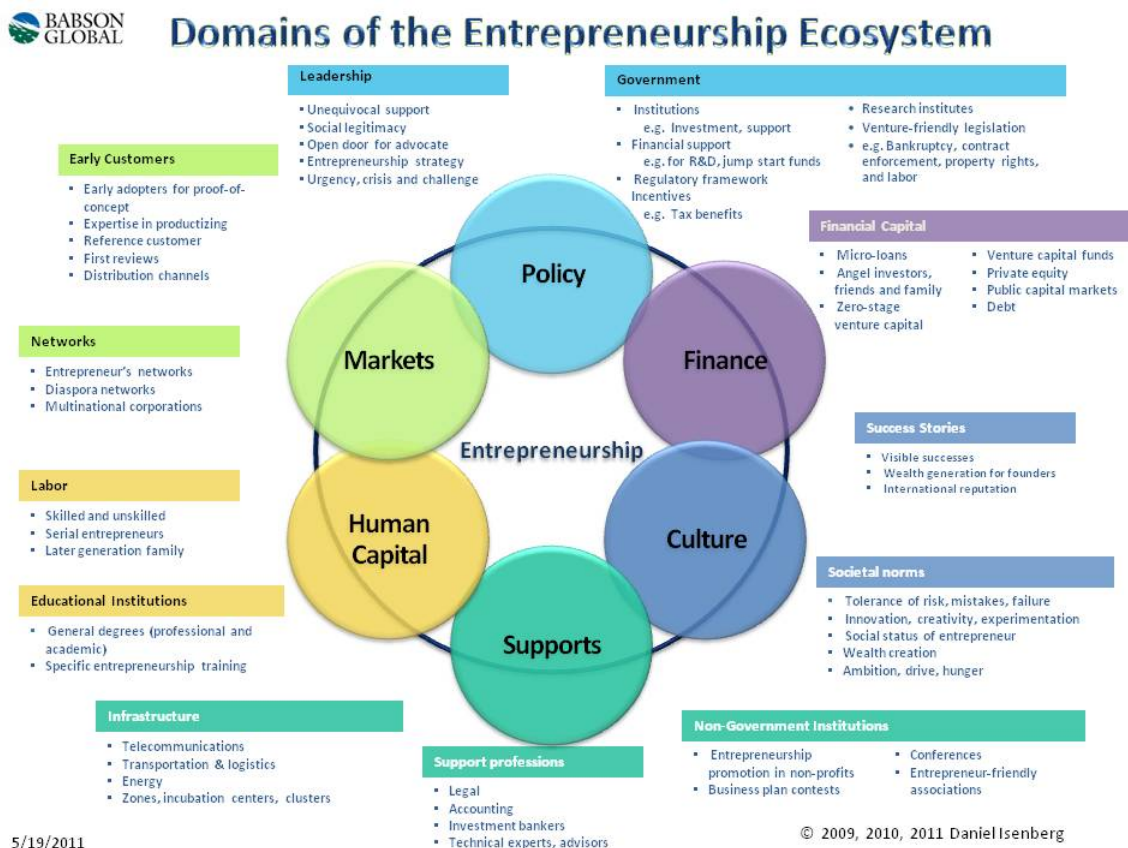


Figure 4 Daniel Isenberg Entrepreneurship Ecosystem Model (Source Babson College)

Daniel Isenberg, the first person to use the terminology "Ecosystem" in the entrepreneurship context, describes it as a living system that is built up of hundreds of specific elements communicating and interacting with one another and with the outer context. These elements are grouped into 6 different domains: financial capital, human capital, societal and cultural norms, enabling policies and leadership, institutions and infrastructural support, and venture-friendly market, Figure 4. Accordingly, there are enablers that foster and nurture the growth of entrepreneurs like how a biological ecosystem supports its organisms to live and grow. Without these supportive functions, nutrition, and healthy interactive relationships between these organisms and the system, entrepreneurs cannot survive.

Egyptian Ecosystem

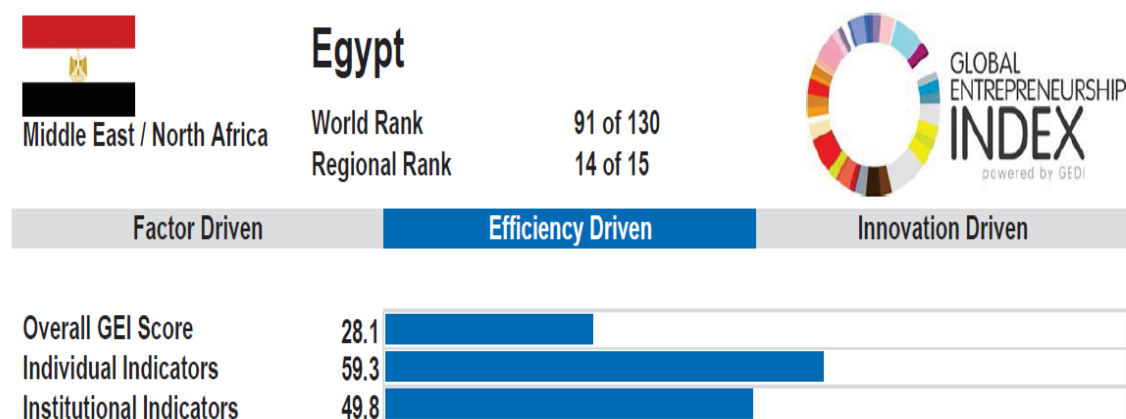


Figure 5 Egypt Entrepreneurship World Ranking (Source GEDI)

Analyzing the Egyptian entrepreneurship ecosystem unveils major deficits and limitations that must be addressed to revive and grow entrepreneurship. (Abdel Aziz 2012) conducted a survey on 25 MBA students in Egypt identifying 13 barriers hindering Entrepreneurship in Egypt. The barriers are: Lack of source of finance, lack or insufficient market data, regulatory requirements and cost to start a business, government bureaucracy, administrative corruption, lack of transparency, business monopoly, inadequate infrastructure, changing laws, regulations, and investment policies, lack of qualified workforce, social norm of not to take risk, personal tendency not to take risk, legal consequences of failure. (El Dahshan el Al 2012) also describe the prevailing culture as a

major barrier against entrepreneurship. Egyptians do not like to take risk; the cultural norm is geared towards stable public jobs with little or no risk.

The OECD, also, correlates the lagging entrepreneurial activities in the MENA region to the cultural norms that promotes public jobs over private business, policy frame work, corruption, and market dominance by a handful of powerful businessmen. The regulatory environment, also, limits fair competition and favors certain key players. It also does not offer incentives for enterprises to innovate (OECD 2013). However, Daniel Isenberg in his article “*How to Make an Entrepreneurial Revolution*” points out that Culture norms can change in short time giving some concrete examples; Ireland environment changed dramatically from supporting public jobs and discouraging youth to start their businesses towards encouraging and celebrating entrepreneurship. This change is a result of successful examples and dissemination of opportunities of success. Media plays a central role in promoting this message. Not only Ireland has managed to do it, Chile also has done it; others can follow- if they wish.

Education, being the main contributor to shaping the mindsets and personal traits, lacks both the skill sets and knowledge of entrepreneurship, both in university and pre-university education. There is a genuine need to incorporate entrepreneurship modules in the school and university curriculum (El Dahshan et Al 2012).

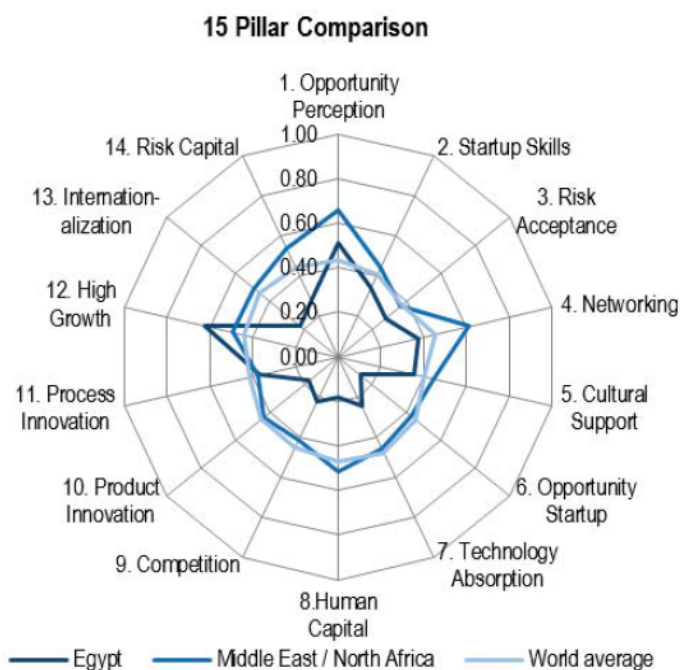


Figure 6 Status of Egyptian Entrepreneurship Pillars (Source GEI)

Education, being the main contributor to shaping the mindsets and personal traits, lacks both the skill sets and knowledge of entrepreneurship, both in university and pre-university education. There is a genuine need to incorporate entrepreneurship modules in the school and university curriculum (El Dahshan et Al 2012).

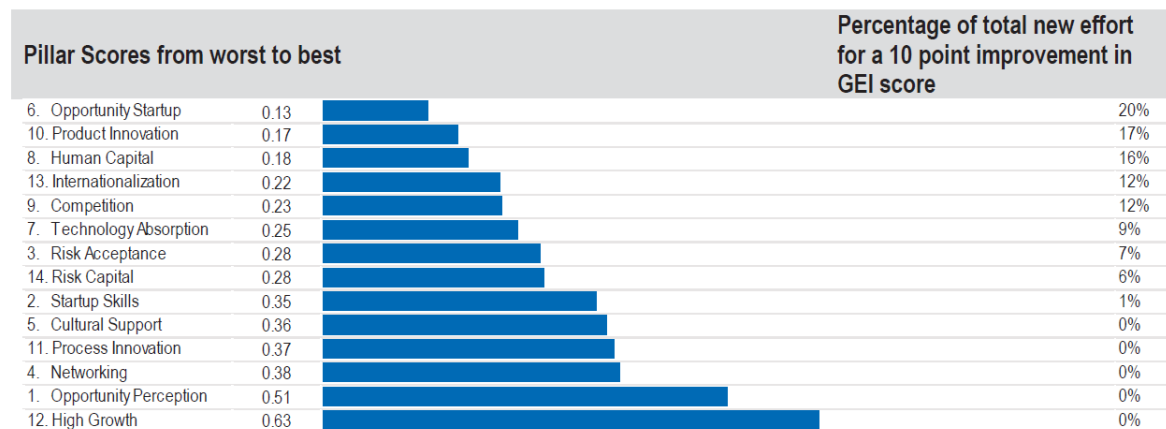


Figure 7 Scores of Entrepreneurship Pillars (Source GEI)

(Badr 2009) highly stresses the correlation between the political framework, sociological and psychological characteristics and entrepreneurship. Egypt has passed different structural period resulting in totally different types of entrepreneurs. Adding to this, a key element of the start and growth of the entrepreneurial activities is funding. Most of the literature document the limitations and sometimes even absence of funding mechanisms and channels to support entrepreneurs who do not have collateral tangible assets to apply for bank loans. Eventually, the lack of appropriate financial channels constrains the expansion and development of entrepreneurial activities.

Another key point is dealing with paperwork, which stands as the biggest hurdle for Egyptian businesses planning to export their products abroad or import from other countries. They need to submit 8 documents to export and 10 documents to import—as opposed to France, for example, where only 2 documents are needed both for imports or exports. Even the regional average is lower at 6 documents for exports and 8 for imports. In Egypt, traders must submit multiple forms to the same entity (Ease of Doing Business) (OECD 2013) in “*New Entrepreneurs and High Performance Enterprises in the Middle East and North Africa*” describes the entrepreneurial activities in the MENA region as being way behind other parts of the world, even their developing counterparts in Latin America and Asia. According to the World Bank data, the creation of new limited liability companies in the MENA is 0.6 per 100 persons, while the percent is 4.2 in other developing countries and 2.2 in central Asia and 1.3 in Latin America. According to (El dahshan et al 2012) the Egyptian entrepreneurship system operates in a linear mechanism that does not

allow inter-sectorial collaboration and self-sustainability of the new born ventures that highly depend on the nursing and protective nature of supporting organizations.

(El Dahshan et al, 2012) call for a paradigm shift towards a newly suggested TEAM Model that is built on pillars and supporting functions. This TEAM model serve entrepreneurs during their three stages of progress: the pre-initiation, initiation and operation and growth stage. It tackles the entrepreneurial model as a whole disregarding of stage.

Enablers of Entrepreneurial Development

Daniel Isenberg in “*How to start an entrepreneurial revolution*” points out that while most countries are thriving to move into the entrepreneurial economies to fix their problems, there are no secret bled nor uniform strategy. However, there are best practices and road map that have to be adapted to the national context. Replicating successful models is not necessarily the best way to get the same outcome; what applies in one context does not guarantee success in another words, following the visionary Silicon Valley model is not the best methodology. We should be able to identify the strengths and weaknesses of the economy and hence design our intervention. Rwanda went from 143 to 46 in 2015 according to the World Bank Ease of Doing Business Report, 2014.

This leap can be attributed largely to the reforms taken by the government after the gruesome genocide of 1990 that did not photocopy the Silicon Valley but rather supported a local industry around the national crop- Coffee- by training farmers, businesses, packaging and related industries. The result was a dramatic increase of the small businesses reaching 72.000 new venture that contributed to the quadruple GDP after tripling the exports and reducing poverty by 25% in just a decade.

This supports Isenberg’s notion that each entrepreneurship ecosystem is unique; the uniqueness of each ecosystem is stimulated and fueled by different elements. For example, Israel's ecosystem evolved in the seventies around high military necessities and in absence of natural resources. Ireland's ecosystem, on the other hand, was close to the European market and in context of free education and presence of multinational companies in the eighties. China's ecosystem is evolving in a diverse political system. A leap frog of entrepreneurship ecosystem cannot be attributed to a single one factor nor generic attributes; It is the interaction of many variables working simultaneously to maximize the total output, Isenberg says. Applying this to the local Egyptian context, we need to look for

weaknesses and strengths of the existing ecosystem and look for ways to address weaknesses and maximizes the strengths. Human capital is an area of improvement that is explicitly addressed by this research.

Social Entrepreneurship

Social entrepreneurship emerges as a field of business innovation that tackles community needs in financially and technically viable ways. Profitability for social entrepreneurship is not the optimum goal, though it is an integral part of its sustainability. Combating social pain and suffering as well as contributing to poverty alleviation are the main drivers for social entrepreneurs. Accordingly, social entrepreneurship does not oppose entrepreneurship. Instead it exists as a sub domain of entrepreneurship that is more socially concerned. *“Social Entrepreneurship in the Middle East”* reports "Many definitions of social entrepreneurship have been proposed, each of which emphasizes different elements of the phenomenon, such as “pattern-breaking,” “systemic,” or “permanent” social change. Entrepreneurial innovation or financial sustainability” (Abdou et Al.).

Ashoka describes social entrepreneurs as those type of individuals who step out of the crowd and take actions to tackle social problems without waiting or relying on the government. Those individual are very innovative and passion-driven to carefully figure out what is not working with in the existing systems and come up with new ways to fix these problems. Though social entrepreneurs are visionary persons who think out of the box, still, they have the practicality that brings their ideas into implementation. "Social entrepreneurs present user-friendly, understandable, and ethical ideas that engage widespread support in order to maximize the number of citizens that will stand up, seize their idea, and implement it. "Leading social entrepreneurs are mass recruiters of local change makers— role models proving that citizens who channel their ideas into action can do almost anything" (Ashoka 2015).

Shwab foundation’s - a very established social innovation organization - definition of social entrepreneurs revolve around the main ideas of pursuing opportunity to alleviate poverty and create social change. These persons pursue society transformation by employing their entrepreneurial zeal, business methods and vision. Their visions are practically rooted and coupled with implementation. They build and sustain their

innovative social organization using business operation and planning tactics. Schwab describes them as those who:

- “Achieve large scale, systemic and sustainable social change through a new invention, a different approach, a more rigorous application of known technologies or strategies, or a combination of these.
- Focus first and foremost on the social and/or ecological value creation and tries to optimize the financial value creation.
- Innovate by finding a new product, a new service, or a new approach to a social problem.
- Continuously refine and adapt approach in response to feedback.
- Combine the characteristics represented by Richard Branson and Mother Teresa.”(Schwab Website 2015)

Martin and Osberg define social entrepreneurship as:

having the following three components: (1) identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own; (2) identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state’s hegemony; and (3) forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large. (Roger and Osberg 2007).

In the same line the Skoll Foundation for Social Entrepreneurship describes social entrepreneurs as change agents who try to transform communities through combining innovation, resourcefulness and opportunity. They possess authentic characteristics: innovation, market orientation and system change.

Again, business and social change are intertwined in social entrepreneurship and do not work mutually independent. David Bornstein, author of the book “*How to Change the World: Social Entrepreneurs and the Power of New Idea*” artistically defines this thin line between entrepreneurs and social entrepreneurs by " “What business entrepreneurs are to the economy, social entrepreneurs are to social change. It is the driven, creative individuals who question the status quo, exploit new opportunities, refuse to give up, and remake the world for the better.” (Bornstein 2007)

Social Entrepreneurship in Egypt

El Abd says that social entrepreneurship activities in Egypt have grown exponentially, particularly in the last 5 to 10 years. This growth is powered by growing social challenges, pressure of change from younger generations, government failure to address poverty, and growing activities of organizations like Nahdit El Mahrousa, Injaz, Ashoka, Schwab, Synergos and others. However, she argues that this growth is still maturing and is confined to specific institutions and groups. El Abd argues that the legal frame work, lack of cooperation between stakeholders and disagreement on a unified definition pose critical hurdles of social entrepreneurship in Egypt (El Abd). In the same line the “*Social Entrepreneurship in the Middle East*” outlines the disagreement between practitioners and expert on the proper definition of social entrepreneurship. It also highlights the importance of financial sustainability to social entrepreneurship. It is innovation and financial viability that mobilize the growth of these social ventures and enable them to grow and prosper beyond the local context. Scalability is strongly tied to the ability of these venture to generate revenues in order to systematically grow their social interventions and create a breaking change (Abdou et Al.).

El Abd calls for empowering youth and giving them more space and freedom to act, making use of the post revolution momentum that has triggered many youths to enter the social service arena. She also magnifies the role of local players in leveraging existing resources and directing the social change.

Social Entrepreneurship Education

Social Entrepreneurship Education serves as an important axis of the ecosystem that should be introduced to our university and school curricula. There is no doubt that education is a major proponent of community and cultural change. It is education that builds awareness and changes culture norms. Since our Egyptian culture norms do not promote risk-taking and entrepreneurship in general, education has to play a leading role in creating this mind-shift. Similarly, social good is seen solely as giving charity, cultivating a broader understanding and meaning of social good is extremely important to mobilize more people into a more inclusive and beneficial model for social change.

The evolution of social entrepreneurship education was early in 1980s, and since then more business schools have adopted social entrepreneurship courses into their curriculum. By 2011, over 148 institutions are teaching some sort of social entrepreneurship courses in their curriculum (Kim & Lu 2011)

Greg Dees, is the first know person to teach a social entrepreneurship course in the United States and the author of the famous book "*The Meaning of Social Entrepreneurship*" one of the most cited books in the field. He is refereed as the "Father of Social Entrepreneurship Education". Dees describes his first experience of introducing a Social Entrepreneurship course at Harvard Business School as challenges, when the term was very new and Ashoka was just starting (Dees 2001). As the field is likewise new to the Egyptian context, introducing similar course might face the similar problematic situation. Eventually, the starting point is to create an awareness campaign to disseminate basic knowledge about this important new field, especially to the Egyptian context.

Dees believes that business schools are the natural home of Social Entrepreneurship education. Those social ventures need to apply all the business processes from raising funds, feasibility plan, sustainability metrics, manage people and expand. These activities are regularly taught at business schools. However, this is not the end of the story, since Social Entrepreneurship tackles community problems and is concerned with people over financial rewards, understanding society, social behavior, psychology of change, and intervention in communities. The complexity of Social Entrepreneurship arises from its aim to positively impact society while being economically viable. Business schools are good at teaching business related topics, however effective Social Entrepreneurship in its broader context has to incorporate other skills, knowledge and theories of social change which are already there in other schools.

Such an inclusive methodology helps the prospectus social entrepreneurs fully understand the complexity of addressing social challenges and the various factors that have to be taken into consideration before diving into social change. As an example, people are very resistant and sensitive not only about what is new to them, but also about any kind of change introduced by parachuting individuals or entities. This sort of skepticism needs social intelligence and deep understanding of the psychology of change. Business skill,

though extremely important, are not the only factor for the success of Social Entrepreneurship formula.

Dees mentions an important concept "The Art of Creating Social Change" which has to do with the skill of doing things the right way with community to achieve the optimum impact. Dees calls for a practical blended methodology, where students are dispersed into the community while studying in order to develop this sort of emotional intelligence and learn how to empathize with people and acknowledge their problems. Another important skill for potential social entrepreneurs is to learn how to listen to people and understand what they experience as problematic. How they see the solutions to their challenges? What are their expectations from those who want to support them? What role can they play in attaining solutions? This participatory approach better prepares students to be more inclusive in addressing social challenges and decreases any potential resistance from the community. Dees calls for an interdisciplinary, rigorous Social Entrepreneurship education across different schools building on public policy, psychology and anthropology as well as science, engineering and information technology sciences that could be crucial to finding alternatives and solution to the community most pressing needs. In other words, Social Entrepreneurship education should be offered not only to business school students, but also to other schools' students. In the same line, undergraduate should have their own dose of Social Entrepreneurship education. This may include a generic overview of Social Entrepreneurship and some case studies that implant the seeds of awareness of this particular field.

Giving students and potential social entrepreneurs tools and knowledge to be successful social entrepreneurs can be done as early as possible. Since learning has to be very close to expected contextual working environment, students are to engage in social entrepreneurs shadowing during their study or summer internship. Some schools' support programs place social entrepreneurship students as non-voting board members in social enterprises or non-profit organization. On one hand, this sets boundaries for students in order to provide advice and consultation to these organizations by transforming what they learn in class into real life application. On the other hand, it supports these entities with fresh and impactful knowledge of these young students. Some schools pay salary substitute to these students if their organization cannot afford paying them during their summer internship.

Chapter IV: The State of Entrepreneurship Education in Public Universities

Here, the research maps all existing undergraduate, graduate and professional programs offered by all public universities across Egypt. There are 18 public faculties of commerce, each faculty belongs to a public university that operates under the supervision of Supreme Council for Universities “SCU”. There are a number of other public faculties of commerce under Azhar University, a different public university that does not operate under the supervision of the Supreme Council for Universities. 23 public universities hosting 368 colleges operate under the supervision of the Supreme Council for Universities in Egypt – excluding Al Azhar University.

Despite the clear weakness of the human capital in relation to entrepreneurship in general, during this research time I couldn’t find published research tries to identify gaps in this area. Eventually, listing and documenting existing study programs and curricula at the faculties of commerce in public universities in Egypt is to either confirm the existence or absence of entrepreneurship curricula, majors, minors or specialized programs. Accordingly, this descriptive analysis is to help us understand and draw a realistic overview of the state of entrepreneurship education in general and social entrepreneurship specifically in our public universities. Conclusions will help on defining best strategies to introduce social entrepreneurship into the existing structure, taking into consideration the barriers and limitations of the current context. Each of the following tables lists programs offered at one of the 18 public faculties of commerce. Programs are categorized under four categories: undergraduate, diplomas, masters, and PHDs. The diplomas category includes both academic and professional programs.

Undergraduate	Diplomas	Master	PHD
Assuit			
Accounting	Cost Accounting.	in one of the areas of B. Comm.	in one of the areas of B. Comm.
Business Administration.	Auditing and Financial Control.		
Political Science.	Taxation Accounting.		
Economics.	Accounting		
Insurance	Production Management.		

Business Economics and Administration	Local Administration and Political Development		
	Insurance. Banking Studies.		
	Development and Regional Planning.		
	Industrial Economics		
	Administration Development		
	Public Administration		
	Marketing.		
	hospital Management		
	Accounting for non-Accountants		
	Political studies.		
	Public Policies.		
	Management of Environmental Affairs and Political Development		
	Applied Statistics		

Table 1 Faculty of Commerce, Assuit University Programs

Undergraduate	Diplomas	Master	PHD
Zagazig			
Accounting	Feasibility & Project Evaluation	Accounting	International Economics
Economics	Small Enterprises.	B. A. Marketing	Industrial Economics
Banking	Banking & Financial Institutions	<i>B. A Entrepreneurship and Small Enterprises</i>	Financial Economics
International Commerce	Cost Accounting.	B. A. HR	Accounting
Statistics	Auditing and Financial Control.	B. A Finance	B. A. Marketing
Insurance	Taxation Accounting.	Economics	<i>B.A Entrepreneurship and Small Enterprises</i>
Business Administration	Accounting	External Commerce	B. A. HR
B. A. Human Resources	Accounting for non-Accountants	Statistics	B. A Finance
B.A. Marketing Management	Business Administration	Valuation	Economics
	B.A. Marketing	<i>MBA - Entrepreneurship & Small Enterprises</i>	External Commerce
	B. A. Hospital Management		Statistics
	B.A. Public & Local Management		
	B. A. HR		
	Applied Economics		

	External Commerce		
	Applied Statistics		
	Insurance		

Table 2 Faculty of Commerce Zagazig University Programs

Undergraduate	Diplomas	Master	PHD
Sohag			
Accounting	Accounting	Accounting	Accounting
Business Administration	Business Administration	Business Administration	Business Administration
Economics	Economics	Economics	Economics
Statistics	Statistics	Statistics	Statistics
Mathematics & Insurance	Insurance	Insurance	Insurance
Health Institutions Management	Production Management		
Hotels & Tourism Management	Public Administration and Local Governance		
	Development & Local Planning		

Table 3 Faculty of Commerce, Sohag University Programs

Undergraduate	Diplomas	Master	PHD
South Valley Qena			
Accounting	Accounting Auditing	Accounting	Accounting
Business Administration	Financial Studies	Business Administration	
Economics		Economics	
Insurance			

Table 4 Faculty of Commerce, South Valley in Quena University Programs

Undergraduate	Diplomas	Master	PHD
Mansoura			
Accounting	Accounting	Accounting	Accounting
Business Administration	Auditing	Business Administration	Business Administration
Economics	Taxation	Economics	Economics
Statistics & Insurance	Cost Accounting	Insurance	Insurance
	Finance	Statistics	Statistics
	Marketing	MBA	
	Local Development		
	Statistics		
	Health Institution Management		
	Insurance		

	Population Statistics		
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Table 5 Faculty of Commerce, Mansoura University Programs

Undergraduate	Diplomas	Master	PHD
Tanta			
Accounting	Accounting & Auditing	Accounting	DBA
Business Administration	Business Administration	Business Administration	
Economics	HR	MBA Marketing	
Statistics & Insurance	Cost Accounting	MBA HR	
Business Information Systems	Finance	MBA Finance	
	Marketing	MBA	
	Local Development		
	Statistics		
	Health Institution Management		
	Insurance		
	Population Statistics		

Table 6 Faculty of Commerce, Tanta University Programs

Undergraduate	Diplomas	Master	PHD
Ain Shams			
Accounting	Financial Accounting	Accounting	Accounting
Business Administration	Auditing	Business Administration	HR
Economics	Economics & International Relations	Economics	Economics
Statistics & Insurance	Taxation	MBA	Marketing Management
	Cost Accounting		Production Processes
	Finance		Financial Management
	Organization Management		
	Business Administration		
	Marketing		
	Health Institution Management		
	Investment		
	Crisis Management		
	Quantitate Methods		
	Computer Commercial Programs		

Table 7 Faculty of Commerce, Ain Shams University Programs

Undergraduate	Diplomas	Master	PHD
Cairo			
Accounting	Financial Accounting	Accounting	DBA
Business Administration	Accounting operating Systems	Business Administration	PHD in Specialty
Insurance	Projects Feasibility Studies	MBA	
Actuarial	Taxation Accounting		
	Cost Accounting		
	Investment		
	Business Administration		
	Marketing		
	Health Institution Management		
	General Insurance		
	Life Insurance		
	Social Insurance		
	Actuarial Science		

Table 8 Faculty of Commerce, Cairo University Programs

Undergraduate	Diplomas	Master	PHD
Port Said			
Accounting	Accounting & Auditing	Accounting	Accounting
Business Administration	Cost Accounting	Business Administration	Business Administration
Economics	Taxation	Economics	Economics
Political Science	Marketing	Political Science	Political Science
Commercial Science	Insurance	Commercial Science	Commercial Science
Insurance	International Political Relation	Insurance	Insurance
Statistics	Public Administration and local Governance	Statistics	Statistics
	Computer Applications Commercial	MBA	
	Health Management Organization		
	Economics of International Investment		
	Statistics		
	Customers & Free Zones		
	Public Relations		
	Finance and Investment		
	Economics of Maritime		
	Accounting of NGOs		

Table 9 Faculty of Commerce, Port Said University Programs

Undergraduate	Diplomas	Master	PHD
Suez			
Accounting	Accounting	Accounting	Accounting
Business Administration	Auditing	Business Administration	Business Administration
Political Studies	Environmental Economics	Economics	Economics
Statistics	Management of Petroleum Organizations	Insurance	Insurance
	Feasibility and Project Design	Political Studies	Political Studies
	Social & Health Insurance	Statistics	Statistics
	International economics		
	Management of Small Enterprises		
	Hospital Management		
	Public administration & Local Governance		
	International Politics		
	Commercial Insurance		
	Statistics		
	Customs & Free Zones		
	Financial Studies		
	Economics of Maritime		
	Economics of Regional Development		
	Management of Finance and Investment		
	Public relations & Media		
	Marketing		
	Cost Accounting		
	Taxation		
	Financial Accounting		
	Auditing		

Table 10 Faculty of Commerce, Suez University Programs

Undergraduate	Diplomas	Master	PHD
Helwan			
Accounting	HR Management	Accounting	DBA
Business Administration	Trade and Transport Logistics	Globalization	Hospital Management
Economics & External Commerce	Accounting and International Taxation	<i>Entrepreneurship</i>	Economics of Health
Political Science	Treatment	Management	Health Information Systems
Statistics & Insurance	Banking, Finance & Investment	MBA	PHD in Specialization

Financial Markets & Institutions	Hospital Management	Hospital Management	
Business Information Systems	Economics of Health	Economics of Health	
	Health Information Systems	Health Information Systems	
		Master In Specialization	

Table 11 Faculty of Commerce, Helwan University Programs

Undergraduate	Diplomas	Master	PHD
Kafr El Shekh			
Accounting	Cost Accounting.	Accounting	Accounting
Business Administration.	Governmental Accounting	MBA	
Economics	Taxation Accounting.		
Statistics	Accounting		
	Business Administration		
	Public Administration		
	Financial Administration		
	Marketing		
	Hospital Management		
	Financial Studies		
	Economics and Feasibility of Projects		
	Statistics		
	Insurance		

Table 12 Faculty of Commerce, Kafr ElSheikh University Programs

Undergraduate	Diplomas	Master	PHD
Damietta			
Accounting	Marketing	Accounting	
Business Administration	Management of Health Institutions	Economics	
Economics	Auditing	Management	
Statistics	Taxes	Business Administration	
	Financial Accounting	Statistics	
	Accounting for Gov. Organizations		
	Cost Accounting		
# Management of Small Enterprises			

Table 13 Faculty of Commerce, Damietta University Programs

Undergraduate	Diplomas	Master	PHD
Banha			

Accounting	Marketing	Accounting	Accounting
Business Administration.	Economics of Energy	Business Administration	Business Administration
Economics	Accounting & Auditing	Economics	Economics
Applied Statistics	Scientific Research & Quantitative Methods	Applied Statistics	Applied Statistics
	Cost Accounting		
	Accounting for Gov. Organizations		
	Information Systems & Computer		
	HR		
	Feasibility of Projects		
	Economics of Projects		
# Management of Small Enterprises			

Table 14 Faculty of Commerce, Banha University Programs

Undergraduate	Diplomas	Master	PHD
Beni Sweif			
Accounting	Accounting & Auditing	Accounting	Accounting
Business Administration	Business Administration	Business Administration	Business Administration
Insurance	Hospital Management	Insurance	Insurance
	Public Insurance	MBA	

Table 15 Faculty of Commerce, Beni Sweif University Programs

Undergraduate	Diplomas	Master	PHD
Sadat University			
Accounting	Business Administration.		
Business Administration.	Hospitals Management		
Economics	Marketing		
	Administration Development		
	Agriculture Institutions		
	Administrative Information Systems		
	Administrative Economics		
	Management of Small Enterprises		

Table 16 Faculty of Commerce, Sadat University Programs

Undergraduate	Diplomas	Master	PHD
Suez Canal University Ismaliya			

Accounting	Accounting	Accounting	Accounting
Business Administration	Business Administration	Business Administration	Business Administration
Economics	Economics	Economics	Economics
	Public Relation		

Table 17 Faculty of Commerce, Suez Canal Ismalia University Programs

Undergraduate	Diplomas	Master	PHD
Aswan			
Accounting			
Business Administration.			

Table 18 Faculty of Commerce, Aswan University Programs

Undergraduate	Diplomas	Master	PHD
Menufya University			
Accounting & Auditing	Regional Development and Planning		
Business Administration.	Hospital Management		
Economics & Finance	International Diploma in Economics		
Math and Statistics	Public Economy		
	Tax Studies		
	agricultural installations		
	small project management		
	Economics projects and feasibility studies		
	Statistics		
	public administration and sweeteners		
	Managerial Economics		
	Marketing		
	Management Development		
	Management Information Systems		
	Banking Studies and Financial Markets		
	Government Accounting		
	Tax Accounting		
	Accounting and Auditing		
	Social Insurance		

Table 19 Faculty of Commerce, Menufya University

Undergraduate	Diplomas	Master	PHD
Damanhour University			
Accounting			
Business Administration.			
Economics			
Finance			
Statistics, Insurance			

Table 20 Faculty of Commerce, Damanhour University

Detailed review of current offered programs at these 18 commerce college in public universities explicitly outline the state of entrepreneurship and social entrepreneurship education in higher education. Though it is well known that there is an absence of entrepreneurship education, detailed description of this absence is not presented in the published papers until now. Review of all programs confirms the absence of any undergraduate majors or minors on entrepreneurship or social entrepreneurship. Even on the course level, there is no course, what so ever, covering this area – taking into consideration that some universities don't list courses inside each program online. The absence of entrepreneurship education has also been confirmed by participants of research interviewees.

It was quite shocking that some of the faculty being interviewed for this research don't get the meaning of entrepreneurship, not to mention social entrepreneurship. They perceive entrepreneurship as business administration – the topic they are acquainted with. Conflict originates because of ignorance concerning the topic and the close Arabic words “Edaret Aamal” and “Reyadet Aamal”. However, those being interviewed showed keen interest and willingness to introduce entrepreneurship into their courses and even to lobby to make it one of the core courses.

Despite this absence of entrepreneurship majors, minors and even courses on the undergraduate level, most covered college offer a course titled “Management of Small Enterprises”. I couldn't find a syllabus nor course description online, however some online dispersed description outlines the courses content to cover: managerial skills, opportunity recognition, financial control and management, HR basics and marketing. “Management of Small Enterprises” might serve as an introductory course for social entrepreneurship. It

might be injected as a chapter of this existing course or introduce it as complementary course.

On the graduate level, there are no professional or academic diplomas covering entrepreneurship or social entrepreneurship at all universities. The listed online structure of all diplomas doesn't include any courses on entrepreneurship. Interestingly, two universities found out to offer masters of entrepreneurship. Zagazig faculty of commerce offers Master of Entrepreneurship and Small Business as well as an MBA that includes a course of Entrepreneurship. The structure of the master program includes 7 core courses outlined in Table 19. The program covers several dimensions of finance, management, operation and HR of entrepreneurship. Helwan faculty of commerce offers an MBA program with a major in Entrepreneurship, however the structure of the program is not listed online.

Zagazig faculty of commerce is also taking the lead in PHD programs taking the first and only university to offer a PHD in Entrepreneurship. The PHD program is divided into 27 credit hours of course load, plus 33 credit hours of research dissertation.

Other relevant programs on the graduate level, Zagazg university offers small enterprises diploma, while Suez and Sadat universities offer professional and academic diplomas in small business

management, which is the same case like "Management of Small Enterprises" course offered on the undergraduate level. The program at Sadat university includes the following courses: economics of small businesses, management and organization of small businesses, finance of small businesses, communication & negotiation, decision making, marketing principles and scientific problems.



Figure 8 Master of Entrepreneurship & Small Enterprises

Based on this detailed survey of all programs at faculties of commerce, we can conclude that there is a drastic shortage in entrepreneurship programs at all public universities with one exception on the graduate level. An intervention is needed to address this gap and help in building awareness, capacity and skills of potential entrepreneurs and social entrepreneurs. Public universities contribute to more than 95% of higher education in Egypt and changes in this system will most probably trigger waves of new entrepreneurs. The research has outlined the evolution of entrepreneurship education in a number of selected universities across the globe. Growing entrepreneurship and social entrepreneurship highly support the notion that education can promote more entrepreneurial activities.

Chapter V: Legal Framework of Public Universities, Bylaws and Hieratical Structure

Presidential Decree of Law 49, Year 1972 Of Universities Regulation Law	
Article 7 University Independent Personality	Universities are public entities pertaining a cultural and scientific identity, and have their legal personalities; universities have the right to accept or reject donations as long as it doesn't conflict with their objective of establishment.
Article 12 Supreme Council for Universities SCU	Universities have a supreme council titled "the Supreme Council for Universities" located in Cairo. This council takes the responsibility of planning the over-arching strategy of higher education, scientific research, and coordination between universities.
Article 13 The Minister	The minister of Higher Education is the head of the Supreme Council for Universities and supervise universities as part of his duties.
Article 18 SCU Composition	The SCU comprises of the Minster of Higher Education and membership of universities, 5 education experts and council secretary.
Article 19 SCU Responsibilities	<ul style="list-style-type: none"> ▪ Responsibilities of the SCU are planning the over-arching strategy of higher education, scientific research in accordance with the national social, scientific and economic goals. ▪ Draw the general guidelines of technical, financial, administrative bylaws for research and special units in universities. ▪ Laydown the executive regulations of universities bylaws and internal bylaws of colleges and institutes
Article 22 University's Council	University council comprises of president of the university and membership of vice presidents, deans of colleges, and 4 expert members
Article 23 University's Council Responsibilities	<p>The university council takes charge of:</p> <ul style="list-style-type: none"> ▪ Setting the university's executive bylaws and its colleges and institutes internal bylaws ▪ Review and discussion of colleges annual reports and recommendations from conferences ▪ Evaluate and revisits the university's strategies and bylaws accordingly, in light of scientific, educational and societal changing requirements and needs. ▪ Give feedback about all educational issues in all its levels and types
Article 32 Education & Students' Affairs Council	Education and Students Affairs Council is headed by university vice president for education and students affairs and membership of colleges and institutes vice presidents and membership of 3 to 5 education experts

Article 33	The Education and Students Affairs is responsible for study and preparation of undergraduate and graduate studies strategies, planning and coordination between colleges Gives Feedback on executive bylaws of the university concerning education and students affairs in undergraduate and graduate studies
Article 34 Research & Graduate Studies Council	Graduate studies and Research Council Is headed by university vice president for graduate studies and membership of 3 to 5 education experts
Article 35	The Graduate studies and Research Council is responsible for planning strategies for graduate studies and research in the university In executive bylaws of the university concerning graduate students affairs and research
Article 35 Community Service and Environmental Protection Council	Community Service and Environmental Protection Council Headed by university vice president for Community Service and Environmental protection and membership of colleges and institutions vice presidents for community service and environmental protection and 5 to 10 members of experts in related disciplines Takes charge of study and planning of general strategy and programs to implement university role in serving community and environment Study and suggestion of general strategy to establish and manage special units that provide services to non-students Study and suggestion of general strategy to establish and offer community training programs
Article 40 College's Council	College Council is headed by the dean of the college and membership of the two vice deans of the college, heads of the departments and professor from each department, and 3 members with considerable experience in internal courses syllabus
Article 48 Annual Scientific Conference	College Annual Scientific Conference The annual call is announced by the college dean and discuss the recommendations of college councils and department councils
Article 49	The college annual Scientific Conference is headed by the dean in addition to membership of all faculty, representatives of assistant professors and teaching assistants, and representatives of the students' body.
Article 50 College Scientific Council	The college scientific council study and discusses the all education, scientific research issues inside the college. It also assess, evaluates and updates all related issues to serve evolving scientific and community needs
Article 51 College Bylaws	College internal bylaws define the department where Each department has an independent financial, administrative and scientific identity

Article 55 Department's Council	In charge of all scientific, educational, administrative and financial issues of the department specifically: The general scientific and educational strategy of the department Setting and selecting the curricula and its syllabus in the department Selecting and books, resources suggested to the students Planning research areas and distributing its work load
Article 172 Scientific Degrees	University councils issue scientific degrees and diplomas according to bylaws upon requests from its colleges and institutes councils Internal bylaws of these colleges and institutions details the requirements of each of these degrees and diplomas

Table 21 Law 49 of Year 1972 Of Universities Regulations

Executive Regulations of LAW 49, year 1972 of Universities Regulations and its presidential decree 809 for year 1975

Article 2 SCU Secretary	The secretary of the SCU takes responsibility of the councils work, meeting minutes, and circulation of councils decisions
Article 3 Planning Committees	The SCU issues decree to establish Planning Committees for college education sectors. These planning committees study higher education plans, scientific research, and curricula development on the undergraduate and graduate levels. Defining the scientific departments, majors, minors and new degrees.
Article 5 Sector Committee	Inside each sector committee, establish curricula committees in charge of study, research and suggestion of current curricula as well as development of these curricula.
Article 9 University's Council	The president of the university, vice presidents, and college deans take the responsibility of execution of university council's decisions and inform the minister of higher education and the SCU with these decisions in 8 days of approval.
Article 14 Scientific Committees	Scientific Committees are established by decree from university president to include identical departments in colleges and institutions inside the university. These committees include head of each department and senior professors in service inside the department.
Article 15	Scientific Committees give feedback about curricula and contents and scientific research,
Article 17 President of the university	President of the university is in charge of managing scientific, administrative issues of the university in light of the policy of the SCU and the university's council, laws and bylaws especially: Supervising the scientific and educational plan
Article 19 vice president for education and students affairs	University vice president for education and students' affairs supervises preparation of plans and programs that have to do with education and students.

Article 26 college dean	The college dean executes the college council decisions and informs the president of the university with meeting minutes and decisions in 8 days.
Article 27 university council	The college council establishes the following committees: <ul style="list-style-type: none"> ▪ Scientific research and graduate studies ▪ Scientific relations and foreign affairs ▪ Community service and environmental development
Article 29 committee of research	The committee of research takes responsibility of Laying down the strategy of scientific research inside the college based on recommendations of college department councils and follow up execution of these plans. Receive scientific problems from various entities and handle them to responsible department to investigate and find solutions.
Article 32 Community service and environmental development committee	Community service and environmental development committee inside the college is responsible for: Laying down the plans and programs to achieve college role in serving the community and environment Establishment and management of special units that provide services to non-students Preparation and execution of training programs to community members on modern scientific technical techniques and enhancing their productivity and efficiency in all disciplines Organizing conferences and sessions to serve the community and develop the environment
Article 34 Dean's Responsibilities	The dean is responsible for managing scientific, administrative, financial issues of the college in light of the general policy of the university council, laws, and bylaws, especially supervising educational and scientific plan and follow up its execution
Article 36 Vice Presidents for graduate studies and research	College Vice Presidents for graduate studies and research are responsible for laying down the plan for scientific research and graduate studies based on recommendations of college councils and specialized units
Article 40 Department Council Composition	Department Council The head of the department council is chosen from the senior professors in service in the department by a decision from the president of the university and approval of the dean of the college.
Article 41 Responsibilities	The head of the department has the same authorities of heads of organizations as stated in the low and internal bylaws
Article 42 Responsibilities	The department's head supervises the scientific, administrative, and financial issues inside the department in line of the general policy drawn by the college council, department council, laws, bylaws and approved decisions. This includes: suggestions of research and graduate studies inside the department

Article 43 College Bylaws	The internal bylaws in each college decides the specialty with independent personality inside the departments where the senior professor in service inside that specialty serves as council vice president for that specialty.
Article 44 Department's Scientific Conference	The scientific Conference of the department is headed by the department head and membership of all faculty inside the department
Article 66 Curricula	Colleges' internal bylaws define the curricula and their distribution over the study period and teaching load of each curriculum. The department councils define the content inside each curriculum and approved by college council
Article 92 Graduate Studies	Graduate Studies Universities' councils issue, based on recommendations from colleges' councils graduate studies diplomas, masters and doctorates according to the following: Colleges' bylaws may issue academic or professional diplomas of one or two years to graduates of this college or other colleges. Internal bylaws describe the requirements of each diploma and pre-requisites, qualifications of accepted students as well as regulations of acceptance, the same for masters and PHDs.
Article 307 Units with Special Situation	Units with special situations are established by a decision of the university council, where these units have their autonomous and independent identities technically, financially and administratively. Examples of these units are: university hospitals, research centers, commercial lab, public service units, etc. It is permissible to establish other special units based on recommendation of university councils.
Article 308 Goals of the Units with Special Situation	The objectives of special units are to achieve <ul style="list-style-type: none"> ▪ Support the university in educating and training students ▪ Conducting scientific research to tackle existing problems in production, services and other areas inside the community ▪ Support the production activities using scientific methodologies ▪ Training community members to use new scientific and technical methodologies to increase their productivity in all disciplines ▪ Support the university, its colleges and institutions in their projects and needs
Article 309	Special units have their own bank accounts, at the bank chosen by the university, where income comes from fees of service offered by the unit, donations accepted by the university council and other external sources of income approved by the university council.

<p>Article 311</p> <p>Management of the Units with Special Situation</p>	<p>The special units are managed by a managerial council composed in a way to serve the goals of this unit. It also may include members with technical expertise from outside the unit. This administrative council is issued by the president of the university. The administrative council lays down the internal bylaws, its core activities, and job description of its employees. It is also responsible for all issues being forward by the minister of higher education, president of the university or president of the unit.</p>
<p>Article 312</p>	<p>Decisions taken by the unit's administrative council are forward to the president of the university in 8 days for approval. In case of no reply or feedback within 2 weeks, these decisions are considered approved.</p>
<p>Article 314</p>	<p>Each special unit has its internal bylaws that define the roles and responsibilities of the administrative council, the head of the council, financial and administrative issues inside the unit. Internal bylaws should reflect autonomy, agility, flexibility, and transparency of the unit.</p>

Table 22 Executive Regulations of LAW 49 of year 1972

Legislative and Regulative Summary

Egyptian universities operate under the law no. 49 of 1972 and its executive regulations and the presidential decree no. 809 of 1975. The law defines *universities* as public entities pertaining a cultural and scientific identity. These universities have their own legal personalities (article 7). *The Supreme Council for Universities SCU* takes the responsibilities of planning the over-arching strategy of higher education, drawing the general guidelines of technical, financial, administrative bylaws for research and special units in universities and laying down the executive regulations of universities and colleges internal bylaws (articles 12 &19). This council is headed by the *Minister of Higher education* who supervises universities. SCU comprises of membership of universities, 5 education experts and council secretary (articles 13, &18). The SCU issues decree to establish *Sector Planning Committees* that takes the responsibilities of studying higher education plans, scientific research, and curricula development on the undergraduate and graduate levels, in addition to defining the scientific departments, majors, minors and new degrees (Executive article 3). The *Curricula Committees* inside the sector committees are

in charge of study, research and suggestion of current curricula as well as development of these curricula (Executive article 5).

Each university has a *University Council* is comprised of university president and membership of vice president, dean of colleges and four expert members (article 22). This council is responsible for setting the university and colleges executive bylaws, in addition to revision, discussion and evaluation of reports and recommendations, as well as approval of changes in light of societal requirements (article 23). It is the responsibility of university councils to issue and approve scientific degrees and diplomas in accordance with university bylaws, while colleges' internal bylaws describe and outline the details and requirements of these degrees and diplomas (article 172).

The *Education and Students' Affairs Council* headed by university vice president of for education and students' affairs and membership of colleges vice presidents and 3 to 5 education experts is responsible for planning and strategies of the undergraduate and graduate studies as well as giving feedback regarding the executive bylaws of students' affairs in undergraduate and graduate studies (articles 32 &33). Comparably, The *Graduate studies and Research Council* is responsible for the planning strategies of graduate studies and research in the university and the executive bylaws of the university concerning graduate students' affairs and research (article 34). Integral responsibility of the the university and colleges regulations, bylaws and planning of undergraduate and graduate studies means that the council has legal, administrative and technical role of leading change and approval of the academic structure and content.

A very interesting council inside the university that has a very high potential in serving entrepreneurship is the *Community Service and Environmental Protection Council*. This council consists of colleges vice presidents of community service and environmental protection and 5 to 10 experts in related disciplines and headed by the university vice president for community service and environmental protection (article 35). The council takes charge of studying and planning of general strategy and programs to implement university role in serving community and environment and study and suggestion of general strategy to establish and manage special units that provide services to non-students as well as establish and offer community training programs. The responsibility of establishing and managing special units in light of community needs requires an open channel under this

article to establish a unit to serve and advance entrepreneurship and mobilize the university resources and capabilities to serve this community hot area. The council's mandate and responsibility closely gears towards activities and services that address community growing and changing needs. Eventually, entrepreneurship and social entrepreneurship represent the intersection between society needs and the universities educational role of knowledge diffusion and capacity building. Existing legal framework opens the doors for integrating new disciplines – like entrepreneurship – as part of the university focus and activates without additional legal changes in the academic or administrative structure. The 5 to 10 expert members of the Community Service and Environmental Protection Council might include entrepreneurship expert who will employ their expertise in serving and advancing this discipline inside the university.

The following level of higher education hierarchy pertains the college level where each college or institution has a college council that consists of membership of two vice deans, departments heads, professor from each department and four experts of courses' syllabus and headed by college dean (article 40). Another important figure within the college system is the *Annual Scientific Conference* that addresses and discusses recommendations of college councils and departments (article 48); this role includes evaluation of requested updates of rules, regulations, curricula etc. in light of scientific and community needs. In the case of introducing a new curricula or program, like our case of entrepreneurship, it is the scientific conference that is going to address, evaluate and approve this new curricula or program (article 50). The college dean is responsible for the management of administrative, financial, educational and scientific issues and supported by the vice presidents (executive article 34). Vice president for graduate studies and research lays down plans for scientific research and graduate studies with inclusive consideration of the recommendations from college councils and special units (executive article 36). This means that introducing a new curricula or program into graduate studies, as I propose, will have to be passed and approved by the Vice President

The primary administrative and regulative body, cornerstone if you will, in the public university system is the *Department Council*. One where in the professor with the most seniority in service is chosen to head the department council. A position which allows the same legal and technical status as heads of any governmental organization (executive

articles 40 &41). In addition to its core responsibility of administrative, financial and educational issues of the department, the council crafts the general scientific and educational strategy of the department, builds and selects the curricula and syllabus, approves and selects books and resources and pans research area and its work load (article-department heads call for the assembly of the department councils once a month. This call can also be based on requests of member majority for a specific written cause (article 45). Absolute majority attendance is mandatory of validity of the council assembly, where voting is approved by majority of attendees (article 46). The department council assembly decides its agenda by the council's head. Each department council member has the right to propose discussion of a particular topic in the assembly, based on a written request to the council's head (article 48). The department council establishes technical committees to investigate specific technical issues in its core expertise (article 49). Bylaws define each department with its autonomous financial, administrative and scientific identity (article 51).

The scientific conference of the department serves the same purpose and functions as the college's scientific conference. *The Department Scientific Conference* is comprised of the department head as conference head and membership of all department faculty, representatives of assistant professor and teaching assistants in the department and students' representatives (articles 44 & 37). Educational programs, structure, contents, curricula, majors, minors and other related matters are decided by the internal bylaws of each college.

Hieratical Structure

According to previously listed laws, executive articles and bylaws regulations we can draw a structural pyramid of four major layers of key authorities involved in the administration and regulation of public universities. The initial, and most important layer is the bottom layer of the hierarchy which is the department. The department council is the single most important player in crafting and calling for changes of program structure, study plans and details of content of each single course. Once the department council approves a certain change – which has to be with majority (article 46) – decisions and requests are escalated to the following layer of the hierarchy. The department council convenes monthly, or as

needed to address internal issues. Scientific and academic issues are discussed during the department annual scientific conference.

The second highest layer is the college level represented in the college council. Its annual scientific conference takes over the responsibilities and roles of discussing issues at the college level. The third layer is

the university governing and organizing level. The university council, supported by the education and students' affairs, research and graduate studies, and community service and environmental protections councils. The fourth and top layer is the Supreme Council of Universities SCU that is headed by the Minister of

Higher Education. The SCU, through its sector planning, curricula and other committees, discusses and approves changes requested by universities. Approvals are given individually and do not grant comparable changes at other universities without following the same procedures.

Such hierarchical structure and regulative approval mechanism puts our desired intervention in direct communication with department professors. Awareness and willingness of professors on the department level is crucial to structural change and implementation of new curricula and programs of entrepreneurship.

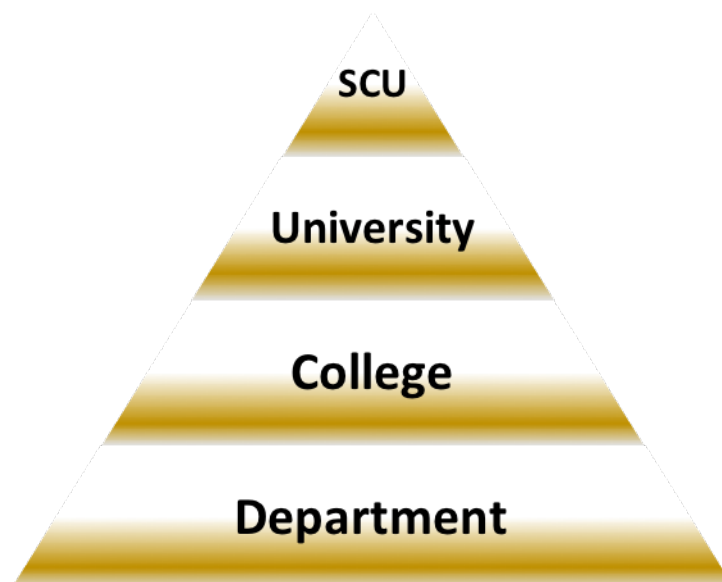


Figure 9 Hierarchical Structure of Public Universities

Units of Special Situation

The case of the *Units of Special Situation* is very interesting and poses a wide open channel for introducing new units to address a certain agenda, community or scientific need or development requirement. These units are fully autonomous entities and pertain separate technical, financial, and administrative identities established according to recommendation and decision of the university council (executive article 307). The executive article no 308

defines the objectives of these units as to conduct specific scientific research, tackle a community problem or need, training and development, support the university or college project and needs or provide a service to the community. Examples of these special units are university hospitals, research centers, public service units, etc. A managerial council composed of internal and external experts manages the special unit and reports directly to the university president. The special unit has its own bylaws that outline its core activities, goals and employees structure (executive articles 311, 312 & 314).

Establishing new units to serve entrepreneurship perfectly fits the legal description of special units. An entrepreneurship unit inside the university or college can specifically address the community need in this regard by promoting knowledge and skills in the area of social innovation and entrepreneurship. These units will also have the potential to provide training and community programs to extend impact beyond the university campuses.

Chapter VI: University Social Entrepreneurship Programs and Center

This chapter is documenting analyzing and comparing different models of social entrepreneurship centers in different universities in The UK, USA, South Africa, Bangladesh and India. Much focus is given to the establishment of these centers, how are they operated, funded and integrated in the university body. Moreover, much space is given to the various academic and non-academic activities run by these hubs.

The research objective is to track the evolution of social entrepreneurship education and entrepreneurship support activities in general at these various institutions. Documentation will give answers to questions like: How entrepreneurship education made it to these established intuitions? What type of programs do these universities offer? Development and growth of offered programs? What are the supportive and promotional activities run by these universities for entrepreneurship? How these universities mobilize and integrate the local community and active players? How centers or social innovation are operated and funded? The research deliberately chose examples from, both developed and developing, countries to understand where we stand compared to the different examples provided

Eventually, there will be a holistic portrayal of the experience of other universities around the globe. Using this data as a bases upon which our Egyptian universities can tailor their own unique social entrepreneurship programs and activities to support the growing demand for social enterprises that are self-sustained and can meet the soaring social challenges where a huge portion of the population lives under the poverty line. As we will notice in this chapter, universities worldwide are taking initiative and serving as a flagship that guides and educates their communities. The university serves as a minaret sending its guiding beams to the lost or misguided ships and leading them to the shore of security.

Social security is one important pillar of a peaceful community that meets and satisfies the- at least- the basic human needs of its members. As a main source of knowledge and development, universities in Egypt have to take the responsibilities of educating and mobilizing communities to be more socially active. It is their duty to reveal the ambiguity and ignorance about social innovation and social entrepreneurship and present the precious opportunities both economically and social of addressing those needs.

Oxford University

Skoll Centre for Social Entrepreneurship

The center was established in 2003 at Said Business School, Oxford University by a generous grant from Jeff Skoll, a serial entrepreneur and founding president of ebay. The center main interest is to promote and advance social entrepreneurship in order to overcome and transform unjust and unfair systems and practices worldwide.

The center's mandate to support graduate education advance talent and leadership in the emerging social entrepreneurs, produce researches that impact the theory and practices of social entrepreneurship, and mobile a strong communication and exchange between social entrepreneurs, leaders, investors, governments and other stakeholders

A team of 11 members manage the different activities and programs of the center. Overseeing the management committee, a center director, with the help of deputy director, run and administrate the center. The team also has 2 program managers, 3 associate fellows and one consultant. One staff is responsible for event coordination, another one responsible for branding and outreach, and third one serves as professor of social entrepreneurship.

Every year four graduate students are selected as Skoll Center for Social Entrepreneurship Scholars with a full scholarship that covers their tuitions and expenses who are carefully chosen to impact social entrepreneurship on a world level. These scholars are picked based on either background experience with a social enterprise or experience as social entrepreneurs. Other personal skills and academic performance are also strongly taken into consideration. Through the regular MBA program these fourscholars are to enroll in the elective social entrepreneurship courses that eventually will shape and develop their mindset and future actions on this sector.

Another key activity of the center, is its annual *Skoll World Forum* for social entrepreneurship which gathers more than one thousand social entrepreneurs, decision makers, strategic partners and others from the whole world to discuss and exchange ideas and information about the world social challenges and solutions to these issues. The form is meant to be a platform for connecting activists and influencers to collaborate and coordinate to tackle world pressing social problems in an innovative way.

Funding

The Skoll center is highly backed by reputation, network and expertise of Said Business School and Oxford University which offer the academic know-how and access to professors. Moreover, the strong network of the business school and university support the dissemination and outreach of the various activities. The research activities focus on three specific areas: social innovation, social finance and performance measurements and impact. There are many publications on the first two areas with very high importance and impact. On the area of performance measurements and impact there are few publications mainly on the legitimacy of social entrepreneurship.

The Jeff Skoll grant is the main funding tool that powers the scholarships and the activities of the center.

Harvard University

Harvard Business School Social Enterprise

As a leading academic research institution, Harvard Business School launched its social center in 1993 under the name of *Social Enterprise*. The initiative brings the managerial business practices to the non-profit sector aiming to advance and mobilize innovation in the social entrepreneurship. Like many other schools, Social Enterprise leverage its academic powerful arm into the social entrepreneurship sector through different programs and activities. Since the emergence of Social Enterprise in 1993, many stages of development and expansion have occurred. The main achievements of this endeavor were: the launch of Harvard Business School nonprofit/public interest assistance loan in 1992, then the establishment of Social Enterprise in 1993 with funding support from John C. Whitehead Fund for Not-for-Profit Management. 1994 witnessed the launch of social entrepreneurship electives for MBA. In 1995 Social Enterprise started the executive education program. Following years has opened the doors for Social Enterprise Conference, social venture track in Harvard Business School business plan contest, social enterprise alumni association, knowledge network in Latin America, leadership fellows program and more MBA elective course and executive education programs.

Activities ran by the Social Enterprise can be grouped into academic program that incorporates and introduces 11 social entrepreneurship elective to the MBA program, establishing the executive education program that is tailored towards advancing the

knowledge and expertise of working professionals in the field of non-profit and charitable organization. Through the research activities over eight hundred notable books and case studies on social entrepreneurship have been produced. These publications have by far enriched and contributed to the advancement of social entrepreneurship.

The Leadership Fellows Program has supported 52 organizations, giving them access talent through subsidizing salaries of Harvard Business School MBA alumni to work for these organizations for one year.

Through The *New Venture* annual competition teams with innovative social ideas that address world pressing needs and challenges compete. During the competition, participants from schools across Harvard University attend workshops, sessions, get feedback and receive evaluation to their ideas and business plans. Finally, they present ideas before judges to win financial and in-kind generous awards.

Social Enterprise creates collaboration and linkages with the real world and challenges facing social organization by giving a chance to Harvard Business School student to build teams and pursue an independent project that tackles a certain strategic issue confronting the organization. At the end of the term, teams post their recommendations that deeply impact the organization and advance the practical experience of those students. Executive education programs bring 500 executives every year to the Social Enterprise to study crash courses that are carefully tailored to address organizations' strategic needs and advance social innovation and management.

Forums and conferences are organized to bring practitioners, activists, students, social entrepreneurs, professors, organizations and other interested parties together. During these events, participants share knowledge and experience and present the challenges their communities or social enterprises face and how it can be solved innovatively.

Harvard Innovation Lab, i-lab, provide a comprehensive archive of learning materials and resources for those aspiring to open their ventures. The online library has a dedicated section to social entrepreneurship. It offers a database of videos, books, links, and initiatives that may support those planning to start their social ventures.

Governance

Harvard Social Enterprise operates under a governing body of Harvard University and Harvard Business School. This governing body manages the Social Enterprise initiate

under the school of business. An Advisory Board plays a significant role in supporting the governing body, but only as advisor. This Advisory Body consists of 18 members who are selected based on their extensive experiences in social enterprises.

Funding

The Social Enterprise Initiative does not have its own fund raising team, however it supports Harvard University and Harvard Business School fund raising teams who are responsible for raising funds. Funds support the operating expenses as well as various grant programs (Morgot, program contact person March 2015)

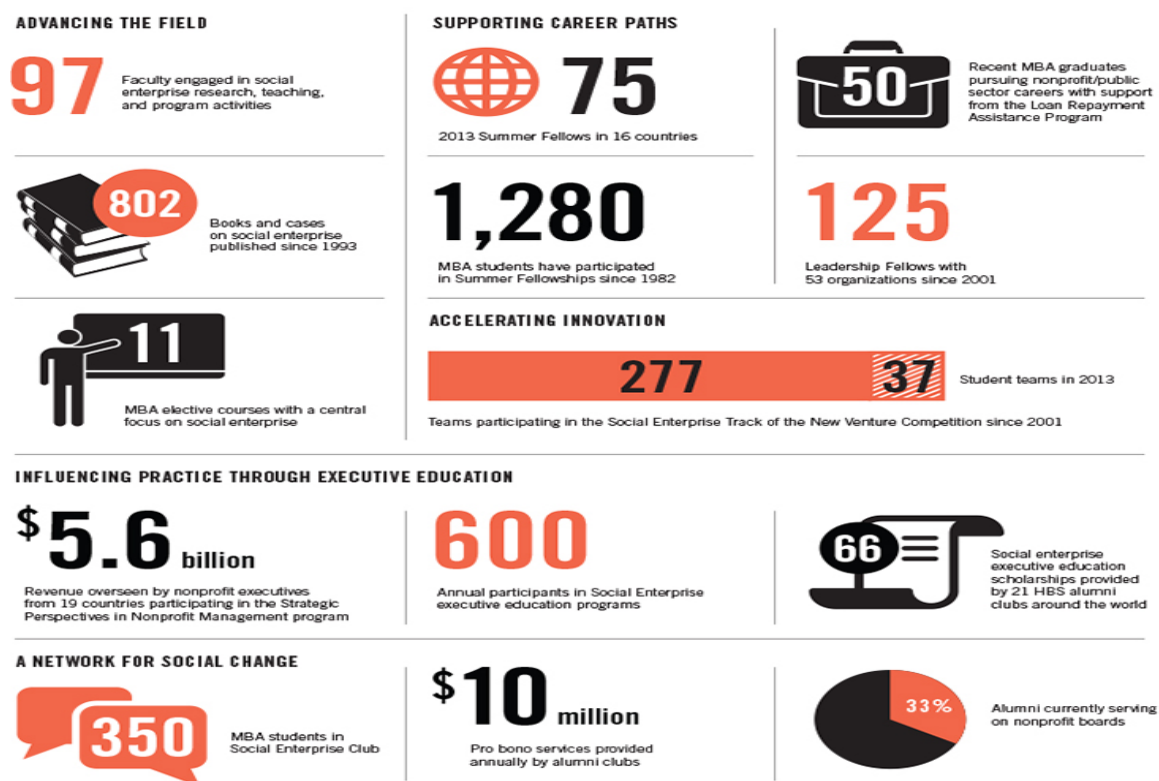


Figure 10 Harvard Social Enterprise Fast Facts

(Source: Harvard Social Enterprise Fast Facts)

Cambridge University

Cambridge University has a group of dispersed activities and programs that support and promote social entrepreneurship. On the academic level, the university offers many academic and executive courses and programs focusing on the promotion and dissemination of social entrepreneurship. Judge Business School offers a graduate diploma

in Entrepreneurship. The MBA offers a concentration in Social Innovation that prepares and equip those who have passion toward leadership and change for social innovation that goes beyond charity and profit-making. MBA students pursuing this concentration choose from electives courses that tackle social innovation like Leading and Managing Social Innovation, in addition to a capstone project that establishes an innovative social enterprise. Another part-time master program of Social Innovation is being introduced lately to the academic programs. Judge Business Schools offers open enrollment classes under Executive Education for senior executives and leaders from governmental and non-governmental and business organizations.

Per the research activities, the *Center for Social Innovation* at Judge Business School act as a platform for practioners, activists, academics, and researchers of social innovation. It supports leadership in social innovation and engage in scholarship of social innovation. It also runs events, training programs and offers online resources.

On the governance level, the center has 3 staff members who serve as professors of related disciplines as well. In addition, the center has an advisory board for social innovation of practioners that are selected via a competitive selection process. Several research papers and books about social innovation have been produced and published through the center that is also involved in current research programs with a Social Incubator East that study the social ventures scheme in England and develop a curriculum of growth and training for social practioners.

Social Incubator East is a program designed to enable and support social entrepreneurs who are looking to launch social ventures or organizations. The program runs several activities and acceleration programs. The Social Incubator East organizes social venture weekends, offers free incubation space, mentor support and 4 academic courses. Moreover, it offers loan finance in collaboration with Foundation East while Bursary Fund support those who cannot afford the expenses of the program. The incubator offers modest awards, Try It award and Do It award, for winning teams.

Cambridge Student Social Enterprise Incubator is another interesting model worth mentioning. This incubator serves Cambridge University students, allowing them to initiate, shape, build, implement and scale their social entrepreneurial ideas through incubation that takes ideas over 4 stages of development: imagination, feasibility,

realization, and acceleration. It also offers funding in forms of prizes, organizes conference, training, and networking events.

The university organizes an annual conference on social entrepreneurship under the Beyond Profit initiative. The conference sheds light on the world's existing social challenges and the role of social entrepreneurship in addressing these challenges. Under the same initiative, the Think Tanks activity engages students in discussions around the social problems and business solutions to tackle these problems.

Duke University, the Fuqua School of Business

The Center for Advancement of Social Entrepreneurship CASE

Founded in 2002, the *Center for Advancement of Social Entrepreneurship CASE* at Fuqua School of Business is committed to the advancement of social entrepreneurship by addressing three direct areas: Education, practitioners' engagement, and thought leadership. The center is backed by a pioneering academic, J. Gregory Dees who was a co-founder of the center and has substantial contributions to social entrepreneurship. He is cited in as the Father of Social Entrepreneurship. His famous masterpiece “The Meaning of Social Entrepreneurship” is considered a cornerstone in social entrepreneurship education worldwide.

Fuqua School of business and CASE offers a concentration in social entrepreneurship to the MBA students. Students choose between some electives like: Social Entrepreneurship, Advancement of Social Entrepreneurship, and Impact Investing. In addition to that, it offers practical courses that are project-based and cover consulting for social entrepreneurship and impact investing. The *knowledge Center* provides a rich database of articles, publications, researches, interviews and writings produced by CASE in the area of social entrepreneurship.

The Career Management Center provides career advising and planning, job searching, career panels and networking opportunities and industry information. This helps students crack their career in the field of social entrepreneurship.

The Center offers financial support to incoming MBA students in the form of fellowship or loan assistance awards. Students committed to, and interested in social entrepreneurship, establishing their social enterprises, or working for a non-profit or social

enterprise qualify for these forms of financial support. Recipients of this form of support are expected to contribute to the advancement and promotion of social entrepreneurship and serve as integral calibers of social enterprises.

Like many other social entrepreneurship centers, CASE offers incubation through *Social Entrepreneurship Accelerator* at Duke SEAD which is committed to a single cause, global health innovation. SEAD leverage the resources and support of many development organizations like USAID. In 2013, *CASE Change Academy* was established in cooperation with some other organizations like Tech America to boost the performance of organizations. *CASE i3 Initiative on Impact Investment* is a global program in the area of impact investment that enriches academics, researchers, students, practitioners, policy makers, funders and investors with resources and knowledge in the area of impact investment.

B Lab was established with the financial support of Rockefeller Foundation to trigger and advance research on global for-profit social entrepreneurship data and mobilize financial investment in same direction. The B Lab serves as an intermediary to existing research requests of Rockefeller Foundation. It is also mandated to disseminate data, educate academics, compile databases, and produce publications about social entrepreneurship.

Since the CASE is action oriented, it facilitates the engagement of its students with social enterprises or non-profit organizations as part of their operating staff or projects. While students benefit from the hands-on experience during their project or work tasks with these organization and implement what they learn on the ground, these organizations leverage the knowledge and skills of those highly qualified calibers to innovate and advance their services and business models.

Governance

The center has a team consisting 18 members whose roles and positions range from the top level executive director to program assistant. Each program overseen by CASE has its own director who comes with extensive practical experience in development and non-profit organizations as well as strong academic background. Academic professors have their share in the operating body along with an advisory board.

Funding

CASE funding portfolio is very rich and diversified; it receives funding from many funding organizations and development foundations. Each fund is dedicated to specific activity or initiative that optimizes not only the financial resources of the funding organization but also serves and employs other non-financial assets of these organizations. Adding to that, it serves the needs and objectives of these entities in supporting a certain cause or serving a specific segment. Bill and Milenda Gates Foundation, Clinton Global Initiative, USAID, Mercy Corp and other entities partner with CASE in their social entrepreneurship activities.

Stanford University

Stanford Center for Social Innovation

Early in 1990, Stanford University Graduate School of Business witnessed the inception of the *Center of Social Innovation CSI* by faculty, dean, and students. However, the year 2000 was the real launch of activities after Jim Philis joined as the center director. Like many other similar centers, CSI offers academic and non-academic services geared towards the support and advancement of social innovation.

Funding:

CSI has a very rich list of partners who work closely with the center. The list has well-known names like Rockefeller Foundation, Craigslist Foundation, Echoing Green, ESCADE Barcelona, FSG Social Impact Advisors and many others. This big nest of partners covers a broad spectrum of social entrepreneurship that ranges from funding, networking, promotion, environment protection to legal services. Also, worth mentioning that these partners come from various background, some come from academia, others come from civil society organizations. Inclusion of all those stakeholders provide massive momentum to the CSI activities and initiatives not only by the generous financial support, but also through the huge network of beneficiaries and activists involved in these entities.

Governance:

At the heart of the center's organization committee lies the Alumni Advisory Board that consists of 30 members who show keen passion to social innovation. The Alumni Advisory Board members and volunteer alumni who transfer the needs and interests of alumni to the CSI and provide directions and suggestion to the CSI. At the head of the CSI, faculty director serves as the highest governing member. Each program under CSI has its own

director. CSI, also, has a faculty committee that consists of 5 faculty personnel. I couldn't find more details on the website about the selection or election mechanism of the CSI directors, faculty advisors and alumni advisory board.

CSI offers a list of more than 50 elective course for MBA and master degree students who are interested in or planning to join the social innovation path. The courses cover education, social innovation and entrepreneurship, health, development, environment and other topics. In the same track, CSI offers Certificate in Public Management and Social Innovation to graduate students who complete some of the social innovation electives and participate in CSI leadership tracks, service learning trips and other activates. Summer internships, Impact Lab, social innovation study trips and students' clubs provide opportunities for experiential learning to interested students who get to apply what they learn in class on the ground.

The CSI offers different opportunities for funding schemes for those taking the social innovation path. It offers salary compensation to those who intern with social organizations that cannot afford their salaries, loan forgiveness for MBA students active and planning to join the social innovation sector, and financial support to apply your ideas in a summer internship trip. The *Social Innovation Fellowship* provides generous salary substitute ranges from \$ 110 to 150 k to students starting their own social cause or entity after graduation. The fellowship provides mentoring, advising and networking support along with the funding support.

The executive education program offers two executive programs: Executive Program for Non-profit Leaders and Executive Program in Social Entrepreneurship. Both programs are one to two-week crash courses that equip participants from various background with knowledge, practices and tools to join and advance social innovation in their current organizations.

The *Social Entrepreneurship Resource Hub* is a comprehensive online data base of resources, papers, books, articles, courses, network and guidelines to those interested in social innovation and social entrepreneurship. Resources are nested under three main categories: explore which introduces the definition and importance of social innovation and gives inspiring tips, dives deeper into social innovation and presents role-models and guiding steps and advance preaches the optimum way to launch your social venture, where

and how to get funded and other business processes. Supporting knowledge and promotion of social entrepreneurship, Stanford Social Innovation Review is an online magazine of articles, news and cases.



Figure 11 Stanford Social Entrepreneurship Resource Hub

University of Cape Town, South Africa

Faculty of Commerce and Applied Management

University of Cape Town, South Africa presents an interesting and plausible case; it offers a wide range of courses and programs supporting entrepreneurship education. The university hosts the *Bertha Center*, established in 2011 as the first academic African Center devoted for the advancement of entrepreneurship and social innovation. The *Raymond Ackerman Academy of Entrepreneurial Development* offers a 6-month entrepreneurial

education diploma to those who couldn't, cannot attend university for any financial or other reasons. Not only courses are available to Cape Town university students, they also have the opportunity to enroll in major in entrepreneurship. Programs offered are:

Postgraduate Diploma in Entrepreneurship (PDE)

This is a one-year program tailored to those who want to enter the entrepreneurial challenge or already started their start-ups and want to learn more about operating and managing their new venture. Admission to this program is open to anyone regardless of his academic background as long as he has a college degree or similar. Over the first semester students concentrate on key business functions as strategy, marketing, finance, and entrepreneurial strategy. In the second semester, students take more specialized courses as communication strategy, politics of enterprise, e-marketing, and management theory in practice.

Genesis Project represents the practical implementation of the knowledge and skills acquired throughout this program. Students are grouped into six to seven-students' groups and pursue and establish a real enterprise.

Social Impact Enterprise is one of the major courses in this program. This course is also open to undergraduate students who finished their first and second year. Students learn the current trends of social entrepreneurship, processes and challenges facing a social business as well as key characteristics of a successful social enterprise. How to mobilize resources into a social business is one of the key objectives of this course.

MPhil Inclusive Innovation

This program tackles four major sectors: Inclusive Education, Inclusive Finance, Inclusive Healthcare, and Inclusive Technology. To tackle these core challenges, the program adopts three methodologies which are open imagination, collaborative engagement and new frontier.

Bertha Center for Social Innovation & Entrepreneurship

The center is dedicated to the promotion and development of social innovation and advocate social innovators who address African social challenges. Bertha Center was named after Bertha Foundation; an organization works with leaders of social change. Education Innovation, Inclusive Healthcare Innovation and Innovative Finance are three initiatives currently adopted by the center. It also offers financial support to social entrepreneurs and those who pursue MBA with a major in social innovation. Through *MBA*

Social Innovation Lab, Inclusive Innovation Studies, and Student Social Venture Program the center offers the tools and nurturing environment for students to test their ideas and scholars and researchers to think of innovative solutions to tackle social. The center also offers free online courses on social entrepreneurship on its online platform. This platform is open-access to anyone regardless of his age, degree or background. One of the core courses of MBA is innovation and entrepreneurship, then those who plan to specialize in social innovation, join the MBA SIL to continue their electives. The center also works on:

- “integration of social innovation into the GSB’s curriculum;
- has awarded over R3 million in scholarships to African students;
- testing solutions ranging from social impact bonds, social franchising, to healthcare innovation hubs.” (Bertha Center).

The Raymond Ackerman Academy of Entrepreneurial Development

Raymond Acherman Academy offers tertiary education program to those who conventionally won't be admitted to university due to their academic qualification or financial ability. This 6-month full time program aims at educating and equipping young people with knowledge and skills to support their entrepreneurial journey.

Brac University, Bangladesh

Centre for Entrepreneurship Development

Contributing to entrepreneurship development, the *Center for Entrepreneurship Development* was born in Bangladesh to address the gap of entrepreneurial skill absence and to help the growing population of young people learn to establish and grow their enterprises. First university in Bangladesh to establish such a center in 2011.

- The center is mandated to support entrepreneurship education through skill acquisition activities, research.
- Popularize the idea of entrepreneurship in Bangladesh and help build capabilities of our entrepreneurs.
- Address the knowledge gap and skill shortcomings that prevent entrepreneurs (in various sectors) from growing their businesses and run them effectively.
- Develop academic curricula and introduce courses targeting entrepreneurs and students, who wish to pursue an entrepreneurial path.
- The university mobilizes and engages the different ecosystem stakeholders of venture capitals, entrepreneurs, institutions, donors and funding institutions. (Brac University)

The university, along with its professional programs, seminars, and events, offers academic MBA program with a major in entrepreneurship. Program is structured as follows:

Entrepreneurship Core Courses	Compulsory	Elective	MBA major in entrepreneurship
Entrepreneurial Process and Principles	Venture Development	Small Business Management	Entrepreneurial Process and Principles
Venture Capital Management	Project Appraisal & Management	Productivity Management	Venture Capital Management
New Venture and Business Development	Strategic Marketing	Business Plan Development	New Venture and Business Development
Small Business Management			Small Business Management
Entrepreneurial Marketing			Entrepreneurial Marketing
Corporate Entrepreneurship			Corporate Entrepreneurship
Field Study Entrepreneurship			Field Studies Entrepreneurship

Table 23 BRAC University MBA in Entrepreneurship Structure

Indian Colleges and Institutions offer Entrepreneurship Education Programs

A number of institutions and colleges offer a mix of undergraduate, graduate and professional entrepreneurship education and training across many Indian cities. Some of these institutions offer specialized entrepreneurship programs targeted towards, social entrepreneurs, women entrepreneurs, family business owners, etc. Many colleges have launched their entrepreneurship center to leverage opportunities for their students. As this comprehensive list of schools, published by Your Story, an Indian online platform dedicated to promotion of entrepreneurship, number of these centers are trying to build capacity to inspiring entrepreneurs who have the guts and passion to create a change. It is clear that many institutions in India have grasped the important of entrepreneurship education in general and social entrepreneurship specifically in addressing societal growing challenges. There are many similarities between India and Egypt on the societal development challenges which might make the Indian model highly replicable to the Egyptian context.

Institution	Program
Entrepreneurship Development Institute of India (Gandhinagar)	<u>Development Sector and Social Entrepreneurship</u>
NMIMS (Mumbai)	<u>M.B.A in Social Entrepreneurship</u>
Tata Institute of Social Sciences (Mumbai)	<u>M.A in Social Entrepreneurship</u>
Amity Business School (Noida)	M.B.A in Entrepreneurship
D Y Patil, Mumbai University (Mumbai)	M.B.A in Entrepreneurship Management
Delhi Business School (Delhi)	Specialization in Entrepreneurship & Business
Deshpande Foundation (Hubli)	<u>Master of Social Entrepreneurship</u>
EMPI's Centre for Global Business Entrepreneurship & Research (Delhi)	Specialization in Global Business & Entrepreneurship
Entrepreneurship Development Institute of India (Gandhinagar)	Specialization in Business Entrepreneurship
Enterprise Development Institute (Kolkata)	Diploma in Entrepreneurship
European Management Institute (Delhi)	MBA in Entrepreneurship Development
IIM Bangalore (NSRCEL)	Specialization in Entrepreneurs & Family Businesses
IIM Bangalore (NSRCEL)	Specialization in Women Entrepreneurs
IIM Indore	Specialization in Family owned Businesses & Entrepreneurship
IIPM (Delhi)	B.B.A/M.B.A in Planning and Entrepreneurship
Indraprastha College of Management & Technology (Jodhpur)	Specialization in Entrepreneurship & Business Management
Infinity Business School (Gurgoan)	Specialization in Entrepreneurship
Institute of Marketing and Management (Delhi)	Specialization in Entrepreneurship
ISB (Goldman Sachs – Hyderabad)	Certificate course in Women Entrepreneurs
ISB(Wadhvani Foundation – Hyderabad)	Specialization in Global Growth Entrepreneurship
JGI Group (Bangalore)	Specialization in Entrepreneurship, Entrepreneurship & Management
KIIT School of Management (Bhubaneshwar)	M.B.A in Entrepreneurship
Kohinoor Business School (Pune)	M.B.A in Entrepreneurship
L.N. Welingkar (Mumbai)	Specialization in Family Managed Business

Lal Bahadur Sastri Institute of Management	Specialization in Entrepreneurship
Master School of Management (Meerut)	Specialization in Entrepreneurship
Mudra Institute of Communication (Ahmedabad)	Specialization in Communications, Management & Entrepreneurship
Nirma Institute of Management (Ahmedabad)	M.B.A in Family Business and Entrepreneurship
Rai Business School (Delhi)	Specialization in Planning and Entrepreneurship
SPJIMR (Mumbai)	Specialization in Family Managed Business
Xavier Institute of Management & Entrepreneurship (Bangalore)	Specialization in Entrepreneurship Development
XLRI (Jamshedpur)	Certificate in Entrepreneurship Management

Table 24 Indian Institutions offering Entrepreneurship Programs (Source YourStory)

Analysis & Lesson Learned

Social Entrepreneurship has made it to university at the beginning of 1990 when Stanford established its Center for Social Innovation CSI followed by Harvard that launched its Social Enterprise in 1993. During the 2000 decade, Skoll Center for Social Entrepreneurship and the Center for Advancement of Social Entrepreneurship have been launched by Oxford and Duke university respectively. In 2011, Cape Town university launched its Bertha Center for Social Innovation, and BRAC university in Bangladesh opened its Center of Entrepreneurship Development. Many Indian universities have launched their academic programs in entrepreneurship and social entrepreneurship.

These universities have seen the potential and importance of social entrepreneurship in addressing the social pain and development challenges. The mandates of those covered centers highly stress addressing the market gap in the skill set, knowledge and expertise of calibers. Triggering change and educating people come at the core focus of the various activities of those centers.

Social entrepreneurship academic programs evolved and grew gradually from a single curriculum to multiple courses all the way to minors and majors, both on the undergraduate and graduate levels. Increasing interest in social innovation and entrepreneurship has made universities introduce more and more courses in this area to the extent that the Center of

Social Innovation at Harvard offers currently offers 50 electives. Covered programs show couple of important observations that strongly correlate with this research:

- 1- Universities host and support social entrepreneurship as part of their role in addressing rising social challenges and community needs
- 2- All social entrepreneurship centers are established under the umbrella of business schools
- 3- Mandates of these centers focus on educating the public as well as academics
- 4- Gradual growth in introduced courses and programs of social entrepreneurship
- 5- Collaboration and engagement of different stakeholders in developing and supporting university role to advance social entrepreneurship
- 6- Civil society, businesses and local community are integrated in through forums and annual conferences. Funding from these organizations or individuals is leveraged to support fellowships and activates of entrepreneurship.
- 7- Most of these centers have a separate identity from their mother institutions and operate an autonomous manner.
- 8- An advisory board of alumni, professors and experts advises and supervises the activities and operation of these centers and programs.
- 9- Research and publishing are integral activities of these centers.

Seen as part of the community movement, these centers and programs are opening many channels for the local community to engage in their activities. Raymon Ackerman Academy of Entrepreneurship at Cape Town University offers open-access tertiary education programs for those who don't have proper qualifications to attend colleges. Harvard, Stanford, Faqua and Cambridge offer several executive education programs of social entrepreneurship targeted towards those who are actually working in areas and organizations involved in social development and related disciplines.

Eventually, it is not only graduate and undergraduate programs that have seen tremendous increase in in the number of courses and programs of social entrepreneurship worldwide. Bertha even offers free online course in social entrepreneurship.

The B-Lab, Harvard Innovation Lab i-lab, Stanford Resource Hub and Bertha Social Innovation Lab are all part of those center of social innovation to address and advance social entrepreneurship research and innovation. Research is seen as an integral and crucial activity of social entrepreneurship. Published papers, researches and a lot of other resources covering social impact, inclusive business, impact investment, and others. These resources are free, open-access to public online.

The universities and centers run a couple of other important activities to mobilize and engage more in social entrepreneurship; annual conferences, forums, competitions and others are organized to bring experts, social entrepreneurs, academics, researchers, philanthropists and others to discuss and exchange ideas about social entrepreneurship. Skoll organizes its World Forum for Social Entrepreneurship that brings 1000 social entrepreneurs annually. Cambridge runs its Annual Conference on Social Entrepreneurship, as well. Harvard and Stanford run couple of similar events and forum all year around.

Social incubators provide nurturing environment for those social entrepreneurs to benefit from a bundle of business and financial support services inside those incubators. Entrepreneurs also have access to experts from different disciplines, especially social innovation, inside the incubator. Incubators and centers also organize competitions to select, reward and advocate social entrepreneurs who tackle social pain and challenges using innovative solutions, technologies and business models. Competitions also offers a chance to celebrate and highlight the role of those social entrepreneurs and bring their efforts to the media.

Governance of covered social entrepreneurship centers is an important dimension that I would like to highlight in this research. While all covered centers and programs operate under business schools and university umbrella, an autonomous and separate identity is obvious in most of those centers – based on information extracted online. Beside their operating staff, researchers and other staff members, centers have their alumni and advisory boards. Advisory boards are comprised of social entrepreneurship experts, academics, entrepreneurs, philanthropists, activists, NGOs and funding entities representatives. This divers, inclusive body crafts the general strategy, focus areas, activates and follows up implementation and financial expenses. Implementation and program design, however lie under the responsibility of operating staff and working experts, all in his area of expertise.

Such an autonomous structure strongly resembles the role and structure of Environment Community Development Councils inside public universities in Egypt. Drawing on those similarities of community development mandate as well as autonomous structure, introducing a similar body that is dedicated to the advancement of social entrepreneurship inside public universities is attainable objective.

Local Social Enablers

Development of entrepreneurship in general depend on the supportive ecosystem, where educational and promotional institutions play a leading role. The Egyptian ecosystem has seen the emergence of several intuitions that carry several activities and programs especially in schools and universities.

Injaz Egypt

Injaz Egypt was one of the pioneering organizations that introduced the culture of entrepreneurship into schools, technical schools and universities across Egypt. Injaz run startup competitions to stimulate entrepreneurship among young students in schools and universities. It also run structural training programs to train students who to start and operate their own startups. These types of programs have been possible through partnership and agreement between Injaz, Ministry of Education, Ministry of Higher Education and the privet sector that offers funding and sponsorship to these programs and competitions.

- Company Program
- Start Up Egypt
- Sn3ety
- It's My Business

Nahdet el Mahrousa

A success story of an organization envisioned and incepted to directly support social innovation and entrepreneurship in Egypt. Launched in 2003 by visionary Egyptian social entrepreneurs and activists, Nahdet el Mahrousa was the first social incubator in the Middle

East Region. According to its records, Nahdet El Mahrousa impacted the life of approximately 50,000 individuals in Egypt Annual. This has been through several support programs to social startups that encompass incubation, mentorship, technical support, legal services and other.

Nahdet el Mahrousa has been an active player and promoter of social innovation that really managed to bring “Social Entrepreneurship” into the public stage. It is the role of such organization that help build, grow and sustain a supportive ecosystem of entrepreneurship. Salon El Mahrousa and other event help to bring social innovation and entrepreneurship into the main stream and build the culture of entrepreneurship, especially among young people in Egypt. Other than promoting social entrepreneurship and campaigning for this change, it also works on building a stronger ecosystem through strategic partnership with diverse players and organization in the local community. Partners like Sawiris Foundation for Social Development, Misr ElKheir, the Ford Foundation, UNICEF, USAID, UNDP, Samsung Electronics Yahoo! Maktoob, and the MasterCard Foundation were part of several support programs run by Nahet el Mahrousa. N.M runs programs like Social Start-up Builders, Entrepreneur 2 Entrepreneur (E2E) and Knowledge Advancement.

In its effort to promote and build the ecosystem of social entrepreneurship, Nahdet el Mahrousa focused on the capacity building and training dimension as an important pillar of creating awareness and launching social innovators. This has involved working mainly with university students and fresh graduates and enabling them to become social entrepreneurs.

Organizations like Nahdet el Mahrousa, Injaz Egypt, Alshaneq Ya Balady and several other local and international organizations have been working on the round for quite some time and have developed their own curricula and training programs. Accumulated experience and know-how of these organization should be employed and integrated in any development of educational curricula inside universities or schools in Egypt. There is no need to start from zero point and not to capitalize on the achievements and success of these organizations who have been on the ground.

Chapter VII: Internal Insights

Part of this research builds on the feedback from one of the most important parties involved in promotion of entrepreneurship; it is the faculty of public universities. Several unstructured interviews have been conducted with faculty from Assuit, Sohag, Mansoura, Tanta, Suez Canal and Cairo universities in order to understand universities' internal environment more deeply. Professors and teaching staff are the personnel who will deliver or convene entrepreneurship and social entrepreneurship as part of their curricula or teaching load. Although the number of the covered universities is not big and the sample is not adequately representative, findings were aligned with the known perception of absence of entrepreneurship in university education. All interviewees agreed that there are no curricula or programs covering this area currently at their respective university, and most probably other public universities – according to their knowledge. Despite geographical, size, and historical difference between covered universities, most answers and feedback from interviewees were identical. There is an agreement of all interviewees that education has a critical role in changing the perception and mindset of graduates; introduction of entrepreneurship will highly build awareness and develop the skill set of graduates and influence and motivate some of them to engage in entrepreneurship activities. This has been proven by international and local researchers. Dr. Nabil Shalaby, professor at Mansoura University and prominent entrepreneurship writer of several books in Arabic says “Entrepreneurship is the only path for Egypt to address the growing social pain and create economic value and local Jobs”. He also highlights the fact that entrepreneurship should be part of university education regardless of specialty. More importantly, faculty of engineering should importantly integrate it in its curricula.

Dr. Mohamed Hessain, assistant professor at Sohag University, highlights a quick intervention and an open area of an easy change. Professors have some flexibility to inject minor changes in the syllabus of courses they deliver as long as they keep the general structure and study objectives of the course. When a professor has the will to integrate a certain topic or chapter in his course, he can do that with no need for approvals, 4 other participants also share the same agreement.

Entrepreneurship and social entrepreneurship are brand peculiar terminologies to public university, only half of the interviewees know entrepreneurship before I had to describe its

meaning, while just 2 understand what social entrepreneurship means. All participants agree that there is a general lack of awareness about entrepreneurship and similarly social entrepreneurship even among professors themselves. Young professors and teaching assistant would be more receptive to learn about entrepreneurship and social entrepreneurship while traditional faculty most probably will resist any change in existing study structure, says Dr. El Nadi. While conducting interviews, I had to explain the difference between “Entrepreneurship” and “Business Administration” to clear the confusion between the two terminologies who look similar in Arabic “Reyadet El Aamal” and “Edaret El Aamal”. If this the case of faculty, what would be the case of students?

Dr. Hessain, Dr. Shalaby and others agree that entrepreneurship should be introduced as a core course to all students, especially freshmen. However, changes of bylaws and study structure applies to new admitted students, as Dr. Shalaby mentioned. Despite the importance and critical need of this core course, several hurdles are considerably hard to bypass. Introduction of a new course will require change of the study structure in the faculty bylaws, which will require approval from the departments, faculty and university councils and the SCU. This change is expected to replace an existing course and eventually will be resisted by those who teach that course.

While changing existing study structure on the undergraduate level is complicated and problematic and demanding, introducing a complete new program on the graduate level is much easier in terms of regulatory and structural approvals. Sohag University have introduced several specialized diplomas in hospital and tourism management and others, which opens the doors for more new disciplines like entrepreneurship and social entrepreneurship. Internal resistance and conflict with existing programs will be minimal of the graduate level, says Dr. Hessain. Participants call for launching professional graduate diplomas in entrepreneurship open to any applicant regardless of his or her background. Eventually, this will open the doors for many interested graduates who are interested in this area or who already work in related activities to get a professional and academic education in this discipline. Interviewed faculty assume that there will be a considerable demand on studying entrepreneurship and social entrepreneurship on both undergraduate and graduate levels. Students are willing to study and learn about new areas, especially if its trending worldwide and has a potential demand and opportunity in the market. Members

of the community organizations and NGOs might also be willing to study and learn this new area and put it into implementation in their respective entities.

Dr. Gheith, Mansoura University, argues that that new terminologies like entrepreneurship and social entrepreneurship are completely bizarre to public education and it would be difficult to make this shift in existing structure. Even when asking questions and evaluating awareness we have to use simple terminologies and refrain from using entrepreneurship or social entrepreneurship. He asserts that facts that there are lack of awareness and considerable persistence among faculty. only modern and younger teaching assistants and assistant professors might be interested in this area, however they aren't usually the ones who pass approvals or make structural changes inside universities.

In order for entrepreneurship or social entrepreneurship to be impactful and practical it has to integrate the local NGOs and organizations working in this area. The curricula should offer actual case studies from the local community, give space for representatives from social innovation and community organizations to present their challenges to students through conferences and visiting sessions and build partnership to enable students to receive practical trainings or internships at these entities. Building a strong network of experts, local community, faculty graduates and students who are interested in the field is crucially important to sustain and multiply the desired impact of entrepreneurship and put this discipline into a more practical and lively pattern, say Dr. Hessain and Dr. Tarek. For a wider and greater accessibility, entrepreneurship or social entrepreneurship courses should be delivered in Arabic, given also the fact that Arabic is the main teaching language of most public universities; faculties of commerce are not exceptions, say Dr. Shalaby and Hessein.

Difficulty of intervention shouldn't refrain us from taking steps forward and taking an action of change even in one single university that will stand as a role model, says Dr. Shalaby. Such intervention is to accumulate a curricula based on local stories and case studies from surrounding community. The need to build a local content in Arabic is crucial to address community needs and build rapport with target audience. All interviewees highlighted the fact that structural change starts from departments inside the university. This bottom-up navigation crystalizes the ultimate importance of faculty engagement,

raising awareness, and capacity building. Faculty are the starting point of change and intervention; without them the whole process will stand still.

While only 2 interviewed think entrepreneurship education is not confined to the faculty of commerce, other participants argue that faculty of commerce is the natural home to this science as being tightly connected to management and other business sciences. Differences in views can be accounted to the background of each respondent, where those who call for a wider offering of entrepreneurship and social entrepreneurship in colleges beyond commerce come from engineering background. Linkages between engineering and entrepreneurship cannot be overlooked, while linkages with arts, for example can be easily missed. Disagreement about who would teach and what college would offer entrepreneurship is not a local issue, there are several perspectives worldwide with justifiably reasons. Personally, I strongly believe that everyone should be given a chance to learn about entrepreneurship and social entrepreneurship at a certain stage of his study journey. It doesn't matter if you are medical, engineer, business, or social science student. What really matters is that you have what takes to turn whatever your career choice or life path into an entrepreneurial journey. You need tools, skills and knowledge so that you would be able to navigate your enterprise and change people's lives positively and efficiently.

Participants highlighted the importance of *University Development Centers* in addressing the awareness gap of entrepreneurship and integrate it in university curricula. These centers are mandated to raise capacity and enhance the academic quality through providing specialized training programs to faculty. University Development Centers work on compiling and crafting special training contents for faculty and researchers to improve their skills and quality. Certain training programs are pre-requisites for advancement from one level to another. In Ain Shams University for example, 6 skills development trainings are required to receive "Professor" degree. Offering entrepreneurship at these centers would mean access to almost all faculty inside the university. It would make much difference if such training program is part of academic progress requirements, at least in the most relevant colleges like commerce, engineering etc.

Chapter VIII: Challenges & Opportunities

Change is usually resisted and foreseen as a potential threat to those established in the system and those who build their credibility, income and authority on existing status quo. Public universities are not far from this scenario; all interviewed respondents to this research have anticipated high level of resistance from traditional professors – who might represent the effective power inside their respective departments – to introducing new curricula that might change their teaching quotas and inject a new discipline that they will have to study.

Despite the importance of the legal framework, it doesn't strongly stand as a barrier to entrepreneurship. Couple of interviewees expressed their interest in including entrepreneurship and social entrepreneurship in university curricula. However, they raised many challenges against implementation in the current time. Traditional professors inside universities have a certain quotas of teaching hours that generate considerable flow of income from extra teaching hours, textbooks, private tutoring, etc. Any change of existing degrees' requirements can hamper these quotas and eventually the level of income.

Introducing new curricula might face resistance of traditional professors who lack the willingness to learn something new. Not to mention, that according to the department council and department scientific conference's regulations, majority is needed in order to pass decisions. This means an upper hand to traditional professor over assistant professors and teaching assistant who are younger and more receptive to change.

Universities are independent and have their autonomous identity. This is reflected in the implementation of new programs and curricula. The SCU draws the general guidelines, then universities through their concerned bodies take this into further level of details and implementation strategies. Changes of current curricula, introduction of new ones and offering new degrees starts from the department level up to the college, the university till the final approval of the SCU. A final approval for a certain university doesn't ultimately approve the same change to other universities. Each university has to take the same structural steps to receive final approval of the SCU. Despite this technical hurdle, universities usually build on existing curricula, programs descriptions and syllabus of comparable college. Once a college adopts our desired curricula change, others might follow easily and replicate the model.

According to the legal structure of public universities of Law 49 for year 1972 and its executive regulations and presidential decree no 809 for 1975, decisions follow a hieratical structure. Each layer of this decision making and approving structure has certain authorities; decisions can take either an up-down or bottom-up direction. The general guidelines and overarching regulations operates from top-down. Alternatively, when referring to detailed, specific and technical content, it is a bottom-up direction. Considering our case of introducing a complete new curriculum, it is the responsibility of the department council to make suggestions of new curricula or changing or modifying existing ones. Professors suggest new changes inside the department council, which approves before taking them into the college council, then takes them to the university council all the way to the Supreme Council of Universities SCU specialized committee to approve or disapprove. All new curricula changes have to follow the same path. Failing to get approval of any of those entities terminates the process. Approval of new curricula or programs is governed by the authorizing members of each entity, strategy and community needs. Since, universities have their independent legal identities and are entitled to meet community needs, they have the authority to suggest and approve new programs, as it supports their agenda to meet community needs and t take those decisions to the SCU for approval.

The department council strategically plays the leading, in in passing new programs and curricula inside the department. According to couple of interviewed professors, traditional professors usually have the final say in approving or disqualifying new suggestions. Despite, all professors' right to make suggestions, the council has the final say in passing or killing suggestions. This structural composition puts our desired intervention face-to-face with professors. When a critical mass of supporters of change accumulates change can be triggered and passed from inside. Without diminishing the load of resistance to change, considerable number of interested faculty – especially younger ones – support and mobilize for this entrepreneurship. Even those interviewees who haven't haven't heard about entrepreneurship or social entrepreneurship before were extremely excited once I explained the meaning and value behind these disciplines.

It was, also, clear from all interviewees that faculty have some space for innovation where they can inject some components inside the curriculum they deliver without having to get any approvals. Another window of opportunity is that several programs of business

administration at several universities include a course titled “Management of Small Enterprises” which represents the closest content to entrepreneurship courses but are narrow my limited to business management perspective. I believe the core differences are innovation, growth, business model and opportunity which can be either include in the same course or a comparable new course.

When we find out Zagazig University and Helwan University listing graduate programs in Entrepreneurship, we quickly understand that there is an interest from these public institutions in joining the change and there must be a considerable demand from students on these programs. Graduate Studies aren't free and are subject to demand and students' interest. Although both universities offer specific programs or major on entrepreneurship on the graduate level, there are no majors, minors or courses on the undergraduate level, same like other public universities. This takes us to another important dimension; can we speak about social entrepreneurship before audience understand what entrepreneurship is? Personally, I think there shouldn't be distinction between the two things. What needs to be explained is that social entrepreneurs apply entrepreneurial skills and knowledge to tackle social pain and community challenge. They use business tools, but more into maximizing social impact. However, this wouldn't be easy without audience's clear understanding of entrepreneurship itself.

The space is wide open for introduction of graduate programs to meet certain demand or community need with a much less resistance and approval requirements. It would take less than one year from inception to implementation of new graduate programs to finalize legal approvals and changes, says Dr. Hessain. Universities, being established to pursue community development and address its demands - have some flexibility to respond to community needs and challenges by offering specialized training programs, certificates and study focus.

Each college has a vice president for community service and environmental protection who serves as member of the university council for community service and environmental protection. This council is mandated to study and plan the university strategy to serve the community. To do so, it has the authority to offer new study programs, training programs, consulting service and establish special units. Here we can clearly spot the window of opportunity. According to the legal structure and mandate of this council, it can easily

integrate promoting entrepreneurship as part of its duties of serving the community. Here, no radical change is required either on the legal or structural levels, only awareness needed to bring this area of focus into the interest of these councils and people managing them. These councils have what it takes to launch special units for entrepreneurship. These councils with coordination with the Graduate Studies and Research Councils can call and design special graduate programs and certificate in a certain area to address a community demand or problem, which is clearly the case for entrepreneurship.

Accreditation

National Authority for Quality Assurance and Accreditation of Education has been launched in 2006 as a national entity mandated to achieve education development and quality assurance of its programs on the national level. The core objectives of NAQAAE includes support education institutions role in supporting and serving community and environment needs as well as effective participation in the national development plans.

Part of the evaluation matrix of the educational institution accreditation process is the level of communication and service of the institution to its local community and environment. On the education effectiveness matrix, accreditation measures who education program meets and serves current and changing community needs as well as market requirements. In addition to these important matrices of accreditation that value programs based on their matching to community and market needs, there are other matrices that measure the level of community participation and integration in planning and development of education programs inside the institution.

What these accreditation requirements reflect strategically intersect with entrepreneurship as a discipline that corresponds to community needs and challenges by providing innovative solutions using proper business models. Integrating entrepreneurship as a core part of university curricula and developing related skills of launching and operating startups would enable graduates to better serve their communities and make education more aligned with community needs. Highlighting this through the accreditation process would reflect responsiveness of this institution to community needs and alignment with accreditation core objectives and requirements.

Chapter IX: Suggested Intervention

This chapter presents the researcher's ideas and suggestions to introduce entrepreneurship into public universities. Building on the legal framework, existing situation, observation, feedback from professors and the evolution of entrepreneurship and social entrepreneurship education in couple of leading universities worldwide, this research crafts some interventions and describes implications of executing each scenario.

Stakeholders Collaboration

It is important before we dive into recommendations and interventions to fully understand the key stakeholders and their motivations. Entrepreneurship grow and prosper in an ecosystem as it has been explained earlier. Collaborate and participatory work all active players will be crucial for the success and effectiveness of any intervention. Figure 12 outlines the key stakeholders in desired intervention of introducing entrepreneurship into public universities. Stakeholders have been identified based on lesson learned from other universities that introduced entrepreneurship and social entrepreneurship into their systems and have been covered in this research. These stakeholders have linkages to the educational system, social good, beneficiaries, governing and regulating bodies and supporting institutions. Building an inclusive and sustainable model dictates integrating these active players within the intervention and implementation strategy. "What's in it for me – WIFM?" an important question that intervention has to address to mobilize and trigger active participation of each player. Professors for example, both traditional and progressive, need to find an incentive in order to embrace the new curricula or study program and start learning and teaching this new discipline. Imposing change through ministerial decrees or sector decisions without proper acceptance and understanding from the delivery actors – professors - might kill the actual objective and expected impact of change. However, the University Development Centers can play an important role in raising awareness and building capacity of faculty.

The entrepreneurial revolution the world has been experiencing and the booming of digital startups have made youth increasingly connected to the world via internet and social media. Growing number of youth understand the importance and opportunities of

entrepreneurship. It wouldn't be hard to get students interested in joining programs and courses of entrepreneurship and social entrepreneurship. Organizations like Ashoka, Alshaneq Ya Baledy, Nahdet el Mahrousa, Gesr and others are actively involved in promoting social entrepreneurship. Eventually, they have built some expertise in field work and practiced actual implementation. Engaging these active organizations along with relevant NGO builds on on their work and adds various dimensions to their work. While these enabling organization – as we might call them - feed and grow the influx of graduates with the academic knowledge to mobilize and trigger more to join other social entrepreneurs. These enabling organizations can also offer a direct link between universities and the market, where students can take internships, case studies and work closely on actual problems. What is important to stress here is the level of expertise these organizations have built working on the ground. They have built their training curricula and have trained a lot of trainers who have already delivered training across Egypt. Universities can leverage this expertise and employ existing curricula in the development of academic program. These social enablers can also be part of faculty training and awareness programs as well as initial training courses. Accessibility to development organizations and international donors though social enablers can offer generous financial and technical support to universities when launching their entrepreneurship programs. Ministries of Youth, Social Solidarity, International Cooperation, Investment and Industry might be interested to be part of such an important societal service. Some of these ministries

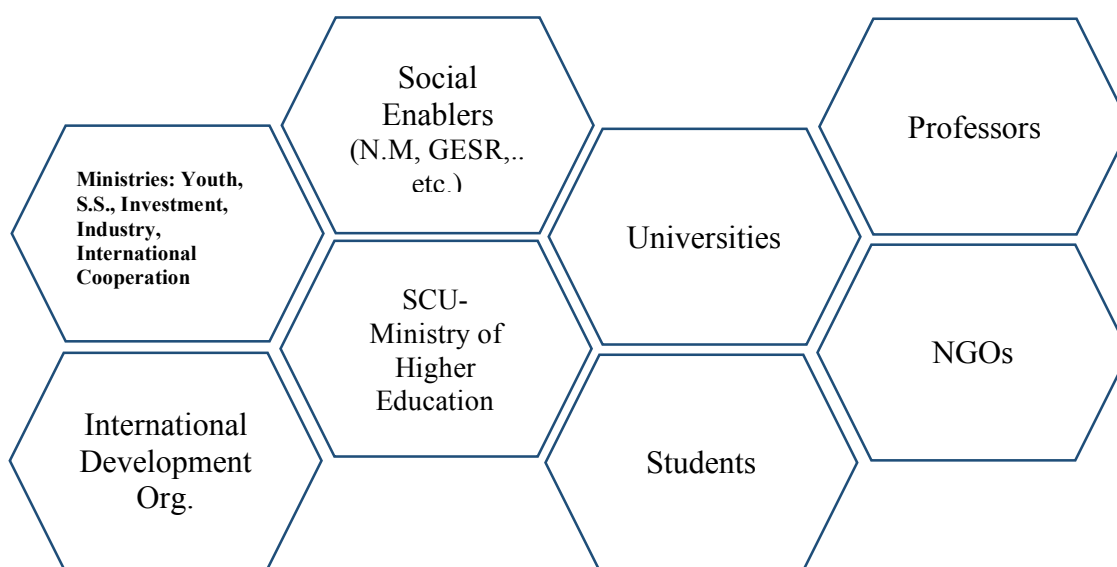


Figure 12 Stakeholder Mapping

already have running programs to support entrepreneurship or social entrepreneurship. Ministry of investment has Bedaya Academy for supporting entrepreneurs. Ministry of Industry has several centers and programs to support entrepreneurs, as well. Engaging them will create huge momentum and open channels of opportunities to many potential entrepreneurs. Development organizations like UNDP, GIZ, USAID, Swiss Aid and many others are already active players in the ecosystem and are supporting, funding and sometimes running programs to train or fund entrepreneurs. Centers of entrepreneurship or social innovation in several covered universities in this research integrate the local community and active players in their model. These organizations might offer generous financial support and open their doors to establish entrepreneurship centers inside public universities. They also might offer training opportunities and internship. The USAID is running many programs and have published an entrepreneurship toolkit for the MENA region. Eventually, universities will build upon what has been achieved and produced don't re-invent the wheel.

After identifying key stakeholders, we move to the suggested interventions. Interventions are classified based on time required to implement these interventions and the level of difficulty of approving such changes. We have quick win initiatives that can be implemented without need for internal approval or changes of existing study structure. Long-term intervention would be those interventions that require structural changes and legal and internal approvals from various university management levels. These interventions dig deeper into program structure and impose complete entrepreneurship or social entrepreneurship courses, majors, minors and programs. Strategic intervention would launch new specialized entities that are mandated to promotion and support of social entrepreneurship inside universities.

Quick-Win Intervention:

Quick-win interventions are short-term actions that can be implemented with least amount of time and effort. Such interventions capitalize on the existing level of flexibility already there in public universities system in several key areas of intervention on the undergraduate and graduate levels. However, a considerable level of awareness, knowledge and interest

is highly required to take this into implementation. Faculty need to receive some sort of specialized trainings, attend conferences, or engage in research projects. The *Center of University Development* can play a leading role in awareness and knowledge dissemination of entrepreneurship.

I. Injecting a New Chapter about Entrepreneurship/Social Entrepreneurship

This by far the quickest and easiest intervention that can be implemented right away without falling into the trap and complications of approvals. A single professor can integrate one chapter about entrepreneurship and social entrepreneurship into the syllabus of his curricula. Minor changes don't usually require approvals and professors have some flexibility in choosing topics within the framework of the course. Awareness and interest are pre-requirements to this intervention. Professors are to understand the meaning and importance of social entrepreneurship and how to teach it to their students first. Conference, training programs, and publications are ways of disseminating this.

II. Case Studies & Course Project

Professors can promote social entrepreneurship in their respective curricula by integrating more active learning tools like case studies and projects. These active teaching mechanisms would be easy to implement and would give students a chance to taste entrepreneurship and social entrepreneurship an interactive, practicable and interesting manner during the course work.

III. Professional Certificates & Graduate Programs

The level of difficulty and resistance for new certificate or graduate programs is way less than changes in the undergraduate level. These new programs will not overlap with existing program and teaching quotas. Moreover, approval of such programs takes shorter time. Interviewees say that graduate programs approval and launch would take less than one year from inception to admission.

Long-Term Intervention:

Long-term intervention builds on structural change of existing study plans. It aims at integrating social entrepreneurship as a core curriculum in existing study programs. Not

only that, it also aspires to launch new major and minors in entrepreneurship side-by-side with existing majors and minors.

I. New Curricula on the undergraduate/Graduate level

Many international universities, being covered earlier, started their entrepreneurship or social entrepreneurship programs by launching a single course, then this course grew into several courses. A structural change is needed in order to get approval of the department council, college council, university council all the way up to the SCU. Changing the study design is a very problematic issue, especially on the undergraduate level. Professors have certain teaching quotas that generate considerable amount of income from textbooks, extra teaching hours, others – as couple of the interview mentioned. This will make it difficult for traditional professors to pass new changes that might impact their teaching loads. New curricula will require research and study from professors who are going to teach it, which might not be welcomed. The impact of introducing curricula about entrepreneurship or social entrepreneurship, especially on the undergraduate level, is massive. To be able to do this, engagement of professors is a pre-requisite to actively integrate them in the change process. More importantly, there should be incentives to mobilize them.

II. Major/Minor

What applies to curricula changes, also applies to offering a new major or minor in entrepreneurship or social entrepreneurship. The legal processes are the same, with a higher level of consensus required to pass and approve the new changes.

Strategic Intervention:

I. Special Unit for Entrepreneurship/ Social Entrepreneurship

According to article 35 of Law 49 year 1972, the *Community Service and Environmental Protection Council* is mandated to activate and implement the university role in serving the community. To do so, the council has the authority and power to establish units of special situation to serve a specific community need. Here, we would call for establishing a special unit for the advancement of social entrepreneurship. This special unit would act as catalyst for social entrepreneurship inside the university and outside. Like Skoll Center

for Social Innovation, Bertha Center, Harvard Social Enterprise, Stanford center for Social Innovation, Brac Center for Entrepreneurship Development, Cambridge Center for Social Innovation and others, this unit will be dedicated to serve entrepreneurship and act as catalyst inside the university.

The function of this unit is to.:

- Engage stakeholders from the local community, academia and beneficiaries
- Leverage university resources and calibers to advance entrepreneurship
- Disseminate knowledge and awareness of entrepreneurship
- Organize conferences, forums, events of entrepreneurship and social innovation
- Offer specialized training and study program in entrepreneurship
- Production of researches, reports and others in this specific area
- Introduce academic study programs and compile curricula
- Establish entrepreneurship incubators to support early stage startups
- Capacity building of faculty, students and executives
- Launch online portal on entrepreneurship

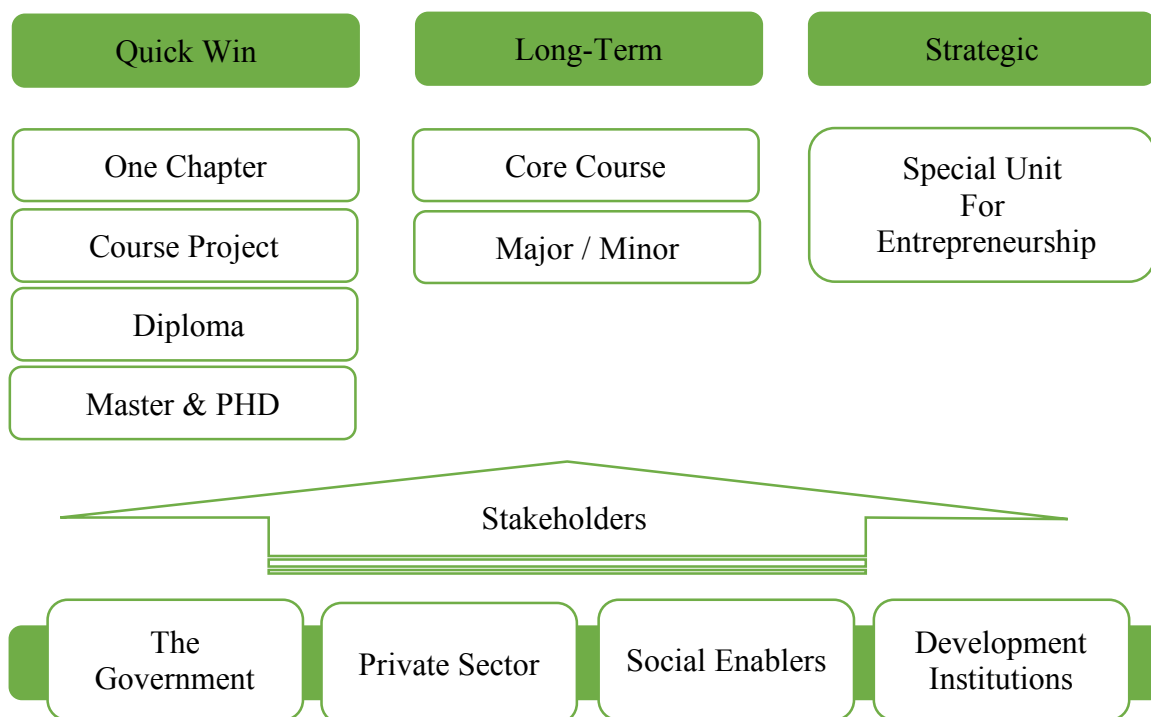


Figure 13 Intervention Layout

Chapter X: Conclusion

Growing interest in social entrepreneurship and entrepreneurship in general is highly attributed to impact entrepreneurs and startup make in addressing governmental failure and social pain. The innovation and growth those entrepreneurs bring to the market not only create wealth to those individual, but also reduce poverty and create value for the local economy. Youth are usually full of energy and talent that need to be geared towards constructive and productive areas.

Egypt, like other nations, extremely need to nurture its entrepreneurship environment and support its ecosystem to grow and prosper generations of social entrepreneurship. Growing number of theories and researches support the notion that education plays an important role in attitude and behavioral change. Education represents and corner stone of the entrepreneurial ecosystem that provide support of healthy and breeding environment for entrepreneurs. Egypt's rank in competitiveness and entrepreneurship is drastically low, putting it at the last or almost last position. This rearmost position is agreeably attributed to deficiency of the human capital as a result of weak educational system. GEM report and GEI put education as one major reason behind weak entrepreneurship in Egypt. Eventually, this research identified the gap in the area of university education and areas of intervention.

Public universities are autonomous entities pertaining separate identities that are established to pursue community enlightenment and service. To do so, the Egyptian law has given a big area of flexibility and authority to these universities. Despite the rigorous and problematic legal requirements to validate and approve changes inside universities, the magnitude of expected impact highly worth it. Several areas of intervention can be started right away within the existing system of public universities to introduce social entrepreneurship or entrepreneurship. Strengthening entrepreneurship education in universities can take several form and require different methods. Integrating entrepreneurship in existing curricula can be the more efficient intervention. Evolution of entrepreneurship education in universities across the globe was gradual and started by only one curricula that grew over time to the extent that one university has around fifty curricula in that discipline, in addition to several majors, minors and graduate programs.

Despite the complete absence of entrepreneurship education on the undergraduate level, there are two universities that offer graduate programs in entrepreneurship. There are a lot of opportunities and change that universities have to embrace to create the nurturing environment for entrepreneurship. It takes only one university to stand as role model in offering entrepreneurship education to trigger other universities to understand this crucial community need and follow a leading model.

It is not only education that universities can offer to entrepreneurship; but mentorship, connection, scientific and business support and funding as well. Universities can play a strategic role in planting and nurturing the knowledge and culture of entrepreneurship and lead the movement towards a more entrepreneurial community. Universities can serve as hubs for entrepreneurship and social innovation by leveraging existing resources, physical presence, academic prestige and bringing the various stakeholders and key players together. Establishing special units for the advancement of entrepreneurship and social entrepreneurship lies in the core objective of universities that are meant to serve and advance their communities. The legal framework has empowered universities to establish their special units to offer a certain service to their communities. These units can leverage resources and engage stakeholders to strengthen and support entrepreneurship in many ways. Comparable centers for social innovation and entrepreneurship have been established at several universities across the globe to advance entrepreneurship.

Entrepreneurship and social entrepreneurship directly represent an opportunity and practical tools for addressing the growing poverty and youth unemployment. Strengthening the educational system is key to the growth and success of entrepreneurship. Although universities have a leading role in advancing and growing entrepreneurship, it is not an individual work. Active engagement and participation of other stakeholders in the ecosystem is imperative to the success and effectiveness of any intervention.

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Attachments

I IRB APPROVAL

CASE #2015-2016-026



To: Ahmed Abbas
 Cc: Nadine Gomaa
 From: Atta Gebril, Chair of the IRB
 Date: Oct 22 , 2015
 Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "Introducing Social Entrepreneurship into the public university scheme in Egypt" and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
 IRB chair, The American University in Cairo
 2046 HUSS Building
 T: 02-26151919
 Email: agebril@aucegypt.edu

Institutional Review Board
 The American University in Cairo
 AUC Avenue, P.O. Box 74
 New Cairo 11835, Egypt.
 tel 20.2.2615.1000
 fax 20.2.27957565
 Email: aucirb@aucegypt.edu

II Consent Form


Documentation of Informed Consent for Participation in Research Study

Project Title:
Introducing Social Entrepreneurship Into The Public University Scheme In Egypt.
Principal Investigator: Ahmed Ali Abbas

ahmedabbas25@aucgypt.edu

Mobile: 01005037347

You are being asked to participate in a research study. The purpose of the research is to investigate the current absence of social entrepreneurship education in public university in Egypt. Accordingly, based on findings, feedback of interviewees, best practices and other sources, this research will present recommendation and strategies to introduce social entrepreneurship into public university education in Egypt.

The procedures of the research will be as follows:

- 1- Give an oral introduction about your organization and your role and responsibilities inside your organization in relation to entrepreneurship
- 2- Answer questions raised by the interviewer orally regarding social entrepreneurship education in Egypt
- 3- Finally, give your own comments, feedback and recommendations to introduce and integrate social entrepreneurship education in public universities in Egypt.

Findings will be shared with participants in order to be used in their respected organizations, NGO or startups. Moreover, the research will be presented to policy makers and influential persons to improve the entrepreneurship environment and better tailor policies, regulations and promotional programs.

The information you provide for purposes of this research is public. However, you have the choice not to disclose and publish your name in this research. In this case, your identity will not be disclosed with any third party.

Questions about the research, my rights, or research-related injuries should be directed to Ahmed Abbas at 01005037347.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

- I agree to have my name in the thesis
- I do not agree to mention my name in the thesis

Signature _____

Printed Name _____

Date _____

III Interview Questions

- Education is believed to be an effective tool in shaping mindsets and triggering cultural change, do you think this applies to social entrepreneurship? Why?
- Do you think that entrepreneurship education has a positive impact in promoting more graduate to start their own social enterprises? Explain?
- How can universities better equip their students with entrepreneurial skills, attitudes and knowledge?
- Why Egyptian public universities are lagging behind other universities worldwide in adopting entrepreneurship and social entrepreneurship into their curricula?
- What role can universities and schools can play to promote entrepreneurship?
- What are the main challenges and barriers against introducing social entrepreneurship in public universities?
- What are the current chapters or topics that cover entrepreneurship and social entrepreneurship in existing courses? What Courses?
- In which school do you think social entrepreneurship be introduced? Why?
- Do you think that social entrepreneurship courses should be open as electives or mandatory to students in other schools across university?
- What is the proposed methodology of teaching social entrepreneurship?
- Can you give us a couple of suggested topics and chapters to be included in this curricula?
- Do you think social entrepreneurship should be introduced in Arabic or English?
- Who can best teach these courses? Professors, entrepreneurs, social entrepreneurs, NGOs key personnel, qualified trainers or a mixture of these persons?
- What kind of regulations and approval processes should this go through before it is approved by the university? How long will this process take? Is there a shortcut?
- Do you think the Universities' Supreme Council can play a leading role in this process?
- In your opinion, who are the major stakeholder of this new intervention?
- What are the required resources?
- Do you have any additional comments, feedback or suggestions?