

ENTREPRENEURSHIP CULTURE IN EDUCATION INSTITUTIONS: FUTURE PRACTICES AND ASPIRATIONS

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Abstract

Purpose of the study: The aim of this research is to show the importance of entrepreneurship culture in education and orientation institutions towards the mentality of entrepreneurship.

Methodology: The research followed the analytical method in the analysis of some theoretical frameworks that talked about the mentality and the culture of entrepreneurship in education because of its value in the mentality of innovative composition and contribute to the development of their societies and become entrepreneurs in the future.

Main Findings: The implantation of pioneering values, including the values of independence and self-belief, the sense of ownership and belief in the relationship between the returns and the effort exerted, and to develop education from the direction of projects beginning from childhood to post-university education, in addition to developing education from industrial and commercial projects.

Applications of this study: The paper presented some of the educational applications to develop a culture of entrepreneurship among students beginning from childhood till graduation such as transform the role of education from focusing on employment to focusing on the principle of job creation, spreading the culture of entrepreneurship among the students, developing leadership and dynamic management skills of the educational institution.

Novelty/Originality of this study: There is no research or studies addressed the culture of entrepreneurship in education starting from kindergarten up to the end of university education and then open up a plan of study areas of research linking the culture of entrepreneurship and education.

Keywords *Children, Culture, Education, Entrepreneurship, Students, Teaching.*

INTRODUCTION

Many countries see that Entrepreneurship is among the most important solutions for facing unemployment and poverty challenges. The Egyptian government realized the importance of Entrepreneurship in the development process and rushed to adopt education as an important tool to positively form the culture, abilities, and skills. Entrepreneurship is growing fast, especially, among those who receive an education that encourages the leading ideas, independent education, the strength points-based education, knowledge exchange, encouraging voluntary work and students' projects. Entrepreneurship culture is the missing element which turns vision into reality, and puts an end for the historical debate in education institutes, between those who adopt the "cognition for cognition" and those who believe life is for good and it is the life itself ([Singer 2019](#))

Entrepreneurship culture starts with a problem and moves with no restrictions to gather all resources to achieve the goal, thus developing the specialties, which is the core of any academic institution. In the meantime to get rid of the (tent thinking), which limits establishing new inter-specialties. In the view of this approach, Entrepreneurship culture should have a place, through believing in the mentality that sees the change as an opportunity, to deal with difficult challenges, in the absence of enough resources for the same. Then the education institution culture shall begin to change, leaving enough space for Entrepreneurship culture spirit, which is an optimistic spirit in nature and adopt the ideas that are never afraid of failure.

Entrepreneurship education is a motivation for the economic growth of any country. Integrating Entrepreneurship culture in education may result in the substantial formation of Entrepreneurs and building their skills ([Thompson,2009](#)). The most important of all, changing the mentality and the spread of change spirit. Most likely the students shall see the joining Entrepreneurship, as an effective factor in their upcoming life.

Entrepreneurship educating aims to promote self-confidence, self-esteem enlarges individuality, strength points and building the proper skills and values that assist the student in widening their horizons.

Thus, implies the importance of changing education methods, to enable the students from involving in the community, and ensure creation instead of negativity, to support working initiative instead of being subordinate and to reinforce education knowledge instead of acting and thinking as an "employee", "receiver" or only "respondent".

RESEARCH OBJECTIVES

Main objectives of the article are to study the importance of moving towards Entrepreneurship in education, the justifications of teaching Entrepreneurship Education, review the objectives of Entrepreneurship Education, development of Entrepreneurship Education practices, facilitating Entrepreneurship Education practices.

METHODOLOGY

The researchers followed the analytical research for the theoretical literature, related to the investigation of Entrepreneurship culture approach, how to integrate the same in education practices and to study the importance of directing towards Entrepreneurship mentality in education.

The distinguished way of collecting information about the study subject, through collecting and analyzing the documentary articles, which provide a great contribution to studying the integration of Entrepreneurship culture in education from a young age to academic education. They have used the database of "Egyptian Knowledge Bank" which is an electronic library source, including databases for scientific electronic information in researches and published literature.

THE SCIENTIFIC LITERATURE OF THE RESEARCH

First axis: The true nature of the Entrepreneurship

Entrepreneurship is mostly recognized as an important factor in economic growth since Entrepreneurship education is related to the leading activities and the leading culture of the students. There seems to be an agreement in opinions among those who develop the policies, the academics, researchers and economics, that Entrepreneurship education is probably an important mean of realizing economic growth ([Khan, 2011](#))

Entrepreneurship means the required abilities to define and generate creative ideas for the mobilization of resources', to organize the production marketing products, manage the risk and constant working, to realize development and work excel.

Entrepreneurship education is the process that provides skills and concepts, to the individuals that, enable them to realize the chances, others might ignore. It provides insight, develops their self-esteem, provides them with instructions, helps the realize opportunities, collects resources and implements the desire for initiating and practicing Entrepreneurship. ([Hill: 2011:43](#))

Entrepreneurship education is the process that provides the students with knowledge and skills to successfully find and operate their own projects, by using the available resources to develop themselves and the society in general. It is known as the process that provides the individuals with skills and concepts that, enable them to realize the chances, others might ignore, and to have insight, self-esteem and the knowledge to work where others hastate. The education includes also how to identify the chances and mobilize resources in face of the risks. It also includes instructions relating to business administration, such as planning for business, growing the capital, marketing and analyzing money flows.

We can integrate Entrepreneurship concept with the academic science in two ways: to teach the academics the ways of this concept, or by engaging the Entrepreneurs in the academic activities ([Sternberg & O'Hara, 2000](#)). The main obstacle to implement the same shall be, the objection of some of the academics for the importance of the Entrepreneurship concept, and their refusal to have the Entrepreneurs being called colleagues in case of facing such obstacle the results are clearly spontaneous and effective ([Shane, 2003](#)). The voice of Entrepreneurs among a group of scantest shall mostly lead to an Entrepreneurship science with a lot of impacts.

Education for leadership is a group of education methods which are informative and provide training and education any individual who wishes to be engaged in the social-economic development, through a project, aiming to foster the leadership awareness and establish business projects in all Entrepreneurship education is:

- The ability to find and build something out of nothing, practically. which is doing, building and achieving something instead of just watching and analyzing or describing something.
- The talent of feeling the chances, where others see chaos, contradictions, and confusion.
- The ability to build a "consistent team" to realize special skills for the individual and excelling aspects.
- Knowledge, the ability to attain the same and control its resources. (which may be owned by other different occasions) To have power and vitality
- The ability to take measurable risks, whether personal or financial and doing all that it takes to get the useful odds for the individual and accept the challenges.

In light of the above, it is necessary to move from education based on the subject matter and the negativity in teaching based on a multidisciplinary, experiential, collaborative and project-based approach that leads to education that contributes to entrepreneurship.

In addition to study the science of the entrances to education and teaching movements with similarities with the learning of business leaders such as learning experience (Kolb, 1984), and learning based on the problem / project (Helle et al., 2006), adult learning (Jarvis, 2006) and cognitive learning (Collins, 2006) and social constructivism (Steffe & Gale 1995) and place-based education (LOC) based on local heritage, cultures, landscapes, opportunities and experiences, using these foundations as a basis for the study of language arts, mathematics, social studies, science and other materials across the curriculum. By participating in school service projects and / Or community (Tan & Ng 2006) and learning based on the language of sound, image, and language of cinema

Project-based education is defined as allowing students to work on a real problem and preparing something real that addresses a problem, i.e., a final product such as a report, sample, video, etc.

Service education is defined as classroom teaching that integrates with community service such as cleaning parks, visiting older people, and providing food to people in need. Service-learning works best when students participate in project preparation, when the duration is one semester or longer, and when students are clearly available.

The second axis: educational objectives for entrepreneurship

Non-cognitive skills such as mobilizing a person's resources and being able to deal with uncertainty are vital to moving around in a mysterious and changing world. However, cognitive skills, such as planning and gaining financial knowledge, are also important. The studies emphasized the importance of allowing students to form entrepreneurial experience. Education should, therefore, have an action-oriented approach that shapes and develops individual and collective skills and entrepreneurship. In this way, students will not only learn that the entrepreneurial skills are knowledge-oriented but also non-cognitive skills the educational system has often encountered difficulty in evaluating and testing. The researchers agreed that there are key objectives for entrepreneurship education (Nybye & Rasmussen, 2013):

1. Given the opportunity and tools to shape persons' own lives.
2. Raising the commitment and responsibility of students.
3. Develop knowledge and ambition to establish companies and create jobs.
4. Increase creativity and innovation in existing organizations.
5. create culturally, socially and economically sustainable growth and development

The third axis: Why visit the mentality of entrepreneurship in education.

The conception of entrepreneurship culture in education may be a new direction within the Egyptian education discourse. However, it may be the same that some aspects of entrepreneurship have continually been clear within the Egyptian education system. It may be attributed to instructional comes applied by the college, like the productive faculty, the productive university, and also the assertion of the "political leadership speech" of the requirement to place productive work on the essence of education (Singer, 2019)

At the Economic Conference in Egypt in 2015, there have been necessary discussions on various instructional models, creating faculties of production communities and returning students to enter entrepreneurship, and considering this as a method of social transformation. The info was developed supported the principle of productive work and coaching of scholars on entrepreneurship, which the principle of trade/craft or complete is at the center of the education method in any establishment.

Education establishments are among the foremost well-rounded institutions, have a culture that encourages the rummage around for information and remodels it into sensible applications below the umbrella of community development. There are five historical trends that support the sooner conclusion (Sarasvathy & Venkataraman, 2011).

1. The nature of the problems of the twenty-first century and the lack of different competencies, new characteristics and unprecedented resources such as "climate change", "environmental degradation" and "extreme poverty" and others, which requires a new approach to devote a large number of disciplines and freedom from the traditional model to the renewal model Or recitation.
2. IT tools threaten bureaucratic institutions and enable those with an entrepreneurial mentality to acquire knowledge, where economic and physical barriers to their free flow disappear.
3. Third Millennium students deal with their world with a new mentality that favors results on actions, favors knowledge accumulation through modern forms of social communication, and they call themselves entrepreneurs. They are encouraged by optimism and determination to tackle problems and to consider them as partners of

educational institutions, to encourage the academic body to do more to look at traditional hierarchical education and to move towards another force that drives the institution of education towards the entrepreneurial mentality.

4. The traditional sources of financing for business projects are decreasing, and most private sector financiers have significant performance-related expectations, which indicates the importance of the entrepreneurial orientation.
5. The problems of the age challenge the best minds because it exceeded certain disciplines, which in the past could provide a definitive solution to the problem. It has become clear that in the event of solving any problem, it is linked to the production of teams' efforts from different disciplines, including traditional ones, including those outside traditional knowledge. This requires education to adopt a culture of entrepreneurship and ability to specialize or more, and work in a team, and have a good sense of good

The fourth axis: the justification for education for entrepreneurship

Why is that the issue of entrepreneurship within the education system turning into important? The easy answer is that we have a tendency to sleep in a society that is progressively stern all types of leadership behavior. Additionally, those adolescents within the future are seeming to seek out themselves operating in an establishment nearer to leadership. Today, the Egyptian economy is speedily ever-changing with the arrival of the economic process, privatization, and data and the information society. Moreover, the expansion of entrepreneurship during a country like Egypt is efficacious, particularly once there is widespread concern that accelerated GDP growth was not in the course of adequate enlargement of the proletariat. The surveys showed that state figures in 2010 -2012 were high, calculable at eighteen 18 % By the way; quite 1.5 million Egyptians joined the out of work between 2012-2013. Additionally, there is forever a matter of unqualified or under-qualified employment. As a result, interest in entrepreneurship in education is a crucial suggests that of coaching adolescents to entrepreneurship and entrepreneurship,

We believe that over subsequent ten years, self-employment skills in education ought to be addressed and to revive the education system tailored as shortly as doable to satisfy the wants of the current and participate within the transformation of society, and a spotlight to capacity-building proactively, associate decreed ingraining skilled values and entrepreneurial culture and so we'd like an integrated education per entrepreneurship spirit.

One of the justifications for teaching entrepreneurship is:

1. Entrepreneurship education is more than a preparation for how to operate an activity. It is about how to develop entrepreneurial attitudes, skills, and knowledge, which in short enables students to turn ideas into action
2. Entrepreneurship requires active ways of engaging students to demonstrate their creative and innovative abilities
3. Acquiring pioneering skills and competencies through hands-on training or learning real-life experiences
4. Entrepreneurship education should focus on entrepreneurial entrepreneurs and entrepreneurs, given the fact that most students will use entrepreneurial skills in companies or public institutions
5. Develop learning outcomes related to entrepreneurship, evaluation and quality assurance procedures and help teachers progress towards acquiring leadership knowledge, skills and attitudes
6. Allow teachers to view educational institutions as institutions for business and the wider community
7. Teachers and students will not be able to achieve their ambitions without cooperating with colleagues, businesses and other stakeholders

The fifth axis: Teaching practices for entrepreneurship

Entrepreneurs are inspired, open, confident, flexible and responsible, listen well and invest their ideas in refining their students' ideas, work as a team, have a good network, seek to bridge the gap between education and the economy, focus on real-life experiences ([Wilson & Golonka, 2013](#)). Develop learning, link subjects, and practice project-based learning using training materials instead of textbooks. Focus on group performance and interactions, and sometimes realize that a "clash room" room gives room for diversity of views, answers, solutions, and reflection on the learning process.

[Walter & Dohse \(2012\)](#) emphasizes that active teaching methods have a positive impact on entrepreneurship education. This is also supported by [Neck & Green \(2011\)](#), where he points out that entrepreneurship education requires a new approach based on practice. While [Mathews \(2007\)](#) asserts that constructivism works to make learning work-based and encourages students to provide constructive and creative ideas, as learners explore their world through real interactions in the real world.) The regional context (culture) mediates education For Entrepreneurship.

Work-based education ought to be associate integral a part of any education method. It is concerned in productive work on faculty, at home, within the workshop, on the farm, within the manufacturing plant or in the other production mode.

In lightweight of this, some corrections ought to be created to the tutorial nature of formal education, so the entry of tykes into the planet of labor and employment is simpler. It will contribute to a rise in national production either by serving to students

develop ideas in production processes and make a habit of labor and responsibility or by strengthening ties between the individual and society, additionally as between educated people and the public.

As the program should be ready to closely link the labor product socially, social and economic scenario, work and education are perpetually side-by-side. We tend to like the term "objective and purposeful manual labor" within the program as productive and socially helpful work. [Harold Nicolson \(2001\)](#) noted that the aim of the program is to supply youngsters with opportunities to participate in social and economic activities each within and out of doors the room, and not restricted to the four walls of the college or solely provided by the teacher. The education program ought to be planned and enforced in partnership with the area people, non-public entities, economic, commercial, industrial, and agricultural and government agencies.

The conception of "socially helpful work" may be a concept stressed by the national policy of education because it considers that the idea of social expertise is that the coaching of entrepreneurship in instructional establishments which the basis of labor experience is the construction of a resourceful and artistic manpower with the intention to require business, And promote skilled work, instead of relying only on the acquisition of abstract theoretical information, that contributes to the building of the individual accountable national. This is often what [Brains \(2006\)](#) have pointed to as action-based education as a significant style of reconstruction of the education system. (e.g., activities, experiments, surveys, field studies, social work) as an academic tool for the feat, building information and shaping skills, promoting crucial thinking, creativeness, and alternative public competencies.

Teaching entrepreneurship inside the college education program means each learner has the chance to become a bourgeois. Entrepreneurship might not exist in youngsters ([Smith, 2002](#)). During this regard, [Vaidya \(2004\)](#) examined fourteen dimensions of entrepreneurship among high school students United Nations agency found that nearly all of these dimensions appeared. If we wish inquisitive and inquisitive minds and might be entrepreneurs at the age of twenty-one we tend to cannot begin at the age of seventeen ([Kolvereid,1996](#)), however, we tend to should begin at the age of seven or at the age of 11 years

In this regard, several EDI faculties have developed innovative activities for school-age youngsters through the organization of summer camps throughout holidays, as faculty youngsters set up and organize these activities in a very manner that enhances their independence and initiative.

The current education system does not provide independent thinking and creativity and the spirit of innovation and motivation to challenge and achieve the goal ([Robinson & Aronica, 2009](#)) and the need is to implant the spirit of leadership in the psyche of the current generation.

In view of the importance of the increasing needs of the entrepreneurial spirit, entrepreneurship must be introduced at all levels of education in many ways ([Gibb & Hannon, 2005](#)). It must reflect the school culture itself, the organization of the classroom and the teacher's ability to integrate the cultures of tolerance ([Krueger, 1993](#)), development and creativity, the generation of ideas, linking theory to practice and transforming educational standards into original, pioneering activities that connect students to society.

Facilitating entrepreneurship education practices

Comprehensive Curriculum Delivery

Provide a curriculum that is organized for five prominent processes: discovery, concept growth, resource provision, achievement, and harvesting, ensuring that business performance is specifically defined within the curriculum content standards for students.

Essential academic skills

Teaching Entrepreneurship is a truly global context for the application of academic skills, including mathematics, science, communication, digital skills, geography, history, and more.

Economic Concepts

A realistic way to emphasize the relationship between risk and reward in a structured entrepreneurial process related to what is studied, operating in a free economy, and providing opportunities to understand basic economic concepts such as savings, interest, supply and demand, and more.

Personal Interest and Investment

Provide opportunities for students to start and conduct entrepreneurship in an appropriate size and scope, in personal investment, in a meaningful way for the student and in the light of appropriate educational contexts.



Career Guidance

Understanding many career areas that provide opportunities for entrepreneurial thinking and opportunities for entrepreneurial thinkers in all sectors and industries, whether starting or running a business or as individuals providing new ideas and methods.

Ethical Behavior

Emphasize the need for pioneering ideas to work and be practiced in a legal, ethical, social, and environmentally responsible manner.

Facilitation and Training

Teachers should place an important situation for themselves, as facilitators of learning, not as a provider of information or knowledge, whose role is to build knowledge in the lives of students. Facilitates the discovery process and provides training to guide students to solutions, allowing them to choose their own paths, learn from their own mistakes, assert their successes and learn from them.

Experiential Learning

The students are not born as pioneering thinkers, and they instead acquire the pioneering thinking experiences of experiential education they practice in educational institutions, where practical training provides them with opportunities to learn by doing, personalize learning through work whenever possible, and build effective equity in the process of learning and ownership of their own results.

Problem-Based Learning

The pioneering thinkers are good thinkers to solve problems, as the curriculum should provide the opportunity to address both simple and complex problems. In addition, those activities include challenges with and without clear solutions.

Students as leaders

Where possible, opportunities for students to practice inquiry-based learning should be provided, such as student-centered activities such as planning, creativity, and business, field trips, negotiation exercises, collective problem-solving.

People in the Community

Engage individuals from the surrounding context to act as guest speakers, mentors, advisors, observers, mentors, and model models.

Variety of Methods

Use a variety of methods to facilitate the learning process with a focus on the learner, including books, periodicals, seminars, research, and a variety of learning methods

Carriers of entrepreneurship

Of the nature of some disciplines in the academic environment, they transcend the academic environment to connect with the world outside the educational institution, academics in these disciplines often spend some time busy projects outside the academic scope, and the curriculum is concerned with the teaching of professional skills and applied training, The real problems of the world. The most prominent example of these vector disciplines is "engineering." The establishment of projects is a fundamental part of the culture of engineering; as engineers turn the ideas of scientists and researchers into practical solutions.

It is a part of the message of vector disciplines that it qualifies students to specific roles within the market and so adopts a dialogue between teachers and practitioners. Students pay an amount of coaching as a part of the information, establishing a natural flow of concepts and inspiring visions of entrepreneurial thinking, tutorial analysis, in some cases be the idea for analysis.

Multidisciplinary centers

There are two directions to push multidisciplinary centers: one is to improve research, teaching, and knowledge across interdisciplinary disciplines. The second is to solve important problems, and this needs external funding ([Noll, 1993](#)).

Moreover, the interdisciplinary is the wave of the future, and that the institution that adopts this vision puts itself in a position to make a difference in the future. The financiers are pushing in this direction because they are interested in supporting research interested in providing solutions to problems, not by supporting a particular discipline or department.



Despite these trends, academic disciplines will remain as key regulatory mechanisms and will remain the cornerstone of the academic environment and facilitate the formation of innovative academic groups beyond their borders; it ensures intellectual rigor, provides the administrative environment for faculty members and provides training in specializations. Interdisciplinary centers will not be able to perform their tasks without having trained academics ([Singer, 2018](#))

RESULTS AND DISCUSSION

The results of entrepreneurship education programs can be measured by the following criteria:

Change the skills, attitudes, and behaviors of students

Entrepreneurship education leads to increasing motivation, commitment, self-esteem, self-confidence in all aspects of educational life, and readiness for the world of work. The acquisition of practical skills such as critical thinking skills, problem-solving, communication, and behavior management enables students to anticipate and respond to social changes in a simple way. Indeed, these students become more receptive to post-university education, careers, and the new economy.

Contribute to the teaching practices of faculty members

Education for Entrepreneurship encourages faculty members to enjoy pleasant opportunities to work in new and different relationships with their peers, students, and context. These opportunities allow them to exercise the responsibilities they have not experienced before. For example, in an interview with some teachers under the Australian Entrepreneurship Research Project, found that they saw in this interview a strength element because they are called to interact with students outside the framework of traditional relations that are based on the provider and the last recipient of information. The degree of integration of teachers in the education contexts prepared for this indicates the growth of their level of professional understanding.

Contribution to self-employment in business

Students in entrepreneurial institutions acquire a tangible set of skills and competencies, often changing their view of economic opportunities and education after participating in entrepreneurial activity. More importantly, they express their deep understanding of the relationship between the project and society, knowing that many of them are engaged in the field and are deeply convinced that entrepreneurship education is limited to business activity and gain profit, but they soon realize the importance of the context of the project and its relationship to the welfare of society. In terms of business skills, students understand the theoretical concepts of creativity, quality, and networking equipped with better knowledge that allows them to scrutinize and criticize the various processes that come in the context of the project simulation exercise, and then identify the citizen to be improved. As well as they realize that the means of production and quality audit and continuous improvement are all integrated, and therefore cannot be addressed any of them through isolated interventions. In addition, they are able to describe, monitor and evaluate what they have learned about projects compared to the results of what they have learned on a larger scale.

Local community development

The success of entrepreneurship education can be measured by its impact on economic vitality in society, the creation of innovative structures to solve the problems of society and the promotion of optimism. Education for entrepreneurship contributes to a more dynamic framework for development by emphasizing the availability of sufficient numbers of individuals with ideas and competence, as well as sufficient ambition and skills to put their ideas into practice.

Entrepreneurship Education is the basis for economic development and business development regionally, locally and globally, for example, in the U.S, leading academies are helping to revive the local economic environment. With the decline of local industry in some regions, educational institutions have begun to identify and target alternative industries and give priority to the development of students' skills and understanding of the industry.

It is therefore important to enhance the overall economic and social value of the entrepreneurial activity to provide and develop a strong and effective entrepreneurial culture, and the University should establish networks and services to support student work and develop students' awareness of it.

Educational requirements for entrepreneurship education in educational institutions

To spread the culture of entrepreneurship among students

Spreading a culture of entrepreneurship requires time, diverse programs and ongoing commitment. This leadership shall be characterized by a deep faith in the idea, and a serious adoption of the concept of entrepreneurship, and the development of strategic plans, and the executive programs of the stages. Including the development of programs to build entrepreneurs in education such as centers of excellence for entrepreneurship, clubs and student companies, business plan competitions, business fellowships, and entrepreneurship competitions. It is a source of hope and optimism that the concept of

entrepreneurship education is still in its early decades in America and Europe. Education in our precious country can catch up, shorten the time and set itself a competitive position by excellence ([singer, 2019](#))

Here, a culture of preference for problem-solving must be developed on organizational self-interest. The biggest challenge lies in culture and people, not in structure, rules, and regulations. There are some proposals, including the conviction that "cultural change" takes time, requires commitment and effort, avoids quick fixes when assigning people to positions of responsibility, the stability of the organization's leadership and continuity, and encouraging the formation of multi-disciplinary temporary teams to address problems, ([Bernstein, 2011](#)). , And focus on the message, not on the university's ranking in global classifications; while encouraging these ratings on performance and productivity, but it may lead to results that do not correspond to the mission of the University.

The need for research, consultation, and professional guidance

The success of education reform remains dependent on a better understanding of labor markets, predicting how they evolve and knowing the trends of skills and structures resulting from changes in products, technology, and forms of work.

The research plays an important role in determining the factors that support and hinder entrepreneurship in education systems, including the dynamics of the analysis of leadership trends in cultural and social frameworks, the behavior of decision-makers across sectors, the faculty members' convictions about entrepreneurship and their relation to sustainability issues and the readiness of local businesses, In order to provide effective support for integrating the concept of entrepreneurship into education.

Young people need assistance in the context of their mobility and choice among a wide range of alternative knowledge of learning and training opportunities that enhance their careers.

Today, we need new forms of guidance, support, and professional advice so that young people can move to the real-world economy, and are supported by the choices of different career paths, whether it is self-employment or entering the economic sector, and perhaps the first results of looking for self-employment More seriously, the provision of information on informal sector occupations, business registration, capital and market resources, legal and judicial systems for the protection of property rights, resolution of contractual disputes, available support and tax incentives. Other outcomes include, for example, inviting local self-employed graduates to return to school and to represent the role of pilot results and sources of information. The youth may not know what is the necessary obstruction and obstinacy to launch a business project, especially in developing countries or the transition to the free economy, but it can be helped by strengthening their continuity during their studies with the leading models that will help them to integrate with all stages of creation A work project with realistic expectations on how to do so. Female leadership models may play an important role in this context.

In the U.K, the Ministry of Education, in cooperation with the Ministry of Commerce, Industry and Finance, has been developing a Young Entrepreneur Scholarship Program to help potential entrepreneurs in disadvantaged areas gain access to business management skills, transform their business ideas into reality, and enhance their business success.

Need for leading and dynamic management of the educational institution

If the educational institution had to encourage students to innovate, it would have to start by demonstrating its creativity first. Leadership and dynamic teachers, highly organized staff, and enthusiastic hope are needed to seize opportunities and achieve extra-routine achievements. Team members who previously relied on higher learning and career experience should be encouraged to refocus their learning style and behavior on orientation significantly towards entrepreneurship. They need to support the professional development of teachers and give them time to discuss, share breakfast and plan.

Transforming the role of education from focusing on employment to focusing on the principle of job creation.

Education seeks to find the compatibility of its outputs with the requirements of employment in the labor market, while the education for entrepreneurship builds and designs its courses and disciplines to graduate students able to create jobs in the market. Trend, Europe realized when my decades of the 1970s and 1980s were regarded as the employment contract. The 1990s and the following years were the eras of change in education policy to focus on the principles of job creation and the culture of self-employment in building future generations, This means that the curriculum and methods of teaching about the investment of research, ideas and inventions so that education can contribute to the global competitiveness of the state, and prepare graduates to a more complex and less stable process of life correspond to the nature of the temporary job, Based on merit, international mobility, cultural communication, belonging to multinational corporations, and the greatest reliance on self-employment. In this sense, the certificate is transformed from being an ongoing employment document into a mere entry into the world of work.



Real partnership with investors from the public and private sectors and graduates

Calling for partnership with stakeholders around the university is an old demand that many universities seek to ensure the application of some of its features, but what is required is a balanced partnership that allows education to benefit and interact with the different segments of the community, which is headed by graduates who are considered to be large investment assets when the educational institutions improve communication with them in the concept of customer-centric, in addition to the importance of focusing on the partnership of small enterprises, Non-profit associations, the expansion of the establishment of joint ventures, small enterprises, building the organizational culture and organizational behavior of the university requires a focus on the surrounding community and local pioneers.

Transfer of technology and knowledge and this is done in close contact with different educational institutions.

Technology transfer means the establishment of scientific oases, innovation centers, intellectual property programs, virtual and real incubators, incubators that extend their role from promoting small works within the university through providing consulting services, office equipment, and even hosting and sponsoring projects until they graduate from the university institutions. The theory of three-layer snail based on education, business sectors and government and enhanced twinning studied with the institutions of advanced education in the desired areas.

Creativity-based education

The traditional methods of teaching based on memorization are no longer suitable for modern education, as it is a teaching based on the generation of ideas, reflection and creativity, and unleashing creativity free from stereotyping. The concept that leads thinking and creativity to the components, activities, and skills of the establishment. Applied education becomes a common area of teaching methods. Europe has preceded many countries in this field. Since 1988, it has developed a large number One of the encouraging programs for the concept of the "establishment" in education is the partnership and support of private sector companies at the local and regional levels, and its fruit has prepared a young generation that has the entrepreneurial spirit. Creative education based on creativity and innovation requires the adoption of a multi- The student has the opportunity of multiple rehabilitation and selection from among the various disciplines, which develops the horizons, the spaciousness of thinking, the linking of ideas, and the existence of a multi-dimensional learning environment that contributes to an idea that can be converted into a productive project.

Consolidation of relations with economic institutions

Such as banks, industrialists, professional associations such as engineers' unions, and lawyers, by providing them with permanent representation in various educational boards (such as the Scientific Councils and the University Council), providing them with scientific advice on the needs of these various economic and productive sectors. The scientific content of educational programs and scientific research plans in these universities.

The need to promote a supportive learning environment

The graduation of students who are able to deal properly with the requirements of the surrounding environment begins with the preparation of the teacher. The successful implementation of the curriculum depends largely on the presence of qualified teachers who are able to absorb the educational philosophy of the educational system and the objectives of society, and the needs of these curricula of teaching and evaluation, to contribute to providing learners with the knowledge, attitudes, and skills necessary to live in a developed and changing world and away from traditional methods of teaching and evaluation, this achievement is achieved through the adoption of the policy of Time for scientific and educational training.

There is no doubt that the basis of entrepreneurship education lies in effective ways to manage teaching decisions and the tight link between the needs of students and methods and methods of teaching. There is no universal educational prescription for entrepreneurship education, but rather the choice of methods on several considerations: subject, content, and constraints imposed by the institutional context ([Arasti, 2012: 2](#))

The educational literature includes methods and methods of teaching used in entrepreneurship education, including: Group Discussion Preparation of a business plan Guest Speakers, case study, business owner approach as a lecturer Research Project Preparation of research project, feasibility studies, internship In-Class Exercise Project visit and small project, simulation, individual presentations and report writing, group project, formal lectures and learning through work, panel discussion, on-site or learning-based learning and role-play, meeting entrepreneurs Problem-solving and scientific visits.

Adopt appropriate evaluation strategies

Evaluation is an essential way to evaluate what we have achieved. We need to choose an appropriate method of evaluation that enables us to measure the effectiveness of access to different types of learning outcomes. This assessment helps to determine the achievement of learning outcomes, The method of assessment depends on the results expected in the fields of knowledge and skills, and not only limited to the oral exam and the written examination. The following are some of the strategies for the

evaluation: Tasks in the classroom under the supervision of a professor and his assistants, and the preparation of presentations, posters, writing articles, interviews, and calendar-based computer and calendar based on practical projects.

CONCLUSION

The researchers concluded the expected outcomes of entrepreneurship education which are creating individuals who are capable of establishing new economic projects that are characterized by growth and wealth and bridging the relationship between the academic community and the business community. Upgrade creative solutions to problems and industry graduates more adventurous, create the ability to enter the business area through a small project, develop a general understanding of the business, and develop personal adventure in individuals (Singer, 2018).

The researchers presented an integrated framework characterized by a highly comprehensive and detailed data of all the outputs that are supposed to be available to any student after passing through an educational experience which can be visible through the following:

- a) Acquiring leading behaviors and skills, including a number of skills and abilities, such as the ability to look for opportunities, take initiative, control and independence, make intuitive decisions, develop business checks, acquire strategic thinking, negotiate and sell persuasion, and towards achievement and calculated risk.
- b) The ability to live in uncertainty and complexity, to get used to working under pressure, to live in times of no sale or profit, to remain without cash or income, to identify those who are trustworthy, to build relationships with them and to be able to learn by work, manage interdependence interdependencies and work flexibly for long hours.
- c) Instilling entrepreneurial values, including values of independence, renunciation of bureaucracy/ownership, and belief in the relationship between rewarding returns, effort, and belief in the value of whom we know and trust.
- d) The ability to create business projects and identify the challenges that may occur at any stage of the project's life, as well as the ability to deal with those challenges.
- e) The ability to create and evaluate ideas, to see problems as opportunities, Identification of vulnerable individuals, learning through relationships, ability to read emotions, manage relationships efficiently, self-vision and business action with stakeholders' eyes.
- f) The ability to understand stakeholders from the business, how to educate stakeholders and learn from them at the same time, and how best to build and manage relationships.

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