



# Entrepreneurship Education in the Arab States

**A joint project between UNESCO  
and StratREAL Foundation, UK**

**Component II: Regional Synthesis Report**

**February 2013**

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LB/2013/ED/PI/65

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## Foreword

Entrepreneurship Education (EPE) in the Arab States is a joint project between UNESCO and StratREAL Foundation, UK, which included two main components:

**Component I:** The collection, systematization and dissemination of innovative and successful experiences of EPE from different countries of the region (2009–2010);

**Component II:** Providing technical support for the development of strategic plans to facilitate the incorporation of the concept of EPE in education systems (2011–2012).

The UNESCO-UNEVOC International Centre for TVET in Bonn, Germany has taken the lead in the implementation of the project, in co-operation with UNESCO Regional Bureau for Education in the Arab States – Beirut. As a result of Component I, four case studies on entrepreneurship education in Egypt, Jordan, Oman and Tunisia, as well as a regional synthesis report, were published in Arabic and English.

UNESCO has provided technical support to four Arab countries during Component II of the project (Jordan, Lebanon, Morocco, and Oman). Activities focused on policy and coordination; curriculum development; teacher training; and connectivity/networking. Based on cooperation with Member States in the region, a Regional Workshop on Entrepreneurship Education had been organized in Manama, Kingdom of Bahrain (10-12 December 2012), to exchange experiences between officials, experts, and institutions on integrating EPE competences in the education systems (general education and TVET programmes).

UNESCO would like to thank the participating institutions in Jordan, Lebanon, Morocco, and Oman that have contributed greatly to enhancing the awareness of EPE and implementation of the project. The coordinators in these countries are: Mr. Ahmad Shadeed, Mr. Oussama Ghneim, Mr. Nourdine Elmazouni, and Dr. Sana Al-Bloshieh. Dr. Abeer El-Kisswani, Jordan had contributed to the preparation of the regional synthesis report. We expect this team work will reflect positively on current initiatives and programmes of Entrepreneurship education in the Arab region.

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## Executive Summary

Entrepreneurship Education (EPE) contributes to promoting life skills for individuals, expanding the experiences, developing the readiness for work, enhancing creativity and innovation and productivity, and supporting the trend towards self-employment in order to reduce the unemployment rate among youth. The empowerment of students to explore the social changes and respond to it, and encouraging them for self-development, and take initiatives, bear the responsibility and risks, and thus create a generation of pioneers who are productive and creative and turn their entrepreneurial ideas into productive projects, will contribute to the development of the national economy.

UNESCO launched the "Entrepreneurship Education in the Arab States" project in cooperation with the StratREAL Foundation in 2008 to support the integration of entrepreneurship education in the educational systems, policies, programs and practices for formal education in the targeted countries. This project is coordinated by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn, Germany and the UNESCO Regional Bureau for Education in the Arab States - Beirut.

The project included two components; the goal of the 1<sup>st</sup> Component (2009-2010) was to conduct an assessment of the situation and the status of "entrepreneurship education" in some Arab countries by conducting four case studies covering Jordan, Tunisia, Oman and Egypt. These case studies and regional synthesis report presented a clear picture of the national experiences in the participating countries and their future plans towards integration of EPE in the educational systems. The report contributed to the promotion and support of countries in the Arab region that have the desire to develop strategic plans to integrate the concepts of entrepreneurship education in their educational systems.

The second Component (2011-2012) of this project focused on the provision of technical support for the interested countries in the region, which plan to integrate entrepreneurship education in its educational programs, and to develop national strategic plans that encourage the integration of entrepreneurship education in their educational systems. Jordan, Lebanon, Morocco, and Oman participated in this Component, whose activities include four key areas: policy and coordination, curricula and study plans development, teacher and trainers training, and networking and communication. Some of the participating countries included the aspect of sustainability, and in this context identified the next steps after the project completion.

This regional synthesis report presents a comprehensive review of the achievements of the participating countries in the entrepreneurship education project—Component II (2011-2012) in its two phases, and identifies lessons learned from the implementation phases and a number of recommendations to contribute to raising awareness of the achievements and contributions of the participating countries.

It also allows for other Arab countries wishing to integrate entrepreneurship education in its educational system to take advantage of this expertise and experience, and encourage opportunities of cooperation between the states of the region.

This report is prepared based on the available information from the national reports for the Arab states that participated in the activities of the second component (Jordan, Oman, Lebanon, Morocco), and as stated in the reports and the working papers of the participated Arab countries in the regional workshop on Entrepreneurship Education which was held in Manama - Bahrain from 10 to 12 December 2012, and regional and international initiatives in this area, in addition to coordination during the preparation of the report with the National Coordinators of the project of entrepreneurship education in the participating countries (Jordan, Oman, Lebanon, Morocco) and the UNESCO – UNEVOC International Centre in Bonn, and the UNESCO Regional Bureau for Education in Beirut.

The report presents the most important achievements of the concerned countries. In the first phase, concerned stakeholders and initiatives have been identified at the national level, establishment of committees to review policies and curriculum/textbooks, organizing workshops for teachers and the concerned people, and the development of general frameworks and procedural plans for the introduction of entrepreneurship education within the educational systems. In preparation for the second phase of this component, which focused on the development of curricula and plans to introduce the concepts and skills of EPE, teacher guides on EPE were developed, introductory workshops and training for teachers were organized, networking with related sectors was established including the private sector, service and industrial institutions, international and regional organizations, experts and educators, and institutions of local community.

In the area of policy and coordination, these countries formed steering and technical committees to review legislation and policies related to EPE, and to develop plans to ensure the integration of EPE in the education systems. The participating states were able to put EPE on the agenda of their Ministries of Education; they were also able to raise awareness of EPE and its role in economic development and community, and to identify stakeholders and beneficiaries of the EPE. Lebanon put a general framework of the national strategy for community entrepreneurship, while Morocco prepared an integrated strategy for the adoption of Entrepreneurship Education in the system of education and training in cooperation of all parties involved in education for entrepreneurship.

In the area of curriculum and study plans, these countries chose teaching of entrepreneurship education for basic stage through merging of the concepts and skills of entrepreneurship education in school subjects (courses are dedicated for Education for Entrepreneurship) e.g. vocational education (Jordan), life skills (Sultanate of Oman), technology (Lebanon), and the secondary stage within two tracks: first as an independent subject (special subjects for EPE: compulsory or optional), and KAB training modules, short training courses and extra-curricular activities. The second track refers to combined courses such as management and occupational safety (Jordan), your career – (Sultanate of Oman) and economics (Lebanon). To achieve this a framework of reference for Education for Entrepreneurship was built, which included learning outcomes for Entrepreneurship, and a matrix of entrepreneurial skills, strategies and teaching methods, assessment tools, learning resources, and content analysis. In order to make the necessary amendments to the integration of entrepreneurship education in terms of content, and to enable the development of teachers and trainers guides for EPE, the pilot phase will be tested on a sample of schools during the current academic year to be evaluated and modified and then circulated.

With regard to the training of teachers and trainers, induction and training workshops were organized for teachers of general education in the basic and secondary levels, as well as vocational and technical education. With the support of resources developed by UNESCO and the International Labour Organization (ILO), the training focused on the concepts and skills of EPE, and teaching strategies and evaluation tools, with the aim of helping teachers transfer entrepreneurial skills to their students,.

In the area of networking and communication, several media campaigns were organized by the participating countries and seminars and national conferences to define EPE and its importance in the economic development were held. Participation of the concerned parties in EPE included officials and administrators, teachers and specialists, supervisors, educators, and school administrators. In addition national and regional websites were designed to facilitate communication between all stakeholders and beneficiaries of the project of entrepreneurship education, and to contribute to strengthening the exchange of expertise and experiences and success stories among the countries in the region. Plans for future steps have been developed to ensure the sustainability of EPE.

The participating Arab countries in the regional workshop on entrepreneurship education, shared their expertise and experiences in many areas including:

- Training materials in entrepreneurship education (Bahrain).
- EPE incubators and entrepreneurship centers - In higher education (universities-Saudi Arabia, Libya), Technical education (Oman) and private sector institutions.
- Entrepreneurial programs of NGOs (Empowerment/Tamkeen - Bahrain, Support/Sanad.
- Oman, Entrepreneurship/ Riyadh - Saudi Arabia, projects supporting rural women and People with disability - Sudan, National Programme for small and medium projects-Libya).
- Centers and schools of excellence (Bahrain - Algeria – Mauritania).
- Entrepreneurship Award - (Saudi Arabia - Sudan - Libya).

The strong presence of international and regional organizations was quite clear, e.g.: International Labour Organization (ILO), the Japanese Agency for International Cooperation (JAICA), U.S. International Development(USAID) , The European Training Foundation (ETF), The German Agency for International Cooperation (GIZ) , and INJAZ Al-Arab. All of them support EPE in Arab countries, especially countries in the conflicts, wars, and limited resources, this reflected in the implemented programs as: From school to career (STC), achievement (INJAZ Al-Arab), Know About Business (KAB), these partnerships and programs are considered of a great value for the further development of national policies and strategies in order to create a generation with entrepreneurial thought.

The report outlines a number of lessons learned from the experiences of the countries that participate in the project and in the regional workshop, including:

- Strategic planning based on a realistic study of the educational, social, cultural and economic context is the basis for achieving the objectives and the efforts of the Arab states towards consolidating the culture of EPE among students.
- Spreading the culture of EPE requires media campaigns, workshops and national seminars, to gain support for the project and facilitate the involvement of stakeholders.

- Teachers and school programs and plans are the most important factors in the success of the process of integrating of EPE in the educational system and achieving its objectives.
- Funding has played an important role in the integration of entrepreneurship education in the education systems, especially in terms of educational and awareness campaigns, educational resources, and networking and communication with all relevant parties for Entrepreneurship Education.
- There are a number of regional and international organizations supporting EPE initiatives in the Arab States which enrich the experiences of these countries, especially in the field of evaluation and follow-up and provision of technical advice. It is necessary to coordinate with those responsible in the country to achieve the planned goals.

The report provides a number of recommendations on the three levels (national and regional and international) focused on the areas of the second component (policy and coordination, curriculum development, teacher training, and connectivity/networking), in order to pursue efforts in the integration of entrepreneurship education in educational systems and strengthen it to proceed in the process of developing policies and national strategies, and the exchange of experiences between the Arab States. National level recommendations focus on the importance of developing national strategies for education for entrepreneurship, and prepare and train teachers pre- and in-service to be able to transfer EPE skills to their students, and conduct research and studies in the field of entrepreneurship education and assess programmes impact on students. The regional level recommendations focused on designing an online portal on EPE, and developing an Arab regional strategy for entrepreneurship .At the international level the importance of providing technical and financial support is highlighted to build a system of monitoring and evaluation (observatory) for EPE, and the need to coordinate the efforts between the international organizations and regional parties for supporting and participating in programs related to EPE.



# Entrepreneurship Education Project in the Arab States (2009-2012)

## Component II: Regional Synthesis Report

### 1. Introduction

Entrepreneurship Education (EPE) is considered one of the main domains in planning for the development and advancement of the national economy. EPE programmes contribute to life skills enhancement for individuals, and to expand their experiences and prepare them for labour market. On the institutional level, EPE contributes to promoting creativity, innovation and productivity and supports the competitiveness and improves the working environment, in addition to self-employment that achieves economic growth and reduces the unemployment rate among youth.

EPE is a useful strategy to confront demographic pressures and youth unemployment, since it provides the youth with knowledge and competencies that empower them to face socio-economical challenges and changes throughout their lives. It is closely associated with the promotion of human development and social justice in vulnerable communities, and it is expected that entrepreneurship education and training helps people to engage in decent income-generating activities that can lead them out of poverty and towards sustainable livelihoods.

The EPE integration in the educational system will add a great value to the whole process of education and its long term goals. This initiative will increase individuals' ability to anticipate and respond to societal changes and encourage individuals to develop and make initiatives, responsibility and deal with risks successfully.

This programme establishes a culture of entrepreneurship (e.g. initiative, innovation, creativity, problem solving and citizenship) in a supportive learning environment, and of course helps young people to actively participate in various areas of development, thus creating a generation of pioneers who are productive, creative and turn their entrepreneurial ideas into productive projects, and thus transforming their consuming communities to productive and creative ones.

Promoting and fostering EPE education contributes to the achievements of the Education for All <sup>1</sup>(EFA) Goals, which are UNESCO's priorities in the education sector, especially the third goal related to life skills. "*Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes*". From this point, the UNESCO initiative aims to promote the concept of entrepreneurship education within the formal education systems in the Arab region, and thus UNESCO launched the "Entrepreneurship Education in the Arab States Project" to integrate EPE skills with various ongoing activities on the national and regional level.

The present report has adopted the definition of EPE which was approved by UNESCO and the International Labour Organization (ILO) as mentioned in its publication entitled "Towards a culture of entrepreneurship in the twenty-first century" (2006) and in Arabic version on (2010), as follows:

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<sup>1</sup> UNESCO (2000) .Education For All. Dakar-Senegal.

*“Entrepreneurship education is conceived in a broad sense, as a pedagogic approach to fostering self-esteem and self-confidence by stimulating and nurturing the talents and creativity of the individual, while building the relevant skills and values that will assist learners in expanding their perspective on schooling and opportunities beyond. Methodologies are based on the use of personal, behavioral, motivational, attitudinal and career planning activities” (UNESCO-ILO, 2006).*

Accordingly Entrepreneurship Education includes inputs, processes and practices in education, including subjects and educational stages of formal and informal education, in varying degrees and approaches. On the organizational level it includes governance, legislation and funding, curriculum development and teacher training and roles of the various departments concerned in the public and private sectors, which is linked to the teaching-learning methods, evaluation and certification, activities, and school management, and staff development on the institutional level.

## **2. Entrepreneurship Education Project in the Arab States (2009-2012)**

Entrepreneurship Education (EPE) in the Arab States is a joint project between UNESCO and the StratREAL Foundation, UK. It includes two main components:

- **Component I:** the collection, systematization and dissemination of innovative and successful experiences of EPE from different countries of the region (2009-2010);
- **Component II:** providing technical support for the development of strategic plans to facilitate the incorporation of EPE concepts in the education systems (2011-2012).

The UNESCO-UNEVOC International Centre for TVET in Bonn, Germany is taking the lead in the implementation of the project, in cooperation with UNESCO Regional Bureau for Education in the Arab States – Beirut. Other UNESCO Field Offices in the Arab region are also involved in the project.

The EPE project is considered as a regional input to the UNESCO initiative to support "Entrepreneurship Education" in both education and training systems.

Many programmes on entrepreneurship education are implemented at the non-formal level by NGOs, local communities and associations, aid agencies, and by the private sector. The joint project 'Entrepreneurship Education in the Arab States' between UNESCO and the StratREAL Foundation, UK aims to complement these existing activities, to support interested countries in the development of educational policies that aim to include the concept of entrepreneurship in their national development plans as well as in their formal education systems.

The project's overall objective is to contribute to the development of educational policies and programmes that integrate EPE in the education systems of the Arab States. It aims to support decision-makers in the region in the development of entrepreneurship education policies and programmes. The integration of entrepreneurship education increases the pertinence and relevance, and therefore the quality, of education, and enables youth in the Arab region to fully participate in the socio-economic life of their communities. It is expected to show the long-term impact of the project on the individual according to institutional and the national levels.

At the (a) individual level EPE helps to promote life skills and expand the experiences and preparing for the world of the work. It also helps to increase income through income-generating activities, the improvement of living standards, in addition to a sense of satisfaction and accomplishment; while at the (b) institutional level it is expected to support innovation, higher productivity and competitiveness and a better working environment; at the (c) national level it helps economic growth, supports the trend towards self-employment, and surely makes contribution to personal empowerment and increase individual capacities for employability and citizenship.

The project started in 2009 by requesting the National Commissions for UNESCO and UNEVOC Centers in the Arab region to fill out a survey about the initiatives and projects related to EPE in the period 2005-2009.

The survey included information about: (a) the type of the project, (b) duration the educational phase, i.e. (basic, secondary, technical and vocational education and higher education), (c) its budget, (d) its implementing agency, (e) the source of funding, and (f) a brief description of the objectives and expected results in the period from July to December, 2009.

UNESCO Regional Bureau-Beirut received the completed surveys and reported the highlighted national efforts on EPE in the Arab region. The information included the following Arab States: Bahrain, Lebanon, Morocco, Palestine, Sudan, and Syria.

Under Component I (2009-2010), four case studies on EPE education were prepared on Egypt, Jordan, Oman and Tunisia. Based on the four country case studies, a regional synthesis report was prepared in Arabic and English. Both the case studies and synthesis report assess the status of EPE education in the respective education systems, taking into consideration the findings and national experiences of the four case studies. The report also identifies variations and common approaches, draws conclusions and highlights needs and priorities.

The documents of the first component serve as an important input for countries in the Arab region that aim to develop strategic plans for the integration of EPE education into their education systems and have been disseminated in the region and beyond.

Component II has been built on accomplishments of Component I. Technical support was provided to those countries that were interested in integrating EPE education in their respective education systems, and developing the national strategic plans, namely Jordan, Lebanon and Morocco. (Oman joined the project in July 2012), Component II addressed the following four areas:

- Policy and coordination;
- Curriculum development and study plans;
- Teacher education and training;
- Networking and connectivity; and
- Other areas/fields proposed by the participating institutions, such as development of plan of actions and maintaining the sustainability of the project at the country level.

As a conclusion of Component II, this regional synthesis report has been prepared to contribute to the dissemination of successful experiences among Arab States in the field of EPE.

### **3. The Aim of the Report**

This synthesis report aims provide a holistic perception about what has been accomplished in the area of EPE in the Arab states, and aim to synthesize the experiences and lessons learned throughout the project. At the same time, sharing these good practices and experiences across the entire Arab region helps to explore new opportunities for collaboration between Arab States.

The targeted groups included in this report are all concerned with EPE within and outside the educational system at all levels and aspects; such as teachers and administrators in schools, policy and decision makers, and officials who are in charge of coordination, networking, financing, curriculum, teacher training.

### **4. Methodology**

The methodology adopted for the preparation of this report included the following:

- Desk review of the four national reports for Jordan, Lebanon, Morocco and Oman of the component II of the project (2011 - 2012).
- Building on what is stated in the reports and worksheets of the participating Arab States in the regional workshop on the topic of EPE Education in the Arab States (Manama, Kingdom of Bahrain, 10-12 December 2012).
- Reviewing the initiatives and programmes related to EPE Education implemented at the national, regional and international level.
- Coordinating with the National Coordinators during the stages of the report preparation of the EPE project in the participating countries: Jordan, Lebanon, Morocco, and Oman.
- In addition to a set of references and studies was provided by the UNESCO Regional Bureau- Beirut and UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training-Bonn.

The first draft of the regional synthesis report had been shared with the project coordinators/focal points, as well as UNESCO working team (Annex 1) for feedback and comments.

### **5. Results and Outcomes of EPE Project - Component II (2011- 2012)**

The component II activities were carried out in two phases. In the first phase (2010-2011) three countries were chosen, namely, Jordan, Lebanon and Morocco to receive technical and financial support from UNESCO for the development of national strategies for EPE integration.

The first phase was completed in January, 2011; the activities carried out by the three countries which participated in the first stage varied, but generally included the following:

- Committees were established to review the policies, curricula and textbooks.
- Conduct workshops for teachers and concerned stakeholders.
- Identify relevant stakeholders and EPE initiatives at the national level.
- Set the general frameworks and procedural plans for the integration of EPE education into the education systems.

The second phase began in July 2012 with the participation of the three countries, namely, Jordan, Lebanon and Morocco, in addition to Oman (which joined in the second phase of the component II), whilst the project activities ended in January, 2013, the activities focused on the following:

- Modify the school curriculum to integrate EPE skills.
- Develop teachers' guide for Entrepreneurship.
- Conduct introductory, assessing and training workshops for teachers and concerned stakeholders.
- Establish a wide network consisting of relevant government departments, international and regional agencies, NGOs and the private sector. Networking with relevant sectors, including the private sector, industrial and service institutions, international and regional organizations, experts and educators, civil society organizations NGOs, beneficiaries and stakeholders.

The participating countries (Jordan, Lebanon, Morocco, and Oman) focused on the basic education stage to initiate entrepreneurship education, particularly higher basic grades (8, 9, 10). As a first stage in order to raise awareness and establish principles and concepts of entrepreneurship among students and give them the opportunity to know their abilities before determining their vocational or academic choices in order to enter the secondary stage. This trend is consistent with global trends calling for starting the EPE in the early stages before secondary education.

Training units were chosen for students in the secondary stage like KAB (know about business world), prepared by the International Labour Organization (ILO), the Training kit prepared by UNESCO (starting my own small business) these two resources were used widely on the international level. These resources will -of course- achieve the objectives of entrepreneurship education at the secondary level.

It is clear that these countries have chosen the integration approach of EPE for the basic stage within school subjects (Entrepreneurship Education through school subjects). In Jordan, the pre-vocational education subject was chosen, and Technology in Lebanon, Life skills in Oman. Regarding the secondary stage, independent subject approach was the first choice (compulsory or optional) as: Know about Business (KAB), short training courses, extracurricular activities. The second choice, to teach EPE through other subjects, such as: Management and Occupational safety in Jordan; and Economy in Lebanon; and Your Career Path in Oman.

Gender issues did not appear in the experiences of the four countries, but the approaches are all unisex impartially, and this reflects the characteristics of policies and legislation (justice and equal opportunities for all students male or female) in the participating countries. Therefore the gender issue is an economic issue which appears clearly as an employment issue in the labor market.

The participating countries achieved the planned goals successfully in several aspects of the project due to the importance of EPE to communities, and the determined desire to adopt it, where they were able to put EPE on Ministries of Education agenda and, to raise awareness of EPE and its role in economic and community development; and to identify stakeholders and beneficiaries of EPE, and they prepared EPE teachers' guides, curricula, training courses, and specialized web sites.

Despite this, these countries faced many challenges during the implementation process, including the difficulty of integrating the EPE concept which is new in the Arab region and at the global level too, the needed time, and procedures required to adopt, the EPE skills (skill matrix), education requirements, reviewing EPE contents in the education systems and learning resources (curricula analysis, educational goals), financing the completion of the plans, time constraints to complete the project, multiple international and regional actors that work on entrepreneurship in many areas, but without coordination between these parties, Thus, the presence of coordination umbrella to collect activities and initiatives within a comprehensive Plan that meets the requirements of entrepreneurship education is a vital requirement. To highlight the experiences of the four countries involved in Component II of the Project, description and analysis of the main achievements in each country are presented below:

- **Jordan**

Jordan participated in the first component of the project "Entrepreneurship Education in the Arab States" (2009-2010), it was among the four countries that have conducted a case study in order to assess the conditions and status of entrepreneurship education, and determine the closeness of the multiple aspects of entrepreneurship with different areas of the Jordanian educational system. It clearly shows the presence of the contents of the entrepreneurship in the Jordanian educational system in its different educational stages (from primary to secondary education academic and vocational). In addition, the Education Reform for Knowledge-based Economy 2003 (ERfKE) project action plan which states that the entrepreneurial skills is one of its main objectives. Despite this real trend towards establishing the entrepreneurship education and promote a culture of entrepreneurship among students, but it still requires further improvements at the implementation level, especially regarding competencies and entrepreneurial skills associated with the actual needs of the local and regional labor market, in order to give graduates the opportunities to enter the fields of work successfully.

The case study was the first step for Jordan to participate successfully in the activities of Component II (Phases 1 & 2), due to the clear understanding presented by the case study of the situation in terms of educational policies and existing educational programs related to EPE.

In the framework of Component II of the project (2011-2012), the first phase (2011) includes planning to integrate entrepreneurship education in the educational system, firstly to integrate entrepreneurship education through school subjects, it was chosen pre- vocational education subject for the basic stage and management and occupational safety subject for the secondary stage (vocational education branches), according to specific criteria like: number of students, the nature of the subject, and a relation between its activities and the themes of EPE and similar programmes such as; life skills and school to career. Then, the skills of EPE were identified in order to review the pre- vocational textbooks, and awareness campaigns were launched for the project. In the second phase (2012), operational procedures were made to prepare the general framework and teacher's guide to entrepreneurship education activities, conducting training workshops for: guide developers, training of trainers (TOT), and training teachers of pre-vocational education in the pilot schools, and networking with stakeholders and educators and the private sector to ensure the sustainability of the project.

The achievements according to the areas of Component II are:

**A. Policy and Coordination**

1. Established a steering committee, composed of representatives from Ministry of Education, Ministry of Higher Education and Scientific Research, and Training Council of Technical and Vocational Education, and National Commission for UNESCO and the UNESCO office in Amman and international bodies related to vocational education and technical, the Commission tasks as follow:
  - Review policies and legislation that are relevant to entrepreneurship education and the possibility of integration into the educational system.
  - Development of monitoring and assessment tools
  - Supervision, coordination and follow-up to the technical team.
2. Technical team was formed from representatives of all relevant departments in the Ministry of Education and representatives of institutions and relevant bodies (Directorate of Military Culture, the Vocational Training Corporation, UNRWA, and the Jordanian National Commission for UNESCO).

The team was assigned to:

- review educational curricula and related materials;
  - Prepare a teacher's guide to entrepreneurship education activities (framework and manual) and the requirements for implementation;
  - Plan activities for EPE and coordinate with all concerned parties;
  - Develop human resources during the project implementation.
3. Select a sample of 100 schools with classes (8, 9, 10) for pilot stage according to specific criteria.

**B. Development of Curricula and Study Plans**

For the purposes of integration entrepreneurship education in the pre-Vocational education activities, the technical team has done the following:

- EPE Definition was adopted from UNESCO and the International Labour Organization (ILO) – 2010.
- Preparing a matrix for entrepreneurship education skills;
- Surveying textbooks for the pre-vocational education subject for the basic classes (8, 9, 10) to determine the availability of entrepreneurship education skills
- Preparing general framework of the teacher's guide to entrepreneurship education activities (draft).
- Develop criteria for the selection of activities guide developers team, trainers of the trainers (TOT), and pre-vocational teachers at the selected schools.
- Preparing a teacher's guide to entrepreneurship education activities in collaboration with teachers and administrators of vocational education; (pilot application of the guide and the evaluation of it will be in the second semester 2013).

**C. Training of Teachers and Instructors**

Organizing a number of introductory and training workshops for those involved in EPE education, which included school administrators, supervisors, curriculum

specialists and others, to facilitate the implementation according to the action plan, these workshops addressed the following:

- On the first phase : the EPE concept, definition, and the results of a survey of pre-vocational education textbooks for basic classes (8,9,10) and the need to integrate entrepreneurial skills within this subject for the basic stage, and later to the secondary vocational education branches, within the management and occupational safety subjects.
- The second phase deal with the preparation for the implementation, such as teacher training and supervisors who specialized in pre-vocational education on how to develop entrepreneurship education activities, teaching methods and strategies, assessment and follow-up of these activities during the application in the schools.
- Three main training sessions conducted, namely: training (20) of activities guide developers, and (20) of trainers of trainers (TOT), and (100) of pre-vocational education teachers in schools (as preparation for the pilot implementation of EPE activities guide, 2013), as well as the continuous team training for specific purposes.

#### **D. Networking and Connectivity**

- Organize a seminar on entrepreneurship education project involving representatives of departments in the ministry and other relevant institutions, teachers and school administrators, supervisors and vocational education departments.
- Establish a wide network of communication included various government departments and institutions and relevant international agencies related to education and technical and vocational training and non-governmental organizations, to contribute and support the process of integrating the concept of Entrepreneurship in the education system.
- Design a special Website for Entrepreneurship Education to sustain communication with all sectors involved in entrepreneurship (students, parents, teachers and administrators, institutions for Entrepreneurship, related government and private institutions.

#### **E. Other Areas/Fields**

Develop an action plan for next period after the project closing to maintain the sustainability, so that it includes evaluation of the pilot implementation phase, and presented in a national symposium to disseminate EPE to all schools of the basic stage in the Kingdom, in addition, the preparation of the EPE integration in the secondary vocational education (2013-2014), similar procedures of the primary stage may be followed.

ILO training tool kit (Know about Business (KAB) may be used as a resource of learning. Noted that (50) teachers of secondary vocational education will be trained to use the (KAB) during the second semester 2013 funded by one of the international agencies.

#### **• Lebanon**

Lebanon participated in the "Entrepreneurship Education in the Arab States" project in 2010 concurred with the launch of the activities of Component two. Lebanon



conducted a monitoring of the initiatives of entrepreneurship education within its educational system based on the results found by the working group which was formed on the recommendations of the National Symposium to promote entrepreneurship education in Lebanon (November 2009), organized by the UNESCO Regional Bureau for Education in the Arab States - Beirut in collaboration with the International Labour Organization and Educational Center for Research and Development, this symposium aimed to discuss the mechanisms of cooperation between international organizations and government bodies and non-governmental organizations concerning Entrepreneurship Education and to prepare projects in Lebanon, Where the team prepared a plan to carry out a joint projects in this field during five years between (2010-2015), these projects included the areas of: "policies, curriculum development, training of teachers and trainers, facilities and equipment, and networking".

Lebanon launched the first phase of component by monitoring entrepreneurship education initiatives and evaluate the status of EPE in the educational system (Because they did not participate in the case study), then developed an action plan consists of two parts, the first section of the project was prepared under the title (Entrepreneurship Education) targeting secondary school students (academic and vocational) where the logic steps to integrate EPE were set and facilitate developing a national curriculum for EPE, consists of (8) different stages. The second section is to build for a community of entrepreneurship (towards Entrepreneurship society), and the project—in its two sections - will be implemented in two phases, the first is the pilot, and the second is the dissemination and circulation.

The participation of international and regional organizations in the project contributes to gain support at the national level and provide technical support to enrich the local expertise, following are the achievements in component two:

#### **A. Policy and Coordination**

- A working group was formed to prepare joint projects during the next five years (2010-2015) in entrepreneurship education in Lebanon.
- Create a "steering committee" for coordination. This committee consisted of the Chair of the Educational Center for Research and Development (CERD), and General Manager of Technical and Vocational Education, the Director of General Education, and Vocational and Technical Education Consultant and a representative of the Association of Lebanese Industrialists, and Coordinator of the Executive Committee. The responsibilities of the Commission as follow:
  - Define policies and strategies to integrate the concept of entrepreneurship in the Lebanese educational system,
  - Develop the mechanisms for implementation,
  - Monitor and evaluate the project.

The establishments of a technical committee, composed of the beneficiaries have been identified responsibilities as follows:

- To obtain information about the concept of entrepreneurship and programs locally and internationally.
- identify the methods and tools to integrate the concept of entrepreneurship in the existing curriculum,

- Develop a plan to achieve integration,
- Coordination with the higher Committee and other beneficiaries and stakeholders.
- Select (20) public high school (12) school of vocational and technical training, whether in the public or private sector, on the basis of pre-defined requirements, taking into account geographical distribution.

#### **B. Development of Curricula and Study Plans**

- Adapting middle school curriculum to introduce the concepts and entrepreneurship education skills within the economy domain through the technology subject for the middle grades (7, 8, 9).
- Implementing the pilot phase (Teaching life skills) in high school (Grades 10 and 11) after the adaptation of economy subject.
- Preparing manuals for teachers and the implementation requirements (under test to be approved).

#### **C. Training of Teachers and Instructors**

- Organizing three raising awareness workshops for teachers and principals. The workshops aimed to introduce the EPE concept to teachers/principals, as key partners in the project, and to give the opportunity to share their concerns regarding the project. The workshops were attended by a total of 60 principals and teachers.
- Organizing training courses for teachers (general education, vocational and technical education) on the concepts and skills of entrepreneurship, using the resources that were developed by UNESCO and the International Labour Organization (ILO) on the subject of entrepreneurship ( Know About Business - KAB).

#### **D. Networking and Connectivity**

- Coordinating with stakeholders and different sectors of society in order to prepare a general framework for the national strategy for entrepreneurship community.
- Planning to design a website to facilitate communication with stakeholders and concerned parties, and promote cooperation among Arab States.

#### **E. Other Areas/Fields**

Action plan has been developed for the dissemination of the project includes:

- Provide training and qualification for teachers in the public and private sectors within the timetable (two years period).
- Adapt Curricula and textbooks based on the recommendations of the pilot phase.
- Follow up website and feeding it with information, experiential results and variety of information resources.

#### **• Morocco**

Morocco participated in the "project of entrepreneurship education in the Arab States component two" in 2010. Morocco started with monitoring of entrepreneurship education initiatives and programmes adopted by the Ministry of National Education in its educational system, which helped to build entrepreneurship education among

learners and the educational system directly, and to develop a culture of EPE these programs include:

- Pupil Personal Project, Development of Entrepreneurial Spirit, Excellence Project, Portfolio, Jenny Programme , in addition to many of the initiatives and programs coordinated by non-governmental organizations, such as “Injaz - Morocco, company program, Dynamic Banking, (AIEF) Advancing Learning and Employability for a better Future, Success skills, Entrepreneurship Master Class, and Know to the World of Entrepreneurship CLE”. All these programmes contributed to the development of various aspects of pupils personality, most notably are: the entrepreneurial spirit, creativity, and self-confidence, and the desire to succeed, the spirit of teamwork, flexibility, independence, and responsibility.
- The action plan in component two focused on enabling educational and training institutions to embrace entrepreneurship education and integrate it in the formal education system.

The achievements of component two are:

#### **A. Policy and Coordination**

- Organize workshops and study days to frame the concept of entrepreneurship, and check its contents and mechanisms.
- formation of a working group consists of representatives of the central departments of the Ministry of National Education and Higher Education and all of the Academy of Greater Casablanca and Rabat Academy - Salé - Zemmour - Zaer and the High School Teachers of Technical Education (UNEVOC Center - Morocco)

#### **B. Development of Curricula and Study Plans**

- Conduct a diagnostic research to verify the availability of EPE competencies in the education system.
- Benefit from the adoption of Competency-based Instruction to facilitate the integration of entrepreneurship education in the curriculum, as well as the flexibility of decentralization in order to achieve this integration.
- Build a national reference framework for Entrepreneurship Educational explains the motives, context, concept, and highlights the possible interventions and required pedagogical model specifications, as well as the procedures and measures.
- Collect experiences, projects and programs related to education on entrepreneurship.
- Develop a comprehensive strategy for EPE adoption in the education system in cooperation with all relevant partners in this field
- Suggest the integration of the formative objectives (courses) in EPE within educational programs which were submitted for accreditation next university term (university diploma in technology, professional license, Masters).

#### **C. Training of Teachers and Instructors**

- Organize a training course to establish a national team of experts, consisting of coordination supervisors, central supervisors, regional supervisors, managers of educational institutions and representatives of teacher training centers, assigned to finalize the National Strategy on entrepreneurship

education and national reference framework. This team will be assigned later for the evaluation work, supervision and follow-up.

- Organize a training session for (5) days for the instructors of higher technical education and national education subject, presented by (Middelsex CC & Bristol CC).

#### **D. Networking and Connectivity**

- Establish the Commission for Information and Communication in order to publicize and raise awareness of entrepreneurship education project.
- Contact ISESCO to organize a regional workshop to exchange experiences and share knowledge.
- Conduct a workshop in the field of entrepreneurship education for (50) researchers, teachers and guidance specialists, supervisors, and managers of some educational institutions, and representatives of the local community and international organizations, aimed to find out the required specifications to be included in the study plans, as well as how to link public and private sectors.

#### **• Oman**

Oman participated in the first component of the project "Entrepreneurship Education in the Arab States" (2009-2010), and was among the four countries that have conducted a case study in order to assess the conditions and status of entrepreneurship education, and to find out the closeness of the multiple aspects of entrepreneurship with different areas of the educational system. The case study showed the importance of the process of integrating entrepreneurship education within the Omani educational system where it is aligned with the "education vision" that developed after a comprehensive review of the educational system. Education vision focused particularly on skills that increase employment of graduates, and on the different methods to encourage them to join the labor market through pilot projects and private sector programs that support of entrepreneurship education programs which offer loans and expertise to graduates to start their own projects.

Oman case study paved the way to implement the second component without the need to study the educational situation in terms of educational policies and existing educational programs related to entrepreneurship. Oman involvement in this project concurred with MOE project to develop activities for Entrepreneurship in schools.

The achievements of component two are:

#### **A. Policy and Coordination**

Forming the steering Committee headed by the DG of the National Career Guidance Center with the participation of representatives from the concerned departments at MOE, the Ministry of Manpower, the Ministry of Higher Education, Sultan Qaboos University, the Ministry of Commerce and Industry, and an entrepreneur.

The role and responsibilities of the Steering Committee are as follow:

- To determine the knowledge, skills, and values this should be included in the Curriculum to improve the students' ability to deal with Entrepreneurship.
  - To determine the educational programs that the National Career Guidance could provide for implementation by the Career Guidance Specialists.
  - To study and be aware of the International experience in the area of Entrepreneurship.
  - To benefit from the educational projects, programs, and competition that is supervised by the regional and international organizations in the areas of Entrepreneurship.
  - To investigate the training and qualification opportunities that may be provided by private and public institutes in the Sultanate of Oman to enhance the learners' abilities in the area of Entrepreneurship.
  - To supervise the educational programs implemented in schools and recommend ways to improve them.
  - To propose media programs and campaigns that contributes to learners' competencies in Entrepreneurship.
  - To prepare a comprehensive plan of implementation based on the committee's role and responsibilities and present it to Her Excellency the Minister of Education for approval.
  - To prepare periodical reports regarding the implementation of the plan and present this to HE the Minister of Education for approval.
  - To supervise the work of the Executive Committee.
- Forming The Executive Committee which headed by the Assistant DG of the National Career Guidance Center at the Ministry of Education and consists of members from the Ministry of Education representing the Curriculum, the National Career Guidance Center, Supervision, and members from the educational regions represented by a school principal, a Career Guidance specialist and a teacher, and their tasks are the following :
    - To review the Life Skills curriculum in relation to the knowledge, skills, and values proposed by the Steering Committee.
    - To ensure that the different subject curricula is integrated with Entrepreneurship experience and skills.
    - To present activities in Entrepreneurship for students in the Second Cycle and Post Basic Education (Grades 5 to 12) and to include some in the «Your Career Path » books.
    - To ensure that the Life Skills curriculum and «Your Career Path» books are well coordinated with the integration of the Entrepreneurship activities.
    - To supervise the implementation of the programs approved by the Steering Committee.
    - To prepare a pack of material on Entrepreneurship and train Life Skills teachers and Career Guidance specialists on how to conduct it in the classrooms.

- To supervise the participation of students in Entrepreneurship competitions and programs carried out regionally or internationally based on the recommendation of the Steering Committee.
- To design an educational media campaign in entrepreneurship based on the Steering Committee's recommendation.
- To submit a comprehensive plan to the Steering Committee for approval based on the role and responsibilities of the committee and provide reports on the implementation of the plan.
- Develop study plans and curricula

#### **B. Development of Curricula and Study Plans**

- Establish an EPE conceptual -skills matrix (which is in the process of evaluation and approval).
- Refer to what the national team has done to prepare standards for textbooks and analyze these textbooks for all grades (to save time, effort, and money) and to continue to work in the preparation of EPE activities.

#### **C. Training of Teachers and Instructors**

Training workshops were postponed until the completion of the analysis and preparation of EPE activities (training is currently available for the curriculum analysis).

#### **D. Networking and Connectivity**

Conduct an EPE workshop and it was attended by a total of (50) participants of students, job seekers, parents, teachers, and vocational specialists' supervisors, supervisors, school administrators, lecturers, business owners and community institutions, it aimed to find out the required specifications in EPE education to be included in lesson plans and how to apply them, as well as how to link the public sector with the private sector. In the next item we will monitor the most important EPE experiences of other Arab States.

## **6. Exchange of Experiences in the Field of Entrepreneurship Education**

All Arab Countries participated in the Regional Workshop for Entrepreneurship Education conducted by UNESCO and the Ministry of Education/Center of Excellence for TVE (Manama, Kingdom of Bahrain, 10-12 December 2012). The framework of the workshop program was to draw a range of experiences in order to exchange and benefit from the results of the regional project.

The national reports presented at the workshop showed interesting and leading experience, worth to be exchanged between countries, to benefit from them and improve methods and ways of integrating entrepreneurship education in the education systems (formal or informal), as Bahrain excellent experience in developing training materials (small projects), adopted by<sup>2</sup> UNESCO and disseminated regionally (starting my own small business). Also, the Schools and Centers of Excellence and their tasks to teach entrepreneurship education (as in Bahrain, Algeria, Mauritania), Entrepreneurship Award as in Libya, while we find a rapid deployment of entrepreneurship in the institutions of higher education like universities (as in

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<sup>2</sup> Bahrain Working Paper ( EPE Regional Workshop, Manama, 10-12 December 2012), p.7

Saudi Arabia, Libya, technical education in Oman). Another example is the entrepreneurship programs of the institutions of civil society such as: (Empower–*Tamkeen* in Bahrain, Support - *Sanad* in Oman, Entrepreneurship - *Riyadh* in Saudi Arabia, The National Programme for small and medium-sized projects in Libya, and the supporting projects for *rural women*, and *people with a disability* in Sudan).

It is noticed the intensive presence of international organizations and institutions that sponsor entrepreneurship and its programs in the Arab Countries especially countries in conflict and war situations like:(Sudan, Palestine, Iraq), and countries with limited resources, as we mentioned in the previous section the need to coordinate with all these organizations efforts in a comprehensive plan for entrepreneurship education in the concerned country.

The following are the best practices for the participating countries:

#### **Group 1: Mashreq Countries (Jordan, Lebanon, Iraq, Palestine, and Syria)**

The accumulated experiences of Mashreq countries shows the calling to promote participatory and cooperation with other international and regional organizations to support entrepreneurship education in these countries, such organizations like INJAZ and its national branches, the International Labour Organization, agencies like JAICA, USAID. This appears through several implemented programs including: from School to Career, INJAZ Al-Arab, Know About Business (KAB). These partnerships and programs are of great value for the further development of national policies and frameworks and in order to empower a generation with entrepreneurial thought.

Below are the achievements of:

##### • **Iraq**

- **Know About Business (KAB)**, was implemented in collaboration with the International Labour Organization (ILO) in vocational schools in **two phases**: the first trial in 2009 for (10) of the vocational schools, then for all vocational schools (74) starting from 2010.
- **Apprenticeship**: based on the partnership between educational institutions and the labor market (factories and companies), and the target age group is between (15-23) of both males and females. The project is still in the pilot phase.
- **Productive projects in vocational schools**: In order to increase the practical skills of students through their involvement in training and productive programs in order to activate students' relationship with the labor market and openness to the community.
- **Life skills**: aims to provide students of vocational education with skills make them able to contribute to the community development.

##### • **Palestine**

The national strategy for technical, vocational education and training reflects the Ministry of Education's trends to develop vocational education where EPE can be most effective by strengthening channels of communication with the labor market, and include entrepreneurial skills and self-employment.

In this context, the ministry has adopted programs and initiatives related to entrepreneurship including:

- ***Elham (Inspiration) Palestine initiative:*** it is the Palestinian formula for an international program, that Global Education Foundation seeks to be implemented in countries assure its implementation and sustainability, taking into account privacy and culture of Palestinians. The initiative seeks to improve the learning educational environment for the Palestinian children inside and outside the school, to be more harmonized with their normal growing up. The approach of this project depends on motivation, exploration and dissemination of the best creative educational models (supporting innovation in learning methodologies and education), which were contributed by people or institutions of the Palestinian community in the sectors of education, health, communication technology and media. And to make those models important resources of Inspiration on the local and global levels, and consider them a reliable impact factors to accelerate the process of change and reform in the formal and informal education system.
- ***Palestine Exhibition of Science and Technology,*** which is a result of a collaboration between the Ministry of Education and national, regional and international agencies, where the program aims to develop the process of scientific research in the Palestinian educational system by stimulating the students and teachers to initiate applied projects and to develop innovative solutions to various problems in the scientific and technological sectors. In addition to build a culture of applied scientific research related to solving problem which is noticed by the student in his daily life.
- ***Know About Business KAB:*** It has been disseminated to all vocational secondary schools to be taught to first secondary students for 3 hours weekly and throughout the school year, noting that the pilot phase has been completed in the past year. The program aims to promote a culture of entrepreneurship and promote awareness among young people about self-employed careers, and provide training and knowledge on the process of establishing and managing a workshop or institution successfully. As well as to facilitate the transition of youth from school to the labour market as a result of a deeper understanding of the functions of the institutions and working methods.
- ***Excellence, creativity and entrepreneurial for vocational education and technical training institutions - Exhibition:*** It was annually organized by the ministry in cooperation with Chambers of Commerce and Industry to present the projects carried out by vocational educational students, technical colleges, vocational training centers in partnership with the private sector, where projects addressed many of the problems faced by private sector organizations. Prizes are granted for the winning projects in this exhibition.
- ***Youth Employment Enhancement Programme in Palestine (regional vocational training centers):*** It was implemented in collaboration with the German International Cooperation Agency GIZ, and funded by the Swiss Cooperation Agency SDC to convert vocational training centers into regional vocational centers of excellence, and to address the main problems of the vocational education and technical training system like the weakness of training which does not match the requirements of the work market.
- ***Vocational guidance and counseling programme "from school to career"*** This programme is implemented with the support of the U.S. Agency for International Development (USAID), where it provides vocational guidance and counseling to elementary education students in academic schools.



- **Syria**

Ministry of Education adopted in cooperation with business and industry associations a number of educational programs that can integrate and apply the concepts of entrepreneurship education, In addition to the adaptation of developed programs for ordinary students in accordance with the systematic steps to lead them to entrepreneurship, these programs include:

- **Know About Business (KAB)**, applied in most vocational and technical education schools and some public schools for two hours weekly for first and second secondary classes of the vocational, industrial, commercial, and feminist streams. The first four units of the programme assigned for the first *secondary* grade, and the remaining five units for the second secondary grade. Successive training sessions are being held for the trainees in order to answer the question: (How can one develop a work plan for the institution?)
- **Competitions and tests programme**, such as:
  - **The “TIMSS” international test** which measures the upper and lower skills (knowledge - understanding - Application - Analysis - Composition), one of the most important results of this project a comprehensive reform of the educational curriculum in public education.
  - **The National Commission of the Syrian Scientific Olympiad:** which organizes competitions in the subjects of (Mathematics - Physics - Chemistry - Computer - engineering drawing) in cooperation with the Ministry of Education and the Chambers of industry in the Syrian governorates?
  - **National Center for Excellence:** Excellent students are selected who have completed their basic education in accordance with mechanisms and developed methods. Lesson plans are prepared in accordance with their potential in terms of the adoption of curricula that highlight the creative and intellectual side of these students, and of course the use of advanced learning technologies and practical performance.

### **Group 2: Arab Gulf Countries and Yemen (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen)**

Experiences are varied in the field of entrepreneurship education in the Arab Gulf states and Yemen and they have well-established rules in the policies and practices of education and community systems. The visions of the ministries of education in these countries aim to create a generation of graduates equipped with entrepreneurial qualification. These visions were translated through initiatives, programs and networking with other international and regional agencies, as we will see later. Bahrain placed pillars of entrepreneurial culture in the educational system in the nineties. UNESCO considered it as an excellent model for entrepreneurship, as well as Saudi Arabia, which supports its educational institutions at all levels in the field of entrepreneurship by organizing specialized conferences, and creates business service foundation in universities.

The United Arab Emirates is building a technical infrastructure to facilitate handling the modern techniques for the student; these countries like other Arab States adopted the same programme of **Know About Business (KAB)**. Bahrain, Saudi Arabia and Oman, also try to find a national party to support small businesses and entrepreneurs e.g. (**Tamkeen**) in Bahrain, (**Sanad**) in Oman, and (**Riyadh**) in Saudi Arabia, with objectives to promote entrepreneurship education in the national curricula.

The following are the most important achievements of each:

- **Bahrain**

Bahrain has introduced entrepreneurship education within the curriculum of secondary education in 1998 within the textbooks of (Industrial Relations) which targeted students of formal and informal education. In 2002, these books were reviewed and developed into a school subject called (small projects<sup>3</sup>) taught for two hours for the third level students in the specialized branch in the developed system for Technical and Vocational Education. And for the third level of the ordinary system students, while this subject gained a high credibility and effectiveness in consolidating the entrepreneurial culture in the educational system. This prompted UNESCO<sup>4</sup> to adopt it, (after an evaluation made by experts in 2007), as a model of excellence for entrepreneurship education. It was published with the educational integrated toolkit and distributed to the regional centers of the organization and many other countries.

Bahrain introduced Entrepreneurship Education in the study plan of the two streams (industrial and commercial) in the academic year 2007/2008, and in collaboration with international partner (Ministry of Education in state of Victoria - Australia) and integrating the developed curriculum plan (small projects) for (2) hours for the commercial stream, and (4) hours for the industrial stream within the supporting courses.

In addition to designing a practical course for small projects for the advanced commercial students according to professional standards recognized by the international partner and representatives of Bahrain's labour market, where it is applied in the simulation halls of (virtual job market), which is designed and equipped with the participation of local institutions (Bahrain Development Bank, business service foundation, the Bahrain Center for the development of emerging industries).

Another initiative from the course instructors who have communicated with the Office of Investment and Technology Promotion Organization/United Nations Industrial Development Organization (UNIDO) to provide support to their students, where they were planning for a comprehensive program to be supported by the Office includes ongoing support and guidance for vocational students and evaluate their projects, in addition to teacher training.

In addition to many initiatives to support entrepreneurship education programs offered by regional and international institutions and the private sector, including:

- ***Injaz of Bahrain:*** It offers programs for students from fourth grade until the third secondary within weekly classroom periods programmed in a weekly timetable. Lessons and themes revolve around 3 main cores (financial literacy, entrepreneurship, preparation for the labour market).
- ***The UN Industrial Development Organization UNIDO/Office of investment and technology promotion,*** which contributed to the development of the curriculum (small projects), in addition to the support of Entrepreneurship business program of UNIDO for commercial students stream. This program implemented

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<sup>3</sup> "Small projects" included (9) units, (3) of it about Entrepreneurship and Entrepreneurs, (3) about the project and administration, and (3) units include practical steps leading person to be Entrepreneur and develop a work plan for his project

<sup>4</sup> Bahrain work paper presented (regional workshop for Entrepreneurship/ Manama-Bahrain/Dec.2012), p.7

in five phases (teacher training – Develop a study plan for the application of the program within the small projects curriculum - organize lectures - coordinate educational visits – organize a competition for the best project planning). Students who pass this program successfully will be given certificates and allowing them to get the support and facilities of the stakeholders support like (Tamkeen, Development Bank, Family Bank, Bank of creativity).

- ***Bahrain Centre for the Development of emerging industries - business service foundation:*** It is one of the organizations of the Bahrain Development Bank, which was created in (2003), it provides support and development of small and medium enterprises according to the concept of “incubative<sup>5</sup>”; any suitable environment for the growth of the emerging project like (providing industrial units, advisory services, office, day-to-day follow-up, and training programs for entrepreneurs, and network support for the project).
- ***Bank of creativity:*** It is a limited shareholding company was established in (2009), This bank, which is a series of banks globally known as "Bank of the Poor" supports micro and small projects for the development and empowerment of low-income people, especially women and the vulnerable to move to the next level of the entrepreneurship, to achieve Bahrain's economic vision in 2030. UNIDO supports the bank in the areas of technical and advisory and training.
- ***Regulatory Commission (Tamkeen):*** It is one of the initiatives of the National Reform project and the Bahrain Economic Vision 2030, aimed at improving Bahraini citizens, their skills and enable institutions to grow and create jobs with good income. In addition to support and develop the institutions working in promising economic sectors and improve their productivity. Examples of support provided by (Empowerment) for Entrepreneurship are: support investment and develop business by identifying the needs of the labour market, and the direct investment in the value - added activities, which stimulates the development and diversity and job creation), and (Competition project for young entrepreneurs, and it converts the leading ideas for young people to real business projects).

#### • Kuwait

Kuwait is very interested in Entrepreneurship education, this shown clearly in the general goals of the various education stages, where EPE is represented. In the elementary stage goals focus on (students acquire the self-learning skills, enhance the spirit of initiative, discovery and creativity, and the trend towards manual work, in addition to handling modern technology), the Intermediate/second stage goals focused on (effective communication skills, critical and creative thinking, enhance the value of the work product, the adoption of dialogue as a way of understanding), whereas the secondary stage goals focused on preparing a student to be innovative and creative, have the skills of analysis and critical thinking, problem solving, and the ability to deal with new technologies).

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<sup>5</sup> "Incubation / incubator": a full range of services, facilities and support mechanisms and counseling provided by an institution with a legal entity has the experience and the ability to networking for the success of its functions, provides services to members entrepreneurs through start their projects and after the period of time (graduation from the incubator) they left it to make way for others who will begin their projects to benefit of its services.

The Ministry of Education has adopted a number of educational programs that can apply the concepts of entrepreneurship education through them, these programs include:

- **Life skills as a Study course:** develops the learner's mental, practical and social skills such as (communication, citizenship, time management, patterns of thinking and problem-solving, decision-making, and dealing with others).
- **A study course in human rights and the constitution,** which emphasizes the value of education to the learner and the importance of the learner acquiring self-learning skills and communicate with others
- **Know About Business (KAB),** to raise students' awareness of secondary education and trainees in vocational and technical training institutes concerning the institutions and work, self-employment as a career option, develop positive attitudes towards work forms, private and small or medium enterprises.
- **Framing and promoting positive educational values project,** which works on the development of self-motivation of learners through the preparation and implementation of programs and projects that develop initiatives and strengthen the values and principles through (workshops, competitions, field visits, teamwork, participatory with community institutions, advertising campaigns).

#### • Qatar

**Entrepreneurship Center at the College of North Atlantic - Qatar CNAQ:** it helps the college students, institutions and stakeholders, and the tasks of the Centre are:

- Training the students and help them explore their self-preparations for Entrepreneurship.
- Follow-up of students and provide them with guidance and training in the field of Entrepreneurship.
- Monitor business development in the community and in the region.
- Providing information to entrepreneurs through the website and electronic library.
- Conduct studies and procedural researches in the field of entrepreneurship and dissemination.

#### • Saudi Arabia

- **General Organization for Technical, Vocational Education and Training:** it has a vital and fundamental role in entrepreneurship education through its training programs supervised by the curriculum development of technical, vocational education and training according to the needs of the labour market, and international studies in the field of entrepreneurship education, cooperates with community institutions in the provision of training courses related to entrepreneurship.
- **The National Entrepreneurial Institute (Riyadh<sup>6</sup>)** was established through strategic partnership with the Ministry of Oil and Mineral Resources and several Saudi companies to provide the youth with jobs by encouraging and empowering them to enter the labour market or run their own projects. The main aims of this institute are: raising awareness about the culture of self-employment, developing a national programme for entrepreneurship and

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<sup>6</sup> [www.riyadah.com.sa](http://www.riyadah.com.sa)

microenterprises, developing human resources in entrepreneurship, keeping the entrepreneurs updated in the field of entrepreneurship.

- **INJAZ Saudi Arabia:** it is part of the Arab Injaz aims to prepare students for successful future in the global knowledge-based economy, and for entrepreneurship and self-employment through community partnership. It is in all schools in the Kingdom under the umbrella of the Ministry of Education, Injaz Saudi Arabia aspires to dedicate entrepreneurship and self-employment and to promote practical and life skills for Saudi youth and to provide 100.000 students with practical leading programs in the major cities in the Kingdom by 2018, in cooperation with the business community and the Ministry of Education and Volunteers from the private sector, and one of its unique programs is the (student company contest.)
- **King Saud University initiatives in the field of education entrepreneurship:** (Center for Entrepreneurship, the Saudi Society for Entrepreneurship, King Saud Fellowship project of entrepreneurship with a remarkable Swedish University, teaching entrepreneurship subject under the supervision of a partnership with a specialized American university in entrepreneurship),
- **The International license of Entrepreneurship,** which provides innovative vocational framework, gives young people the possibility of creating jobs and investment for themselves and for others in a systematic way to rehabilitate young people to be able to create a business and transform ideas and innovations into economic productive projects.
- **Curriculum development projects** includes entrepreneurship education outputs and outcomes to transform to a knowledge society, and one of these projects is: the development of secondary education which is based on apprenticeship and varying the evaluation of secondary education and through various systems, and included renewable study courses such as vocational education and life skills, management skills and health and physical education and practical training and advanced courses in English language, computer and academic skills.

#### • **United Arab Emirates**

The vision of the Ministry of Education is supportive for educational institutions to adopt "entrepreneurship in the preparation of the student in the public education system to gain a productive life in a continuous changing world to achieve sustainable development of the UAE society. As well as the important values like "developing human resources contribute effectively to the achievement of sustainable development, and able to compete globally" which is considered the main base to integrate entrepreneurship education in the educational system.

One of the strategic goals is the "the provision of educational environment that stimulate students and fit the learning needs". In order to achieve this goal UAE has adopted a number of strategic initiatives, including:

- Developing the technical infrastructure for schools using the information technology supplies.
- Promoting school activities to develop the students' life skills, and the competitive competences in various fields.

As a result of the implementation, it is expected to have a graduate students who have a wide knowledge and willing to continue learning and contributing to the State. This achieved by the contribution of teachers who have a wide knowledge, also use

effective and innovative teaching methods to show the importance of the entrepreneurship, research and self-learning.

- **Yemen**

- The Ministry adopted the idea of integrating the school subject of "Micro-enterprises Management" for students of vocational and technical education to raise awareness about the importance of the students' work, and acquire the basic knowledge and skills that will enable them to establish and manage the project and maintain its sustainability, so this will be a contributing to economic development.
- At a later stage the program " Know about Business -KAB " was introduced within training programs for students of these institutions, and it's been implementing the program in several phases, starting with the pilot phase in 2009 in some industrial institutes as an alternative subject for the Micro-enterprises Management, with increased number of the allocated hours, in the form of study courses outside the academic plan for the students.
- After evaluating the pilot phase and see the impact of teaching "Know about Business- KAB" programme for students and teachers, the application phase has been implemented in 2011 for an academic year. It also has been evaluated to make sure that the desired goals were achieved. In 2011-2012, the implementation of the program was circulated rather than the school subject of "Micro-enterprises Management" in the vocational and technical institutes formally.
- The Ministry of Education coordinates with the Skills Development Fund to support young graduates of general education and vocational education, technical training, university education and training in all practical areas of human development and life skills to develop their entrepreneurial skills.
- Forming the Advisory local Council for technical and vocational education is started to find a strong partnership with the labour market and the private sector. Hopefully that the Council will play a major role in consolidation the partnership of the ministry with institutions and enterprises of the labor market and the private sector too. Its duties are concentrated on technical education support and vocational training in all fields, including cooperative training for graduates.

**Group 3: North Africa/Maghreb Countries: Algeria, Egypt, Libya, Mauritania, Morocco, Sudan, and Tunisia)**

Maghreb countries are similar in their initiatives and entrepreneurial programs, such as entrepreneurial Awards given by (Libya, Sudan), secondary schools and centers of excellence, cooperation with international and regional institutions to support programs as in Libya (business service foundation), Tunisia was distinguished from others by setting a strategy to support the entrepreneurial culture; it is also clear that these countries support Entrepreneurship Education in policy and the legislation of the ministries of education..

- **Algeria**

- A partnership Council was established in 2009 as an advisory body, consisted of representatives of the concerned sectors as well as the ministerial departments, its mission is defining the national policy vocational education and training through surveys and researches carried out by the concerned authorities.
- Create units for guidance and counseling on the level of vocational training and education institutions to support students in their own vocational project.
- Establish model centers specialized in certain fields such as industry, in cooperation with the concerned sectors within the framework of a cooperation project with the German partner, to ensure the quality of the vocational training and education. The public authorities have been working to achieve two main objectives:
  - Develop and encourage handmade crafts and professions in various field;
  - Develop professions related to the knowledge-based economy.

- **Egypt**

The Ministry set several educational plans related to Entrepreneurship, such as (a) curriculum development to enhance thinking and its types, (b) integrating technology in education, and (c) distance training, in order to settle the foundations of a Entrepreneurship education within the education system, including:

- **The introduction of new courses** to strengthen and consolidate the entrepreneurial culture and skills among learners: **These study courses** (practical areas of basic education, and elective courses at the secondary stage) in addition to the adaptation of the entrepreneurial concepts that encourage (realizing opportunities, and analysis of resources and methods of investing it) these study courses are for students in all grades, taking into account in every course the following: ( the development of the creative skills, self-sufficiency and personal initiative, risk handling, encouraging the entrepreneurship work and the establishment of new projects, business and management concepts and methods developing Small Enterprises, communication skills, the use of modern technologies).
- The Ministry cooperates with a number of international, regional and local organizations and associations: They support and promote the concepts and entrepreneurial skills in the educational system. The following are the forms of cooperation:
  - **The International Labour Organization initiative, The Canadian International Cooperation Agency:** aim to increase awareness of the entrepreneurship work for the trainees, and to apply this program through agreements between the providers of the technical and vocational education training and donors.
  - **The Arab Center for Human Resources Development:** It prepared a project for the development of opportunities and initiatives for entrepreneurship in the Arab world, and introduced the project in the Arab Labour Conference, where it was recognized as a priority in the Arab world.
  - **European Commission/European training foundation (ETF):** ETF supported Egypt with the participation of EC and others in 2006 to meet the challenges and promote the entrepreneurial and self-employment

culture through a project that contains of three phases (encouraging the establishment of companies, policy development needed to develop entrepreneurship education for lifelong learning , use policies to help employers understand better the entrepreneurial work, and to identify training needs and develop indicators for assessment.

- **Libya**

"Develop a culture of entrepreneurship and innovation in the community and create a supportive environment for the creation of small and medium projects all over the country ", this is the mission of the National Program for Small and Medium Projects<sup>7</sup>, which works on the establishment and development of supportive procedures for different economic projects, whether municipal, agricultural, or industrial, the goals are:

- Cooperation with educational institutions and other relevant bodies to promote entrepreneurship culture and economic initiative in the community.
- Establish network of business centers, and other entrepreneurial support institutions.
- Attract and train entrepreneurs, provide them with technical and economic consulting and help them to establish their projects.
- Link entrepreneurs with financing institutions and propose new sources and mechanisms for financing the projects.
- Propose to develop the necessary legislation to support entrepreneurship of the small and medium-sized projects.
- Train and qualify the national cadres in the field of entrepreneurship, and business centers management.
- Propose and conduct incentives to encourage entrepreneurs, and benefits to be granted to outstanding projects.
- Transfer knowledge and technology through networking the academic world with business world and review the experiences of other countries.

In the context of spreading the entrepreneurship culture in the Libyan society, conferences held annually for entrepreneurship, innovation. Topics like (training and entrepreneurship education, innovation and development in economic institutions, support services) are discussed in these conferences.

- **Entrepreneurship Award - Libya:** the idea is based on providing the students of universities and technical colleges and higher technical institutes with an opportunity to win the award by developing entrepreneurial new projects or ideas, the award aims at:
  - a. Open the way for the largest number of students to submit ideas for new projects, access to new ideas for development projects.
  - b. Discover the innovative and creative individuals like (students, families, and faculty) and provide support and motivation to participate in the development process.
  - c. Encourage innovation and creativity through granting innovators with rewards (amounts of money) to start their projects. Among these awards (The Award of the Best project idea "2012" in the field of Information and Communication Technology).

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<sup>7</sup> [www.sme.ly](http://www.sme.ly)



- **Business Incubators and business centers:** There are 8 business incubators and business centers (Tripoli, Benghazi, Sabha, women, people with a disability, agricultural techniques and biotechnology, information technology and communications, University of Benghazi was the first business incubator) These incubators embrace innovative ideas. This will contribute to facilitate the process of transforming successful ideas to commercial products and services, through the provision of technical and technological support and institutional linkage of entrepreneurs with sources of funding for projects, in order to establish pilot projects and develop their initiatives to create a successful pilot projects, in addition to the incubators of services and post incorporation services.

- **Mauritania**

In the framework of supporting of excellence in general secondary education, high schools for excellence was established, and there are also a number of activities to develop a spirit of competition among students including: Science Rally, National Math Olympiad, and the participation in the International Olympiad, library geniuses' competition for reading to promote language learning.

- **Establish an independent fund to support vocational education**, which offers short-term educational courses, targeting mainly illiterate and the less qualified workers within the framework of a partnership between the State and the French International Development Association (IDA).
- National Agency provides services to promote **youth employment** in the field of employment and develop competencies, and also the development of small institutions and monitor the labor market.

- **Sudan**

The ministry adopted several initiatives aimed at promoting entrepreneurship culture and business, particularly in light of the recommendations of the National Conference on Education, and the five-year development plan, also entrepreneurship implications appeared in all goals of educational levels such (self-learning, creativity, critical thinking, team work).

And particularly in the vocational and technical education, but the current curricula and training programs does not focus on standards and specifications of the required professions in the labor market. In addition to the infrastructure is not suitable with limited coordination with different sectors. So this challenge hinders the students from mastering the entrepreneurial skills and concepts properly.

There are many activities that contribute to the education and training on entrepreneurship skills, which include the following:

- **Creative Education:** This programme is adopting the creative and talented individuals and supports them through (talented and innovative exhibitions, Art work exhibitions, training on certain professions and crafts).
- **National Excellence Program:** It encourages and stimulates excellence and creativity by honoring excellent students or schools. The state and society support excellence and innovation in all areas of education.
- **Comprehensive and Sustainable Development programmes:** which eliminate unemployment and reduce poverty levels, as in the productive units in vocational schools with the participation of the private sector to enable

students to acquire the skills and capabilities through adequate training and awareness of the value of work.

- **Developing the capacity of the community and its potential**, Some of UNEVOC centers and technical schools in partnership with JICA and some civil society organizations , particularly in the areas of conflicts and wars like (Darfur, Blue Nile, South Kordofan) act as vocational training centers outside school hours to train individuals, children, young people and housewives to equip them with the skills and trace them after graduation, also help them to engage in small projects, income-generating and micro enterprises..
- **The Ministry of Youth initiative in collaboration with technical education**: It enhances the establishment and development of institutions and small businesses and encourages the young to choose an option for their future career through transformational diploma.
- **Rural Women Empowerment Project**: It helps women to acquire skills and benefit from the local resources and establish small projects through micro enterprises and community associations.
- **Institutions for people with disabilities**: It helps designing training programs inconsistent with the type and degree of disability.

#### • Tunisia

Entrepreneurship Education derives its spirit from the responsibility of the individual about him/herself and the commitment with the community in which he/she lives. EPE has two dimensions: (a) educational dimension concentrates on citizenship, and (b) qualifying dimension concentrates on the commitment of the individual with society. The educational dimension focuses on educational activities that take place within the school environment to identify the concept of citizenship and encourage initiatives; the qualifying dimension is reflected in all activities, including technological activities which set up entrepreneurship from an economic perspective and derived educational programs. The following are the most important achievements in EPE:

- Developing a Strategic Plan project to support the entrepreneurial culture and building projects in the school environment and EPE clubs in educational institutions. This is one of the outputs of the National Symposium "Entrepreneurship Education and Building Projects," organized by the Ministry of Education in cooperation with the Tunisian Association for Entrepreneurship.
- Teaching a number of study courses to support and consolidate entrepreneurship for learners, and these courses : *technology*: which taught in the various stages of education, to achieve the following objectives:
  - Help learners to acquire technological culture to enable them to understand the technological environment;
  - Recognize the importance of the use of technology in economic and social activity;
  - Educate youth on the importance of team work;
  - Provide students with basic skills for subsequent training;
  - Train learners on one of the branches of technology, so he/she can continue education or vocational training section or enter the labour market
  - Enable learners to keep up with the professional life variables and adapt the new ones.
    - INJAZ (achievement) project for the secondary education, it is an optional course for the third and fourth year students.

- Know About Business (KAB): This project is implemented in cooperation with ILO supported by the Canadian International Development Agency (CIDA). It aims to develop competencies of the individual entrepreneurship, self-reliance and promote the institutional culture among learners.
- Enhance the entrepreneurship education using activity based learning which aims to consecrate the principle of living with others, and self-reliance, awareness of the value of work, and establish the concept of volunteer work.

Annex (2) presents a summary of national and sub-regional experiences of entrepreneurship education in the Arab region.

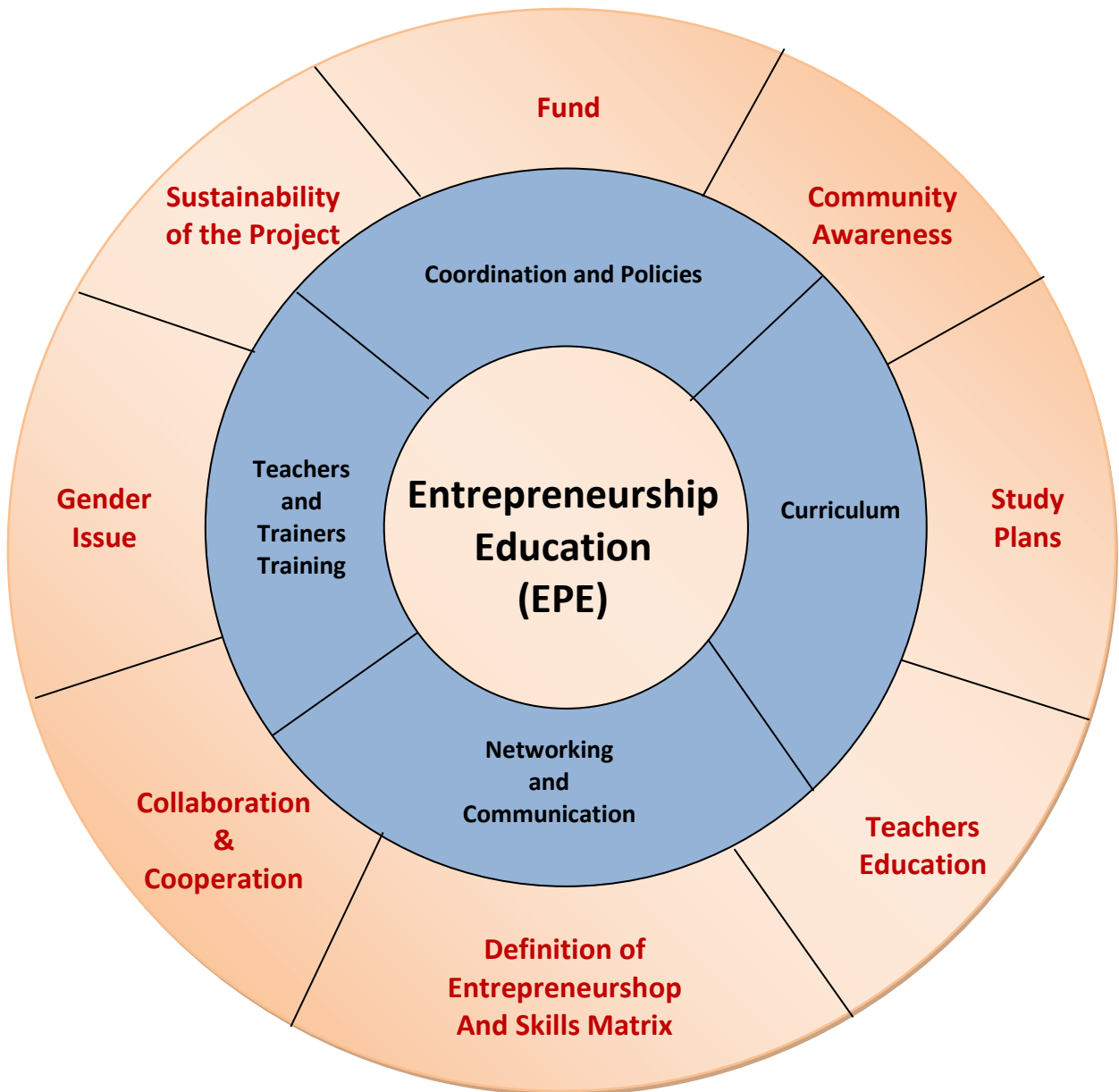
## 7. Lessons Learnt

The experiences of the four participating countries (Jordan, Lebanon, Morocco, and Oman) and the Arab States that presented their experiences on the EPE Regional Workshop in Manama, Kingdom of Bahrain showed a number of learned lessons:

- a. The experiences of these four countries are considered the foundation and launch pad towards the promotion and enhancement of entrepreneurship education in their communities and the rest of the Arab societies, since the Arab common denominators are similar in educational systems and structures, the Arabic language, common cultural background, and brotherly relations with each other. These methodological foundations in the design and implementation of projects and entrepreneurship education programs starting of the determined desire and motivation to engage in the project and then to a series of procedures were taken by these countries to move forward in the integration of entrepreneurship education in their educational systems.
- b. The strategic planning process based on a study of realistic, economic educational, cultural and social context is the foundation for the success of the goals and efforts of the Arab states towards consolidating the entrepreneurship culture among the younger generation. This was clear in Jordan where the study of the educational context of entrepreneurship was in the first component of the project, then an action plan was directly prepared in component two. These were the elements of success, while Lebanon and Morocco started by studying the context as a first stage before proceeding with the activities of the component two.
- c. The entrepreneurship education project is one of the innovative projects related to policies and educational initiatives where the decision makers have an important role. As the nature of the procedures undergone by such projects and the time required for any decision to be taken, the participating countries could not fulfill the implementation of the planned actions on its due time, and this needs reconsideration of the policies concerning the developmental and innovative projects.
- d. Due to the modernity of entrepreneurship concept in the Arab region and the lack of agreement on a specific definition or the skills matrix that included nationally and globally, the process of introducing it to the education systems require more time, funding and efforts by all concerned and supportive parties, including the Ministries of Education, Labour, Planning , technical and vocational training institutions, universities, training sectors and various international, regional and local organizations and associations.

- e. Disseminating entrepreneurship culture required media campaigns and holding a number of workshops and national seminars, to gain support for the project and facilitate the involvement of stakeholders. Where the four countries have held introductory seminars and workshops for those involved in the educational sector in particular and other sectors, in addition to set future plans for media campaigns to contribute to the consolidation of entrepreneurship culture and identifying the developments in this field. Collaboration and cooperation among all formal and informal sectors, institutions and civil society should be enhanced.
- f. Start teaching entrepreneurship at the basic education stage to raise awareness of entrepreneurship, its contents and goals. Then in the secondary stage to explore capacities and elaborate ideas and thought. After that, continue these efforts in higher education (technical diploma, specialist) to convert ideas into real projects to be implemented in real life.
- g. The programs and study plans are considered a critical factor in the success of the process of inclusion of entrepreneurship in the education system and achieve its goals, hence the adoption of the integrating entrepreneurship within one school subject/courses (it becomes a container for Entrepreneurship) as in Jordan, Lebanon, or taught as independent subject/or short courses as in Bahrain, Syria, Palestine, Yemen and Egypt. This issue requires a review of these programs and plans to find out the appropriate method to introduce entrepreneurship Education to the learners.
- h. Teachers are the most important elements of success of the project, because they are the main element in the planning, implementation, monitoring and evaluation of all activities related to the students' acquisition of entrepreneurial skills. So in Lebanon and Jordan the training of teachers and trainers acquired a great importance in the project plans and procedures in first and second stages of the component included awareness plans, and teachers training to entrepreneurship, in addition to their involvement in the preparation of teacher guide, where in Jordan teachers, supervisors and educators were assigned to prepare the teacher's activities guide to entrepreneurship education, and to train teachers of pilot schools on this guide.
- i. Funding plays an important role in broadening the base of participation in the activities and procedures of EPE programs that emerge from the project, as well as the completion of the plans according to time schedules, and this was clear in the reports of the participating countries, which indicates the importance of cooperation with the private sector and economic institutions, in addition to building partnerships with donors leads to the sustainability of entrepreneurship education project and provide necessary financial support. Also this will ease the burden on the Ministries of Education and the official authorities.
- j. The presence of a number of regional organizations and international donors which support entrepreneurship education in the Arab states, particularly the Arab League Educational, Cultural and Scientific Organization (ALECSO), and the International Labour Organization, and the European Training Foundation, enriches the experiences of these countries, especially in the area of monitoring, evaluation and technical consultation. It's necessary to coordinate with all concerned parties and stakeholders to achieve the desired goals.

The figure below represents the domains and challenges of entrepreneurship that have been monitored from the experiences of the participating countries in the project and the regional workshop.



- domains
- challenges

## 8. Conclusions and Recommendations

Examining what has been done by the four Arab Countries (Jordan, Lebanon, Morocco, Oman) in the framework of component two of the "EPE in Arab States" project (2011-202) funded by UNESCO and StratREAL Foundation, UK, as well as initiatives of other Arab states which participated in the Regional Workshop on EPE in Bahrain (10-12 December 2012), we can summarize the main conclusions and recommendations based on the definition of entrepreneurship adopted in this report, which its contents reflected on the domains and priorities of the four countries involved in the project, as follow:

## A. Policy and Coordination

The policies, legislation and administrative systems are important areas to draw general frameworks that support entrepreneurship education in the educational systems, and the administrative and systematic practices in the educational system promote entrepreneurship education on various levels including the central one at the concerned ministry and the regional level (field departments) and school level. The executive level (school management) requires raising the awareness about the importance of entrepreneurship for students and ways of promoting it, and enable schools to develop initiatives to facilitate the integration of EP in the educational system. Entrepreneurship Education" in the visions of Ministries of Education in some Arab countries:

- **Jordan:** "Jordan owns systems of human resources that of high quality competitive efficient and able to provide the community with educational expertise and lifelong learning closely related to their current and future needs in response to the sustainable economic development and encouraging them through the preparation of educated individuals and strong skilled worker". [www.moe.gov.jo](http://www.moe.gov.jo);
- **Libya:** To provide equal educational opportunities and high quality for all members of society to be able to efficiently to contribute to sustainable development and effective participation in the national economy". [www.edu.gov.ly](http://www.edu.gov.ly);
- **Oman:** "The Ministry of Education seeks to improve the educational environment of the management, teachers and students in schools to ensure their cooperation to build a glorious generation, worker and loyal to his country Capable of sustainable learning and coexistence with others and meet the requirements of the labor market within the framework of commitment and responsibility". [www.moe.gov.om](http://www.moe.gov.om);
- **United Arab Emirates:** "Entrepreneurship in the preparation of the student in the public education system to gain a productive life in a continuous changing world to achieve sustainable development for Emirati society". [www.moe.gov.ae](http://www.moe.gov.ae)

what has been done in the participating countries like the formation of the steering committees representing all levels and agencies both public and private, which reviewed the policies and educational frameworks and managed to spread the topic of entrepreneurship education among decision makers, as well as the formation of technical committees which attracted experts from all sectors and stakeholders to translate these instructions to plans and seminars of awareness and educational and training programs. All of this is a proof on the importance of coordination at all levels to achieve the goals of entrepreneurship education and creating a generation who is well-acquainted with the entrepreneurial skills and qualities to contribute in building the nation's economy.

## B. Development of Curricula and Study Plans

The experiences of the four countries shows the important role of the curricula in the integration of competencies and skills of entrepreneurship education in the

educational system, because of the modernity of entrepreneurial concept and its skills, it required the adoption of the best definition to prepare skills matrix. And thus proceed to make amendments and prepare the teachers' guides. Therefore, it is highly recommended to set clear standards for the EPE integration process within the curricula and textbooks and assure the inclusion of the educational outcomes concentrating on self-learning, active learning, experiment, and thinking processes (analytical, critical) in addition to different teaching strategies like (collective, individual, practical), as well as assessment strategies and tools like measuring cognitive achievement, sources and tools of information and communication technology and various knowledge sources.

The basic education is considered one of the important stages that can start entrepreneurship education. In the secondary stage, the focus could be on individual differences and merge the basic theories of EPE in school activities. The apprenticeship in secondary stage can play a vital role in enhancing employment opportunities in general and self-employment skills in particular.

In the technical and vocational education, the entrepreneurship contents can be easily included in the programs and plans because it is related to the labour market.

#### **C. Training of Teachers and Instructors**

The experiences of participating countries focused on the importance of teacher participation and training of teachers in them on the process of integrating entrepreneurship education, and this is consistent with global trends which emphasize that methods of learning and teaching at the forefront of effective means to integrate competencies and skills of entrepreneurship education in the educational system as well as curricula and textbooks and assessment tools.

Teachers are an effective source for Entrepreneurship Education through teaching methods and using appropriate assessment tools, most of the competencies and skills that develop the knowledge, skills and entrepreneurial trends can be targeted and developed through the use of appropriate teaching methods.

In this context, the training should not addressed to the teacher or trainer only, but also all those who involved in the teaching-learning process e.g. (administrators at the MOE and the field, supervisors, school principals and educational guide -Social worker)

#### **D. Networking and Connectivity**

Experiences provided by the national reports of the participating countries in the second component of the project show that the process of networking and communication with various sectors helped in the implementation of action plans, training and logistic support through seminars, workshops, meetings, and electronic pages or online forums., Uniting of efforts of official authorities and private sector is a crucial requirement of entrenching a entrepreneurship culture and find a fertile environment for the EPE applications, and thus supporting entrepreneurs and open channels with the world of work.

## E. Other Areas/Fields

Develop an action plan for next period after the project closing to maintain the sustainability, and dissemination.

- It is clear that Arab states have common procedures in integrating EPE in their Educational Systems; such as the work plans, coordination and networking, teacher training, and curriculum development. The participating states will play **a vital role** in spreading the experiences among the other Arab states which will benefit from the learnt lessons.
- Despite the efforts made by the four countries in the development of projects for the integrating EPE in their educational systems, there were **many challenges on policy and legislations levels** which slowed the process of integrating EPE in the education system. In addition, the budget constrains will be a common challenge to proceed with this programme which requires cooperation with civil society organizations, industrial sectors, international and regional organizations to support this important programme.

Based on the information collected on EPE implementation in the Arab States, a set of recommendations (at the national, regional and international levels) can be stated:

**At the National Level:** The required developments at the national level to better integrate entrepreneurship education into the education system include but are not limited to the following:

- Developing a **National Strategy on Entrepreneurship Education**, to assure the integration of EPE in the educational system comprehensively, and the entrepreneurship becomes a culture and thought in the educational system and in the community in general, and then the Arab Strategy for EPE will be a regional demand directed by UNESCO.
- Establishing **Entrepreneurship Incubators** in the educational institutions (as in universities) to settle the EPE in these institutions and facilitate access to it by the learners, to embrace their ideas from the beginnings of which will contribute in enhancing the entrepreneurs and support them in the areas that will join in the future.
- Paying attention to **gender issues** especially in developing the strategies of entrepreneurship education, with the introduction of EPE for women as an economic issue not social or gender issue.
- Adoption of **constructivist theory in entrepreneurship education** so that it starts at the stage of basic education with the basics, principles and simple skills, and in the secondary stage the entrepreneurial expertise built on the basic stage, and take into account the individual differences and levels of thinking and analysis for students in order to show their initiative and creativity.
- Focusing on **practical skills and positive attitudes** regarding EPE in developing curricula and study plans.
- Training **teachers (pre-and in-service)** who have the entrepreneurial characteristics, teaching and assessment strategies to manage EPE activities and assess its outputs, which requires building capacities and allocating budgets as well as preparing plans.
- Conducting **researches and studies on entrepreneurship education** and its teaching methods to support developing strategies and action plans and facilitate the application at the classroom. In addition, **conducting tracer studies** to assess the impact of the EPE programmes on graduates.



- Securing the **required funds, and improve the policy and practices of financing EPE projects** and activities in the educational system.
- **Encourage participatory** and the effective communication among all concerned parties on all levels to support and promote EPE, this partnership and relations between education and training providers and private sectors which settle strong bases for EPE, and assure the financial support for activities and projects.
- **Short training courses on entrepreneurship education** through non-formal education for all segments of society, to provide them with entrepreneurship skills that will help them manage their projects successfully.

#### **At the Regional Level:**

- Develop a **comprehensive regional strategy for Entrepreneurship Education** aligned with the national strategies undertaken by ALECSO in cooperation with regional parties and organizations to participate actively in achieving the objectives of entrepreneurship education.
- Establish an **EPE-Arab Portal** under the supervision of UNESCO Regional Bureau-Beirut. The aim of this portal is to raise awareness of EPE and its contents and to sharing of success stories and encourage dialogue and idea exchange among Arab States. It will serve as platform for networking and cooperation with regional and international donors. Regular reports about this portal may be prepared to sum up the discussions and issues being circulated.
- Design a **special network for EPE teachers** on the regional level, to encourage teachers to integrate EPE their classrooms by presenting model successful projects, and provide teachers with educational resources to use them at schools and online training.
- Establish a regional body to manage Arab Olympics entrepreneurship seeks to develop the spirit of innovation and creativity among young people.

#### **At the International Level:**

- **Coordinating efforts between international organizations and parties** supporting and participating in programs related to entrepreneurship education, to integrate their efforts together to achieve the goals of EPE in the concerned country and these efforts are consistent with the national strategy for EPE and action plans.
- Provide **technical and financial** support to **build a monitoring and evaluation system (observatory) for Entrepreneurship Education at the regional level**, Arab States can stand on their progress in the field of entrepreneurship education periodically, and to work to address the weaknesses shown by the assessment.
- The **exchange of expertise** and successful experiences in the field of teaching entrepreneurship among Arab and foreign countries, especially in the field of training materials and learning resources, and develop the efficiency of teachers.

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## Annex (2): Summary of the Experiences and Activities of Entrepreneurship Education in the Educational Systems of Arab States

Area Country	Policy and Coordination	Development of Curricula and Study Plans	Training of Teachers and Instructors	Networking and Connectivity	Other Areas
<b>Mashreq Countries:</b>  <b>Jordan</b> <sup>8</sup>	<ul style="list-style-type: none"> <li>- Established steering and technical committees in order to integrate EPE in the educational system.</li> <li>- Review policies and legislation</li> <li>- Criteria for selection: guide developers - TOT - selecting Schools / pilot</li> </ul>	<ul style="list-style-type: none"> <li>- The trend towards integration of entrepreneurial skills in the curriculum content for the basic stage, and as an independent or integrated for the secondary stage.</li> <li>- Prepare a matrix entrepreneurial skills</li> <li>- A survey of textbooks</li> <li>- Drafting the general framework for the Teacher's Guide for entrepreneurship education activities</li> <li>- Prepare teacher's guide to entrepreneurship education activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Introductory workshops in the first stage of all stakeholders.</li> <li>- Training workshops for EPE guide developers.</li> <li>- Training workshops for trainers of trainers (TOT)</li> <li>- Training workshops for teachers of the experiment schools.</li> </ul>	<ul style="list-style-type: none"> <li>- National seminar for all stakeholders of the educational field</li> <li>- Networking with institutions, bodies, and national, regional and international organizations.</li> <li>- Start designing a website for Entrepreneurship Education.</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment International learning sources in teacher training such as (KAB)</li> <li>- Conduct a national symposium to display the results of the pilot phase (later stage).</li> </ul>

<sup>8</sup> Jordan participated in the first component / case study, and the second component of the project "Entrepreneurship Education in the Arab State"  
 Note: Information on the blank Area was difficult to obtain from the "Country Reports"

Area Country	Policy and Coordination	Development of Curricula and Study Plans	Training of Teachers and Instructors	Networking and Connectivity	Other Areas
<b>Lebanon</b> <sup>9</sup>	<ul style="list-style-type: none"> <li>- Plans for Entrepreneurship Education in the educational system, and Entrepreneurial community.</li> <li>- The formation of a working group to prepare joint projects for Entrepreneurship Education (2010-2015)</li> <li>- The formation of steering and technical committees to integrate entrepreneurship in the educational system.</li> <li>- Review policies and legislation</li> <li>- Criteria for selecting schools/experimentation</li> </ul>	<ul style="list-style-type: none"> <li>- The trend towards integration of entrepreneurial skills in the curriculum content for the basic stage, and secondary stage.</li> <li>- Preparation of teachers' guides and implementation requirements.</li> <li>- Amendment the curriculum in the light of the recommendations of the pilot phase (later on).</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness workshops for teachers and school administrators.</li> <li>- Training workshops for teachers of Schools experiment..</li> <li>- A future plan for the training and qualification teachers (over two years)</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate with stakeholders and society sectors to develop a national strategy framework for Entrepreneurship community.</li> <li>- Planning to establishment Entrepreneurship site</li> <li>- Cooperation with international, regional, and national organizations and bodies, to facilitate the project implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment International learning sources in teacher training such as (KAB)</li> <li>- Developed National Curriculum for EPE (later stage).</li> <li>- Establishment of Entrepreneurship community (later on)</li> </ul>

<sup>9</sup> Lebanon participated in the second component of the project "Entrepreneurship Education in the Arab State"  
Note: Information on the blank Area was difficult to obtain from the "Country Reports"

Area Country	Policy and Coordination	Development of Curricula and Study Plans	Training of Teachers and Instructors	Networking and Connectivity	Other Areas
<b>Iraq</b>	<ul style="list-style-type: none"> <li>- Teaching entrepreneurship in Vocational education.</li> <li>- Apprenticeship: based on the partnership between educational institutions and the labor market (informal education)</li> </ul>	<ul style="list-style-type: none"> <li>- Know About Business (KAB), implemented in collaboration with the International (ILO) in vocational schools, also the Life skills subject.</li> </ul>		<ul style="list-style-type: none"> <li>- Cooperation with the ILO in integrating EPE.</li> </ul>	<ul style="list-style-type: none"> <li>Productive projects in vocational schools</li> </ul>
<b>Palestine</b>	<ul style="list-style-type: none"> <li>- National strategy for TVET system</li> <li>- Teaching entrepreneurship in vocational education.</li> <li>- Partnership with supporting actors and participation nationally, regionally and internationally.</li> </ul>	<ul style="list-style-type: none"> <li>- Training package-KAB- for vocational education.</li> <li>- School-to-career program- for of basic education stage.</li> <li>- Injaz for basic and secondary school students and University.</li> </ul>		<ul style="list-style-type: none"> <li>- Excellence, creativity and entrepreneurial for vocational education and technical training institutions - Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>- Elham (Inspiration) Palestine initiative</li> <li>- Youth Employment Enhancement Program in Palestine (regional vocational training centers</li> <li>- Entrepreneurs program / learning by experience.</li> </ul>
<b>Syria</b>	<ul style="list-style-type: none"> <li>- Teaching entrepreneurship in vocational education.</li> </ul>	<ul style="list-style-type: none"> <li>Training package-KAB- for vocational &amp; Technical education.</li> </ul>		<ul style="list-style-type: none"> <li>- Cooperation with national institutions bodies, and privet sector in the field of entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>- National Center for Excellence</li> <li>- The National Commission of the Syrian Scientific Olympiad</li> </ul>

Area Country	Policy and Coordination	Development of Curricula and Study Plans	Training of Teachers and Instructors	Networking and Connectivity	Other Areas
<b>Arab Gulf Countries and Yemen: Bahrain</b>	<ul style="list-style-type: none"> <li>- Basic principles of a culture of entrepreneurship in education policies.</li> <li>- Teaching entrepreneurship in Vocational education.</li> <li>- Formal and non-formal education</li> <li>- International partner to facilitate the integration of EPE within the study plans.</li> </ul>	<ul style="list-style-type: none"> <li>- Study plans, EPE subjects</li> <li>- Simulation halls of (virtual job market).</li> <li>- EPE Programmes for basic grades</li> <li>- Introduced Entrepreneurship Education in the study plan of the two streams (industrial and commercial (small projects) in partnership with UNIDO.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training in cooperation with international organizations and national institutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation with international, regional, and national organizations and bodies, to ongoing support and guidance for vocational students.</li> <li>- Private sector, national and regional institutions t Support o lead initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>- Competition project for young entrepreneurs.</li> <li>- Bahrain Centre for the Development of emerging industries - business service foundation.</li> <li>- Bank of creativity</li> <li>- Tamkeen</li> </ul>
<b>Kuwait</b>	<ul style="list-style-type: none"> <li>- EPE represented in general goals of the various education stages</li> <li>- Ministry of Education adopted number of educational programs that can apply the concepts of entrepreneurship education.</li> </ul>	<ul style="list-style-type: none"> <li>- School subjects in the field of EPE, including: life skills- human rights and the Constitution.</li> <li>- Training package-KAB- for vocational education.</li> <li>- Promote positive educational values project.</li> </ul>			

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<b>Oman</b> <sup>10</sup>	<ul style="list-style-type: none"> <li>- Education Vision focusing on learning the skills and entrepreneurship</li> <li>- Forming the steering Committee ,and the Executive Committee for EPE</li> </ul>	<ul style="list-style-type: none"> <li>- Establish an EPE conceptual - skills matrix</li> <li>- Prepare EPE activities in the light of the analysis of textbooks</li> <li>- Present activities in Entrepreneurship for students in the Second Cycle and Post Basic Education (Grades 5 to 12) and to include some in the «Your Career Path » books</li> </ul>	<ul style="list-style-type: none"> <li>- Training teachers for the curriculum analysis).</li> <li>- Training life skills teachers, vocational guidance specialists (later on)</li> </ul>	<ul style="list-style-type: none"> <li>- EPE workshop to find out the required specifications in EPE education</li> <li>- Design an educational media campaign in entrepreneurship (later stage)</li> </ul>	<ul style="list-style-type: none"> <li>- Entrepreneurship competitions.</li> </ul>
<b>Qatar</b>					<ul style="list-style-type: none"> <li>- Entrepreneurship Center at the College of North Atlantic - Qatar CNAQ; help the students to explore their self preparations for Entrepreneurship.</li> <li>- Conduct studies and procedural researches in the field of entrepreneurship</li> </ul>

<sup>10</sup> Oman participated in the first component / case study, and the second component of the project "Entrepreneurship Education in the Arab State"  
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Area Country	Policy and Coordination	Development of Curricula and Study Plans	Training of Teachers and Instructors	Networking and Connectivity	Other Areas
<b>Saudi Arabia</b>	<ul style="list-style-type: none"> <li>- Teaching entrepreneurship in vocational education.</li> <li>- Universities, technical colleges and schools included the EPE subjects in the study plans.</li> </ul>	<ul style="list-style-type: none"> <li>- Injaz for basic and secondary school.</li> <li>- Secondary education development project included:</li> <li>- Life skills-management skills-vocational education-computer &amp; academic skills.</li> </ul>		<ul style="list-style-type: none"> <li>- Cooperation with international, regional, and national organizations and bodies, to facilitate the EPE programmes implementation at schools.</li> </ul>	<ul style="list-style-type: none"> <li>- King Saud University initiatives in the field of EPE.</li> <li>- Center for Entrepreneurship,</li> <li>- Saudi Society for Entrepreneurship,</li> <li>- King Saud Fellowship project of entrepreneurship</li> <li>- The International license of Entrepreneurship</li> </ul>
<b>United Arab Emirates</b>	<ul style="list-style-type: none"> <li>- Vision of the Ministry of Education is supportive for educational institutions to adopt "entrepreneurship in the preparation of the student</li> <li>- Developing the technical infrastructure for schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Promoting school activities to develop the students' life skills, and the competitive competences in various fields.</li> <li>- Development of technical and vocational education programmes</li> </ul>	Training EPE teachers on teaching and innovative strategies	Activation of community partnership in educational process.	<ul style="list-style-type: none"> <li>- Strategic initiatives to prepare students for the knowledge society</li> </ul>

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<b>Yemen</b>	<ul style="list-style-type: none"> <li>- Teaching entrepreneurship in vocational and Technical education.</li> <li>- Forming the Advisory local Council for technical and vocational education to find a strong partnership with the labour market and the private sector</li> </ul>	<ul style="list-style-type: none"> <li>- School subjects "Micro-enterprises Management" and " Know about Business - KAB " for vocational and technical education students.</li> </ul>		<ul style="list-style-type: none"> <li>- MOE coordinates with the Skills Development Fund to support young graduates of general education and vocational education, technical training, university education and training in all practical areas of human development and life skills to develop their entrepreneurial skills</li> </ul>	
<b>North Africa /Maghreb Countries:</b>  <b>Algeria</b>	<ul style="list-style-type: none"> <li>- Partnership Council was established in 2009 as an advisory body</li> <li>- Create units for guidance and counseling on the level of vocational training &amp; education.</li> <li>- Establish model centers specialized in certain fields such as industry</li> </ul>			<ul style="list-style-type: none"> <li>- Partnerships with international organizations/Germany for quality assurance in vocational education and training</li> </ul>	

Area Country	Policy and Coordination	Development of Curricula and Study Plans	Training of Teachers and Instructors	Networking and Connectivity	Other Areas
Egypt		<ul style="list-style-type: none"> <li>- Introduction of new courses to strengthen and consolidate the entrepreneurial culture and skills among learners.</li> </ul>		<ul style="list-style-type: none"> <li>- MOE cooperates with a number of international, regional and local organizations and associations: They support and promote the concepts and entrepreneurial skills in the educational system. Such as: The International Labour Organization initiative, The Canadian International Cooperation Agency, Arab Center for Human Resources Development, ETF.</li> </ul>	

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<b>Libya</b>	<ul style="list-style-type: none"> <li>- Develop culture of entrepreneurship and innovation in the community and create a supportive environment for the creation of small and medium projects all over the country.</li> </ul>		<ul style="list-style-type: none"> <li>- Training of national cadres in the field of entrepreneurship, business incubators, and business centers.</li> </ul>	<ul style="list-style-type: none"> <li>- National programme for small and medium-sized enterprises developed culture of entrepreneurship and creativity through collaboration with educational institutions and other stakeholders.</li> <li>- Networking with the business world</li> <li>- Annual conferences for entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>- Establish a network of incubators and business centers in the regions, as well as in universities.</li> <li>- OASIS technology</li> <li>- Entrepreneurship Award - Libya</li> <li>- Attention to the role of women (incubator to support her small projects)</li> </ul>
<b>Mauritania</b>	<ul style="list-style-type: none"> <li>- Establish an independent fund to support vocational education</li> <li>- Established high schools for excellence.</li> </ul>				<ul style="list-style-type: none"> <li>- International Olympiad for the development of competitive spirit among students</li> <li>- Short training courses for individuals (non-formal education).</li> <li>- National Agency for the promotion of youth employment and the development of competencies.</li> </ul>

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Morocco <sup>11</sup>	<ul style="list-style-type: none"> <li>- Ministry of National Education adopted programmes in its educational system, which aim to build entrepreneurship education among learners and the educational system directly, and to develop a culture of entrepreneurship.</li> <li>- Develop a national strategy for Entrepreneurship Education.</li> <li>- Formation of a working group</li> <li>- Organize workshops and study days</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct a diagnostic research to verify the availability of entrepreneurship in the education system</li> <li>- Build a national reference framework for EPE.</li> <li>- Suggest the integration of the formative objectives (courses) in EPE within educational programs</li> </ul>	<ul style="list-style-type: none"> <li>- Organize a training course to establish a national team of experts to finalize the National Strategy on entrepreneurship education and national reference framework</li> <li>- Training session for (5) days</li> </ul>	<ul style="list-style-type: none"> <li>- Establish the EPE Commission for Information and Communication</li> <li>- Workshop in the field of entrepreneurship education. to link public and private sectors</li> <li>- Exchange of experiences through a regional workshop in Morocco in collaboration with ALECSO.</li> </ul>	

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<sup>11</sup> Morocco participated in the second component of the project "Entrepreneurship Education in the Arab State"  
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Area Country	Policy and Coordination	Development of Curricula and Study Plans	Training of Teachers and Instructors	Networking and Connectivity	Other Areas
<b>Sudan</b>	<ul style="list-style-type: none"> <li>- National Conference on Education, and the five-year development plan aimed at promoting entrepreneurship culture and business in the education system in general and specifically the vocational education and training.</li> </ul>			<ul style="list-style-type: none"> <li>- Development of productive units in cooperation with the private sector</li> <li>- The Ministry of Youth initiative in collaboration with technical education</li> </ul>	<ul style="list-style-type: none"> <li>- Creative Education National Excellence Program</li> <li>- Comprehensive and Sustainable Development programmes</li> <li>- Developing the capacity of the community and its potential,</li> <li>- Rural Women Empowerment Project</li> <li>- Institutions for people with disabilities</li> </ul>
<b>Tunisia</b>	<ul style="list-style-type: none"> <li>- Preparation of a draft strategy to support entrepreneurship culture.</li> <li>- Teaching entrepreneurship in all educational stages.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching entrepreneurship subjects.</li> <li>For the secondary stage:</li> <li>- Injaz program (optional), training package - KAB.</li> <li>- Education entrepreneurship through parallel activities</li> </ul>		<ul style="list-style-type: none"> <li>- Cooperation with national institutions bodies, regional and international organizations in the field of entrepreneurship.</li> </ul>	

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