

Entrepreneurship Culture in Secondary Education in Bisha Province: Reality and Hope

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Abstract

The study aimed to develop a proposed vision for the possibility of spreading the culture of entrepreneurship in secondary education among students in Bisha Governorate. The current study used the descriptive approach, as it is one of the most appropriate research approaches to the nature of the study and its objectives, by presenting previous studies related to the subject of the study, and monitoring the reality of secondary education in Bisha Governorate and the extent of its suitability for the requirements of entrepreneurship (projects). The research reached a set of results and recommendations, which are as follows: Including entrepreneurship education in secondary education through the following areas Mission, vision, objectives and guiding principles: The mission, vision and objectives of secondary education should be clear. And linked to the vision of the Kingdom of Saudi Arabia 2030, and the objectives must be linked to achievable performance indicators in the context of annual or semi-annual objectives, and in order to achieve unified results, a strategy must be adopted. Entrepreneurship Education: A Gradual Model for Integrating Entrepreneurship into Secondary Education The strategy should also highlight the methodology of interventions, i.e. how the implementation of entrepreneurship education will evolve and progress from mere interventions in the curricula to specialized tracks in secondary education, the need to take into account the approved financial budgets and the ability of stakeholders to implement within a realistic time frame, the strategy should also include the funding and budget requirements necessary for its implementation and clarify best practices, and that funding for entrepreneurship education should come from various relevant sources within the country, and there must be an effective communication plan in the strategy aimed at raising awareness about the importance of entrepreneurship education and gaining community support. In addition, the communication and outreach plan should aim to ensure that stakeholders are informed and knowledgeable about specific policies, strategies and initiatives, and the strategy should include monitoring and evaluation methodologies to obtain valuable intelligence and anticipate future strategies and action plans aimed at promoting entrepreneurship education. Therefore, it is essential that the strategy includes short- and long-term key performance indicators and objectives that measure the impact of each intervention as well as monitoring the effectiveness of its implementation by stakeholders.

Keywords: Entrepreneurial Culture, Secondary Education, Reality and Hope.

Introduction

Education is one of the most important elements for all peoples, whether advanced or developing. Therefore, most peoples have moved towards developing the educational system to keep pace with the era of globalization, the information technology revolution, and industrial progress. It has become imperative for education to produce a workforce capable of thinking, creativity, and innovation in various fields to achieve comprehensive development.

Hence, the integration of education with work has become an inevitable necessity that requires the convergence of education and work to achieve prosperity and eliminate unemployment and the problems resulting from it. Most countries in the world have been interested in preparing those who work and those who do not work (preparing workers and non-workers) and working to introduce them to the labor market; because the unemployed cause confusion and bewilderment in all countries due to the many problems that

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result from that. Education at all levels contributes to preparing the workforce through education and training, and this preparation must be based on strong foundations that are consistent with the needs of society and comprehensive development plans.

Secondary education is one of the most important stages of education that can play an important role in the lives of learners, as it prepares the student in a comprehensive and integrated manner, providing him with the basic knowledge and information that builds his personality from all aspects. Some people view this stage as the one that prepares him to join university studies, especially since the secondary education stage corresponds to the middle adolescence stage for students, which is the stage in which the various abilities of the adolescent appear and are completed. The adolescent also begins to form the positive and negative tendencies and inclinations specific to his personality type. (Suleiman , 2009)

We can benefit from this by having general secondary education play a major role in developing its students' awareness of the culture of entrepreneurship and freelance work, given the weak capacity of the state's administrative apparatus to absorb all graduates into work, and the transformation of the global economy from an industrial economy to a knowledge economy that requires a different set of skills and competencies that the workforce must acquire, in light of the inability of education systems to keep pace with the changes that have occurred in the global economy.

From this perspective, it is necessary to reconsider education systems within the concepts and principles of the knowledge economy; this is so that we can provide students with a culture of entrepreneurship and twenty-first century skills that not only enable them to acquire knowledge, but also give them the ability to apply that knowledge.

Entrepreneurship education or business education is a prominent educational model to meet the needs of secondary education . It encourages students to think creatively about their future careers or employment opportunities and how they can directly contribute to improving the lives of their communities. The most successful educational programs are those that foster and encourage the entrepreneurial spirit by unleashing the talents, imagination and creativity of young people as leaders of change.

Entrepreneurship education is an effective strategy to deal with demographic pressures (issues and crises related to the composition of the population around the world), and to reduce unemployment rates among young people, as it provides them with the knowledge and competencies that enable them to face social and economic challenges and changes at all stages of their lives. Entrepreneurship education enhances opportunities for human development and social justice in vulnerable communities. It is expected that entrepreneurship education will help them participate in decent income-generating activities that can lead them to overcome the problems of poverty and find sustainable livelihoods. (UNESCO, 2012)

This was the effect of the central pattern. Great for several centuries as it dominated Sector The year and institutions Almost Government on Culture The prevailing about work, so it became the job in Jobs Service Civil And the sector The year and institutions Government He is the favorite, Because least Request And the most Security; and that included With insurance Social year, And I made Policies Economy Social during This is amazing Contracts the government Responsible on hiring Graduates For schools High school gesticulate Above it in Service Civil or Institutions Sector year, And affected This is amazing Policies Negatively on activity the job Free For youth during This is amazing Contracts. (2010 , Badawi)

And I started Attempts To return link Economy In theories The market Free And openness Economy since more from Thirty Year gone, And move that Attempts slowly To avoid Occurrence Disorders Social, one Its objectives President cancellation Operation Automatic For graduates in Service Civil And the sector The year And also Privatization Sector The year from side, And on Parallelism Enhance construction And development Institutions Small And the average And encouragement Youth on Consider it Option Acceptable For application with regards For their future Functional from side Other.

It is noted that Egypt is intensifying efforts to support the job Free To limit from Rates unemployment Youth And support construction And development Institutions Small And the average, And I succeeded

The campaign in attract number no Bad To from Youth Most of them Missing Features Character Basic For work Free, And it was The result to rise rate to fail Their initiatives, For missing them get on amount enough from education For leadership And training.

educational system has responded. In the Kingdom of Saudi Arabia, effectively and positively respond to global trends. In education, many initiatives have been introduced in education development programs. Here, we will suffice with pointing out some of the initiatives that are related to the concept of education for entrepreneurship, including: the use of information technology in developing education, and the Kingdom's Vision (2030). Formal education must contain what calls for spreading the culture of entrepreneurship among its students.

And it is considered Develop more from Skills Entrepreneurship as an entry point for reforming the education system And will Leads education leadership Business, in better Conditions ,to numbers generation from Owners Projects Entrepreneurship Which Creates Therefore More from Opportunities the job And it leads For diversity Economy, as Will perform To prepare generation from Owners Thought Entrepreneur (individuals) who They enjoy With a mindset Entrepreneurial) And in Its limits The world, will Leads education leadership Business to Enhance ready Powers The worker The year from Graduates education Secondary The year through development Skills Character For employment and skills Technology that Lacks To her Youth very much, as that development spirit Initiative and skills Commercial will He treats problem Abstention Lords the job in Sector private on employment Labor National Given For lack of Their satisfaction on skills These .

Research Problem

General secondary education directs students towards an academic track that usually prepares young people for post-school education and entry into university and is relatively lacking in work-related content, unlike the vocational track, which includes diverse programmes based on vocation and work.

This reflects the third goal of the Dakar Declaration in Senegal on the concept of education for all, "meeting the learning needs of young people through equal educational opportunities and appropriate life skills programmes", in addition to the recommendations of the Beijing Expert Conference in China on Secondary Education (2001), which stresses that the effectiveness of secondary education in the twenty-first century depends on providing a good balance between academic education and skills development, including technical and vocational education at the secondary level. Most countries still suffer from a discrepancy between the content currently taught in secondary schools and the expectations imposed by the rapid changes in today's world. (UNESCO ,2006)

Hence, the need for educational decision-making to renew the content of secondary education so that it becomes able to significantly influence the appropriate knowledge and life skills; to enable young people to engage in a productive practical life, achieve self-realization and develop positive attitudes and values in the face of contradictions resulting from thinking.

Although many workers and officials in the education sectors and other development officials acknowledge the importance of entrepreneurship education, the official education curriculum (secondary) still does not contain formal requirements regarding entrepreneurship education. This means that students in public schools do not learn entrepreneurship education, but a percentage of them obtain it through informal arrangements and agreements with ministries and cooperating bodies such as the International Labor Organization and the Canadian International Development Agency (CIDA). This is confirmed by the opinions of a number of experts (GEM) in the Global Entrepreneurship Monitoring Report 2008, which states that "the defect in the education system with regard to self-employment was reinforced by the opinion of a number of national experts, and is reflected in Egypt's last ranking among a number of countries for which this report is prepared, unlike many countries that prepare a report on self-employment in which governments have made entrepreneurship education a priority . " (Hattab, 2008)

These conclusions are supported by the results of a questionnaire conducted on a sample of citizens aged (18-64 years) on whether they had received entrepreneurship education during their studies or after their studies, whether the education provided was compulsory or voluntary, compared to three countries: Brazil, Italy and the United Kingdom. Egypt came in last place in providing compulsory education during studies with a rate of (0.9) and voluntary education with a rate of (3.8). It was found that the two weakest axes are research and education for entrepreneurship. Additional analyses were conducted within the framework of the Euro-Mediterranean agreement and focused on education and training through 8 detailed questions directed to a group of national experts with the aim of assessing the extent to which the education and training system encourages and supports entrepreneurial work and entrepreneurial skills. The results of the report came and Egypt ranked last with an average rating of (1.3) regarding the extent of entrepreneurship education in primary schools. And secondary . (Hattab , 2008)

Although this trend is global and UNESCO has placed it at the top of its priorities in order to spread this culture, and also in light of the results obtained by Egypt in the aforementioned reports, this is what prompted the researchers to conduct this study, the problem of which is summarized in how to develop a proposed vision for the possibility of spreading the culture of entrepreneurship in general secondary education among its students in Bisha Governorate.

Study Questions

What is the concept of entrepreneurship , its origins, principles, determinants, and its role in development?

What is the reality of general secondary education and its contribution to providing students with entrepreneurship skills?

What is the proposed vision to provide students with entrepreneurship skills in general secondary education for its students in Bisha Governorate?

Importance of the Study

The importance of the study lies in the fact that there are a number of studies conducted on general secondary education, and addressed it from different angles, but these studies did not attempt to identify the reality of general secondary education in Bisha Governorate and its role in spreading the culture of entrepreneurship. This study is a new addition to the studies and research conducted on secondary education in Bisha Governorate.

Theoretical Importance

- The study will contribute to enriching educational thought and applying new knowledge to modern literature on entrepreneurship.
- The study will contribute to shedding light on the reality of general secondary education in Bisha Governorate and its suitability to the requirements of entrepreneurship.

Practical Importance

The proposed vision and the recommendations reached will contribute effectively to spreading the culture of entrepreneurship in general secondary education in light of benefiting from the experiences of some advanced countries.

Objectives

The study aims to develop a proposed vision for the possibility of spreading the culture of entrepreneurship in general secondary education among students in Bisha Governorate.

Previous Studies

Below is a presentation of a group of Arab and foreign studies related to the subject of the study.

*First: Arabic Studies**Study Al Shammari And Al-Mubaimid (2014 AD)*

focus the study on axis Support And financing And its effect on construction And growth Projects Small . And review Options the duty Availability in the society Saudi, as Show off Opinions Experts And specialists around Elements Financing Influential on finance And support Projects Small . And it shows . the study Highlights Obstacles before pioneer Business To get on finance in area finance Projects emerging, And the roles The assigned In the sector The year And the sector Private, and reached the study To some of the most important results Find side Central It means With projects small, And create Incubators . Finally . Contribution in to treat Obstacles Financing.

Study Mahdi (2014 AD)

I aimed the study To know some requirements leadership Business And the most important Obstacles that challenge from Its spread As a culture Community To localize it With what Contributes in Development Economic sustainable especially in area development Industries And economy knowledge, And I reached the study For some Conclusions And the results that may Appointed on to understand The phenomenon place the study And Most important Results that It resulted in About her the study what Next : - That leadership Business In the Kingdom Arabic Saudi Arabia As one from Countries Our world Arabic And Islamic in need To deepen Faith worth the job And made it necessity Vital And value sacred, as He should activation role the society To realize importance the job Free, And the need to adopt culture Social Supportive For the concept leadership Business .

Study The Mikhlafi (2014 AD)

sought the study to Monitor And analysis Map education The Pioneer from Okay Standing on Areas Its spread strongly And highlight Possible power And weakness that Surrounded by And also discussion concept Leadership And education For leadership Business And its importance And his role in practical Development sustainable, And also analysis reality education Pioneer (Education For leadership Business) in Universities Government Saudi Arabia, and reached the study to that space education For leadership Business in Universities Government no Still small And humble within Map education University And the high in The Kingdom, as that rate Specialists in area leadership Business within body Teaching in Universities Government Almost He is Almost Non- existent

Study dear, Hussein (2014 AD)

I aimed the study to throw Light on concept leadership Business, The role Hopeful from Facilities Business The Great in embracing Pioneers Business And contribute in development And prosperity industry leadership Business and Most important Results that It resulted in About her Study : Building Frames Includes investigation cooperation And solidarity between all Parties same Relationship With what Ensures verification Sustainability Development All Its dimensions Economic And social Environmental, necessity age Legislation and systems from before Devices The State same Relationship that Contribute in to encourage industry leadership Business.

Study The Mubirick , Al-Jasser (2014 AD)

I aimed This is amazing the study to throw Light on order Environmental For leadership Business in Kingdom Arabic Saudi Arabia, so It consists of this order from Elements and individuals and organizations Destinations Surrounding Pioneer Business Appointed or hinder Heading Individual about leadership The study reached some important results: It is possible classification This is amazing Factors Component For

the system leadership Business to Two sections : the system Environmental Micro - Ecosystem Factors Connected directly Pioneering Business and the system Environmental Macro - Ecosystem And it is Factors Surrounding Pioneering Business And it affects Growing Pioneers Business And business Pioneering, as It is considered Availability Order Decisive To provide the environment Health

Study Al-Hadrawi (2013 AD)

He seeks this Search To determine To which bezel Affects head the money Intellectual in investigation leadership For business And it was done a test that on road analysis Relationships Link And the impact between Variables Main variable Independent (head) the money intellectual) , And the variable Accredited (Leadership) business) , in The field Medical, Specifically in hospital Baghdad Educational, And It was completed Reach to group from Conclusions The most important that there relationship correlation And the impact For head the money Intellectual in leadership Business, as, and that there Interested I have The organization The researcher With head the money Intellectual, She has efforts Urgent from Okay that Be Pioneer in area Her specialty But it is Lacks For allocations Finance Sufficient ,

Katata's study (2012 AD)

The study sought to identify the elements of entrepreneurship strategies in the dimensions of product creativity in the Prosthetic Limbs Center in Mosul, as the elements of entrepreneurship strategies are of utmost importance in the organization, and due to the limited studies that addressed the impact of the elements of entrepreneurship strategies on the dimensions of product production, especially in the Iraqi environment, according to the researchers' knowledge, the study reached a set of conclusions, the most important of which are: the existence of a significant correlation between the elements of entrepreneurship strategies and the dimensions of product creativity, and the existence of a significant influence relationship for the elements of entrepreneurship strategies on the dimensions of product creativity.

Study Slave the Generous (2011)

I aimed the study Diagnosis reality leadership Business Small And the average in Economy Palestinian from during Diagnosis Highlights Obstacles Similar In front of her, As it is nucleus the job The Pioneer in Economy Palestinian, And put Suggestions Possible And purposeful to Facilitate This is amazing Obstacles, Therefore Its growth And its development in a light Experiments Global and regional in to support Projects Small And the average And encourage her and she reached the study to Many from Results that It is useful In all, With the presence of a lot from Obstacles that Object leadership Business Small And the average, And in Its light foot The researchers Number from Recommendations, that in Condition Apply it And work With it, It will work on events Transfer Quality For work The Pioneer in Palestine .

Study Ibrahim, Honored (2010 AD)

I aimed This is amazing the study to throw Light on leadership Business And get to know on Its basis Theoretical , And targeted the study Basically Recognition on situation Egypt Internationally with regards For indicator leadership Business And showed the study that it comparison with Countries Other Then performance Egypt It is well in some Indicators But it is not like that with regards For some Indicators The other . And I concluded . the study to to set some Faces Palaces in Aspects Educational And training While It concerns leadership Business in Egypt , Add to Aspects Other Related Weakly input Institutions Financing And the government in presentation Incentives To stay Projects Entrepreneurial especially.

Muhammad's Study (2008 AD)

The study aimed to identify the most important features and characteristics of the approach supporting work values so that they are compatible with the new social needs that arise from cultural, political, economic and technological changes. The study identified the most important general features of the approach supporting work values as follows:

Taking into account the current and future needs of society and adherence to quality standards in education, preparing students for life and continuing higher studies, focusing on learning as an alternative to education, employing technology to solve societal problems, and striking a balance between the different aspects of the student's personality. The study concluded with the development of new legislation for education.

Hussein's Study (2008 AD)

The study aimed to provide visions to link general secondary education in the Arab Republic of Egypt with the needs and trends of the labor market. The study identified a set of objectives and competencies that must be achieved by the graduate of general secondary education, able to join the labor market, which are represented in the following: personal competencies, including the ability to communicate, tolerance, and good example; actual professional competencies, including problem solving, knowledge, modern technology, negotiation skills, strategic imitation (and planning), and the ability to plan; competencies to deal with environmental culture, including the ability to work in other cultures, work experience at the international level, and language abilities.

A study by the Palestinian Economic Policy Research Institute (2007). The study aimed to identify On properties Youth Entrepreneurs from Category Age (15-29) during Interviews And analysis For data Primary And secondary, And get to know like that on Programs that Aims to numbers Youth Pioneer; like order Educational The one who stands In its stages different, And the possibilities Available To enable Youth Pioneer, And facilitate stay Business Private, and showed the study that Youth in Lands Palestinian no They tend to to an idea construction works especially With them, They prefer Search on Opportunities a job I have Other, so that rate Entrepreneurs from Youth low, as I finished the study to that style education no Still He depends on Indoctrination And save Instead from style interaction Students.

Study of Suleiman et al. (2005 AD)

The study aimed to identify the factors that limit the effectiveness of the specific preparation for work provided by general secondary education for its students and the possible means of effective preparation. The study analyzed and discussed the relevant literature and conducted a field study that included a group of experts and those concerned with the subject of preparing general secondary education students for the labor market. The study reached a number of results, the most important of which are: the lack of a clear philosophy for general secondary education or well-defined goals, duality in general secondary education (scientific - literary), the overcrowding of general secondary education curricula with information and the separation between their contents and the needs of the environment, the needs of students and the requirements of university study, and the shortcomings of the examination system and its weak effectiveness.

Al-Fateh Study (2005 AD)

The study aimed to identify the new features of the labor market needs resulting from the new global economic transformations such as global trade and the Arab- European Association Agreement. The study reached the main points for linking education to the labor market, which are: Continuous teacher education based on a contextual approach that employs basic knowledge for the needs of the specialty and effective and active educational education. Education in the workplace or a work simulator based on the practical application of knowledge and skills in solving problems found in the workplace to create the opportunity to learn skills that qualify for work. Activating relationships.

Al-Ghamdi's Study (2004 Ad)

The study aimed to identify the extent to which the outputs of general secondary education meet the requirements of the labor market in the Kingdom of Saudi Arabia, by identifying a group of sub-objectives that work to achieve this general objective. The most important results reached by the study are the following: High school students' knowledge of many of the requirements of the labor market and the opportunities that await them after graduation, their ability to choose jobs and work that fulfill their desires

and the needs of their society, and their awareness of the extent of the responsibility placed on their shoulders towards their practical future.

Second: Foreign Studies

Study by F. O. Ezendu et al. (2013)

The study aimed to restructure and develop science, technology and mathematics education to include entrepreneurship skills. The study addressed the concept of entrepreneurship, its advantages, the challenges facing the process of introducing it into the curricula, and how to integrate entrepreneurship concepts into science, technology and mathematics curricula in Nigeria. The study yielded the following results:

The need to implement, monitor and evaluate STEM education policies in terms of their inclusion of entrepreneurship skills, the need to develop and equip science laboratories within schools, and provide technicians to operate these laboratories, the need to provide the necessary funding for STEM education in Nigerian schools.

Roscovara study Elena and Benkala Timo Ruskovaara, Elena & Pinkala, Timo, (2013)

The study aimed to shed light on the practices used by teachers when teaching entrepreneurship, in addition to analyzing how these practices differ based on a number of personal factors. The study used factor analysis through a quantitative analysis of a number of teachers and those interested in entrepreneurship education. The study yielded the following results: the difference in practices used by teachers in primary and secondary education, the close relationship between teachers' entrepreneurship skills and the implementation of entrepreneurship education, and the existence of a relationship between teacher training and the implementation of entrepreneurship education within primary and secondary schools.

Study of Sikola- Lino et al. Seikkula Leino et al. (2010)

The study aimed to identify the role of teachers in supporting education for entrepreneurship among students in the basic education stages. And secondary And professional, the study yielded some of the following results: organizing the different study materials in a way that develops students' attitudes towards entrepreneurship, the existence of a gap between the goals and practices of entrepreneurship among teachers at different educational levels, training teachers to teach entrepreneurship before and during service, developing all aspects of the educational process such as curriculum reform, achieving the link between the goals and outcomes of education for entrepreneurship.

Hong Kong Education Bureau Study (2008 AD) EDB Career Education

The study aimed to identify the skills needed to prepare students for the Hong Kong labor market. The study addressed the skills that employers want from secondary school graduates, which are:

Commitment to lifelong learning, literacy and numeracy skills, listening and communication skills, adaptability, personal management skills, team effectiveness, influence.

Study of the Ministry of Education in Ontario (2008 AD) Guidance and career Education, ministry of Education. (28)

The study aimed to identify guidance and labour market preparation in the Ontario curriculum in grades 9-10. The study addressed the objectives of guidance and labour market preparation in the curricula, which are to enable students to: understand concepts related to lifelong learning, personal relationships and career planning, develop educational skills, social skills and a sense of social responsibility and the ability to identify and follow up on educational and professional goals, apply this learning in their lives and work in school and society. The study concluded that it is necessary to master the concepts and skills related to guidance

and preparation for the world of work, and this requires a great commitment to work, study and the development of appropriate skills

Tom Carmel's study (Tom Karmel, 2005)

The study aimed to identify the aspects that achieve the link between vocational education and training in Australia and the labor market. The study reached a set of aspects that achieve the link between vocational education and training in Australia and the labor market, which are: Institutional linkage, which is the official administrative and legal structure that works to link vocational education and training and the labor market, including training contracts and training packages for granting licenses, developing general skills. The Australian approach in this aspect is based on the idea that education and training increases the individual's human capital and there is a return on this investment.

European Commission Study (2004)

The study aimed to lay the foundations for education for entrepreneurship in Europe by supporting organizational skills and attitudes in primary and secondary education and identifying national and regional strategies and policies that achieve tangible progress in supporting the process of teaching entrepreneurship in secondary schools, while proposing mechanisms that help guide this progress.

The study addressed the role of education in contributing to creating an organizational culture that begins with young people in school. Supporting organizational skills and trends has great benefits for society. The study focused on major issues, including: the national curriculum, the role of international work networks and non-governmental organizations that support learning-based programs, and interest in teacher training.

The World Bank study (2003)

This study aimed to identify the nature and requirements of the knowledge economy and the changing needs of the labor market. The study addressed the nature of the knowledge economy in that it relies to a large extent on the use of ideas more than the transfer of raw materials or the exploitation of cheap labor. The study also addressed the features of the knowledge economy, which are: the application and development of knowledge through new methods such as information networks, the curriculum cycles have become shorter and the need for renewal has become greater, the expansion of trade on the global level with the increase in competitive requirements, and small and medium enterprises in the service sector play an effective role in both economic growth and employment.

Comment on Previous Studies

Most studies have emphasized the importance of preparing secondary school students for the labor market, especially in light of the rapid economic and technological changes and the necessity of adapting to these variables. Some studies have focused on renewing the skills needed by the labor market in the twenty-first century and the necessity of including them in the objectives and curricula of secondary school. The researcher agrees with previous studies that they emphasize preparing secondary school students for the labor market and focused on the government labor market suitable for secondary school graduates, or the official labor market, while this study deals with the application of the culture of entrepreneurship (projects) and self-employment and spreading this culture among secondary school students.

Study Methodology

The current study used the descriptive approach, as it is one of the most appropriate research approaches for the nature of the study and its objectives, by presenting previous studies related to the subject of the study, and monitoring the reality of secondary education in Bisha Governorate and the extent of its suitability to the requirements of entrepreneurship (projects).

Study Limitations

Subject limits

A conceptual framework on the concept of entrepreneurship, its origins, principles and role in development.

A theoretical framework on the experiences of some countries in entrepreneurship.

The study will be limited to secondary education in Bisha Governorate.

*Study Terms**Education for Entrepreneurship*

Entrepreneurship education has been defined by UNESCO and the International Labour Organization as an educational approach that aims to enhance self-esteem and self-confidence by fostering individual talents and creativity, while building relevant values and skills that will help students broaden their outlook on academic learning and subsequent opportunities, and adopt the necessary methods to use personal, behavioral, and career-related activities. (UNESCO/ ILO,Opcit)

The European Commission has defined entrepreneurship education as “a social dynamic process through which individuals, individually or collectively, identify and invest in creative opportunities by transforming ideas into advanced applied activities, whether in a social, cultural or economic context . ” (The European Agenda, 2004)

Definition of the Education Forum for Leadership

“Freelancing is an employment strategy that can lead to self-employment. Through entrepreneurship education, young people learn organizational skills including time management and leadership development, and soft skills, all of which are transferable skills that employers seek . ” Commission,2017)

Operational Definition

Entrepreneurship education is the promotion of entrepreneurial attitudes and skills in public secondary schools to increase awareness of job opportunities , as well as the ways in which young people can contribute to the development and prosperity of their communities and contribute to reducing youth violence, social marginalization and poverty.

*Theoretical Framework of the Study**First: Entrepreneurship**Introduction*

The main objective of this study is to come up with a proposed vision for the development of Entrepreneurship skills for secondary school students in Bisha province .

Therefore, it is necessary to identify the nature of entrepreneurship, its historical roots and origins, and its role in economic development. The researcher translated this main objective into a set of questions. This chapter addresses the answer to the first question, which states: “What is the concept of entrepreneurship, its origins, principles, determinants, its role in development and its objectives, its importance and its role in development.”

The concept of leadership

Entrepreneurship means creating new ideas to provide distinguished services and products or a new, more efficient production method. It is based on the risk element by developing the possibility that consumers will not accept the new product or service, or will not accept the service in its new form. This is what makes the concept of entrepreneurship diverse and includes the owner, the initiator, the successful entrepreneur, the risk owner, and the productive innovator.

Entrepreneurship is a French word that means a person who starts a business based on creative ideas and an innovative side that focuses on risk and venture capital. An entrepreneur is “a person who has the will and ability to finance a new idea or a new invention into a successful innovation based on the pioneering forces in the markets and various industries to obtain new products and business models that contribute to industrial development and economic growth in the long term” (Al-Shammari) . (Al-Mubarik , 2010)

Hence, researchers conclude that entrepreneurship is viewed as a dynamic process that includes the entrepreneur motivating, activating and stimulating workers, so that they learn how to achieve their hopes and goals through creative ideas that contribute to improving work methods and approaches in order to have a greater impact, whether in terms of profit or in the quality of products and services and their ability to compete.

It is also the ability of the entrepreneur to lead change under difficult circumstances . It is: a dynamic process that requires the entrepreneur to have skills, knowledge, experiences and capabilities that help him lead, manage and direct organizations in a way that serves their interests through the use of creative ideas, calculated risk and venture capital in exploiting opportunities and avoiding threats in a work environment surrounded by risks, challenges and competition . Sood,2007) .

the individual cannot organize and manage the project . Therefore, leadership is generally defined as the ability and desire to organize and manage the business related to it. (Al-Najjar et al., 2010)

Entrepreneurship is not limited to development, modernization and the use of creative ideas in providing a unique and unprecedented product or service using purely economic principles such as rationalizing resource consumption and increasing production, but it extends to include achieving economic efficiency. Therefore, it is a process that includes establishing a new business project that provides effective added economic value through managing resources efficiently and with distinguished qualifications to provide something new or innovate a new economic activity and management. (Al-Shammari Al-Mubarik , previous reference)

From here, researchers see The previous definitions have taken different directions. Some of them consider entrepreneurship to be taking calculated risks and venture capital, while others attribute it to innovation as a fundamental pillar for the success of entrepreneurship. Some believe that the most important pillars of entrepreneurship are profitability, exploiting profit opportunities, and avoiding threats. Another definition tends to say that successful entrepreneurship depends on the skills, capabilities, and experiences of the entrepreneur in his field of work. Another definition believes that the most important determinants of the success of the entrepreneur are the ability to innovate, lead, and exploit profit opportunities.

There are many definitions, as the European Union defined entrepreneurship as the ideas and methods that enable the creation and development of an activity, through a combination of risk, creativity, innovation and effectiveness, within a new or existing institution or company. (Aranzini ,2009)

And another looked at her It is an advanced production process that depends on risk, technology, creativity and innovation. It is a process whereby one or more entrepreneurs take on an economic risk in order to create a new facility that harnesses new technology or innovative creativity to generate a product of value to others and to oneself . (Schramm , 2006)

Entrepreneurship, on the other hand, includes a group of fields and specializations that include the establishment and financing of new, small, medium, free, private and family projects, high-tech projects,

and the development of new products . Microenterprise development, economic development, inclusive business, minority business. (Aladdin , 2006

Historical Development of Entrepreneurship

Entrepreneurship is not a new phenomenon, but rather an old and renewed one. By reviewing the historical development of the concept of entrepreneurship, the available literature indicates that the word (Entrepreneurship) first appeared in the French language in the sixteenth century, and it included the meaning of risk and enduring difficulty. Then, over time, this word came to describe contracting and mediation, and the Entrepreneur is the person who is a contractor or who works as a mediator between two things. At a later stage in (1934), Joseph Schumpeter considered entrepreneurship as the development of technological methods that were not known before.

In this context, he introduced what he called creative destruction , meaning that pioneering businessmen should free the economic system from the state of stagnation, recession, and imposed restrictions through their various contributions . Hisrich,2002)

Then in 1953, Drucker began teaching a course in leadership and creativity at New York University . Cooper,1998)

During the sixties, David Maclelland was a pioneer in this field. He described the entrepreneur as a person who has high energy and vitality, accepts challenging tasks, and takes calculated risks to a great extent . Shan,2003)

In the early seventies (1973 AD), Kizner described leadership as consisting of competitive behavior that drives market operations. Then, in 1983 AD, Pinchot proposed the idea of institutional (internal) leadership, i.e. defining an existing organization so that it becomes more vital and distinctive . (Mubarak, 2009)

When the decade of the eighties began in 1985, what is known as the entrepreneurial revolution occurred; where the role of entrepreneurship emerged as a driver of the economies of countries. In fact, the entrepreneurial tendency that prevailed in the eighties gave birth to people who established small entrepreneurial projects, which then turned into giant projects, such as Bill Gates , the founder of Microsoft . There are also other models, such as the idea of Facebook, which turned into a giant project . (Naif, 2010)

The importance of entrepreneurship and its role in economic development:

From the above, it is clear that the wealth of nations is based more on the education of their people than on the natural resources of these nations, on the civil system more than on the fertility of the soil, and on the freedom of creativity and innovation more than on the beauty of nature. It is applied intelligence that favors rich countries over poor countries .

From here it becomes clear that the role of entrepreneurship in achieving economic development is not limited to merely increasing the gross national product and the per capita share of national income, but rather it extends to taking the initiative to bring about change in the economic and social structures of countries.

Characteristics and Features of Entrepreneurs

Entrepreneurship is based on diversity and multiple sources and recipes . Perhaps this fact is what led to the lack of a true entrepreneurial profile in the field of entrepreneurship that can be referred to when describing the entrepreneurial community. Entrepreneurs come from various backgrounds and scientific fields . From diverse family and household environments, and from diverse practical and professional experiences, the prospective entrepreneur may currently be working as a secretary, a worker on a production line, a salesperson, a technician, a manager, an engineer, a doctor, a lawyer, or a clergyman. The entrepreneur may be a man or a woman, and may belong to any nationality. (Aladdin , op. cit.) However, researchers

have made great efforts over the last years of the twentieth century and up until now to uncover the common characteristics and traits among entrepreneurs.

While researchers have differed in their definition of entrepreneurship and determining its concept, they have also differed in their enumeration of the characteristics of the entrepreneur and his behavior. Among them is "Durker" who focused on the fact that the entrepreneur is the one who organizes and implements opportunities, and he is the one who obtains resources, labor, resources and other assets, in agreement to make their value greater than before. Some researchers have mentioned the personal characteristics of entrepreneurship, the most prominent of which are the readiness and tendency towards risk, the desire to succeed, self-confidence, the drive towards work, the strong readiness to work long hours, commitment, optimism and following the organizational approach. (Al-Najjar et al., 2006)

In developed countries, starting a new project is relatively easy, as entrepreneurs have access to financial resources, specialized knowledge, high professional expertise, infrastructure, and policies that encourage entrepreneurial activity. In contrast, in developing countries, access to these resources and information is very limited, due to the existence of obstructive controls, excessive bureaucratic procedures, and government rules and procedures, which forces entrepreneurs to resort to the informal sector.

The administrative literature related to education for entrepreneurship is full of many definitions, and we will point out here some of those definitions that some believe serve the purposes of the study, and they are as follows:

The American Center for Entrepreneurial Education (CELEE) has By defining entrepreneurship education, it indicates that it is the process that provides individuals with the concepts and skills to recognize opportunities that others overlook, that gives insights and self-esteem to act where others hesitate, that equips individuals with the instruction to perceive the possibility and raise resources on a risk-based basis, and that cultivates the desire to take the initiative to launch and practice business management. (Hille, 2011)

Also, in 2004, the Entrepreneurship Education Association contributed with a definition that includes that entrepreneurship education is a long-term learning process consisting of five stages: the innovative applications stage, the project start-up stage, and the growth stage. (Isaacs, 2007)

Al-Mikhlaifi believes that education for entrepreneurship is a planned intervention in which several methods are used to bring about a change in the students' attitudes and way of thinking, and to provide them with the necessary knowledge, skills, abilities, visions and feelings that help and encourage them to enter the field of business with a degree of rational risk, in order to start private projects that grow and become of essential value to the national economy. (Al-Mikhlaifi, previous reference)

education was defined in a joint UNESCO-ILO document in 2006 entitled "Towards an Entrepreneurial Culture in the 21st Century: Stimulating Entrepreneurial Spirit through Entrepreneurial Learning in Secondary Schools" as follows: "Entrepreneurship education is generally viewed as an educational approach that aims to enhance self-esteem and self-confidence by enhancing individual talents and creativity or at the same time building relevant values and skills that will help students broaden their outlook on education and subsequent opportunities, and adopt the necessary methods as well as using personal, behavioral, attitudinal and career planning activities." International Labour Organization and UNESCO, 2006)

has adopted the following definition of entrepreneurship education: "Entrepreneurship education is a dynamic process through which individuals, individually or collectively, identify and exploit creative opportunities by transforming ideas into targeted applied activities, whether in a social, cultural or economic context." (Al-Masry et al., 2011)

And he looks To entrepreneurial education as : A set of formal education methods that are based on informing, training and educating any individual who wishes to participate in economic and social development through a project that aims to enhance entrepreneurial awareness and establish business

projects or develop business projects or develop small business projects . (International Labor Organization and UNESCO , previous reference)

Researcher Wen believes that entrepreneurship education is the promotion of self-employment trends and skills in public secondary schools to increase awareness of job opportunities , as well as the ways in which young people can contribute to the development and prosperity of their communities and contribute to reducing youth violence and the phenomenon of social marginalization and poverty.

Historical Development of Entrepreneurship Education

Some people think that the concept of entrepreneurship is a modern concept linked to the latest technological developments, but those who follow this topic see that the term entrepreneurship has multiple roots in the beginnings of the industrial revolution in Western European countries. In 1776, Adam Smith wrote in his famous book, *The Wealth of Nations*: “It is not the generosity and kindness of the baker that prompted him to provide the bread,” but rather his reality and personal interest that drive him to provide the bread. From his point of view, entrepreneurs are ambassadors of the economy who transformed demand into a return that contains profits. (Raslan and Nasr, 2011)

study (2013) finds that leadership as a phenomenon existed with the existence of human civilizations, but it differed from them, as the first interests of the term leadership were in economics, then it spread to other sciences .

Hence, it is imperative that general secondary education responds to these challenges that require a change in the direction of skills in line with the changing economy, work patterns, and coexistence with the rapid change in the cultural values of societies. Education that directs young people towards broad leadership helps achieve this goal.

From the above, researchers conclude that entrepreneurship is essential in general secondary education for several reasons, including that general secondary education students have only limited options that allow them to participate directly in development strategies, and the high educational standards required for paid employment may cause job opportunities in the modern sector to diminish further for or reduce students in general secondary education, and thus poverty and unemployment rates witness a huge increase among secondary school leavers. The informal sector has become a major source of income, and in recent decades, some countries have introduced education for entrepreneurship and the development of entrepreneurial skills into the core of their general secondary education as part of efforts to respond to the assessment of society's needs for skills, labor, and the use of technology.

Entrepreneurship refers to the ability of an individual to finance ideas into actions and thus it is based on creativity, innovation and risk as well as the ability to plan and manage projects in order to achieve goals. This supports society in day to day life at home and in the community . (Raposo , 2011)

From here it is noted that Entrepreneurial businesses contribute to creating a large number of jobs and employment opportunities in the long term , which limits the expansion of poverty. Entrepreneurial businesses work to bring about change in the structure of the market and work, and raise the efficiency in using resources and financing resources from a low-productivity level to a global level. In addition, entrepreneurship relies on ... With modern technology methods, means and tools from developed countries It thus represents a path between scientists and customers or between science and the market , meaning knowing the needs, ideas and requirements of others and financing these ideas into products, goods and services for customers in the markets.

The Global Economist's “Entrepreneurship Education” report specifically addresses the education problem, making a statement about how to create a work environment in the Middle East through entrepreneurship and 21st century skills. It argues that funding education by integrating 21st century skills with entrepreneurship and using interactive tools to develop creativity, innovation and out-of-the-box

thinking in students is key. Furthermore, it is important to make changes at all levels of education, including promoting the concept of lifelong learning . (Murtada and Fadi, 2012)

Entrepreneurship education from kindergarten to high school is of great importance in Arab countries and is seen as a quick-fix aspect that can yield short-term results. Entrepreneurship education is of great importance for the following reasons:

At a minimum, entrepreneurship education will enhance workforce readiness from kindergarten through high school. By its very nature, entrepreneurship education for students from kindergarten through high school will build employability skills, making them more prepared for the job market.

Integrating entrepreneurship education will expose students to the world of business by developing their business skills and will enhance workforce readiness by equipping students with the skills required by the 21st century labor market, thereby reducing the skills shortage prevalent in the Arab world.

In the best case scenario, integrating entrepreneurship education will build a generation of entrepreneurial entrepreneurs and entrepreneurial thinkers who can create jobs for themselves, which is crucial to dealing with the growing youth population and resulting unemployment in the Arab world. Moreover, the SME sector will create more jobs and diversify the economies of the Arab world . (ALECSO , 2014)

From here it becomes clear that teaching entrepreneurship is very necessary for high school students due to the lack of content in secondary education. Skills that qualify graduates for the labor market , especially as we are in light of the transformation of the economic system into a knowledge economy based on information and modern technology.

Objectives and Expected Outcomes of Entrepreneurship Education

The desired goals behind any entrepreneurship education program at the higher education level may agree, and scholars and researchers in this field have worked hard to set a number of general goals. Bernstein believes that the goal of entrepreneurship education is to create individuals who are proactive and capable of establishing new economic projects that are characterized by growth and bring wealth . . (Bernstein , 2011) .

2011) also confirmed that the goal of entrepreneurship education is to promote creative solutions to problems and create more adventurous graduates during their work, whether by establishing new companies or developing existing companies .

In the same context, Lamin stressed that the culture of entrepreneurship and teaching its principles contributes to many aspects of professional, societal and personal life, and in order to build the knowledge economy and confront the problem of unemployment through the following: (Abdo, 2014)

Learning entrepreneurship is an essential step towards instilling the spirit of initiative, leading business success opportunities and creating future leaders. To bear the burdens of national economic growth in line with global trends.

Learning entrepreneurship produces pioneers in creativity and innovation, which enables the shift towards creating a breakthrough in building the knowledge economy through innovative ideas related to developing the knowledge society.

Learning entrepreneurship contributes to increasing knowledge assets and maximizing the wealth of individuals, which increases wealth and capital accumulation in the field of knowledge at the national level, and thus has an impact on building a knowledge society.

Entrepreneurship education increases the likelihood of developing new products, as entrepreneurs become more creative.

Entrepreneurship education equips employees of established institutions with rare and innovative skills that enable them to significantly increase their sales growth rate over their peers.

Entrepreneurship education increases the likelihood of graduates having global technology business ideas and projects that serve progress towards building a knowledge society and contribute to overcoming the unemployment problem.

Entrepreneurship education leads to changing the structure of wealth concentration in nations, thus achieving economic stability and shifting the economy from being based on a limited number of capital owners towards the largest number of individuals in society owning wealth, thus achieving stability and diversity in the fields of work.

Entrepreneurship education contributes to financing ideas into projects at higher rates than others, achieving value and distinction at the national and global levels and supporting the trend towards a knowledge society.

Entrepreneurship education creates more opportunities associated with knowledge-based technological advancements, and the case of Arunachal Pradesh State University confirms that entrepreneurship education at the university has increased the added value to society. The number of private projects established by students to serve their communities has increased and contributed to overcoming the problem of unemployment, and these projects were often included in knowledge projects, which contributed to building and developing the knowledge society.

Objectives of Entrepreneurship Education

Entrepreneurship education seeks to build an economic system characterized by creativity and innovation. Its programs aim to improve the ability of entrepreneurship education recipients to achieve personal accomplishments and contribute to the progress of their communities, and to prepare entrepreneurial individuals to achieve success throughout the stages of their career future and to raise their ability to plan for the future. Thus, the final measure of entrepreneurial education and training becomes represented in how it contributes to supporting the ambitions of young entrepreneurs, and in activating attempts to establish entrepreneurial projects. (Abdo , previous reference)

In light of the above, the most important objectives that entrepreneurship education seeks to achieve can be presented, which are:

To provide students with the pioneering qualities of an entrepreneur, such as initiative, innovation, making decisions based on information, knowledge and self-belief, seeing problems as opportunities, discovering creative solutions to problems, taking calculated risks and bearing responsibility.

Raising students' awareness of entrepreneurship as a realistic option for building their career future, and forming positive attitudes towards self-employment.

Help students develop their abilities related to creative thinking, innovation and leadership. And take the initiative to create new projects. . (Martinez,2010)

Providing students with the skills needed for self-employment so that they become job creators rather than job seekers . (European Commission, 2008)

Expected outcomes of entrepreneurship education.

Regarding the expected outcomes of any entrepreneurship education program or system in terms of thought, behavior, skill, and a broad vision of the business environment and how to deal with it , there are several models developed by some researchers and writers in the field of entrepreneurship and entrepreneurship education. The best of these models seems to be the model developed by the National

Center for Graduate Entrepreneurship in the United Kingdom, as it provided a framework characterized by a high degree of clarity, comprehensiveness, and detail for all the outcomes that any student is supposed to have after going through the educational experience within the framework of a program or course of study for teaching entrepreneurship .

This form includes the following:

Entrepreneurial Behaviors and Skills

It includes a number of skills and abilities such as: the ability to search for opportunities, take initiative, self-control, independence, intuitive decision-making, developing business networks, possessing strategic thinking, managing negotiations, selling through persuasion, achievement orientation, and calculated risk.

Empathy for Entrepreneurial Ways of Life

These include the ability to live with uncertainty and complexity, to work under pressure, to survive in times of no sales or profit, to survive without cash or income, to identify and build relationships with those who are trustworthy, to learn by doing, to solve problems effectively, to manage interdependence, and to work flexibly for long hours.

Instilling Entrepreneurial Values

These include independence, distrust of bureaucracy, self-belief, a sense of ownership, a belief in the relationship between rewarding returns and effort, and a belief in the value of knowledge and trust.

Understanding The Processes of Creating Projects in Any Environment

The ability to know the processes of creating business projects includes , Identifying the challenges that may arise at any stage of the project's life, as well as the ability to deal with those challenges.

Developing General Entrepreneurial Capabilities

It refers to the ability to generate an idea, evaluate it , see problems as opportunities, identify people who can be influenced, learn through relationships, appreciate business needs, be able to read and manage emotions, manage relationships effectively, and see oneself and the business through the eyes of stakeholders.

Business Development Capabilities

It includes seeing the products and services for a single combination and developing a single comprehensive service, pricing the product or service, identifying and reaching good customers, evaluating and learning from the competition, monitoring the environment, evaluating and developing an appropriate sales strategy, setting standards for achievement, financing the business from different sources, developing a business plan, managing cash, selecting competent accountants, and being able to manage with minimal disruption and confusion.

Possessing Skills in Managing Relationships with Business Networks

It refers to the ability to understand the stakeholders of a business enterprise and how to teach and learn from stakeholders at the same time, and to know the best way to build and manage relationships. (Gibb, 2005)

From the above, it is clear that teaching entrepreneurship to secondary education in Bisha province is a development strategy that aims to develop entrepreneurial skills and behaviors among students to achieve their integration into society and participation in development, and to enhance self-esteem and self-

confidence in order to consider entrepreneurship and self-employment as an acceptable career option. As well as supporting the encouragement of students to enter the field of work and succeed in it and contribute to social welfare and determine their ability to contribute to social and environmental sustainability in their communities.

Second: The Reality of Secondary Education in Bisha Governorate

Secondary stage is the educational stage that lies in the middle of the formal education system, and it is also the Stage The interview for the teenage years of students, and secondary education extends from the end of the intermediate stage, and ends at the beginning of higher education, and the secondary stage has its own nature, through which students grow physically and mentally, and this stage requires multiple forms of guidance and preparation, and the secondary stage contains different branches that holders of the intermediate certificate join according to the systems set by the competent authorities, including: general secondary school, scientific institutes secondary school, Dar Al-Tawhid, the Islamic University, institutes for preparing teachers, male and female, and vocational institutes of various types, including agricultural, industrial, commercial, technical and sports institutes, and what is newly created at that level.

This stage seeks to achieve the general objectives of education in addition to its own objectives. Private (Ministry of Education, 1416).

First: The concept of secondary stage

The Supreme Committee for Education Policy (1416 AH) defined the secondary stage as: “A stage with its own nature in terms of the age of students and the characteristics of their growth in it. It requires various types of guidance and preparation, and includes different branches that holders of the intermediate certificate join according to the systems set by the competent authorities. It includes general secondary school, scientific institute secondary school, and vocational institutes of various types (agricultural, industrial, and commercial). It participates with other stages in achieving the general goals of education, in addition to what it achieves of its own goals” (p. 19).

has pointed out that Al-Harthi (2024) referred to the concept of the secondary stage as an independent stage, which is: the final stage in general education, preceded by the intermediate stage, in which the student spends three years, between the ages of sixteen and nineteen, and is linked to specific goals and characteristics. (p. 20) Al-Hadri (1418 AH) defined it as: the top of the pyramid in general education, which is preceded by intermediate education and followed directly by university education, which is the period between approximately sixteen and twenty.

Second: Objectives of the Secondary Stage

The secondary stage is considered a link between the educational stages before and after it, and shares with them the general objectives, and thus it does not intersect with the objectives of other educational stages. This is what was included in the education policy document in the Kingdom of Saudi Arabia, as the Ministry of Education (1416 AH) indicated that this stage shares with other stages in achieving the general objectives of education in addition to what it achieves of its own objectives. (p. 8).

The education policy document in the Kingdom of Saudi Arabia through the Ministry of Education (1416 AH) specified the objectives of the secondary stage as follows:

Pursue loyalty to God alone, and make actions purely for His sake, and upright in all matters.

Its sides are according to his law.

Supporting the Islamic faith that establishes the student's view of the universe, humanity, and life in this world and the hereafter, and providing him with the basic concepts and Islamic culture that make him proud of Islam, able to call for it, and defend it.

Enabling belonging to the Islamic nation that carries the banner of monotheism.

Achieving loyalty to the general Islamic homeland, and to the private homeland (the Kingdom of Saudi Arabia),

In accordance with this age of loftiness, aspiration to the highest, and strength of body.

Understand the student's abilities and various readinesses that appear during this period, and direct them.

According to what suits him and what achieves the goals of Islamic education in its general concept.

Developing scientific thinking in the student, deepening the spirit of research, experimentation, and systematic follow-up, using references, and getting used to sound study methods.

Providing the opportunity for capable students, and preparing them to continue their studies at various levels - in higher institutes and university colleges, in various specializations.

Preparing all students to work in the fields of life at a decent level.

Graduating a number of people who are qualified in terms of behavior and technique to meet the country's need in the first stage of education, and to carry out religious duties and technical work (agricultural, commercial, industrial, etc.). 10- Achieving family awareness to build a sound Islamic family.

Preparing students for jihad in the way of God, spiritually and physically.

Caring for youth on the basis of Islam, treating their intellectual and emotional problems, and helping them to pass through this critical period of their lives successfully and peacefully.

To provide them with the virtue of beneficial reading and the desire to increase their beneficial knowledge and righteous deeds, and to exploit their free time in a beneficial way that will flourish the individual's personality and the conditions of society.

Forming positive awareness with which the student confronts destructive ideas and trends.

Misleading

Looking at the objectives of the secondary stage, we find that they are based on instilling the Islamic faith in the souls of students, and also help develop the abilities, skills and preparations appropriate for the age stage.

It deepens the spirit of citizenship and active participation in serving the community. It also contributes to achieving the integrated growth of the student spiritually, physically and socially. It also appears that one of the goals of the education policy in the secondary stage is diversity in preparing students (religiously, technically, professionally, etc.).

Third: The objectives of education in the secondary stage:

The objectives of education at the secondary stage are as follows:

Empowering students with general morals, in a way that controls their behavior and actions.

Providing students with the appropriate cognitive and cultural knowledge and experiences.

Encouraging students to search for knowledge and providing them with the skill of accurate scientific tracking. - Developing students' mental abilities and various skills.

Gaining students' sense of responsibility and raising them to live a healthy social life. - Training students to be loyal to their country and society, serve it, and contribute to solving problems.

Providing students with the skill of time management and making use of it in everything that is useful.

Preparing them for university life and the age stages that follow the stage they are going through. (Ali,

Researchers believe that secondary education is one of the most important stages that a female student goes through, as this stage requires preparing a girl who is able to face life. It is the stage that directly precedes university, and preparation in it is something of utmost importance, because female students at this stage are at a critical age, either to acquire positive skills that will benefit them throughout their lives, or to acquire morals that will harm them and others.

Their Community

Fourth: The importance of the secondary stage:

The secondary stage is of great importance, as it contributes to preparing the student well, as explained by Al-Harthi (2024) said that it is a stage that “requires a clear effort to prepare students for full citizenship, and to be citizens aware of their country's problems and able to bear the burdens of their role.”

Productivity in contemporary society” (pp. 18-22).

The importance of the secondary stage and its strategic dimension is evident from the following:

It is an important stage of education because it prepares for work and production.

It covers an important stage of life, which is adolescence, due to the changes that accompany it.

Physical, mental, psychological and social, and the basic requirements for each of these aspects.

Which shapes the personality of the teenager and determines his behavior and relationships.

Prepares the student to continue university education.

It affects different aspects of life and is affected by the events, ideas and factors taking place in society, and is linked to educational reform and innovation. (Al-Sunbul, Al-Khatib, Metwally and Abdel-Gawad ,

1412 AH, p. 83.

Fifth: Characteristics of the secondary stage:

The secondary stage is one of the most important and sensitive stages, as this age group has special characteristics that may be affected more than other groups, as indicated by T. Al-Harthi (2024) stated that this period is a critical period in the student's life, as the adolescent's tendencies move in different directions and he shows the ability to criticize and analyze, in addition to excessive sensitivity, instability, recklessness, and impulsiveness, which may generate abnormal behavior that pushes him toward deviance or criminal behavior. (pp . 18-22).

Psychologists call this stage of life middle adolescence, and this stage includes a number of characteristics that distinguish it from others .

Aql (1417 AH) mentions that: “The adolescent stage, which corresponds to the secondary stage in a young person’s life, is an important and critical stage that plays a major role in building the individual’s character. If the young person is guided and raised with an Islamic upbringing, he will be protected from deviation, God willing.” (p. 46).

A proposed vision for spreading the culture of entrepreneurship in secondary education in Bisha Governorate

Introduction

In light of the theoretical framework , and based on the Saudi reality and the vision of the Kingdom of Saudi Arabia 2030, the study is concerned with formulating a proposed vision that contributes to acquiring the culture of entrepreneurship in secondary education in Bisha Governorate.

Philosophy of Perception

The philosophy of the vision is based on the fact that entrepreneurship is the driving force of economic development and the engine of growth in the twenty-first century.

First: Objectives of the proposed concept:

The proposed concept aims to formulate some procedural mechanisms that contribute to acquiring the culture of entrepreneurship for secondary school students in Bisha Governorate.

Second: Requirements of the proposed concept:

It is clear from the reality of the Saudi labor market that the number of general secondary education graduates is increasing, and in light of the education system

The necessity of adopting the philosophy of comprehensive development and renewal of the general secondary education system, which depends on the necessity of adopting the philosophy of leadership and the idea of entrepreneurship and what it includes in terms of creativity and comprehensive innovation.

Third: Features of the proposed concept:

The features of the proposed concept include some main axes through which the culture of entrepreneurship can be spread to secondary school students in Bisha Governorate. These features are as follows:

Interest in developing teaching methods and modern approaches used in teaching courses related to entrepreneurship. Implementing this requires taking the following into account.

Using effective and modern teaching methods for courses and programs related to entrepreneurship or project management, by benefiting from modern methods followed in some developed countries such as field visits, extracurricular activities, holding meetings with successful entrepreneurs, internships, summer training, role-playing, and participation of businessmen, which contributes to training students to acquire the spirit of initiative, leadership, and self-employment.

Establishing a special network that links teachers with businessmen and those interested in entrepreneurship in order to facilitate the process of communication and interaction between them, and employing this network in exchanging opinions, expertise and successful experiences related to entrepreneurship education, teaching methods and how to train students on it, in a way that contributes to the growth of teachers’ experience and thus increases their ability to support entrepreneurial thinking and entrepreneurial skills among students.

Providing financial support and appropriate funding for schools in order to diversify the teaching methods and approaches for entrepreneurship courses - and implementing projects and activities related to entrepreneurship to link the theoretical aspect of the courses with the scientific aspect of the activities and interest in training teachers to adopt and apply modern teaching methods, and providing the appropriate infrastructure that qualifies teachers to apply the methods in a realistic and healthy way that contributes to developing the student and providing him with a culture of entrepreneurship and the spirit of initiative.

Focus on developing the programs and curricula provided to general secondary education students and imbuing them with leadership and innovation to provide students with an entrepreneurial mentality, which leads to the graduation of students who are able to understand the requirements of the labor market and are able to provide job opportunities for themselves and others.

Achieving this requires taking into account the following procedures:

The need to expand the provision of courses directly related to entrepreneurship at all levels of study in the general secondary stage. Such as courses on the basics of entrepreneurship, general policy for entrepreneurship, financing entrepreneurial projects, and the experiences of some advanced countries in the field of entrepreneurship education , as well as providing courses that contribute to providing students with an entrepreneurial mentality such as courses on innovation, problem-solving methods, preparing plans, and project management skills.

Develop a general strategy at the general secondary education level to focus on entrepreneurship education and rely on it as a general framework that includes tangible and realistic measures to integrate and include entrepreneurship education trends and initiatives in the curricula.

The necessity of employing the curricula offered in general secondary education by establishing the principle of self-education, experimentation, analytical thinking, creative and innovative skills, and teamwork.

The interest of the Ministry of Education and civil society institutions in developing projects to develop curricula in light of the challenges of the knowledge economy.

Requirements for applying the proposed visualization features:

Implementing the vision requires the availability of many requirements that contribute to translating these features into a tangible reality. The most important of these requirements are the following:

First: Develop a policy to include entrepreneurship education in general secondary education systems.

The national policy dedicated to entrepreneurship education should aim to achieve the integration of entrepreneurship skills as a key priority through government commitment to support, finance and include the integration of entrepreneurship education. Hence, the policy should emphasize the importance of providing entrepreneurship competencies in the secondary school classrooms within the framework of alignment with national goals related to economic growth and entrepreneurship.

General Policy for Entrepreneurship

National policies should be coordinated to encourage and promote the development of a system conducive to the growth of entrepreneurship. An enabling environment for the realization of entrepreneurship in general secondary education must be established.

Curricula

Curriculum development should include topics such as entrepreneurial skills at all levels, and curriculum developers should include entrepreneurship programmes and activities at different levels of education.

Teacher Training

Teacher accreditation programmes should be incorporated into the teaching of entrepreneurship at the school level, and teachers should be encouraged to engage with the private sector and business people so that they are better prepared to teach entrepreneurship.

Integrating entrepreneurship into extracurricular activities:

Extracurricular activities that generate entrepreneurial thinking should be an integral part of the learning process.

Exchange of experiences and information:

Collaboration from various stakeholders should be encouraged to share experiences and best practices, networks of entrepreneurship teachers should be developed and the business sector should be engaged with these networks to support teachers in teaching entrepreneurship.

Performance Evaluation

The national policy for entrepreneurship education should set clear timelines and objectives, including performance measures, monitoring progress and reporting.

Second: Developing a strategic plan and guidelines for teaching entrepreneurship in general secondary education in Bisha Governorate :

It should be noted that the Ministry of Education is the best body to lead the process of developing a strategy and method for teaching entrepreneurship, but all relevant ministries should be involved in developing the strategy. Consultation with non-governmental bodies and institutions is also very important to achieve a real partnership.

Working groups should be established that include stakeholders to ensure active consultation at an early stage, including teachers, businesses and NGOs, and inputs and initiatives of particular importance related to the development of specific interventions and initiatives aimed at integrating entrepreneurship education into general secondary education. A framework should also be developed to identify, share and integrate good practices related to entrepreneurship education into the national strategy.

A comprehensive strategy for integrating entrepreneurship education into general secondary education should include the following areas:

Mission, vision, objectives and guiding principles The mission, vision and objectives of the strategy should be linked to the economic development plans and the reform plans of the Ministry of Education , and the objectives should be linked to achievable performance indicators in the context of annual or semi-annual targets.

The strategy should emerge from the national policy to include entrepreneurship education and therefore the core components of the policy should be in the guidelines of the strategic plan.

Entrepreneurship Education should adopt a bottom-up model to integrate entrepreneurship into general secondary education.

The strategy should also highlight the methodology of interventions, i.e. how the application of entrepreneurship education will evolve and progress from mere interventions in the curriculum to specialized tracks in general secondary education.

Taking into account the approved financial budgets and the ability of stakeholders to implement within a realistic time frame.

Finance and Budget

The strategy should also include the funding and budget requirements needed to implement it and demonstrate best practices that government funding for entrepreneurship education should come from various relevant sources within government.

Communication Plan

There must be an effective communication plan in the strategy that aims to raise awareness about the importance of entrepreneurship education and gain community support. In addition, the communication and communication plan should aim to ensure that stakeholders are informed and knowledgeable about specific policies, strategies and initiatives.

Monitoring and Evaluation System

The national strategy should include monitoring and evaluation methodologies to generate valuable intelligence and anticipate future strategies and action plans to promote entrepreneurship education. It is therefore essential that the strategy includes short- and long-term key performance indicators and targets that measure the impact of each intervention as well as monitor the effectiveness of its implementation by stakeholders.

Fourth: The gradual implementation of the inclusion of entrepreneurship in general secondary education:

The strategy must be implemented in stages by launching specific interventions with clear objectives prior to this step. To determine the criteria for teaching entrepreneurship, especially for accepting a class from the general secondary stage, through a set of interventions in the five areas listed below.

Entrepreneurship Education Standards

Curricula, extracurricular activities and teacher training.

Education through experience.

Real entrepreneurial projects (funded).

Information technology interventions.

This depends on the size of the available budgets and implementation capabilities.

Setting entrepreneurship education standards for each individual teaching class in general secondary education:

A set of standards must be established related to developing the content and determining the level of curricular and extracurricular interventions for each class in a sequential and gradual manner. At this stage, teachers and entrepreneurs must be involved in order to ensure the inclusion of relevant skills and competencies in the design of entrepreneurship education standards.

Curricula, extracurricular interventions and teacher training:

Include after-school extracurricular activities that build students' entrepreneurial skills, including sessions with an entrepreneur, seminars and interactive lectures. The Ministry of Education, schools and non-profit organizations can organize forums, conferences, exchange countries and participate in educational workshops on entrepreneurship, with companies and businessmen participating to provide expertise and guidance.

Learning through experience:

The adoption of experiential learning methods in the process of teaching entrepreneurship skills effectively depends on the type of projects applied and according to each educational stage.

The overall goal is to include and integrate the experiential component into the entrepreneurship education and assessment strategy, including competitions, summer communities, and the involvement of companies and entrepreneurs.

Real Funded Projects

According to the World Economic Forum report Educating the Next Wave of Entrepreneurs, the use of real money is a powerful element in the context of entrepreneurship education, as it clarifies entrepreneurial concepts in a way that a book cannot.

Information Technology Interventions

Education is undergoing a radical transformation with the advancement of technology. Education has taken on a new and increasingly evolving form with the real use of computers, the internet, tablets and smartphones. Therefore, the use of IT interventions can support teachers and entrepreneurship trainers. Information technology provides a more exciting and effective way to engage students in entrepreneurship education while simulating the dynamics of the real business sector which today relies heavily on IT solutions.

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