Entrepreneurship Education Application in Egyptian Hospitality Schools: A Comparative Study Utilizing EntreComp Framework

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Abstract

The study aims to evaluate the efficacy of entrepreneurship education within the hospitality schools of Egypt, employing qualitative research techniques involving interviews with faculty members from five state-run Egyptian universities. Findings from the research revealed a distinct inadequacy within Egyptian hospitality schools in executing a coherent and all-encompassing approach to integrating entrepreneurship education (EE) within their academic programs. This deficiency is particularly evident in their limited application of the European Entrepreneurship Competence Framework (EntreComp) framework, which is a key directive for nurturing entrepreneurial skills. The

research holds notable academic significance for future inquiries in tourism and hospitality education, suggesting the expansion of entrepreneurship education within Egyptian hospitality institutions and the customization of the (EntreComp) to suit the local context.

Keywords

Hospitality; Entrepreneurship Education; EntreComp

Introduction

The hospitality sector, recognized for its dynamic and constantly evolving characteristics, stands out as a key area for innovative thinking and entrepreneurial endeavors. In Egypt, a country where the tourism industry significantly influences the economy, fostering entrepreneurial capabilities among hospitality students shows considerable potential for future economic expansion and job prospects. Entrepreneurship instruction (EE) has emerged as a crucial element in various educational programs globally, to equip individuals with the essential skills for establishing and overseeing successful enterprises (Ahmad, 2013).

The European Union Entrepreneurship Competence Framework (EntreComp) functions as a thorough and flexible model, outlining a series of fifteen fundamental competencies necessary for prosperous entrepreneurship (McCallum et al., 2018). This framework establishes a universal reference point, simplifying the assessment and development of EE initiatives in various settings. Despite the increasing popularity of EE, its application and results exhibit variations across nations and industries. (European Commission/EACEA/Eurydice 2016)

This research endeavor aims to explore the utilization and efficacy of entrepreneurship education in Egyptian hospitality schools. By utilizing the EntreComp framework as an evaluative instrument, the study will undertake a comparative examination to assess the extent to which the identified competencies in the framework are integrated into the curricula of these academic institutions. Additionally, the study endeavors to gauge the perceived effectiveness of current EE methodologies, offering valuable insights for educational stakeholders. The outcomes of the study will provide insights into the present status of EE in the Egyptian hospitality sphere and propose strategies for bridging potential discrepancies between current practices and the comprehensive standards outlined by the EntreComp model.

Literature review

Entrepreneurship in Hospitality and Tourism:

Entrepreneurship has a lengthy and prosperous history within the economic system. The origin of the term "entrepreneur" can be traced back eight hundred years to the French verb "entreprendre," which means "to undertake." The economist Richard Cantillon (1680-1734) was the first to formally recognize the concept of the entrepreneur in the economic system. He defined the entrepreneur as "the agent who buys means of production at certain prices in order to combine them into a new product with uncertainty. By engaging in arbitrage and bearing risk, the entrepreneur has an equilibrating function within the economic system." (David and Julie R 2012)

In the Hospitality and Tourism industry, an entrepreneurial mindset is at least equally crucial as it is in other industries. The Hospitality and Tourism industry can be thought of as the prototypical entrepreneurial industry because they employed 10% of the workforce in the UK in 2004 across more than 160,000 food service outlets, 26,000 guest houses, 3,000 health and fitness clubs,

15,000 hotels, 3,000 health and fitness clubs, 6,800 visitor attractions, including everything from local museums to gardens. (Ball 2005) The overwhelming majority of these are modest, independently owned, and operated companies with new locations that receive help from entry-level pricing. They typically supply individualized, locally focused service and are very adaptable to shifting customer expectations. The sports and exercise sector, where many small enterprises supply coaching and fitness services, is a good example of this. The local community is made up of these small companies (Tajeddini, Martin and Ali 2020)

Discussions on change, development, innovation, and management are increasingly couched in terms of entrepreneurship in the Hospitality and Tourism industry. In these sectors, entrepreneurship drives change, innovation, and employment and is essential for satisfying the consumers' continually changing needs in the Hospitality and Tourism industry. The idea of intrapreneurship[1] within established organizations is essential for enabling new markets to be generated for these shifting consumer demands and to facilitate the development of new concepts (Ramukumba 2023).

Entrepreneurship Education

Over the past ten years, EE has undergone substantial development as an academic field. Most policymakers and academics are also concerned about the necessity integrating EE into the official education system (Henry 2013). This is due to the notion that entrepreneurship has advantages such as developing in people the abilities and attitudes needed for successful life

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[1] acting entrepreneurially within a large corporation. It involves starting a new enterprise or business within an organization. Sometimes, such operation develops into a new section, department, or even a breakaway subsidiary.

(Teneva 2018). EE aims to expand a student's intellect and get them mentally ready for the demands of the job in a more imaginative and enterprising way. (Ahmad 2013)

According to (Gibb 2005), there are three key goals for effective EE: have a thorough grasp of entrepreneurship; build an entrepreneurial attitude (Ahmad 2013); and learn how to successfully launch and run a business (Solomon, Duffy and Tarabishy 2002).

European Framework for Entrepreneurial Competencies (EntreComp) model

The advancement of entrepreneurial abilities, as a system of facilitating novelty, establishment of enterprises, and employment generation among young people, is emphasized in the United Nations' Sustainable Development Goals. Additionally, the European Union recognizes the indispensability of entrepreneurial skills in fostering welfare and economic sustainability. (United Nations 2015) Empowering individuals through entrepreneurship education, an entrepreneurial mindset, and behavioral traits, is considered as an effective strategy to cultivate human capital. (Seikkula-Leino, et al. 2021)

The endeavors of the European Commission to integrate entrepreneurship competence into education have been manifested by incorporating entrepreneurship as one of the eight European Key Competencies in 2006 within the educational systems of the European Union member countries (European Parliament, and Council of European Union 2006). The Eurydice study has identified varying perspectives among the European states regarding the inclusion of entrepreneurship competence within the mainstream education system (European Commission/EACEA/Eurydice 2016), as they have embraced a fragmented approach to this policy (Apostu 2022). The initiation of the Europe 2020 strategy through education and training has directed attention towards entrepreneurship competencies, underscoring the necessity

for fostering an entrepreneurial mindset among all learners (European Commission 2010). Conversely, within the framework of quality education, the Sustainable Development Goals established by the United Nations have emphasized entrepreneurial learning to equip young individuals with pertinent skills for employment, decent jobs, and entrepreneurship (United Nations 2015). The primary avenue through which learners can acquire entrepreneurship skills and knowledge is widely accepted to be the education system (Jónsdóttir 2007).

The European Entrepreneurship Competence Framework (EntreComp) represents one of the European Union's initiatives to foster a shared understanding and broad-based integration of entrepreneurship across educational systems. This framework promotes entrepreneurial learning that creates social, cultural, or financial value. EntreComp serves as a tool to support the development of entrepreneurial skills among European citizens and organizations. It provides a consistent reference point for the development of shared concepts of entrepreneurship competencies, goal setting, and evaluation. Previous research has demonstrated that EntreComp can be used as a basis for curricula development and learning activities, with the potential to foster entrepreneurship as a transversal and holistic competence applicable to diverse purposes and contexts. (Seikkula-Leino, et al. 2021)

The framework can also be leveraged to describe and differentiate outcomes and attainment related to the assessment of entrepreneurial competencies. For instance, EntreComp has been successfully adapted into higher education teaching practices in Finland. (McCallum, et al. 2018) Recent empirical evidence supports the notion that the competencies defined by EntreComp align with the expectations of the future of work and are therefore meaningful for transforming education. (Teneva 2018)

EntreComp has identified a set of fifteen entrepreneurial competencies that can be acquired through learning, within a progression model that emphasizes the potential of these competencies to create value across social, cultural, and economic spheres. This model maps the development of autonomy and the complexity of the application. The framework is composed of three
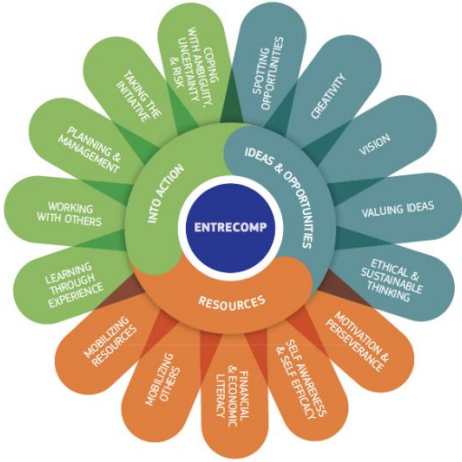
interconnected competence areas, namely 'Ideas and opportunities', 'Resources', and 'Into action'. Each of these areas comprises five competencies, which collectively form the building blocks of entrepreneurship as competencies. The development of these fifteen competencies is described along a progression model expressed through learning outcomes, spanning eight levels. (McCallum, et al. 2018)

Different Approaches to Entrepreneurship Education

Entrepreneurship education is an important field that has been widely

Figure 0-1EntreComp Framework

researched in recent years. (United Nations 2015) There are various approaches to teaching entrepreneurship, each with its strengths and weaknesses. Some common approaches include:

The traditional approach, which focuses on teaching the basic concepts of entrepreneurship and small business management. This approach is often used

in business schools and typically includes courses such as marketing, accounting, and business strategy (David and Julie R 2012).

The experiential approach, which emphasizes hands-on learning and real-world experience. This approach is often used in business incubators and accelerators and may include opportunities for students to start their businesses or work on projects with local entrepreneurs (Irfan and Zainab 2019).

The action-based approach, which emphasizes the development of entrepreneurial skills and mindset through practical, real-world experiences. This approach is often used in entrepreneurship centers and may include mentoring, networking, and other resources to help students develop their entrepreneurial skills (Fatima and Yagoub 2015).

The design-thinking approach emphasizes the development of a creative and innovative mindset through problem-solving and design thinking techniques. This approach is often used in design and engineering schools and may include opportunities for students to work on projects with industry partners (Thomas 2011).

The social entrepreneurship approach, which emphasizes the use of entrepreneurship to address social and environmental issues. This approach is often used in schools of public policy and non-profit management and may include opportunities for students to work on projects with non-profit organizations and social enterprises (Irfan and Zainab 2019)

It is important to note that each approach has its own strengths and weaknesses, and the effectiveness of entrepreneurship education can vary depending on the context and specific goals of the program. (Fatima and Yagoub 2015)

Methodology

This research employs a qualitative approach to thoroughly explore the field of entrepreneurship education (EE) within the context of the Egyptian hospitality industry. The methodology adopted involves the meticulous collection of data through the execution of face-to-face interviews with the chosen participants that can represent hospitality schools and have the ability to modify the system. These interviews were thoroughly organized into four distinct sections, each of which was thoroughly designed to serve a specific and well-defined purpose. The primary section was dedicated to posing general questions with the aim of not only offering a comprehensive overview of the interview process but also assessing the current position of the institution within the realm of entrepreneurship education. Subsequent segments of the interviews delved deeply into the different aspects of EntreComp competencies. The formulation of questions was intricately linked to the description of competencies provided in the framework, with a particular focus on 'Ideas and opportunities', 'Resources', and 'Into action'. This approach was taken to acquire a more profound insight into the subject matter at hand.

The interviews were carried out with academic principals hailing from a total of five governmental universities, all of which boast a specialized hospitality school, to delve deeper into the strategies, they employ to promote entrepreneurship education within their academic programs. The primary aim of these interviews was to gain insights from these educational leaders regarding the methods they use to instill an entrepreneurial mindset in their students and the measures they take to adequately equip them for the challenges of entrepreneurship in the modern world.

Interviewees were approached by various means such as: face-to-face meetings, online live meetings, and phone calls. The replies were collected on an online form software for the ease of documentation and data collection. The

data then were analyzed through Content analysis method to identify different tools used and connect them between different universities.

Results and Discussion

As mentioned, the present study aims to study the effectiveness and application of entrepreneurship education at hospitality schools in Egypt. This part of the study includes the results and discussion of the interview with the representatives of the faculties from different governmental universities.

Data and information obtained from the study were analyzed and discussed in accordance with the stated objectives.

Interview questions analysis.

Interviews with five governmental universities indicate limited systematic implementation of entrepreneurship education (EE). The primary EE element is the final-year graduation project, where students create a hospitality business feasibility study. While summer internships and field studies offer some practical exposure, dedicated EE courses appear absent. Universities partially address competencies in the EntreComp framework, particularly focusing on the 'Into Action' domain through the project requirement.

Summary of interview analysis:

ID	Method / Competency	Graduation project					Internship					Course work				
		Helwan	Beni-suef	Mansoura	Minya	Luxor	Helwan	Beni-suef	Mansoura	Minya	Luxor	Helwan	Beni-suef	Mansoura	Minya	Luxor
1	Spotting opportunities	✓	✓	✓	✓	✓										
2	Creativity	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
3	Vision						✓	✓	✓		✓	✓				
4	Valuing ideas		✓	✓		✓										
5	Ethical and sustainable thinking											✓	✓	✓	✓	
6	Self-awareness & self-efficacy											✓	✓	✓	✓	
7	Motivation & perseverance		✓	✓	✓	✓		✓	✓	✓						
8	Mobilising resources								✓	✓				✓	✓	✓
9	Financial & economic literacy											✓	✓	✓	✓	✓
10	Mobilising others	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Taking the initiative								✓							
12	Planning & management						✓	✓	✓							✓
13	Coping with uncertainty, ambiguity & risk	✓			✓									✓		✓
14	Working with others	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Learning through experience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					

Table 1-2 Interview table analysis

Interview questions:

General questions

This question aims to understand participants' understanding of EE.

How do you see the current EE efforts?

A representative from Helwan University emphasizes the importance of EE in vocational education. A representative from Luxor University highlights the overall importance of EE. The representative from Minya University acknowledges the significance of EE but criticizes the lack of integration. The representative from Mansoura University mentions the lack of proactive efforts in EE.

Comment: There seems to be a general recognition of the importance of Entrepreneurship Education, but a disconnect between this recognition and the level of active implementation or focus across the universities.

The investigation aims to understand how faculty is implementing Entrepreneurship Education (EE) in their academic curriculum.

Based on the direction of the Supreme Council of Universities (SCU), is there any effort from your faculty towards an entrepreneurship education curriculum that is either to be applied or developed? If there is an effort, can you please describe it?

Helwan and Beni-Suef Universities are waiting for approval to include EE in their Hospitality program. Helwan University recently organized an event for the Entrepreneurship Club. Luxor and Miniya universities have already made EE mandatory but lack specialization. Mansoura University has not made efforts towards implementing EE.

Comment: While there's an interest in Entrepreneurship Education, there are challenges in approval processes, a need for more practical and

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specialized EE courses, and inconsistency in how universities are approaching its integration.

Ideas & Opportunities competencies area questions:

The question aims to understand how academic staff teach students to recognize and take advantage of opportunities.

How does your institution engage students in the industry's problems, emerging technologies, and news so they can explore solutions, or opportunities? Do you as a decision maker see this as an important aspect students should be aware of? (Spotting Opportunities)

> Most respondents agree that the graduation project covers this skill well. The project requires students to create a hospitality establishment, such as a food truck or a luxury hotel. Respondents believe that the graduation project helps students thoroughly examine the market and identify specific opportunities or challenges. Additionally, students are encouraged to develop an institution that effectively addresses the identified opportunity or challenge.
>
> **Comment:** *The universities demonstrate a commitment to fostering students' ability to identify and capitalize on opportunities in the hospitality sector, primarily through a strong practical focus on graduation projects.*

This question aims to understand how faculty teaches students the skill of Creativity.

How does your institution develop students' creative thinking and experimentation? (Creativity)

> Most respondents agree that various activities in hospitality schools effectively address this competency. These activities include graduation

projects, educational field visits, group coursework, and specific projects for certain courses.

Comment: There's a strong emphasis on providing students with varied opportunities to develop creative skills through both independent projects and collaborative experiences, recognizing its importance in the hospitality industry.

This question aims to understand how faculty teach the (Vision) competency to students.

How does the institution provide the students with the current industry's image so they can build a vision for themselves and the industry in the future? (Vision)

Many universities use internships in culinary arts, food service, and front office to teach this competency. However, Helwan University uses seminars and projects instead. On the other hand, Miniya University does not focus on this area currently.

Comment: There's a general emphasis on the importance of providing practical experiences to help students develop a sense of vision within the hospitality industry. However, the methods vary, and there's room for more structured approaches across universities.

The question aims to understand how faculty effectively teach students to value ideas.

How Does the institution assist the students that come out with a new idea or solution to assess their output's value? (Valuing Ideas)

Beni-Suef and Mansoura universities use open discussions and student project choice to cultivate this competency. Luxor university invites industry leaders to evaluate projects, providing insights and real-world relevance. However, Helwan and Miniya universities lack a specific

system to promote this competency. They should review their tactics. Each university has its own approach to nurturing competency, with some variations in methods.

Comment: There's a mix of approaches, but some clear themes emerge: the power of open dialogue, the importance of student-led ideas, and the need to connect ideas to practical outcomes. There's also room for improvement across universities for more systematic ways to foster the valuing of ideas.

This question aims to understand how academic faculty members teach ethical and sustainable thinking to students.

How does the institution enable students to assess the consequences and impact of their ideas, opportunities, and actions? (Ethical & Sustainable thinking)

Many universities have included sustainable hospitality courses in their curriculum to promote this important skill. Interestingly, Luxor University has not yet had the opportunity to focus on this aspect of education.

Comment: There's a clear pattern of using focused courses to teach ethical and sustainable thinking, but the level of adoption and emphasis on this area might vary across institutions.

Resources competencies area questions:

This question aims to understand how academic staff teach self-awareness and self-efficacy to students.

How does your institution provide the students with the opportunity to build their short & long-term goals, identify and assess their weaknesses and strengths, and believe in their ability to influence the events around them? (Self-awareness & Self-efficacy)

Many universities believe this is best achieved through evaluating assigned projects. Universities also use business evaluation techniques that students can learn from. Luxor University currently has no plans to develop this competency. However, Helwan University has a plan to hold career guidance sessions to inform students about their skills.

Comment: *There's a focus on reflective practices through project evaluations, with the potential to expand these efforts through targeted guidance and support mechanisms.*

This question aims to understand how the faculty teaches Motivation & Perseverance to students.

How does your institution enable students to be resilient, determined and prepared to achieve their goals? (Motivation & Perseverance)

Helwan University highlighted the positive impact of collaboration between faculty and the Entrepreneurship club on students' motivation levels. Luxor University uses graduation projects to develop this skill. Miniya, Beni-Suef, and Mansoura University also use graduation projects, along with internships, to enhance this skill.

Comment: *There's a clear emphasis on challenging students through projects with long-term goals, alongside the recognition that practical experiences and a supportive environment can further enhance motivation and perseverance.*

The question focuses on how faculty members at Beni-suef University teach "Mobilizing resources" to students.

How does your institution enable students to manage all the resources needed for their goals, make the most of limited resources, and obtain and enhance the competencies needed to get the goal achieved? (Mobilizing resources)

These faculty members face limitations due to limited resources. In contrast, Helwan University emphasizes support through an entrepreneurship club and integrating relevant courses. Luxor University teaches entrepreneurship broadly, focusing on resource utilization and overcoming challenges. Miniya University uses a multifaceted approach including internships, projects, field studies, and brainstorming. Mansoura University uses internships and field trips to teach this competency.

Comment: *These universities collectively illustrate that fostering the competency of "mobilizing resources" requires a combination of theoretical knowledge, practical experiences, and a mindset focused on overcoming challenges and utilizing what's available.*

This question seeks to gain comprehension regarding the methods employed by the faculty in delivering the competence of financial and economic literacy to the students.

How does your institution provide the students with the literacy needed to be able to estimate the cost of turning an idea into real world project, plan and execute financial decisions, and manage finances to sustain their project? (financial & economic literacy)

It is worth noting that all the universities have reached a consensus that this competence is being cultivated and nurtured through the means of financial and economical courses.

Comment: All the universities agree that the primary method to develop financial and economic literacy in their students is through dedicated courses focused on finance and economics.

This question seeks to comprehend the manner in which the academic staff imparts the essential skill set known as "Mobilizing others" to their diligent students.

How does your institution enable students to inspire and enthuse various stakeholders, get the needed support, and demonstrate effective communication, persuasion, negotiation, and leadership? (Mobilizing others)

It is widely acknowledged among academic institutions that this particular competency is effectively instilled through the implementation of several pivotal activities. These activities encompass internships, graduation projects, group projects, and field studies, all of which are deemed instrumental in cultivating the desired aptitude.

Comment: All universities agree that the best way to teach the skill of "mobilizing others" is through hands-on, experiential activities like internships, graduation projects, group projects, and field studies.

Into Action competencies area questions:

This query strives to comprehend the approaches employed by academic staff in educating learners on how to take initiative.

How does the institution enable students to initiate processes, accept challenges, and act independently to achieve goals? (Taking the initiative)

Helwan and Miniya Universities believe that faculty members do not promote this competency. However, these universities have an entrepreneurship club to help students develop this skill. Mansoura

University teaches this skill through practical experiences. Beni-suef and Luxor Universities did not give a satisfactory answer to this question.

Comment: There seems to be a lack of a consistent, faculty-led approach to developing initiative. Some universities offer alternative support structures, while others may not have a defined strategy in place.

This question seeks to understand how academic staff teaches "Planning & management" to students.

How does your institution allow students to define priorities, set goals to work upon, and adapt to unforeseen changes? (Planning & management)

Helwan, Miniya, and Mansoura Universities use various methods like field study, internships, and projects. In contrast, Luxor University breaks down the skill set into actionable components for each course. These components include resource utilization, goal setting, and teamwork.

Comment: The collective responses demonstrate that universities generally consider planning and management to be essential skills that warrant development in their students.

This query seeks to understand how academic staff teach students the skills to handle uncertainty, ambiguity, and risk.

How does your institution support students to make decisions with uncertain outcomes or few information available, come up with processes for testing innovative ideas and prototypes, and manage fast-moving situations promptly? (Coping with uncertainty, ambiguity & risk)

Luxor and Miniya universities use a multifaceted approach in their commitment to this competency. They have designed a comprehensive curriculum and incorporate interactive activities to reinforce students' understanding. Helwan and Miniya universities focus on graduation

projects to enhance students' ability to handle uncertainty, vagueness, and risk in the real world. This ensures their preparedness for future professional challenges.

Comment: all of the universities mentioned are committed to teaching their students how to cope with uncertainty, ambiguity, and risk. They do this through a variety of methods, including classroom instruction, practical exercises, and real-world experiences.

This question seeks to understand the methods used by faculty to teach students the skill of working with others.

How does your institution enable students to work together and cooperate on developing ideas and turn them into projects, network with industry gurus, and solve conflicts positively when necessary? (Working with others)

It is significant to underline that this talent is taught consistently throughout the four-year study program through various activities. These activities encompass fulfilling a graduation project, partaking in field studies, executing research, and delivering presentations. By examining these activities, we can understand how faculty teach students to work collaboratively with others.

Comment: These universities demonstrate a strong commitment to fostering teamwork skills, recognizing their essential role in students' future careers and overall success.

This inquiry aims to understand how faculty members teach the competency of Learning through Experience to students.

How does your institution enable students to use any initiative as a learning opportunity, learn with others, and reflect on and learn from both success and failure? (Learning through Experience)

All universities agree that this skill is developed in hospitality education through two methods: internships and graduation projects. Internships provide practical exposure, while graduation projects address administrative aspects of the discipline.

Comment: *There's a clear emphasis on a combination of practical experience (internships) and focused theoretical application (administrative-centered graduation projects) to develop the competency of "learning through experience."*

Interviews with five governmental universities indicate limited systematic implementation of entrepreneurship education (EE). The primary EE element is the final-year graduation project, where students create a hospitality business feasibility study. While summer internships and field studies offer some practical exposure, dedicated EE courses appear absent. Universities partially address competencies in the EntreComp framework, particularly focusing on the 'Into Action' domain through the project requirement.

Conclusion:

Egyptian hospitality schools display a notable lack when it comes to effectively implementing a well-structured and comprehensive strategy for the integration of entrepreneurship education (EE) into their academic curricula. This lack of proficiency is particularly conspicuous in their limited utilization of the EntreComp framework, which serves as a fundamental guideline for fostering entrepreneurial competencies. The predominant methodology adopted by these academic establishments involves integrating various components of the 'Into Action' skills. This incorporation is primarily carried out through the utilization of final-year projects as a pedagogical approach aimed at cultivating and enhancing the entrepreneurial aptitude and mindset of the student body.

Recommendations:

- Expand Hospitality Curricula: Systematically incorporate EE into the curricula of Egyptian hospitality schools, emphasizing the broader skills of innovative thinking and self-empowerment that it provides. This requires active involvement from business professionals to shift traditional instructor roles.
- Adapt for Local Context: Tailor the EntreComp framework to the specific needs and realities of the Egyptian hospitality sector.

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