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**Female breadwinners need
different types of
Entrepreneurship training for
better job opportunities
(case study)**

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Female breadwinners need different types of Entrepreneurship training for better job opportunities (case study)

Eman Mahmoud Afify

Abstract

According to the Global Entrepreneurship Monitor (GEM), the main motive for starting a business in Egypt is out of necessity; where the country faced many challenges, and this period was characterized by economic slowdown reflected in higher levels of unemployment. Thus, many people, mostly Female breadwinners, were pushed into entrepreneurship to support themselves and their families without having the necessary skills, knowledge and experience required for such act. Some of those new entrepreneurs are Female breadwinners who lack the basic economic and social necessities. This makes it even more difficult for them to start their own business. In the last four years, two innovative entrepreneurship training programs were conducted at the faculty of specific education Home Economics Department, the University of Ain Shams (UAS), Cairo, Egypt. The first one was tailored for female university students. Whereas the second was devoted to women with different backgrounds and education levels but all with financial needs. Some of the participants in both programs were Female breadwinners and it was noted, through the training, that they needed more than what these programs offered them.

Here, a study was conducted to better understand the special needs of Female breadwinner entrepreneurs through a tailored program and, case studies to come up with recommendations to improve future entrepreneurship trainings designed specifically for them. Through this training program, the target groups learned business entrepreneurship. Initiation and practical management skills. Furthermore, after training consultation was offered to all participants to help them start and run their own business successfully.

Keywords: Entrepreneurship, Entrepreneurship training, breadwinners

Introduction

Why does an individual take the personal, social, and financial risks that are associated with starting up a new venture? Individuals decide to engage in entrepreneurial activity because of different (combinations of) motivations. Generally, a distinction

is made between positive factors that 'pull' (opportunity entrepreneur) and negative situational factors that 'push' people into entrepreneurship (necessity entrepreneur) (**Shapiro and Sokol, 1982; Gilad and Levine, 1986**). Examples of 'pull' motivations are the need for achievement, the desire to be independent and social development possibilities. 'Push' motivations may arise from the exit from or risk of unemployment, family pressure and/or dissatisfaction with the present situation in general.

Female breadwinner's entrepreneurs is an expression, used in this paper, to describe a group of necessity entrepreneurial women who lack the basic economic, social and knowledge necessities to start their own businesses.

Necessity VS Opportunity

The notion of opportunity and necessity entrepreneurs was introduced in the context of the Global Entrepreneurship Monitor (**Reynolds et al., 2001**) and adapted by other entrepreneurship-related surveys. Despite different concept measures, the distinction between those two types of entrepreneurs captures mainly dissimilar motivational factors of the individual decision and the willingness to start-up a business. Whereas opportunity-driven entrepreneurship is often associated with pull factors, start-ups out of necessity are to a great extent related to push factors.³ Previous entrepreneurship research suggest that pull and push motivations may come in a variety of forms.⁴ Pull motivations include basically the perception and the exploitation of an innovative business idea or market opportunity, the need for independence, financial success, and self-realization. On the other hand, escape from necessity (personal or for relatives) resulting from unemployment, low prospects for paid-employment due to, for instance, a lack of educational or language skills, or even job dissatisfaction with previous employment is classified as a traditional push factor (**Verheul et al., 2010**).

Why the distinction between opportunity-driven and necessity-driven entrepreneurship might be of a particular interest for entrepreneurial survival? Recent studies provide several reasons for answering this question (Verheul et al., 2010). The most important one is that opportunity and necessity entrepreneurs may differ with respect to their individual-specific characteristics, their employment history prior to entry into self-employment and the characteristics of their businesses. Dissimilarity based on observable and/or unobservable characteristics might lead to different economic development of the start-up projects and might influence the length of self-employment duration for opportunity and for necessity entrepreneurs. For instance, because of their pull motivations opportunity entrepreneurs might exhibit higher entrepreneurial skills resulting from better preparation of their self-employment activity, which might improve their business success. On the other side, necessity entrepreneurs might lack the sufficient human capital to have higher chances in business performance and entrepreneurial survival. (Furdas M., et al., 2011)

Egypt and Entrepreneurship

Opportunities for entrepreneurship in Egypt

Entrepreneurship is a crucial asset which a developing country such as Egypt can benefit from. A demographic analysis of the Egyptian population shows that 29% of Egyptians are between the ages of 15 and 29 years in the year 2013. A deep analysis for this segment was conducted by the Population Council based on the statistics of SYPE 20094. The findings show that entrepreneurship is seen as an attractive employment option by many youths. The majority (53.7%) reported that they prefer to have their own business rather than working for pay (59.7% of young males and 47.2% of young females. This was interpreted by the independence entailed in having and running own business, higher income than a regular job, and the lack of other job opportunities. Nearly, third of youth entrepreneurs started their own business due to the lack of wage work,

indicating that high unemployment and difficult labor market conditions do push some youth into entrepreneurship (**Egypt Human Development Report 2010, and Sieverging, 2011**).

Motives for Becoming an entrepreneur.

The main motive for starting a business for Egyptian early-stage entrepreneurs was out of necessity, whereas 34% reported that their involvement is based on necessity motives, while 23% said that the main reason for them was to pursue a market opportunity. This is expected for a developing country. Normally, a large proportion of people in developing countries become entrepreneurs because they have no other choice due to a lack of employment alternatives and social safety nets, few resources, and the need to improve life conditions and alleviate poverty. (**Hattab, 2010 and 2012**). Additionally, due to 25th of January revolution (the next subsection discusses in more details its impact on the entrepreneurial activity in the country), the country faced many challenges, and that period was characterised by economic slowdown reflected in higher levels of unemployment, with a national sentiment to support small local businesses, pushed many individuals, mostly women, to start their own businesses to support themselves and families. Among those women, what we called here, deprived women. (**Adly A., 2014**).

Some of the challenges facing young entrepreneurs:

Lack of appropriate training

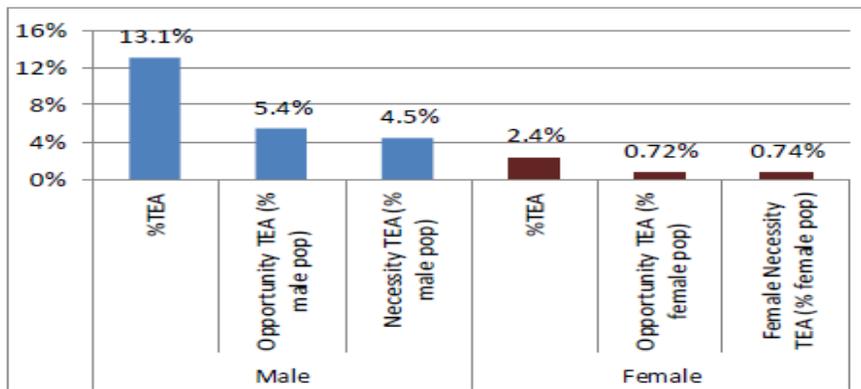
A proper enabling environment for entrepreneurship must include education and training, research, and development. Egyptian youth are not exposed to any sort of formal entrepreneurship education by the government. Entrepreneurs cannot benefit from the research done by public research institutes because they focus on and develop theoretical state of the art technologies and sciences and neglect practical sciences and practical advances in technology.

Entrepreneurship and gender perspective

Across regions, a gender gap between men and women TEA rates exists (**Figure1**); whereas men are more entrepreneurially active than women in all economies. This gap exists for several reasons; for example, the cultural perception of women working and owning business and the fewer opportunities available for women to develop the experience needed to engage in entrepreneurship. Relative to other regions, Egypt has the highest gender gap, even when compared to other Middle East and North Africa countries (Egypt Network for Integrated Development, 2014 and **Hattab, 2012**).

Even though female entrepreneurs have started to increase since 2008, as mentioned earlier, Female youth in Lower Egypt were also particularly concerned about being disadvantaged in starting a business because of their gender. Furthermore, while micro-credit schemes were perceived as being largely for women, many female youths in Upper Egypt saw the risk of taking out a loan and starting a business as inappropriate for girls.

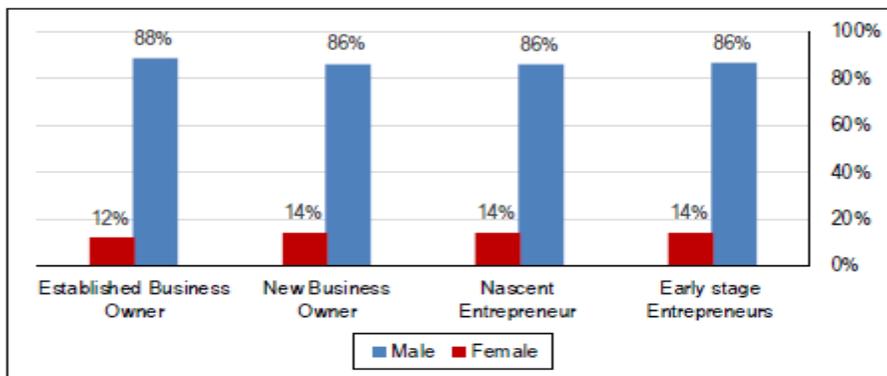
It's important also to note that the level of education attained as well as gender affect the TEA. Educated males are most likely to start businesses whereas the least educated females are more likely to start businesses. That disparity between the two genders is, in fact, because of historical cultural restraints. Women with less education work and become entrepreneurs out of necessity not out of opportunity. Also, the probability of being entrepreneurially active varies with income. Households with incomes ranging from LE 6,001 to 8,000 have shown to be the most entrepreneurially active. In households with incomes that are more than LE 10,000/month, women become more entrepreneurially active than men.



Source: GEM APS Egypt, 2012.

Figure 1: Opportunity and Necessity TEA Rates - Total, Men, Women

Furthermore, the distribution of entrepreneurially active adults in Egypt shows that women are less entrepreneurially active compared to men across the different phases of the entrepreneurship process (**Figure 2**). Their share in the ownership of established businesses is the lowest indicating that women are not always capable of growing their businesses beyond the first 3.5 years of starting the business.



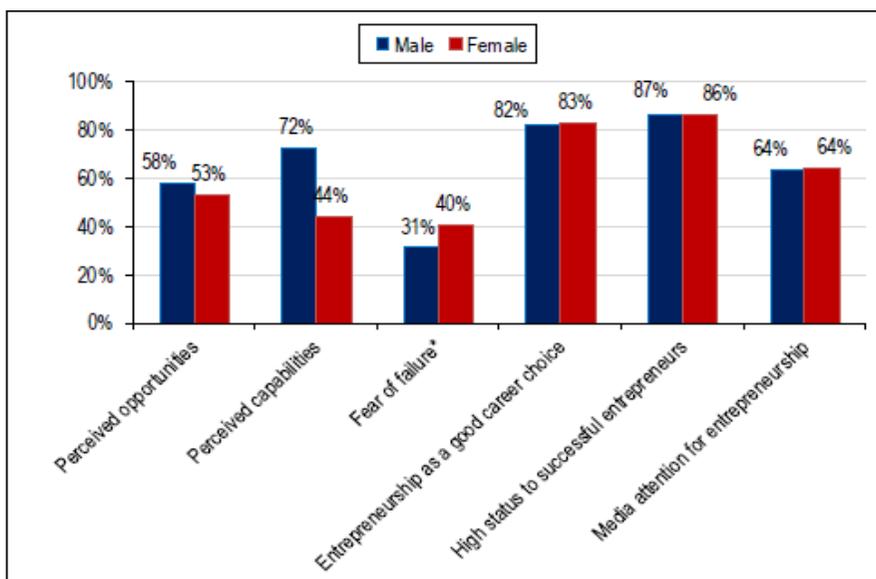
Source: GEM APS Egypt, 2012.

Figure 2: Distribution of Entrepreneurially Active Adults by Gender

Investigating the entrepreneurial attitudes and perceptions of Egyptian adults participating in the 2012 cycle shows that both

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men and women have close views of entrepreneurship (**Figure 3**), except in the level of fear of failure and perceived capabilities. Women's positive perception of entrepreneurship is undermined by their high fear of failure which would stop them from starting their own business and lack of confidence in their skills, knowledge and experience required to start a business.



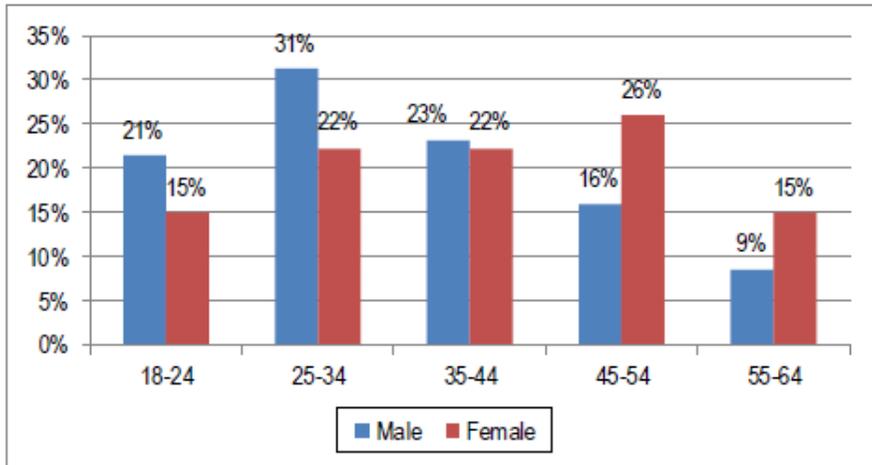
Source: GEM APS Egypt, 2012.

Figure 3: Entrepreneurial Attitudes and Perceptions of Early-Stage Entrepreneurs, by Gender

Fear and failure and lack of the required skills and knowledge in starting the business, along with the status of the country over the 15 months of revolution (between 25th of January 2011 and the data collection process), could justify the low levels of entrepreneurship among Egyptian women; however, this remains one of challenges in New Egypt; women must be a more active player in the entrepreneurial process.

Also, some gender differences can be noticed among the different age groups (**figure 4**). Women who are 45-54 years old are the most active in attempting to start a business or who are already owner/manager of a new business that is less than 42 months, compared to other age categories, while women who are

aged 18-24 and 55-64 are the least entrepreneurially active. Regarding men early-stage entrepreneurs, those who are 25-34 years old are the most entrepreneurially active, whereas men in age category 55-64 are the least inclined to be involved in any entrepreneurial act.



Source: GEM APS Egypt, 2012.

Figure 4: Male-Female Share of Early-Stage Entrepreneurs by Age Group

Case studies:

The use of case studies:

The case study is an account of a problem or situation in a real or imagined organization. It may include additional information necessary to place the scenario in context and an analysis of possible solutions or actions arising from the situation. Case studies present realistic situations, allowing the balance of theory with practice.

Case study research is, probably, the most popular research method used by industrial marketing researchers and other fields (Geoff Easton, 2010).

The construction of case studies was first developed as a tool for the study of law in the nineteenth century. By the mid-twentieth century, case studies were increasingly used in other

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areas of professional education, including medicine, accounting, business and management studies, engineering, nursing, and agriculture. Educators in these fields recognised that it was not enough to teach the generic principles and practices of a profession. It was equally if not more important to equip the student to cope with a variety of scenarios, so that he or she would be able to adapt easily to the wide range of work situations found within his or her chosen profession.

Two Case Studies from Previous Programs:

Case study 1: Um-Mariam

Training program: “Better Career for Better Life (BCBL)”, (Abdel-Hamed, 2014)

The "BCBL" project aimed at enabling financially needed females to start their own businesses by providing them with the necessary knowledge and skills in the field of clothing and textile as well as in entrepreneurship.

Two important takeaways from the project’s implementation are 1) the importance of incorporating gender elements into programmatic activities from the outset (design phase) of the project; and 2) that gender mainstreaming in value chains is an important mechanism to ensure the sustainability of women’s integration into commercial activities.

Um-Mariam, “single Mom”

Her background was getting cloth and selling them around the neighbours from door to door and she had a mentally retarded and disabled child, Mariam, when her kid’s situation get worse, she had to take care of her she couldn’t even leave home. She needed help in finding a source of income while staying home and without depending on anyone. BCBL was a perfect solution for her situation. After attending BCBL program and getting extra assistance in a mean of home visiting and advising.

Um-Mariam started her own home-based business and currently, she is having a steady income and can support herself and her disabled child.

Case study 2: Amira

Training program:

All in one is a course that was designed to present “a non-traditional” educational intervention in the form of one course in action. The course focused on female students.

The aim of this course was to develop an application of all concepts and skills students learned in clothing and textile courses and develop the idea into a resource which can be used as entrepreneurship opportunities.

Amira, “University graduate”

Amira was graduated with BSc in Clothing and Textile from Home Economics Department, at the University of Ain Shams, Cairo, Egypt. She received the "All in One" entrepreneurship training when she was in her last year in university. The "ALL in One" Project was an entrepreneurship training program that provided training to female university students with a background in fashion and textile.

Amira's journey into entrepreneurship began with her passion for designing her own line of fashion for working women where, she had a strong background in clothing design because of her undergraduate study. And she gained the necessary entrepreneurial knowledge, to manage her own business, from the “All in one” course.

The main motivation for Amira to start her own business was to be in control of her own career. She was a very ambitious individual with her goals that she hoped to achieve and only by being her own boss she could find this rewarding experience.

Amira is a young fashion entrepreneur, who has established herself through education, networking, hard work, and passion.

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Amira is an excellent role model for young fashion designers who want to start their own fashion business.

Target groups

Female breadwinner with limited education with family responsibilities and low income.

Problem statement

The lack of a high-quality entrepreneurship training programs, which is specifically tailored for Female breadwinner, to equip them with the necessary skills to start their own businesses.

Purpose and Objectives of the Study

The purpose of the current study is to examine the success of designing and applying a training program for promoting entrepreneurship among financially needed Female breadwinner in Egypt.

Where the main objectives were:

1. Encouraging the target groups to believe in themselves.
2. Providing the target groups with concrete help on how to make a business plan.
3. Making Female breadwinner's entrepreneurship more visible within society.

Research Question

The following research question were answered by the study.

What is the entrepreneurship program required for participating Female breadwinner for planning a successful enterprise?

Methodology

This program is designed to introduce Female breadwinners to the foundational concepts of entrepreneurship, including the definition of entrepreneurship, the profile of the entrepreneur, the difference between entrepreneurship and entrepreneurial management, and the role of venture creation in society. You'll explore where technology entrepreneurship and impact entrepreneurship align and where they diverge, and you'll learn proven techniques for identifying the opportunity, assessing the opportunity, hypothesis testing and creating a prototype.

By the end of this program, you'll know how to test, validate, and prototype your idea, and whether you fit the profile of an entrepreneur.

Suggested entrepreneurship program

Module (1):Introduction to Entrepreneurship:

This module was designed to introduce you to the broad definition of the diverse topic of entrepreneurship and to give Female breadwinners an overview of the field. they'll learn the types of entrepreneurs, the most common categories of entrepreneurial ventures, and their key differentiating factors. Using real world examples, you'll see entrepreneurship in action in a wide variety of environments, from small businesses to social enterprises to large corporations. At the end of this module, they'll be able to define what entrepreneurship means to them, whether they fit the profile of the entrepreneur, and how to classify their venture to others. they'll also be able to cite current examples of successful entrepreneurial enterprises to support their own venture.

Module (2): Opportunity analysis.

In this module, they'll learn how to discover, develop, and assess opportunities, so they can choose one that has the best potential for success. Starting an enterprise is uncertain by nature, but they can increase certainty and decrease some risk by evaluating potential opportunities using thoughtful processes proven to help them decide which opportunities are better positioned for growth. they'll learn how to determine a market need, develop a solution, evaluate your solution using a variety of methods, and pressure test your idea. they'll also learn several methods of evaluating opportunity, including using customers, the VIDE model, and the tournament method. they'll see these processes applied to real world examples of both opportunities which were ultimately successful and those that failed. By the end of this module, they'll be able to apply these evaluation process to their own opportunities, and/or use them to discover new ones with greater potential for growth.

Module (3): Markets, need- Finding and planning:

This module will help them define their market, identify their user, harness the wisdom of the crowd, and come up with an informed plan for their venture. They'll learn market segmentation, how to determine user needs, how to use the competitive landscape as well as potential users to refine their idea, and how to create a simple but powerful plan for their start-up that will allow them to avoid common mistakes and pitfalls. By the end of this module, they'll be able to refine their own pitch, develop a clearer picture of their user, and develop a useful model for their own enterprise.

Module (4): Correction, Testing and Prototyping:

In this module, they'll learn how to correct their idea, test it, and create a prototype. they'll learn why there's no single formula for a successful pitch, the best techniques for

formulating good surveys, and strategies for creating prototypes for physical goods, software, and services. By the end of this module, they'll be able to identify the key components of a successful pitch, know how to use surveys effectively to test their idea, and come up with a plan for building a prototype of their own product or service.

Statistical analysis:

- 1- The t-test was used to indicate the differences between the means.
- 2- Stability coefficient, rank correlation coefficients.

Results:

Table (1) means, standard deviations, and "t" value to indicate the differences between the mean scores of the experimental group in the pre/post test.

the Experimental group	n (Sample volume)	SMA	standard deviation	T	significance level
Pre. test	22	3.52	3.71	0.24	Nonsignificant
Post. test	22	50.5	20.4	7.7	significant at 0.01 level

It is clear from the table that there are significant differences between the mean scores of the sample before and after applying the program at the level of 0.01 in favor of the post application.

Table (2) means, standard deviations, metric value, degrees of differences between the mean scores of the experimental and control groups in the post achievement.

groups	n (Sample volume)	SMA	standard deviation	T	significance level
Experimental group	20	84.9	4.67	7.7	significant at 0.01 level
Control group	22	50.5	20.4		Nonsignificant

It is clear from the table that there are significant differences between the mean scores of the experimental and

Female Breadwinners need different types of Entrepreneurship training for better job opportunities (case study)

control groups at the level of 0.01 in favor of the experimental group.

Table (3) means, standard deviations, and the value of "t" to denote the differences between the mean scores of the experimental and control groups in the sessions in the post test.

Program sessions	SMA of the two groups		standard deviation of the two groups		T	significance level
	Experiment N=20	control N=22	Experiment N=20	control N=22		
1 Introduction to Entrepreneurship	11.95	5.73	1.05	4.65	6.11	**
2 opportunity analysis.	29.45	20.36	2.46	6.70	5.94	**
3 Markets, need-Finding and planning	6.35	4.45	0.745	1.79	4.55	**
4 pitching, Testing and Prototyping	2.85	2.54	0.366	0.536	2.01	*

* Statistically significant at level of 0.01

** Statistically significant at level of 0.05

- It is clear from the table that there are significant differences between the mean scores of the experimental and control groups in (pitching, Testing and Prototyping) at the level of 0.01 in favor of the experimental group.
- As it is clear from the table, there are significant differences between the mean scores of the experimental and control students in (Introduction to Entrepreneurship, opportunity analysis, Markets, need-Finding and planning) at the level of 0.05 in favor of the experimental group. - The largest value of the differences between the mean scores of the experimental and control students in the session on (Introduction to Entrepreneurship, and opportunity analysis). was in favor of the experimental group. - The smallest value of the differences between the mean scores of the experimental and control students in the session of (pitching, Testing and Prototyping) was in favor of the experimental group.

Recommendations

Unemployment in Egypt is well-known to be the major youth problem, and particularly a problem of youth labor-market entry (Asaad, 2008). Development programs have been promoting for several years to entrepreneurship as mean of combating the high level of youth unemployment. However, many youths don't see it as a secure method of labor-market entry. Therefore, a range of measures must be undertaken to enable more entrepreneurship activities in Egypt.

One of the important measures that must be considered is integrating entrepreneurship education and the culture of entrepreneurship at a young age and continued throughout the educational process. Since the level of education positively affects both male and female participation in entrepreneurial feats, formal education by itself should be encouraged and made to encompass more Egyptians, causing a surge in entrepreneurship.

According to youth perception towards entrepreneurship, they think that starting a business should be at middle age after creating a network of people that enable marketing their products. In this regard, Organizations providing business support and financial services should seek to link youth entrepreneurs to local trade unions and business associations, to help them build their networks.

Since women, on average, face more difficulties and obstacles in starting businesses, women empowerment is of utmost importance. The gender gap in entrepreneurship can be remedied, or at least reduced if targeted services for female entrepreneurs, with a particular focus on business information and peer-to-peer mentoring systems, were conducted.

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