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**Developing Corporate Universities in Egypt in light of
Knowledge Economy Requirements
“A Comparative Study”**

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Second: the abstract in English

Many corporates turned to adopting the model of corporate universities. This enables them to secure and develop qualified human resources in addition to materializing knowledge economy requirements and raise their level of ability to achieve their prospective strategies. Moreover, this adds to the ability to meet the requirements of the job market especially after the governmental or private university education institutions belonging to Egyptian companies or sectors failed to keep up with the new changes and transformations taking place in the job market and knowledge economy requirements. Henceforth, it was a necessity to seek the development of the Egyptian corporate universities in a way that enables them to diligently participate in the transformation towards knowledge economy and realize the competitive advantage and development leadership.

☒ **Problem of the Study:** the study attempted to answer the following main question:

How can we benefit from the most important corporate universities models in the development of corporate universities in Egypt in light of Knowledge Economy requirements?

The following sub-questions generate from it:

1. What is the intellectual frame of knowledge economy? And, what is the intellectual frame of corporate universities in regard to the contemporary educational literature?
2. What is the experience of both Brazil and Indonesia in the development of corporate universities in light of Knowledge Economy and the influential cultural powers and factors?
3. What is the reality of corporate universities application in Egypt in light of Knowledge Economy?
4. What are the similarities and differences between Egypt and the two countries of comparison?
5. What is the proposed perception for the development of corporate universities in Egypt in light of Knowledge Economy in terms of benefiting from the experience of both Brazil and Indonesia in proportion to the conditions and needs of the Egyptian society?

☒ **Objectives of the Study:** the study sought the actualization of the following objectives:

1. Determine the intellectual frame of knowledge economy and corporate universities in regard to the contemporary educational literature.
2. Benefit from the experience of both Brazil and Indonesia in the field of developing corporate universities light of Knowledge Economy requirements.
3. Shed the light on the reality of corporate universities application in Egypt in light of Knowledge Economy.
4. Develop corporate universities in Egypt in light of Knowledge Economy in terms of benefiting from the experience of both Brazil and Indonesia in proportion to the conditions of the Egyptian society.

☒ **Significance of the Study:** this study acquired its significance from the following:

- The theoretical significance of the study:

1. The rarity of educational studies tackling corporate universities despite the remarkable spread of this pattern in the different sectors of work and production around the world, in a way that made them a powerful competitor to universities.
2. Reaching a competitive advantage of economic corporates through determining the role played by corporate universities in the actualization of Knowledge economy requirements.
3. The issue of corporate universities is receiving increasing attention in most of the developed societies for their important role in meeting the requirements of Knowledge economy and reaching the competitive advantage.

- The applied significance of the study:

1. Assisting economy, business, and education men to adopt a new pattern of education and training that meets their various needs, considering the development of working labor is the main pillar for any advanced economy based on knowledge and responsibility for achieving prosperity and increasing production.

2. Investment in the human capital considering it one of the most important factors in the production process in an age where information technology is the entrance to a strong economy.
3. Benefiting from the experience of Brazil and Indonesia to develop corporate universities in Egypt in light of Knowledge Economy.

☒ **Method of the Study:**

The study used the comparative method which describes the phenomenon or problem of the study in Egypt and the two countries of comparison in addition to explaining it in light of the surrounding cultural powers and factors in order to determine the similarities and differences between Brazil, Indonesia, and Egypt in the development corporate universities light of knowledge economy requirements in an attempt to benefit from them in the development of corporate universities in Egypt, in proportion to the conditions of the Egyptian society.

☒ **Steps of the Study:** the study evolved according to the following steps:

- The **first chapter** tackled the general frame of the study that included: the introduction, problem, objectives, significance, literature review, method, terms, limitation, and steps.
- For answering the first question, the theoretical framework that contains two main pillars was displayed. These two pillars are: knowledge economy and its definition, origin, significance, pillars, characteristics, benefits, requirements, indications, and its meeting to the needs of knowledge economy; and corporate universities and their definition, principles, origin, development, and the factors that assisted in their emergence and evolution in addition to their characteristics, pillars, roles, functions, and ranking, together with the strategic plan of corporate universities as for its vision, mission, values, goals, administrative and organizational structure, and study programs. The aforementioned in addition to the acceptance, cooperation, partnership with other corporates, assessment, and accreditation of corporate universities is dealt with in the **second chapter** of the study.

- In an attempt to answer the second question, the **third chapter** displayed the experience of Brazil in developing corporate universities in light of knowledge economy requirements.
- To answer the third question, the experience of Indonesia in developing corporate universities in light of knowledge economy requirements was tackled in the **fourth chapter** of the study.
- In an attempt to answer the fourth question, the **fifth chapter** displayed the reality of corporate universities in Egypt in light of Knowledge Economy.
- To answer the fifth question, a comparative analysis was held in the **sixth chapter of the study** between Egypt, Brazil, and Indonesia followed by a proposed perception of how to develop corporate universities in Egypt.

☒ **Results of the Study:** the study came out with the following obstacles:

- 1) The absence of successful administrative leadership, which hinders administrative development, in addition to the absence of efficient leaders capable of developing the skills of workers.
- 2) The weakness of research and the scientific and technological development potentials as a result of the lack of interest in the scientific and technological theoretical and applied research in addition to the weak agreement on them.
- 3) The unavailability of the appropriate and encouraging social environment necessary for the generation of advanced technologies, their efficient use as a result of the weak appreciation and social recognition given by society to the workers or users of the activities of scientific research.
- 4) The migration of brains and talents: this migration reflects a serious drainage that costs the country massive economic losses resulting in losing the huge amounts specified for the investment in the human capital.
- 5) The digital divide which means the extent of disparity in the level of development whether through the use or production in the field of communication and information technology hindering the acceleration of the economic growth, development, and creativity. Some of the reasons of this

divide, perhaps, are the absence of the technological infrastructure; the weakness of study programs; the unavailability of research programs and continuous development bases; and the lack of awareness of society members of the importance of science and technology.

- 6) The weakness of outer efficiency of the university education institutions and the weakness of the connection between scientific research and the requirements of society and development.
- 7) The recession of the educational level and financial allocations set for research and development together with the legal and legislative obstacles as well as the weakness in internet services and their quality in many areas.
- 8) The inability of university education to achieve its developmental role in the qualification of human capital for the market needs, or to establish the accumulation of knowledge capital that can transform into production technologies meeting the requirements of the market.

A proposed perception for the development of the corporate universities in Egypt in light of the knowledge economy requirements, according to the following pillars:

The first pillar: the proposed perception benchmarks.

The second pillar: the proposed perception objectives.

The third pillar: the proposed perception application mechanisms.

The fourth pillar: the proposed perception application requirements.

The fifth pillar: the proposed perception obstacles and the ways to overcome them.