

WORKSHOP



“The Enhancement of Entrepreneurship in Sudan: Opportunities from the INSO Project”

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Innovation in society: training paths and human capital enhancement in Sudan

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Working Paper

“The Role of Private Colleges and Universities in the Enhancement of Entrepreneurship”

Dr. Mohamed ISMAIL YOUSIF SULIMAN,

Undersecretary Office, Ministry of Higher Education and Scientific Research of Sudan

Outline



- Introduction
- Problem Statement
- Legislation governing private higher education institutions
- Laws
- Opportunities
- Significance of Entrepreneurship Political and Social Factors
- Types of Entrepreneurship and Institutional barriers; Main Results
- Entrepreneurship and Transition
- Barriers to Entrepreneurship
- Success Stories
- Conclusions

Introduction

- Non-governmental higher education in Sudan started as a non-profit family.
- The first was the establishment of Al-Ahfad College for Girls in 1966, followed by the Omdurman National College in 1986, which were promoted to universities in 1995.
- After that, the years 1995 to 2018 witnessed the establishment of 100 (100) private higher education institutions.
- Relative to the many variables that began in the late 20th century, including the increased demand for higher education and the inability of countries to fully fund its institutions.
- This situation has created a favorable climate in many countries, including Sudan, to enter the private sector as a provider of higher education.
- This led to an accelerated growth in the private higher education institutions in Sudan, with about 104 institutions.

Problem Statement

- Education has long been one of the priorities of the state as a service sector and its basic duties, which should be done, but recently in proportion to the budget deficit and the necessary funding for institutions, which affected their performance and therefore the reason for this narrow opportunities.
- Hence, the search for opportunities in higher education, whether internal or external, and there has been migration of large numbers of students outside the country to complete their university education.

- At the internal level, the society has emerged as groups, individuals or investors and their desire to establish or adopt higher education institutions to contribute to education.
- Therefore, this study came to reveal the elements of the success of investment in higher education.
- The study problem can be summed up by the following main question: What is the role of universities and colleges in improving and leading their outputs in Sudan and its effectiveness in bridging the gap in opportunities and meeting the needs of society

Legislation governing private higher education institutions:

- The official recognition of the institutions of higher education in Sudan started in 1991. This has been stimulated by the increase in the demand for higher education.
- This year, a conference was held to discuss the issues of higher education in the Sudan and its recommendations were to encourage the private sector to establish institutions of higher education, In terms of construction and follow-up.
- The Republic of the Sudan is one of the first countries to have passed laws, legislation and regulations governing the work of higher education, civil, foreign and private.

- In terms of construction, practice, evaluation and follow-up. These laws and laws were represented in the following:
 - To form a committee with academic members and experts interested in higher education issues as one of the existing committees of the National Council for Higher Education and Scientific Research.
 - The establishment of a public administration under the name of the General Directorate of Private Higher Education and the National and Foreign Affairs to be the executive arm of the Committee.

- Conditions and requirements for the establishment of new higher education institutions and the addition of new colleges and programs to existing institutions.
- Obligations and duties of institutions.
- Provisions to upgrade colleges to universities.

Laws:

- The Ministry was concerned with the legislative and legal aspects of the organization of higher education.
- It issued the Law on the Organization of Higher Education and Scientific Research.
- This law passed after the stages of development and modernization and the global and local changes that took place in higher education.
- It was amended in 1993 and then in 1995 and the law was updated in 2018 (Leave) where the law made the governing authority of higher education is the National Council for Higher Education and Scientific Research.

Opportunities:

- The annual capacity of private institutions reached about 39,431 and 18,140 seats for the academic year 2017/2018.
- This year represents 40% of the total planned admission to all higher education institutions in Sudan.
- While the number of private institutions 104 distributed to some states of Sudan, including 16 universities and 2 branches of a foreign university and the rest 86 colleges or academic.

- And through the geographical distribution of these institutions, 85% of them in the capital Khartoum and 15% distributed in some states and therefore there is a great overcrowding to invest in the state of Khartoum,
- the existence of human frameworks that depend on private education as well as population density,
- where Khartoum is the highest proportion of students certificate This density is one of the factors of migration of families from the states to the capital to obtain quality education, including higher education.

- There are also opportunities in the states, especially the northern states and the states of Darfur and Snar, Blue Nile and Kordofan, in addition to some social factors, including the following:

1. The owners of the social application for higher education prefer to study their children in institutions close to their residence in the states, especially the female component.
2. High cost of study in the capital which includes fees, housing and deportation.
3. The role of universities in serving the community of awareness programs and short courses.
4. Allow public university professors to contract with private institutions to cover the need for study programs, which in itself provided some stability through the lucrative return to cover the cost of living.
5. Establishing partnerships between universities and colleges in the field of faculty members and the possibilities and infrastructure for the implementation of study programs.

- Preparing the students who sit for the Sudanese High School Certificate and the planned preparation for admission:

Planned numbers	Students who passed the requirement	Student	Year
185487	299314	429727	2014
195661	316773	445945	2015
217832	329610	447531	2016

entrepreneur Definition

- The “**entrepreneur**” is the individual agent who fulfils this function
- We focus on individual entrepreneurs who
 - Perceive and create new market opportunities through innovative activity
 - Introduce their ideas in the face of uncertainty and other obstacles
 - Create viable business that contribute to the national economic growth and their own livelihood
 - Engage in this activity at the opportunity cost of pursuing other occupations

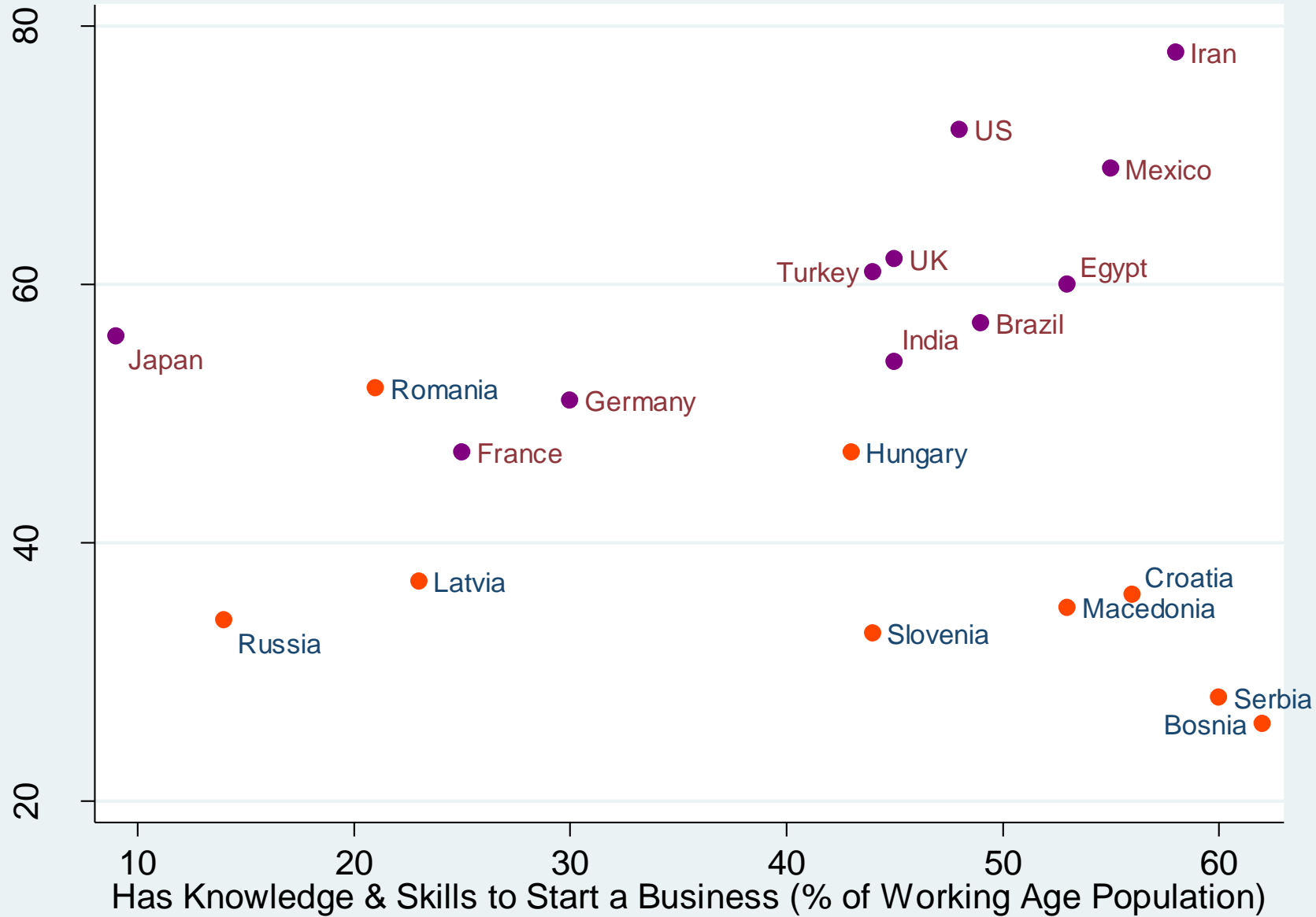
Significance of Entrepreneurship:



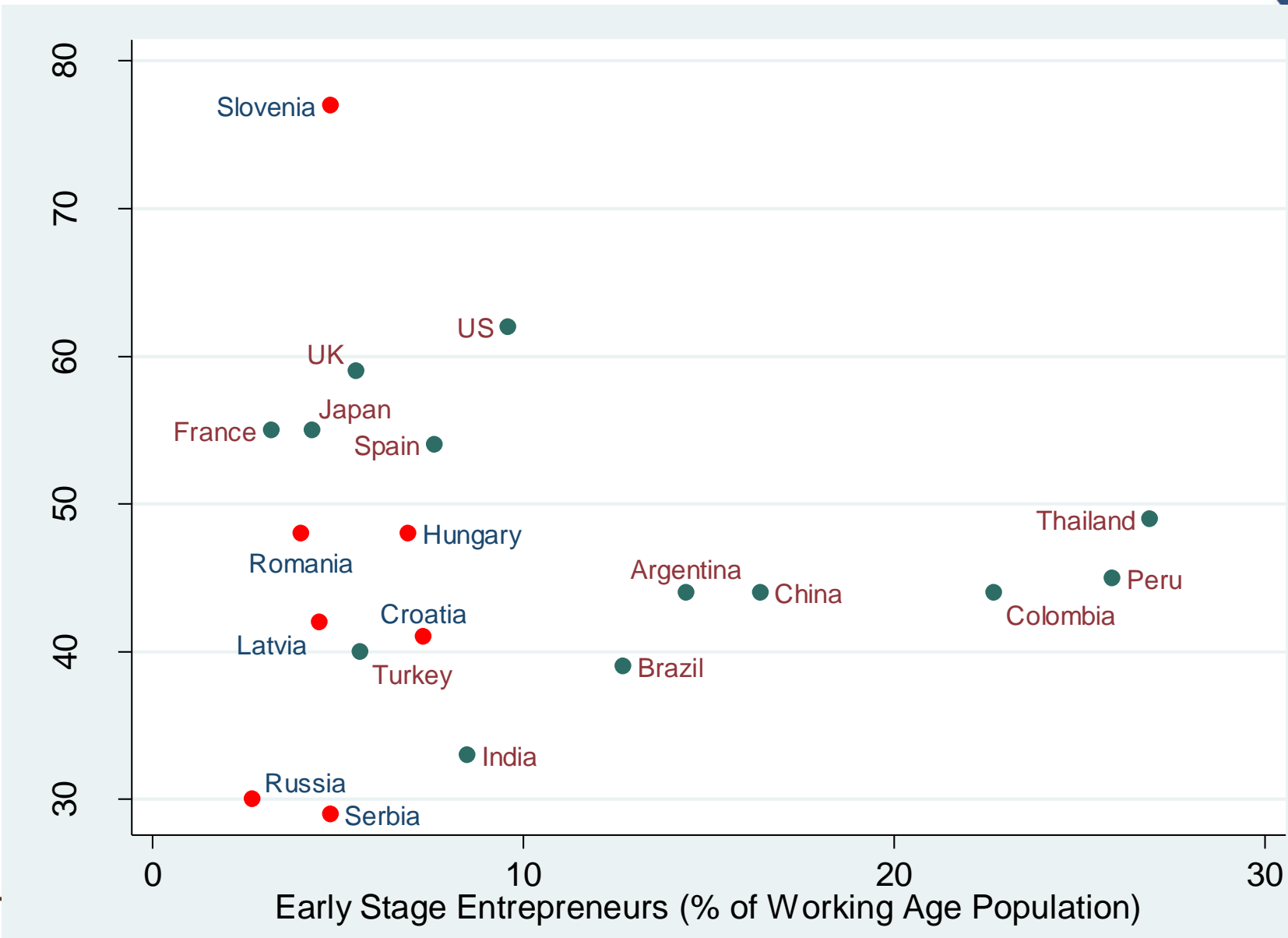
Political and Social Factors

- **Political effects:** freedom of entry and dispersion of economic power support political freedom
- Entrepreneurship also has **social effects:** it may create the **effective way out of poverty** (De Soto; East Asia versus Latin America)
- **Social, political & economic effects** may be related (outsiders-insiders; Acemoglu; Gerry & Mickiewicz; Buccellato & Mickiewicz)

attitudes to entrepreneurship differ across nations:



and some countries have more entrepreneurs than other..



Types of Entrepreneurship and Institutional barriers; Main Results



- It is not **direct business regulations** but low quality of **“higher order” formal institutions** which is the most critical barrier, especially for more sophisticated forms of entrepreneurship: (Estrin, Korosteleva, Mickiewicz, 2009)
- **Quality of property rights system** matters most for **HIGH ASPIRATION ENTREPRENEURSHIP**, and is less relevant for **LOW ASPIRATION ENTREPRENEURSHIP**
- Underdeveloped **financial system** does not necessarily hinder **LOW ASPIRATION ENTREPRENEURSHIP**; **informal finance** may substitute for it. But **HIGH ASPIRATION ENTREPRENEURSHIP** relies on more developed formal financial sector

Entrepreneurship and Transition:



The heritage from planning is poor:

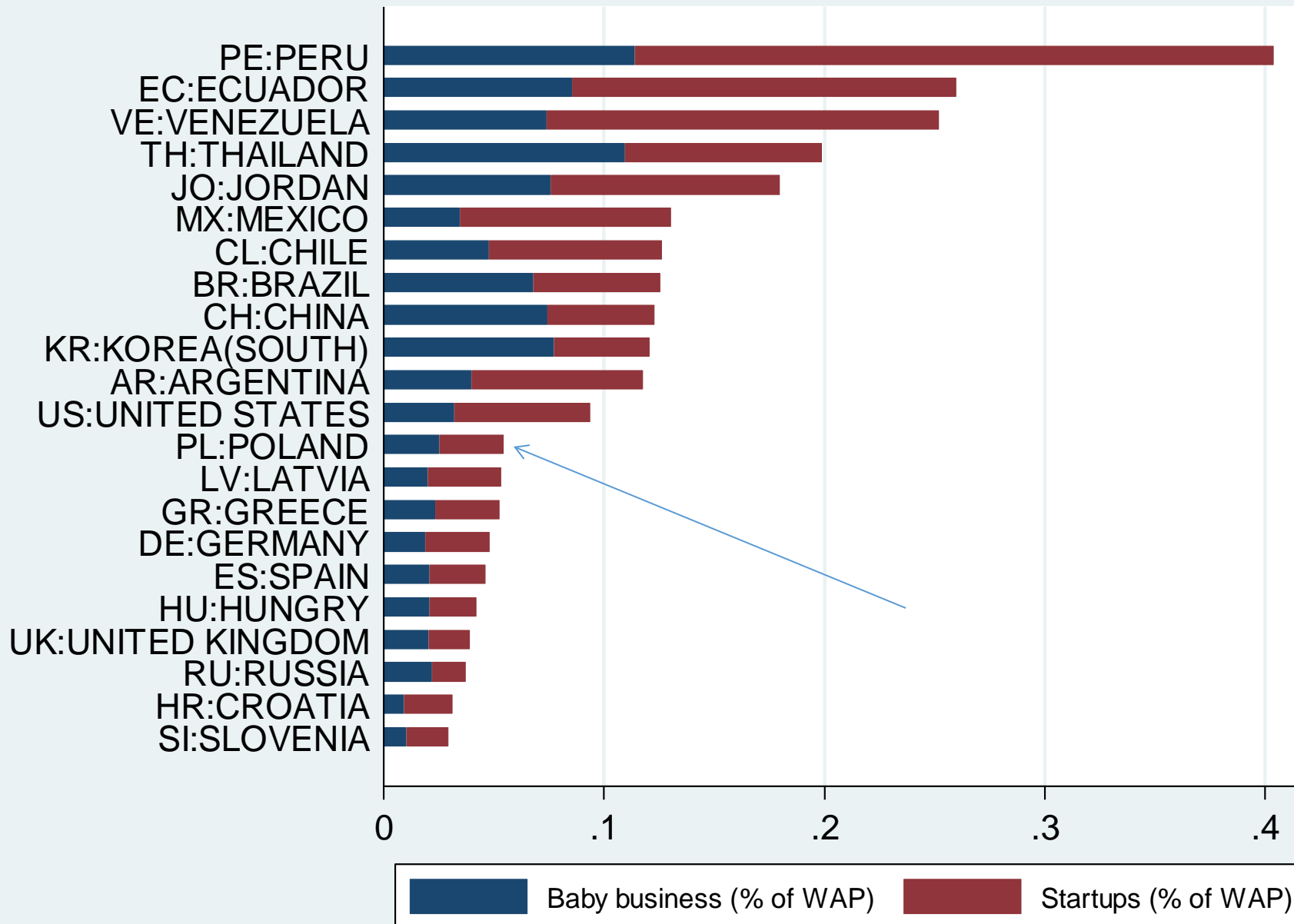
- Need to reallocate resources e.g. industry to services
- Absence of business to business relations
- Need to restructure state owned enterprises (SOEs), so new firms less able to play leading role in reallocation



Barriers to Entrepreneurship

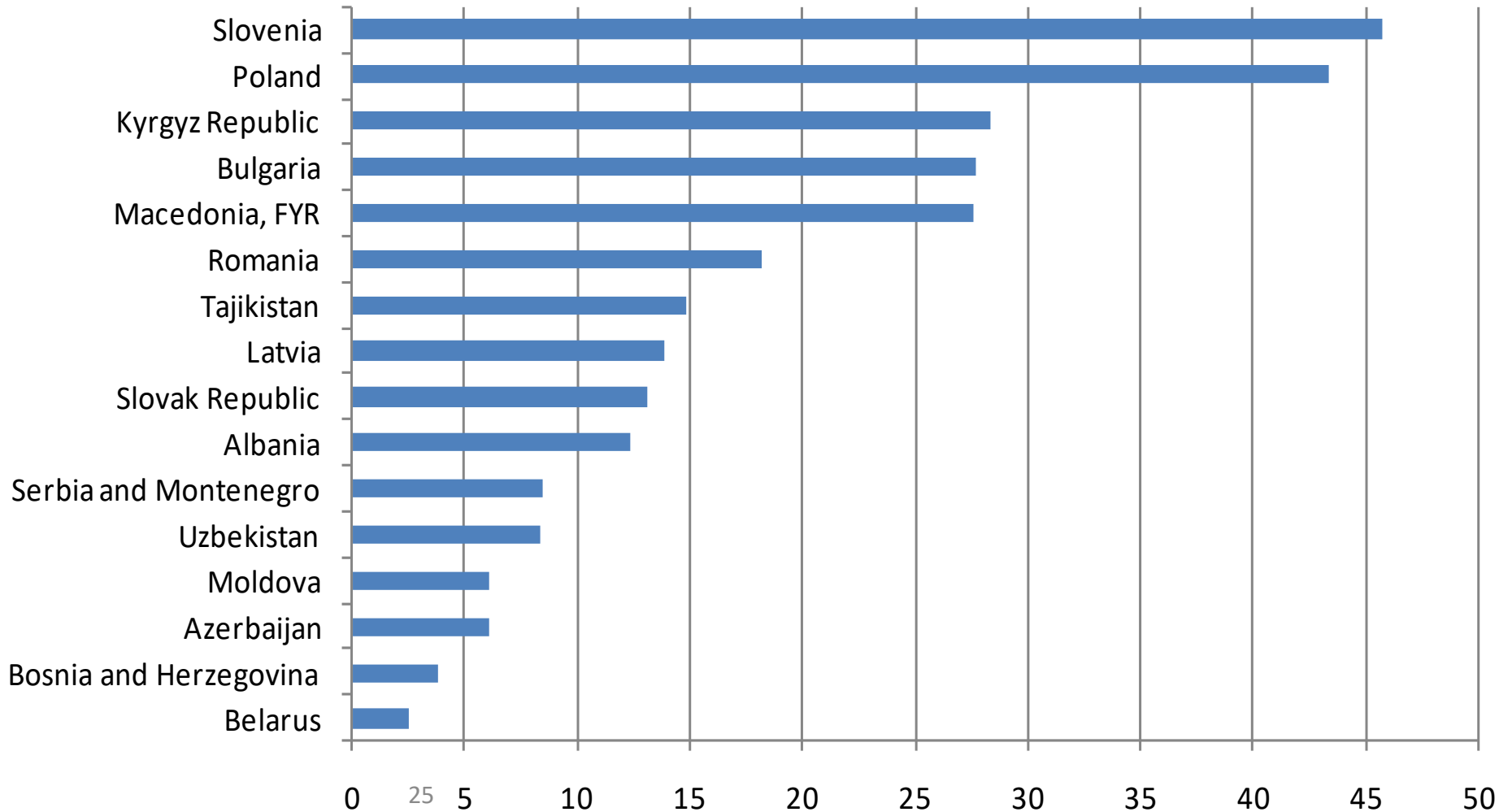
- Key Barriers
 - Financial
 - Institutional
 - Human capital and socio-cultural factors
 - Weak cultural recognition of value of entrepreneurship

While some transition economies may be more entrepreneurial than the others, the comparison with the rest of the world reveals a different story...





Number of Micro, Small, Medium Size Enterprises per 1,000 people (2000-2005 average)



Success Stories

National University:

- It was established in 2005 as a college and then turned into a university in 2013.
- The National University is located in the south-east of the capital Khartoum, 10 kilometers from the city center and 2 kilometers east of the African International University.
- The number of nine colleges in the fields of medical science, health, computer and administrative sciences and the number of students enrolled by about 4500 students.
- It is the first national university in Sudan, which was awarded the ISO-9001 certificate in 2008, and has also received the certificate of the British Accreditation Council (BAC)

University of Medical Sciences and Technology:

- It was established in 1996 as an academy and then became a university in 2007 located in the city of Riyadh, east of Khartoum, with an area of 32.000 square meters.
- The number of twelve colleges in the fields of medical sciences, health, computer, administrative sciences, engineering and information grants bachelor degree, diploma, master's degree, higher diploma and delectation, and the number of enrolled students is about 5000 students.

Al-Razi University:

- Founded in 2001 as a college and then turned into a university in 2014 located in the city of Azhari south of Khartoum, and the university area of 45,471 square meters.
- It has a number of faculties in the fields of medical sciences, health, computer and administrative sciences.
- The bachelor degree, diploma and master's degrees and the number of students enrolled in it are about 3,500 students.

Conclusions



- The links between entrepreneurship, economic performance, formal institutions and informal institutions are complex.
- The place to start is the judicial system. Yet eliminating judicial corruption is not easy; it requires changing both formal rules and informal culture.
- In many TEs, corruption is still widespread and entrepreneurship is weak.
- Yet, as they are reaching the mature post-transition stage, weak entrepreneurship will affect economic performance more.