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CORPORATE SOCIAL RESPONSIBILITY EDUCATION IN EGYPT

CASE STUDY: NEW GENERATION SCHOOL

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ABSTRACT

The Rise of Voluntary Work and Corporate Social Responsibility has been a central part of most societies throughout history. Businesses have been under increasing pressure to noticeably engage in activities known as corporate social responsibility (CSR). CSR has traditionally been associated with large companies, but recognition of the growing significance of the small and medium-sized enterprise (SME) sector has led to an emphasis on their social and environmental impacts. Therefore, it is of considerable importance to find effective paths to teach morals and to shape the attitudes. In the effort to re-think the academic roles relative to the community needs, and to enhance student learning, many academic institutions are forcing educational partnerships with community organizations and are integrating the service learning into their academic programs. This paper intends to highlight the importance of CSR education and to address the questions regarding the extent and manner in which enterprise education addresses the broad topic of CSR for school education in Egypt as applied in the case study: New Generation School in Egypt.

Keywords: *CSR Education, Service-Learning Education, United Nations Principles for Responsible Management Education, Corporate Citizenship, and Quality Assurance and Accreditation.*

1- INTRODUCTION

Recognizing the importance of corporate social responsibility education and the school's role extend beyond preparing students for careers. It should encourage and prepare students to be informed, caring, and responsible citizens who are actively involved in tackling social issues. However, the rapid economic development has led education to become commoditized. As a result, schools tend to focus on the teaching of knowledge over morals (Tseng, 2010). For Egypt, especially after Revolution January 2011, It is of considerable importance to find effective avenues to teach morals and to shape the attitudes and behavior of students. This study aims to evaluate the CSR education-related practices in Egypt as applied in the Case Study: New Generation School in Egypt. Regarding the importance of the Study from the theoretical perspective, this paper aims to provide an overview of teaching and research in the broad field of CSR that would mostly be understood as an umbrella term for a broad set of synonyms and overlapping CSR concepts as well as to clarify the impact of integrating different factors of CSR issues as CSR Education, Service-Learning Education, United Nations Principles for Responsible Management Education, Corporate Citizenship, Quality Assurance and Accreditation. From the practical perspective, this paper intends to highlight the importance of school education to recognize the importance of implementing CSR and adopt community based research, suitable CSR practices and teaching approaches for keeping an array of CSR issues into school education in Egypt. The paper addresses questions as what meanings are attached to CSR education and what are the drivers for CSR education? Is CSR education conducted with business and community partners? What CSR teaching techniques are deployed? At what levels and in what sorts of courses is CSR taught and on which themes does CSR research focus?

2- LITERATURE REVIEW

CSR: Concept and Initiative

The Rise of Voluntary Work and Corporate Social Responsibility has been suggested by Gray to be a central part of most societies throughout history. There is an increasing expectation from the public, the government, employees and organizations that CSR activities are for the 'common good' of society. CSR initiatives could be taken as demonstrating the potential for employers and their employees to demonstrate moral and social awareness contribution to society in which they are based and therefore be seen to engage in a high standard of business ethics. CSR focuses on similar issues of community participation, meaning that CSR is as form of 'corporate citizenship' which is a desire for greater responsibility by the business and corporate world. Accordingly, CSR education should produce well qualified employees and good citizens, equipping them with knowledge, a commitment to lifelong learning, and the appropriate skills to apply it, having the attitudes and the values which enable individuals to take responsibility and to contribute to society. **CSR activities mentioned by students and graduate employees can include variety of activities** as work with people with learning disabilities, work in charities and fundraising; setting up events and entertainment to fundraise; conducting sports activities with disadvantaged children and children with behavioral difficulties; and caring for the elderly (Gray, 2010).

The motivations behind CSR can be broadly grouped under three themes of why people and organizations engage in voluntary work and CSR:

1. Genuineness: as genuine commitment to give back to society and local communities
2. Self-interest: as an exercise in Public Relations (PR), to make businesses and corporations 'look good' in the public eye, keep up a good image and hence drive up profits.
3. Practical or Utilitarian: as honestly wanted to help and support other people. Students and graduate employees from ethnic minorities, or those that came from disadvantaged backgrounds, were especially involved with work in their communities (Gray, 2010).

CSR would mostly be understood as an umbrella term for a broad set of overlapping concepts that are reflecting both business and society relations and "business ethics". Whereas only 16% of institutions used the term CSR: a quarter used Sustainable Development and another 16% described their *Environmental or Ecological Management* programs as CSR. As clarified by Matten, the new imperatives for CSR raise the challenge for corporations to acquire and develop appropriate skills and competencies which is raising the question of the role played by universities and business schools, in terms of provision of graduates with "CSR skills, supply of CSR education for practitioners, specialist CSR education for industries, and research to advance knowledge in CSR" (Matten, 2004). Many CSR teachers and practitioners share the view that CSR should be fully integrated into the various teaching programs, which is known as "mainstreaming" that would enable the business students to be made aware of the social and the ethical dimensions of their future activities as a businessperson (Matten, 2004).

CSR: Education

Profit maximization remains the goal of the company, but it has to be subjected to two constraints the sustainability of the company itself over time, and the sustainability of society and the environment. Accordingly there is a paradigm shift that obviously is going to impact business education. That is why business education has to be redefined by engaging with stakeholders, and through putting students in touch with poverty, water sanitation, and all these related community service related issues (Alcaraz, 2010). Learning is the key to continuous improvement. The creation of a healthy learning environment is particularly important for successful business ethics teaching. Businesses have been under increasing pressure to engage in activities related to corporate social responsibility CSR that has traditionally been associated

with large companies, but the recognition of the growing importance of the small and medium-sized enterprise (SME) sector has led to an emphasis on their social and environmental impacts (Tseng, 2010).

Education is not simply about the acquisition of academic and social skills, it is ultimately about the kind of person that a student wants to become and this includes the moral, spiritual and religious dimensions of life. As voluntary work is a key aspect in this journey, a key issue in the future is to focus more fully on 'volunteering journeys' and investigate the ways in which education and employment can promote, support and encourage these journeys of inspiration, volunteering, personal development and citizenship (Gray, 2010). Corporate social responsibility (CSR) has become an important issue of sustainable development. Muijen considered the concept of CSR as like the triple P concept (people, planet, and profit). He addressed the question of how to use value-learning processes to integrate CSR in organizations as an interesting challenge in education (Muijen, 2004). CSR needs to be translated into practical and instrumental categories without necessarily requiring translation into scientific concepts. This translation into scientific categories, including an ethical clarification, is necessary in drawing the right ethical and strategic conclusions. However, the proposed perspective of organizational cultural change focuses on the change through dialogue as an effective and ethical means for integrating CSR as a primary process of student education.

In the effort to re-think the academic roles relative to the community needs, and to enhance student learning, many academic institutions are forcing educational partnerships with community organizations and integrating service learning into their academic programs. Recognizing the importance of social responsibility education, the school's role extends beyond preparing students for careers. It should encourage and prepare students to be informed, caring, and responsible citizens who are actively involved in tackling social issues. Leading thinkers in the professional education field maintain that education must engage in teaching values as well as cognitive skills in order to develop tomorrow's managers from today's students. According to Steiner and Watson, The education's role extends beyond preparing students for careers. It should encourage and prepare students to be informed, caring, and responsible citizens who are actively involved in tackling social issues. Accordingly, a more attention should be given to the role of community and values in education, as it is criticized generally for providing insufficient attention to the social, legal, and political external environment and the insufficient attention to ethics. These authors concluded that Citizenry and social responsibility are not topics to be studied from a distance; they require the personal involvement and reflection of the learner. The education had overemphasized the internal operations and management neglecting the necessity for coping effectively with the external environment (Steiner, 2006).

CSR: Education Service Learning and Community Service.

Education has long been expected to produce capable and ethical graduates who are prepared to assume positions of responsibility and contribute to the community. Service-learning addresses local needs, while developing the students' academic skills, respect for others, and commitment to the common good. According to Dipadova-Stocks, "Service-learning can equip students to disarm the negative impacts of socioeconomic class distinctions, understand those who are less fortunate, and exercise power with more wisdom, discretion, and hopefully, compassion." (Dipadova-Stocks, 2005).

Community Service reflects the voluntary set of social behaviors aimed at the improvement of communities and the quality of life for members of those communities. Before educators can design curricula, individual classes, and specific service-learning assignments, understanding students' attitudes toward community service is a prerequisite. Hellman raised the following questions to be considered in integrating CSR education: To what extent are students aware that needs exist in their community? Do students believe that there are specific actions they can take to relieve community needs? Do students believe that they have abilities to address community needs? Do they feel a moral obligation to help in their community? How do students perceive the

costs and benefits of helping? Answers to these questions are integral to shaping meaningful and effective service-learning experiences (Hellman, 2006).

In the effort to re-think the academic roles relative to the community needs, and to enhance student learning, many academic institutions are building the educational partnerships with community organizations and integrating the service learning into their academic programs. Service-learning (S-L) is an educational strategy that combines the academic learning objectives of a course with community service and it has emerged as a way to encourage social responsibility (Preiser-Houy, 2006). Community-based projects and activities are the basic elements of service learning courses. These projects and activities increase students' awareness of community needs by exposing them to societal issues and by performing tasks and utilizing professional skills through a community project, students recognize that they have the capacity to make a difference ((Steiner, 2006). There are numerous definitions of service learning and most of these definitions integrate at least four of the following five elements: 1- Participation, 2-Ties into course curriculum, 3- Requires reflection on the experience, 4- Includes a community project and/or organization, 5- Seeks to foster civic values and/or community, (Steiner, 2006). The service learning is a culture of engagement and responsiveness to provide students with the opportunity to enhance business-related learning through service in the community as the students can get experiences with greater awareness of the world around them and the role that they should play in helping to resolve many of the problems faced by their surrounding communities (Salimbene, 2005).

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Like guiding principle for service-learning (SL) is to promote academic learning through student service in the surrounding community as the service-learning enables students to move from theory into application, from learning *about* management in the classroom to actually learning from the application of classroom concepts to their direct experience. During a service-learning project, the student is charged with addressing actual problems and is responsible for producing real results. Under the direction of a faculty mentor, students are required to go beyond the application of classroom learning to a real experience to develop new understandings. Based on the community-based activities, the service-learning provides the opportunity for students to develop an orientation to lifelong, productive civic engagement. Such community involvement and orientation constitute an especially important part of development and learning experience. According to Salimbene "Meaningful experiences in the community can help business students understand that, as managers, they can readily apply their skills in areas beyond their immediate employ". Accordingly the service learning can be a transformational experience for students, allowing them to develop a richer and more complex understanding of themselves and the society (Salimbene, 2005) .

According to the study of Kenworthy, there are three components of service-learning experiences: (1) personal insight, (2) application of skills, and (3) understanding social issues. Kenworthy argued that there are number of barriers to service-learning integration that includes many factors as faculty resistance, unsuccessful perceived project outcomes, workload issues, insufficient institutional support, student resistance, on-site resistance from community organizations. Over the past decade, a large number of empirical articles have added to the literature on the measurable outcomes of service learning initiatives as the engagement in service-learning projects has been shown to increase students' commitment to service, personal growth, self-esteem, communication skills, as well as commitment to social justice and social change. On the international level, the service-learning is expanding at a rapid pace. With practical roots embedded in American educational initiatives linking community service to higher education today's service-learning programs are taking place in countries including Argentina, Australia, Brazil, Canada, Germany, India, Ireland, Italy, South Africa, Spain, Taiwan, and Thailand. The results of a survey of students who had participated in service learning at the University of Denver through an ethics-based MBA core course called 'Values-Based Leadership.'"In total, 48% of the students reported an 'increased recognition of the level and kinds of needs that exist' in the community, 46% reported an 'increased awareness of how

individuals and businesses are involved in professional service,' and 35% of students reported a 'realization of personal satisfaction for community service activity' (Kenworthy-U'Ren, 2007).

CSR: Education Accreditation & Quality Assurance

The rise of accreditation as a quality assurance scheme is mainly to certify that the accredited educational institutions have the structures and the processes to meet their stated objectives and to continuously have the ability to improve performance. Such quality standards can be used by the educational institutions to differentiate themselves from competitors. Essentially, accreditation model tends to reflect the ability of the educational institutions to adapt to the changing needs of the business community. Accordingly the accreditation processes require that the educational institutions should involve community service as well as the clarifications about the markets that they serve and the services they offer, which is increasingly important to maintain the competitive advantage (Zammuto, 2008).

Given the various corporate' scandals over the past decade, it is easy to understand why the Association to Advance Collegiate Schools of Business AACSB has recently revised the accreditation standards, holding a new emphasis on the teaching of social responsibility ((Steiner, 2006). Accreditation is a hallmark of quality and provides students and other business-school stakeholders with an objective, third-party assurance that the business school is conforming to sound academic management practices and a somewhat accepted curriculum. In 1991, as a response to increased social and business concerns about corporate behavior, the AACSB developed new standards for accreditation that related specifically to ethical, global, political, social, legal/regulatory, environmental, and technological issues. Although these changes were primarily curriculum driven, they were designed to shore up the academic standing of management education AACSB and other educational accreditation bodies have embraced the concept of outcomes assessment based on stated objectives (Miles, 2004). The responsibilities of leadership, business and society have been installed and almost universally adopted, especially in AACSB accredited schools (Kenworthy-U'Ren, 2007).

In Egypt, the National Authority for Quality Assurance and Accreditation for Education NAQAAE is setting the community service as one of the major accreditation standard and as a base for granting the accreditation to the educational institution. In Egypt, to be accredited from NAQAAE, the educational institution has to provide evidence for its contribution to the community service as well as to set the measurement and the indicators to be used as a base to evaluate the impact of the related corporate social activities of the educational institutions in Egypt (El Bedawy, 2008)

CSR: UN Global Compact & Principles for Responsible Management Education

The United Nations' Principles for Responsible Management Education (PRME) is a global call to embed business education in international values such as those portrayed in the Global Compact framework on Human Rights, Labour, Anti-Corruption and the Environment. This initiative was an urgent call to modify business education in light of changing ideas about corporate citizenship, corporate social responsibility, and sustainability. It aims to provide the framework required to adapt management education to the new after-crisis realities—in terms of curriculum, research, and learning methodologies (Alcaraz, 2010). Prior to 2008, PRME was a global call to change the purpose of business education in order to adapt the teaching of business educators to a growing trend of corporate citizenship, corporate social responsibility and sustainability. That is already a trend with corporations worldwide. CSR was already a global concern, prior to 2008. After 2008, PRME is the best opportunity that there is to answer an urgent call to change and adapt curriculum in business education to the new reality. The crisis has shown that management is a risky profession in social and environmental terms. So, a manager has to be aware that his future decisions are going to impact both society and the environment, and therefore, it is absolutely required for the educational institutions to update what haven't been taught to redefine the future of business education (Alcaraz, 2010).

The UN Global Compact pointed out that companies need integrative management tools that help embed environmental, social, and governance concerns into their strategic thinking and daily operations. The compact principles for responsible management education in business school CSR education. The UN Global Compact asks academic institutions to help shape the attitudes and behavior of business leaders through business education and calls on all institutions of higher learning dedicated to the education of business leaders to endorse the process and to participate actively in a global platform. The UN Global Compact pointed out that companies need integrative management tools set in the environmental, social, and governance concerns into their strategic thinking and daily operations. The compact principles for responsible management education in business school CSR education are: reflecting the purpose; the values; the method; the research; the partnership; and dialogue. The UN Global Compact asks academic institutions to help shape the attitudes and behavior of business leaders through business education (Tseng, 2010)

According to Mallon , there is an evidence from the literature survey that indicates that the faculty support is a critical driver for implementing the United Nations Principles for Responsible Management Education (PRME), particularly for schools pursuing an advanced level of sustainability integration. However, still this academic response has generally been slow. Given this slow response, the United Nations Principles for Responsible Management Education, which is serving as a catalyst for advancing sustainability in business schools, looking to integrate 'sustainability' in business education. Sustainability may be defined as the practice of addressing current needs without compromising the ability of future generations to do the same. sustainability is not only limited to environmental (e.g., climate change, depletion of natural resources) and social (e.g., labor standards, human rights) concerns. Industry attention to sustainability is increasing as practitioners looking for the success factors such as competitive advantage, customer loyalty, and employee retention. In turn, business educators are also responding with sustainability courses and research. Many consider this "embedded" level of sustainability to be a just and moral obligation of academia. PRME, like the UN Global Compact on which the principles are based, remains open to allow each school to uniquely apply sustainability based on their institutional mission and capabilities. However, according to Maloni, this openness creates a challenge for implementation; accordingly a lack of widespread faculty acceptance does not necessarily preclude a successful PRME implementation (Maloni, 2011).

3- CASE STUDY: New Generation NG School

New Generation School: Background and History

Every school and educational institution has a story to tell. The context in which teaching or learning takes place influences the process and procedures by which the school stays faithful to its mission. Our case study will attempt to highlight the efforts of New Generation school in building up from good to great, to meet standards of CSR taught to business leaders and managers and the meanings attached to it. The conducting process of CSR teaching with business and community partners was driven by new generation school efforts. Moreover, it will show the teaching techniques and themes on which CSR is deployed. According to Dr. Bakry, chairman of N.G. school the mission statement of new generation is to: "bring forth productive, well balanced members of society, confident in their cultural identity and pursuing intellectual; spiritual and physical excellence to make valuable contributions to their community and to the well being of humanity."

NG was founded by Dr. Salma El Bakry in 2003, two years prior to its official opening in August 2005. The story started with a dream of two families: The Bakrys and the Sallams who wanted to give back to their community a not-for-profit school with a balanced education and community service. Objective here was an international school with the highest academic standards that preserves the students cultural identity, mother tongue language and builds characters for the future and serves the community which was a desperate need in the Egyptian Society. With a capacity of 1200 students, an auditorium of 650 people, two computer labs, two science labs,

large gymnasium and sports hall, spacious cafeteria & nursery the school was inaugurated as a ready engine for education in 2005. When it was first reviewed in 2006, the quality assurance team found that the school is committed to continuous improvement. It recommended that the school continues to provide an open, caring environment for students, teachers and parents.

New Generation School: Corporate Social Responsibility CSR Education

In New Generation, CSR is vital to the operation of the forward thinking education pattern that the school advocates. CSR is taught to students who are tomorrow business leaders and managers out of the conviction of the added business value that CSR advocates. The school looks to CSR activities as an added social value and a vital aspect to the school competitive rank in the market. The millennial generation of the workforce nowadays and all the graduate students would not engage in any business specially if it is educational except if they found that it has deep roots towards society and environment. According to Dr. Bakry, "Milton Friedman in the 70's advocating the notion of profit maximization is not on top agenda for some business and they followed this notion. New generation is a non-profit organization working on advocating CSR practices to uphold competitiveness and substantial returns on both school and society. It is collaborating with local institutions and NGO's for community based services and prosperity. It enhances the notion within its program for mutual benefits by increasing the level of shared value in the society. CSR is taught along and executed with compassion in the school. Several projects are accomplished by the school developing its professional program geared to help those in needs in the community in a balanced and sustainable way. Community based research is conducted by students to highlight those in need and to accomplish 80 hours of community work before they graduate. As the intellectual excellence is a goal for both faculty and students within school walls, students are busy making those valuable contributions to society as a part of the syllabus of school work and a set standard for educational performance. The goals within this sense continue through character building & team structures extended outside the school border for community service projects. The school advocates in its curriculum specific hours for CSR activities for students. They must serve their school and community without expectations of rewards. This is done though five hours of community service per quarter per year to reach the eighty required hours before graduating. Within those hours, the school is responsible to review, retain and maintain a broad range of enrichment opportunities through experienced community workers to help highlight opportunities in the scope waiting for contribution.

- **Levels and Meanings Attached to CSR Education**

In fulfillment of this inclination for CSR activities within the course of education, the school incubates all learning efforts on all levels aligned with community services. It also fosters collaboration with community stakeholders to support student learning. Moreover, there are specific values and meanings attached to CSR education within the school. Those values and meanings are transmitted through formal channels of communication between school, students and stakeholders. It moreover, solicits the knowledge and skills of stakeholders to enhance the work of the school. In addition, those channels of communication would deliver the expectations of students learning of both the curriculum and CSR teaching and it provides information about performance and school effectiveness. The suggested evidence regarding those meanings delivery are assessed through: Mailing lists, program materials, correspondence, Co. sponsorship in the CSR events, surveys & database of volunteers, protocol for teachers to request volunteer help, web announcement & newsletters of events related to CSR events, competency profiles about eminent CSR figures in school, display of events in ceremonies & correspondence with inactive bodies to encourage them. In fact, the school has an organized volunteer opportunities that include multiple roles related to CSR education & services. There are also some other volunteer bodies recruited by individual teachers and generally assist in work with individual students in guiding them about CSR activities. This program is conducted at all school levels in cooperation with most stakeholders. The shared meanings and values go beyond borders of

delivering educational material to enhance shared purpose and collective responsibility for the community.

-CSR Activities Conducted with Business and Community Partners

1. Win-Win high school community service program:

NG. Students are collecting used papers for recycling purpose, preparing and bagging food for workers in the month of Ramadan. The high school community service program is a learning approach that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities. During the end of 2012 and throughout the fall semester of 2013, the high school students will be planning and carrying out new projects including collecting used clothes from the school community to sell them at affordable prices at the workers & the security men of the school. The money collected will be recycled to be given to charity organizations decided upon by the students. Also, the money would go to help other students in less privileged areas with their academic fees. Moreover, the high school student of New Generation will allow some time during the week to small group tutoring of less privileged area to help them to understand their lessons and to better manage their time.

2. Skill & character building workshops programs to enhance social values in the community:

The students in the middle and high school grades get together one a week for the opportunity of working out their skills and personality traits to enhance their power to share in serving the community. The ignition of those meetings started in July 2010 and they are still continuing onward. One of the outcomes production of those meetings was "Al Qadeya" play. New Generation students have brought this drama to life with a powerful display of energy & creativity. It shows the inner fear that haunt those having national conscious; mainly speaking that youth can loose their respect and empathy with the average lower class citizen. The students collaborated in reality to acquire the appropriate empathy for those less fortunate and discover their own seeds of power. The notion was highlighting a poor peasant trying to ask a simple question "do I open the window or close the window", students used this symbol to reflect on open mind and whether it's really the solution or is it really feasible for this poor peasant to enjoy this luxury on a social, economical or political level? According to Dr. Bakry, the play was a successful attempt that exposed students specially the middle school ones to highlight strata and pieces of reality unseen in the community.

3. Strengthening the Egyptian Identity & Environmental awareness through the International Day:

The Appreciation of the Egyptian culture is highly appreciated throughout the day. Students dress up in costumes through their different grades – booths are scattered everywhere presenting the Egyptian food under the Egyptian flags. Competitions between different groups representing different countries around the world are held throughout the day. Environmental awareness sessions are also held through the day, bringing the whole school into a lively spirit of teaching and learning values about how to keep our environment safe. The whole participants were filled onto the soccer field positioning themselves within an outline of the worlds' continents, giving quick presentations about each continent trying to melt and accept differences of each other. Moreover, in encouraging the spirit of the environment they plant their class tree in the backfield of the campus extending this behavior to the rest of the community.

4. Iftar in Ramadan for the school workers and neighborhood community families:

This Ramadan Iftar is held yearly since the opening of the school. Such a lovely day from the students and the parents to pay tributes to the workers of the school. The parents & students & owners of the school share in bringing in an Iftar menu for those workers & their families and they share in serving the food on Iftar time. The concept is to strengthen ties of understanding & compassion between different strata of the society having different social level. According to dr. Bakry, it enhances Islamic ties and charity work & sense of equality. Lots of Christians work in the school and they share in such a charity day which develops sense of love & understanding about Egyptians as one in the society sharing rights & duties.

5. Hamza Namira's Concert:

The concert was held as an effective contribution in giving back to our Egyptian Community. As a set belief since the opening of N.G. every year the school organizes a concert that is totally dedicated to the Egyptian food bank accounts. Work effort on that day is hand in hand to ensure it's a success and some public and famous figures usually come to share in such a day. The time and effort done at such a day are all dedicated to charity.

6. Occupation day:

It was first held on 29/11/2012 as a new CSR trial event. Parents were invited inside classrooms to talk about their professions and give students an idea about real life experiences in helping themselves and their communities. The point is to direct the attention of all students to the quality and social contribution of each profession. On this occupation day, they even brought the door man of the school to talk about his duties. This is to show the students how each of us contributes to the society from the peasant, to the engineer & the doctors & the academics so that student learn never to undermine any profession.

7. Professional development program as a moral obligation to maintain and improve competence:

The program is organized as a part of teaching ethics in business to students. A number of various workshops is held as a reflection of mannerism with the children and the purpose is to enhance abilities in lifelong learning to increase their skills and knowledge towards themselves and towards their community. The workshops are attended by parents, kinship & school staff. Along these workshops and activity there was the painting of st. Andrews school walls in 2009-2010.

8. Lead America Conference:

Three high school outstanding performers both academically and in community service excellence are chosen to travel to Washington D.C. they examine leadership skills required to effectively construct the future and empower themselves to emerge as influential voices at the community, state & federal level. They attended president Obama's inauguration office, and his being sworn into president. They listened to his speech and were asked to critically analyze it in a report when they return to the school. During their stay, new Generation organized for them panels of discussion around CSR projects in order to increase their experience, training and overview of different activities that they can use back home.

9. Dr. Amr Khaled lecturing on Campus:

The lecture was held on 13/4/2012, Dr.Amr came as a famous religious figure very close to the heart of lots of youth to talk about family values and compassion to the poor. He organized with the school through his charity organization "Resala", or the "MESSAGE" several projects along different academic years. These included trips to the highly needed

poor communities of Upper Egypt to distribute food & blankets in November 2012. Moreover, sharing in his famous illiteracy campaign through various Egyptian governorates implementing right to read sessions tutored at N. Generation Campus in character & skills' building.

10. Akhlakouna Program (Manners Program):

New Generation school is trying through its various projects of CSR activities to highlight along with its mission in enabling community to bring well balanced students to be future leaders guided by teachers and mentors acting on to the unleash of their activities in a creative & helpful way to the society; together with an equipped safe environment vision. In this mission through our manners & ethics "Akhlakouna" program, the help of both "Amr Khaled" & Mr. Mostafa Hosny in giving tutoring sessions to students in different academic grade levels about cultural values & ethics of our society was highly valued. They also encouraged them for toy collection event 2010- 2011 where, a huge amount of toys were collected to be given to the poor orphans through "Resala" Charity organization.

11. Orphan's Day:

New Generation School opens its campus a day yearly for orphans from different institutions to come and spend a leisure day using all the facilities of the school students share in this day by organizing games to them, tutoring about health; sanity & environmental safety. They also share in bringing food to them together with their families and distributing gifts to them at the end of the day.

12. NGO planting roof garden 2009:

New Generation school is presenting on American Diploma with an advanced AP degree certificate never handed or allowed except if student completes 80 hours of community service activities during their academic years. Within this notion, the management of the school led by Dr. Bakry organized a pointing & planning of a roof top garden 2009 to an NGO called "OREED" or "I Want" headed by Dr. Hala Abdel Haq from American University of Cairo. It also engaged through another group of students from different school grades in reorganizing the warehouse of the food bank NGO in Mokattam. These mutual projects with NGO's and with others venues of charity are usually reported as CSR activities out of the Corporate Education Accountability notion. The school being a non-profit organization CSR has to be involved in CSR Education. Students' abilities have to be developed along the purpose of CSR programs. Any extra income from CSR projects is re-injected again into school venues after completion of the mission encouraging for more CSR as a part of development plan.

13. Scholarship of El Salam district with the collaboration of food Bank and "Saquiet Elsawy":

The CSR project is covering 22 government public schools in Dar El Salam district. It started summer 2012 and it will continue through the year. As most CSR events in New Generation School are submitted to cultural, purposeful & Charitable & Educational institutions, this project enjoyed a vast range of organization to make it come to light. Food Bank was involved distributing food for the staff of students helped in the transfer of the charitable goodies from Mokattam area warehouse of Food Bank. The NG Campus during summer is put under the disposal of those 22 schools in high need. The people of "El Sawy" Group helped in providing the whole entertainment needed. Extra syllabus tutorial sessions were given to children of those government 22 schools to higher their standard of education. They

make a program of integration between academic character building, cultural & Phonics. The local center of Dar El Salam district is very grateful to such projects.

- **Teaching Techniques and Themes Deployed in CSR Course of Action**

According to Dr. Bakry, CSR is taught in New Generation through the delivery of organizational skills to students and practicing those skills by the teacher. In addition, respect and honor are advocated as constructive behaviors with positive reinforcement's verbal praise. The leadership of the school facilitates a collaborative process to build a shared vision by establishing a comprehensive consensus-building process that involves representatives of each stakeholder group working together as a learning community in defining school's beliefs, mission & goals. The staff members translate the shared visions into goals that lead to content area expectations then the goals of CSR teaching activities are operationalized in all classrooms and driven by students' performance. They are helped in this through the school data-based profile which includes measurable student achievement indicators that provide a current quantitative assessment of which parts of the vision of CSR are already realized. There is also evidence that these core teaching and learning themes are then customized to respond to diverse set of students' needs. So, in this sense staff members would familiarize themselves with appropriate data regarding student achievement, engagement and student characteristics. The review of this process is every 3-5 years, and it has been done twice since school opened its doors in 2005. Teaching techniques vary in the sense between support for innovation and creativity, course work syllabus, community-based services, and alignment of external & internal stakeholders with schools' goals for accountability measurements. The deployment of research techniques of CSR based activities within the community is done through development of relationships and trust. The collaborative planning process of setting goals, analyzing data, developing curriculum, identifying and determining interventions, strategies and development of evaluation results to the program conducted. The extra-curricular activities are moreover enhanced to meet the standards' requirements of CSR conducted programs. According to Dr. Bakry, the supervisors and leaders of the school provide meaningful and frequent feedback to staff members regarding instructional practices of CSR.

The different activities that were held by school during past years eg: "Akhlakona" program was followed by some tutorial sessions of staff members for discussions of the themes deployed within the CSR course. A committee was framing the process of NGO's collaboration with New Generation School to pour any income from CSR projects into the needed activities in school venues. The project of "Dar El Salam" district was booming program encompassing all the skills to help educate people in need; and it was well assessed regarding the reputation of the school. The provocative achievement learning experiences are used to deepen students understanding of new knowledge and applying them in meaningful real life context. The school is also moving towards meeting the needs of all subgroups even those who are low achieving academically and community wise. As it is a code of ethics and honor for the school to integrate students with different needs and capacities into the mainstream of the work.

- **Challenges for CSR Education in New Generation International School**

One of the issues facing new generation school is the notion of teaching students the skills needed to under carry that NG considered like what should be the level and type of the students engaging in the CSR skill and how he or she would grasp the teaching. This arises from the conviction that right student should carry the right task program. Another challenge meeting New Generation is the level of communication needed between students and school and other stakeholders related to community service. New Generation School allocated students to the tip of the pyramid of stakeholders communication followed by parents, faculty & staff administrative team at the bottom of the pyramid & following this organizational hierarchy NG worked on fostering communication through collaboration with community stakeholders to support students' activities, communicates the expectations for student performance and learning to the school effectiveness board and solicits the knowledge and

skills of stakeholders to enhance community based work of the school. The third challenge is to balance students' deadlines of academic work with the CSR activities required by them. In this sense, during exam & periodic times school doesn't offer any after school activity related to CSR to enhance academic completion. Finally the school since 25th January has faced troubles in organizing community work regarding the safety patterns required for students' movement after the revolution. Although a lot is needed to be performed within the community after the revolution regarding measures for equality and services to the poor, NG school being responsible for the life of its students & not to expose them to danger and with the country still going through a lot of change on the political arena, they're forced to work as a backup plan to ensure that school needs of the students are met together with stakeholders.

4- CONCLUSION & RECOMMENDATION

Our academic environment has witnessed a significant change as learning today is more oriented towards real-world integration. Today our academic environment aims to create an educational environment that reflects the dynamic changing environment. In Egypt after January 2011 Revolution, as citizens looking for a democratic society, the faculty members are ethically responsible to prepare students for their ethical and social responsibilities. CSR has been a growing and important at the levels of the school, the university and the employment. It is interesting that schools, universities and employers are placing an increasing emphasis on the value of voluntary work as a means of enhancing their positive image and good reputations in their local communities. Perhaps most important, CSR education provides students with an opportunity to develop an ethical scope and a fuller appreciation of the role and the importance of the community service as they learn through these CSR activities to contribute and to be engaged as professionals and as citizens in their organizations and their communities. There is no limit to what we as academic staff, can achieve as long as we work together in constructive and collaborative ways with our students. However, the Effective CSR education is not easy to establish. Not only do they require faculty member shifts in role and classroom environment, they also require trust and involvement from the stakeholders as students, organizations, government, and all the community partners. CSR education is about awakening the public conscience of all stakeholders.

As recommendations to upholding the efficient and effective corporate social responsibility Education in Egypt:

- Faculty members should carefully prepare the CSR education components of their courses and programs through communication with involved community members and clear identification of the intended learning outcomes.
- Students should be motivated to perform challenging and meaningful service projects. Our students should be encouraged to become interested, thoughtful, and active members of their businesses, communities, and societies.
- Top Management support as an appropriate celebration should be held to mark the contributions and achievements of all involved stakeholders.
- Partnership with stakeholders based on mutual benefits for the community service projects.
- Commitment of stakeholders as one of the difficulties of CSR education is the fact that it requires commitment and involvement from multiple stakeholders. These stakeholders include faculty members, students, and community organization representatives. CSR education to be successful, all of the involved members must collectively work toward mutual learning outcomes.
- Create awareness of the importance of CSR education.
- Develop the capabilities of students through integrating the values of CSR education into the academic activities.

- Engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.
- Establish Partnership based on mutual trust and benefits and long term commitment with managers of business corporations.
- Facilitate and support dialog and debate on critical issues related to global social responsibility and sustainability among various stakeholders as educators, business corporations, government, media, civil society organizations, United Nations, accredited agencies and all other interested groups.
- Promote the request for more studies & research in connection with CSR related programs of the school and working on the increase of the awareness of CSR importance through using different channels of communication.

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