

The Entrepreneurship House's efforts in activating innovation in students Case study: University of Laghouat (2015 – 2018)

les efforts de la maison de l'entrepreneuriat pour activer l'innovation chez les étudiants, étude de cas : université de laghouat(2015-2018)

Widad CHAIB^{1*}, Djahida DJILANI²

¹ University Center Aflou (Algeria), w.chaib@cu-aflou.edu.dz

² University Center El Bachir (Algeria), d.djilani@lagh-univ.dz

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Abstract:

The House of Entrepreneurship has been created in the University of Laghouat to contribute directly to the development and consolidation of an entrepreneurial mindset among its students. This research paper aims at investigating the endeavors of the House in activating students' innovation. The study employed interviews with the head of the Entrepreneurship House as the primary method for data collection. The findings highlight the pivotal role played by the Entrepreneurship House, despite its limited scope and recent inception within the university, in stimulating entrepreneurial thinking among students.

Keywords: Entrepreneurship House, University of Laghouat, entrepreneurial culture, entrepreneurship education, innovation.

Jel Classification Codes: M13, A10

Résumé :

La Maison de l'Entrepreneuriat a été créée à l'Université de Laghouat dans le but de contribuer directement au développement et à la consolidation d'un esprit entrepreneuriale chez ses étudiants. Cette étude vise à examiner les efforts de la Maison dans l'activation de l'innovation des étudiants. L'étude a utilisé des entretiens avec le responsable de la Maison de l'Entrepreneuriat comme méthode principale de collecte de données. Les résultats mettent en évidence le rôle essentiel joué par la Maison de l'Entrepreneuriat, malgré sa portée limitée et sa création récente au sein de l'université, dans la stimulation de l'esprit entrepreneurial chez les étudiants.

Mots-clés : Maison de l'Entrepreneuriat, Université de Laghouat, culture entrepreneuriale, éducation à l'entrepreneuriat, innovation.

* Corresponding author

Introduction:

The concept of entrepreneurship has undergone significant transformations throughout its history, both in terms of theoretical understanding and practical implementation. It has experienced periods of marginalization but was revived in the West, in 1960 in the U.S.A then in 1980 (David & Nick, 2010, pp. 10-11) in the U.K. Consequently, entrepreneurial activities have become crucial and fundamental in modern economies as well as in social life. Today, entrepreneurship represents a cornerstone for the economies of most countries, given its importance in development and economic growth. This has increased policy makers' attention to this field by encouraging the creation of an investment climate that fosters entrepreneurial activities. Algeria is one of the countries that have embraced this path, as entrepreneurship possesses characteristics that enable addressing economic crises, owing to its adaptability, or ultimately creating a business climate that helps preventing them.

On the other hand, youth constitutes an essential and significant element in all societies. Despite their social heterogeneity, they not only contribute to the formation and shaping of the present social identity but also lay the foundation for future social and cultural developments. The importance of this category has further increased amidst contemporary social, economic, and technological changes and transformations, which have embodied what is now known as the globalization of lifestyles and value systems. Similar to other Arab societies, the Algerian society is characterized by its youth; and since youth is a key element in any business-friendly environment, entrepreneurship is regarded as one of the most effective ways to harness and capitalize on the potential of the youth, maximizing thus the benefits for both the national economy and the youth themselves. This aligns with the logic of a "win-win" situation, positively impacting social well-being.

Entrepreneurship is often defined as "the ability to transform passion and ideas into business ventures," making it an effective approach to bridge the gap between knowledge and market requirements (Anil, 2008, p. 4). The university represents the primary foundation that brings together youth and knowledge, enabling their transition from theoretical academic learning to

practical application. Therefore, Algerian universities have shown significant interest in promoting entrepreneurial thinking. Entrepreneurship education has been incorporated into the curriculum, and efforts have been intensified through the establishment of what is known as the "Entrepreneurship House." The latter serves as a catalyst for innovation and contributes to shaping future prospects and harnessing the potential of students, both male and female, by sharpening their entrepreneurial skills and fostering an entrepreneurial mindset in them.

1. Research Problem:

In light of what has been said regarding the significance of the Entrepreneurship House in activating the spirit of innovation in young students and preparing them for the job market, this research paper focuses on the Wilaya of Laghouat in Algeria. The main research problem addressed by this study is:

- To what extent does the Entrepreneurship House at the University of Laghouat contribute to activating the spirit of innovation in its students?

2. Sub-questions:

The main research problem gives rise to a set of sub-questions, formulated as follows:

- What is meant by entrepreneurship?
- What are entrepreneurship education programs, and what do they consist of?
- To what extent does entrepreneurship education at the university prepare students and nurture their entrepreneurial mindset?

3. Research Hypotheses:

The following hypotheses will be tested to answer the sub-questions:

- Entrepreneurship signifies the optimal utilization of available opportunities by individuals or groups.
- Entrepreneurship education at the university prepares students and nurtures their entrepreneurial mindset.
- The Entrepreneurship House at the University of Laghouat provides ample space for students to activate their innovative spirit through systematic scientific work, focusing on refining entrepreneurial thinking.

4. Significance of the Study:

This study highlights the crucial role played by the Entrepreneurship House in activating the spirit of innovation among university students. It serves as the necessary and exclusive mechanism to transform students' ideas into successful entrepreneurial projects in real-life scenarios.

5. Study Objectives:

The main objective of the study is to determine the role of the Entrepreneurship House in fostering innovation among students through a field study at Laghouat University. In addition, the study aims to achieve a set of objectives that can be summarized as follows:

- Attempting to evaluate the efforts of the Entrepreneurship House in promoting the entrepreneurial mindset among Laghouat University students.
- Identifying the contribution of the current training programs offered by the Entrepreneurship House to integrate students into practical life and discover the world of small and medium enterprises.
- Providing a space to assess the student's ability to apply and translate their knowledge and skills by a successful business management based on scientific foundations.
- Highlighting the importance of specialized entrepreneurship training programs.
- Emphasizing the importance of training students that are capable of creating job opportunities rather than waiting for them, and integrating them into the world of work through the contributions of the Entrepreneurship House.

First: Conceptual Approach to Entrepreneurship:

The roots of entrepreneurship can be traced back to the theory of economics, specifically the theory of scarce resources, where the role of the entrepreneur at that time was to estimate calculations (quantity and price calculations for products) and make decisions about them. The concept of entrepreneurship was first used in the French language in the early 16th century, encompassing the notions of risk-taking and facing challenges. The concept of entrepreneurship gained wide circulation with the spread of

individual initiative and intellectual creativity. Drucker Ferdinand Peter is one of those who pinpointed the transition from management economics to entrepreneurial economics in modern economies.

The literature of business management, in its early stages, adopted the concept of entrepreneurship in the sense of project creation. The authorities of the Global Entrepreneurship Monitor report agreed that entrepreneurship is an initiative to establish a new project, expand an existing project by an individual or a group of individuals, or sustain an existing project (Widad & Abu Al-Qasim , 2017, pp. 18-19). Defining entrepreneurship is a challenging task as it is often associated with small and medium-sized enterprises management which involves the identification of opportunities and the development of new projects on the one hand, and is also associated with large enterprises and the public sector on the other hand. (David & Nick, 2010, p. 5)

1- Definition of Entrepreneurship:

Like other economic concepts, entrepreneurship has witnessed variations in its definitions due to different perspectives. The following are a set of definitions that clarify its various aspects (Mohamed , Djahida, & Lakhdar , 2023, p. 7):

- **The Global Entrepreneurship Monitor (GEM) defines entrepreneurship as:** “Creating a new venture, expanding an existing enterprise, or establishing a business, i.e., creating a new business of value by allocating the necessary time, effort, and money to the project, bearing the risks, and receiving the resulting rewards.”

- **Alain Fayolle defines it as:** “Individual or collective initiative that seizes opportunities to create a new enterprise, develop, and manage risky projects within organizations.” (Alain , 2003, p. 17)

- **The Organization for Economic Cooperation and Development (OECD) defines it as:** “A dynamic activity aimed at creating value in the market through the creation or development of new products, processes, or markets.” (Pierre-André & Cadieux , 2010, p. 30)

- **It can also be defined as:** “The process of initiating or starting a specific activity.”

- **In business management, entrepreneurship refers to:** “The activity focused on creating new projects/businesses and efficiently managing resources, encompassing everything that is new and distinctive.”

To further clarify the previous view, entrepreneurship means striving for innovation and creativity based on individual initiative by generating a new idea and materializing it in a structured project/work. This involves allocating the necessary financial, time, and effort resources to the project, assuming various risks to achieve a specific goal.

It is worth noting that the concept of entrepreneurship has evolved significantly, and at present, it is closely related to “sustainability”. Thus, sustainable entrepreneurship has become the most commonly used and even necessary concept. Sustainable entrepreneurship is defined as “an advanced managerial approach aiming at creating goods and services, management systems, markets, and administrative processes to increase **the social and environmental value** of entrepreneurial projects. (Christina, Franz , & René , 2014, p. 3)

2 - Entrepreneurship Strategies:

The main strategies of entrepreneurship can be summarized as follows (Bilal, 2008, pp. 52-70):

- **Creativity:** It is the first step in the innovation process. It involves anticipating problems, identifying weaknesses and gaps, and seeking solutions by formulating new hypotheses and testing them, using the available data to convey the results to others.
- **Innovation:** It is associated with new ideas and involves reaching or creating a new idea that is technically relevant and has an impact on societal institutions.
- **Risk-taking:** It represents the entrepreneur's willingness to introduce new products regardless of the risks involved in the market competition.
- **Invention:** It signifies introducing or inventing new methods genuinely, either in the nature of the products being offered or in the resources that enable achieving a competitive advantage and maintaining superiority.

- **Proactivity:** It reflects the introduction of new products that rely on advanced technology and entail a high level of risk.

Second : Entrepreneurship Education:

Recent studies have focused on entrepreneurship education, which resulted from the merging of entrepreneurship and education. It has gained significant attention in universities, including Algerian universities, as a motivating factor for students, as it has an impact on developing their capabilities and modifying their traditional thinking patterns, cultivating in them a mindset of entrepreneurship and initiative to dare engaging efficiently in the field of investment. This contributes strongly to raising economic growth rates, highlighting the necessity of incorporating entrepreneurship courses, especially in higher education.

1. Definition of Entrepreneurship Education:

Entrepreneurship education is a fertile concept, as theoretical discussions about its content are still ongoing. The following are a set of definitions for entrepreneurship education:

- **Alain Fayolle** defined entrepreneurship education as: "All activities aimed at enhancing entrepreneurial thinking, behavior, and skills, covering various aspects such as ideas, growth, and creativity." (Mohammed , 2015, p. 143)
- **Rae** defined entrepreneurship education by associating it with the university, stating that it is "learning to discover, work on opportunities with social interaction, and start organizing and managing projects that involve a certain degree of risk." (Karim & Nada, p. 3)
- **Entrepreneurship education is also defined as** "a set of official teachings that teach, train, and educate anyone interested in participating in socio-economic development through projects that promote entrepreneurial knowledge (learning), business creation, and small business development." (Sonia & Klaus , 2006, p. 21)
- Entrepreneurship education is viewed as "a collection of teaching methods aimed at instilling entrepreneurship mindset in students and equipping them with the necessary skills to start their own projects." (Mohammed , 2015, p. 145)

- But the most commonly used definition for entrepreneurial education is as follows: "A set of formal educational methods that inform, train, and educate individuals who wish to participate in economic and social development through a project aimed at promoting entrepreneurial awareness and establishing or developing small business projects." (Mohammed , 2015, p. 144)

Through the aforementioned definitions, entrepreneurship education encompasses a range of means and methods that enhance students' abilities and skills to cultivate an entrepreneurial mindset in them for the purpose of establishing their own projects.

2- Objectives of entrepreneurship education:

Entrepreneurship education aims at equipping students of different age groups with the characteristics and traits of entrepreneurship, in view of giving birth to a new generation of entrepreneurs. Below are the main objectives of entrepreneurship education: (Mohammed , 2015, p. 148)

- Identifying and preparing entrepreneurs and individuals that have the potential to start their own projects or to advance and grow their technology-based organizations.
- Focusing on critical and important issues and topics before implementing and establishing a project, such as market research, competitor analysis, project financing, legal matters, and tax regulations in the country.
- Empowering students to acquire and develop entrepreneurial behaviors and characteristics, such as independence, risk-taking, initiative, and responsibility. This includes focusing on entrepreneurial work skills and the necessary knowledge related to successfully starting and managing a project.
- Developing managerial skills, including problem-solving, organizational abilities, planning, decision-making, and taking responsibility.
- Enhancing social skills, such as collaboration, teamwork, and the ability to learn new roles independently.

- Personal development, including self-confidence, continuous motivation, critical thinking, self-reflection, resilience, and perseverance.
- Entrepreneurial skills, including independent learning, creativity, risk tolerance, idea implementation, management abilities, business relationships.
- Encouraging students to have innovative thinking regarding their future careers. (Sonia & Klaus , 2006, p. 6)
- Direct integration into the prosperity of society (Sonia & Klaus , 2006, p. 6).

3 - The main roles of entrepreneurship education:

Entrepreneurship education has the following roles (David & Nick, 2010, p. 12):

- Developing the concept of entrepreneurial behavior and exploring the potential outcomes and advantages of entrepreneurship in any context, with a focus on small businesses.
- Assessing issues related to creation, planning, development, and management of small entrepreneurial ventures.
- Encouraging individuals to learn through theories and practices, facilitating access to research findings, and engaging in specific activities such as case studies.
- Cultivating a culture of innovation and creativity that fosters entrepreneurship at the macroeconomic level, supporting sustainable competitiveness (Navdeep , 2010, p. 1).
- Promoting the concept of innovation as a social process, shaped by the structure of the institutions that adopt it. (Navdeep , 2010, p. 2)
- Emphasizing the role of innovation as a social process, shaping the tangible differences in the economy. (Navdeep , 2010, p. 4)
- Achieving intellectual satisfaction for students by supporting innovation within the university context. (Navdeep , 2010, p. 7)
- Defining the role of entrepreneurs from both economic and social perspectives (Alain , 2007, p. 31).

4- Entrepreneurship education strategies to nurture an entrepreneurial mindset:

Pedagogical strategies bridge the gap between knowledge and beliefs held by teachers and their pedagogical applications. These strategies are influenced by personal characteristics such as gender, experience, teaching style, as well as organizational and administrative factors. They also impact the learning methods of students. The following are three types of strategies inspiring educational practices in entrepreneurship (Hind & Abdselam, 2010, p. 5):

Supply Strategy: This strategy prioritizes the transfer of knowledge and skills from the teacher to the learner. It is designed as an information delivery model or storytelling approach. Teachers are the ones providing information, while students receive it. Teaching methods commonly used in this strategy include conferences, master lectures, or audiovisual presentations.

Demand Strategy: This strategy is the opposite of the first one and focuses on the needs and goals of the students. It aims to create an environment conducive to knowledge acquisition, where students play an active role in their learning process. The knowledge acquired by students is primarily based on their needs and is often supported by various pedagogical techniques such as exploration, experimentation, desk research, internet-based research, laboratory work, field studies, and group discussions

Competency Strategy: This strategy aims to develop and enhance students' problem-solving abilities using their acquired knowledge. It involves an interactive approach between teachers and students, where teachers act as trainers and developers, and students actively contribute to building their knowledge through interaction with their teachers during lectures. The knowledge gained in this strategy revolves around what students are likely to encounter in their professional lives. Teaching methods focus on acquiring communication skills and knowledge production. The evaluation system in this strategy emphasizes the students' readiness to solve complex real-life problems.

- It should be born in mind that the concept of entrepreneurship education did not arise by chance but was the result of efforts by specialists in the

field to foster an entrepreneurial mindset among students, enabling them to create efficient and effective projects.

5- Requirements and types of entrepreneurship education programs:

5.1. Requirements of entrepreneurship education programs:

To fulfill the requirements of entrepreneurship education programs, a genuine partnership should be established between governmental institutions, private organizations, and supportive entities affiliated with private sector organizations. The latter comprises (Mounira , 2012, p. 3):

- **Infrastructure:** This involves providing suitable classrooms equipped with computer devices, and other equipment such as projectors and software that facilitate practical and training applications related to entrepreneurship content.
- **Human Resources:** It is very important to appoint qualified personnel who are able to implement advanced training strategies and methods in entrepreneurship and make appropriate use of information technology. It is essential to change mindsets and behaviors among learners while providing a supportive environment for entrepreneurship education, implementing steps, plans, and objectives through comprehensive support from all stakeholders, from the top hierarchy to the bottom, to ensure the success of the initiative within the community. Focus should be placed on previous experiences and learning from international practices in the educational and pedagogical contexts.
- **Adaptation:** Adaptation is a key element in this process to respond to the significant challenges and pressures imposed by the nature of this globalized era.

5.2. Types of entrepreneurship education programs: Entrepreneurship education programs can be classified into four categories, as illustrated in the following table:

6- Results of Entrepreneurship Education: To highlight the extent to which entrepreneurship education contributes to various aspects of professional, societal, and personal life, the following points are worth noting (Mohammed , 2015, p. 146):

- Entrepreneurship education is a fundamental step towards instilling the spirit of initiative and increasing business success opportunities. It helps

create future leaders capable of bearing the burdens of national economic growth in line with global trends.

- Entrepreneurship education enhances exceptional capabilities for wealth creation by focusing on knowledge-based opportunities at the global level. This contributes significantly to building a knowledge society.
- Entrepreneurship education produces entrepreneurs with creativity and innovation, leading to a transformative impact on building a knowledge economy through novel ideas related to knowledge society development.
- Entrepreneurship education contributes to increasing intellectual assets and maximizing individual wealth, leading to increased wealth and capital accumulation in the field of knowledge at the national level. This has an impact on building a knowledge society.
- Entrepreneurship education works towards changing the wealth concentration structure within nations, achieving economic stability and transitioning from a limited number of capital owners to a larger number of individuals, promoting diversity in fields of work.
- Field trips contribute to students' real-life exposure, increasing their awareness (Christine & David , 2017, p. 436).
- Direct dialogue with experienced entrepreneurs plays a crucial role.

As evidence of the importance of entrepreneurship education, David Birch was interviewed about the contribution of universities in teaching these skills and the role of teachers or lecturers in teaching entrepreneurship. He answered: "...if you want to teach people to be entrepreneurs, you will surely fail. But if you want to teach people to find and strive to become entrepreneurs, then you can do it. If you want to encourage entrepreneurship, you have to look at it as a 'vocation,' and then you will succeed, and it will be a great experience" (Christine & David , 2017, p. 436).

Based on the above, we hold a highly important viewpoint that teaching (or instilling) entrepreneurship to others is fundamentally different from what many people think. In fact, it takes changing the thinking pattern first; after that, it's possible to create the desired impact and change that may lead the individual to engage in entrepreneurial investment.

Third: The entrepreneurship-based teaching methodology in universities

The challenge faced by universities today, across various fields and specializations, especially in light of recent developments, lies in curriculum reform and the transition from traditional teaching methods to methods that are based on experience and practice. It also involves establishing a connection between students and the world of business.

In this regard, Katz presented his idea that education and training based on entrepreneurship are among the achievements of the new educational system. He emphasized that the first Entrepreneurship Program emerged between the 1940s and the mid-1950s, with programs specializing in specific fields. In the 1960s, it was observed that business school graduates acquired technological knowledge, analytical tools, and problem-solving skills. By the late 1970s and early 1980s, new needs emerged, characterized by students' lack of understanding and knowledge that would qualify them to become entrepreneurs. This necessitated a reconsideration of these programs by both public and private universities and prompted them to start thinking about offering new courses that address the new reality and respond to the new emerging industries (Mohammed , 2015, p. 142).

On this basis, Lundstrom and Stevenson revealed the significant role of institutions in providing entrepreneurship education and integrating it at all levels and specializations. Many experts in this field have shared their ideas regarding entrepreneurship education, suggesting that it should go beyond merely teaching students how to start businesses and focus on entrepreneurial practice by connecting students with the world of business. They emphasized the importance of developing students' skills to become practitioners rather than just theorists (Jaime , Marta, Carlos , & Francisco, 2016, p. 153). In this regard, David Kolb, known for his theory of learning, conjugated between theory and practice in his definition of learning, stating that learning is the process by which knowledge is generated through the transformation of experiences. Shepherd and Douglas added that entrepreneurship education should not be limited to the system or functions of entrepreneurship but should also extend to developing the spirit of entrepreneurship" (Jaime , Marta, Carlos , & Francisco, 2016, p. 154).

Experts and researchers in this field generally recommend the following (Jaime , Marta, Carlos , & Francisco, 2016, p. 157):

- Integrating entrepreneurship in educational programs at all levels (graduation and post-graduation).
- Guiding students as soon as they join the university towards business incubators and entrepreneurial environments.
- Enhancing alternative methods of effective learning such as experiential learning and practical activities.
- Encouraging teachers to rely more on case studies and real-life experiential activities rather than theoretical lectures alone.
- Creating awareness about the necessity of accepting the new educational reality, which significantly differs from traditional education, for both students and professors.

Fourthly: Case Study of the Entrepreneurship House at the University of Laghouat

The Entrepreneurship House at the University of Laghouat was established in accordance with a ministerial decision. The idea behind its creation was to integrate between the University and the National Agency for Youth Employment Support (ANSJ), with the aim of encouraging the establishment of enterprises and instilling an entrepreneurial culture. It is headed by a professor from the university who is appointed based on his or her knowledge in the field (specialized background in business management and entrepreneurship) and his or her willingness (in the case of the University of Laghouat, it is headed by Dr. Ahmida Farhat). The action of the House targets all university students, irrespective of their majors. Paradoxically, students outside the business management discipline show a more noticeable entrepreneurial spirit.

1- The Entrepreneurship House tasks:

The main tasks of the Entrepreneurship House include spreading awareness among students about entrepreneurship throughout all faculties of the University of Laghouat and fostering a new generation of entrepreneurs by:

- Increasing students' awareness of the importance of engaging in entrepreneurial activities.
 - Cultivating a spirit of creativity and innovation which is the primary goal of entrepreneurship education (formal through courses and informal through participation in activities) (Jaime , Marta, Carlos , & Francisco, 2016, p. 157)
 - Activating creativity and innovation: According to Joseph C. Schumpeter, the foremost expert in modern economics, an entrepreneur is an individual capable of disrupting an old market balance and creating a new balance in the market by introducing new combinations and taking advantage of these changes (Jaime , Marta, Carlos , & Francisco, 2016, p. 164).
 - Instilling a spirit of creativity and innovation through vision, dreams, beliefs (faith), and research (Harmaizar , 2006, p. 10).
 - Curriculum learning through self-reliance methods (Harmaizar , 2006, p. 12).
 - Acquiring the competency of identifying or seizing opportunities, the readiness to take calculated risks in changing circumstances, and the determination to succeed (Bruce, 2011, p. 6).
 - Cultivating the qualities of being resolute, inspiring, innovative, daring, and proactive, which embody the entrepreneurial spirit (Harmaizar , 2006).
2. **Objectives of the Entrepreneurship House:** The objectives of the Entrepreneurship House include:
- Promoting a culture of entrepreneurship.
 - Initiating new ideas for innovative projects.
 - Strengthening the entrepreneurship network.
3. **Activities of the Entrepreneurship House:**
- Organizing study days on entrepreneurship.
 - Conducting training courses in business management.
 - Organizing the "Entrepreneurship Star Competition" in partnership with the National Agency for Youth Employment Support.

As for the distinctive feature of the University of Laghouat, it is the "Najmiyah" competition. It was established on November 11, 2015, and

started its activities on November 24, 2015, with awareness days held in various faculties of the university. The program includes introducing the Entrepreneurship House and its role in establishing small enterprises, in collaboration with a group of professors from the same university but with diverse specializations (enrollment is based on preference). There is no organizational chart; rather, the working method follows self-managed teams. Additionally, collaboration takes place with practical clubs at the university, such as Ibn Khaldoun Club and Phenix Club, which have significantly contributed to raising awareness and promoting entrepreneurial thinking. The distribution of tasks among professors is based on their activities, capabilities, and areas of expertise (communication tasks, training tasks, feedback, assessing students' understanding). The target audience is third-year undergraduate and master's students. In the case of outstanding students in the undergraduate program, they are integrated into the ranks of assistant trainers. Some may choose to undergo training again. The Entrepreneurship House provides facilities for internal students in terms of training, guidance, and counseling to instill an entrepreneurial mindset. External contributions include support from the National Agency for Youth Employment Support and the Facilitation Center.

- The Entrepreneurship House assists individuals in expressing, translating, and embodying their ideas into practical projects. Those interested in the training are required to submit a form that consists of two sections: personal information and a summary of the business plan. The form is sent via email to the Entrepreneurship House's database. The House evaluates all student ideas, referring to the previous years' database to avoid repetition. While striving to avoid redundancy, they consider the personal touch as the differentiating factor for project success. The summary of the project idea, also known as the business plan, is included.
- The Entrepreneurship House supports students in highlighting their entrepreneurial spirit and does not reject their ideas based on the assumption of "how feasible is this project in reality." In other words, every student has an entrepreneurial spirit within themselves that should

be supported and highlighted. The main goal and philosophy of the Entrepreneurship House in Laghouat is to train every interested student to become an entrepreneur, not merely a collector of creative ideas. In other words, it aims to invest in the human element by providing training and education to develop entrepreneurial and leadership skills.

- As for guidance, there are no special considerations based on age, BMD system (Bachelor-Master-Doctorate), classical education, or gender. All students undergo the same training, as the Entrepreneurship House believes in equal opportunities. However, the House faces several challenges that hinder its performance:
- Professors involved in the training have professional commitments which make them less available and dedicated to their responsibilities towards the Entrepreneurship House.
- Difficulties arise in bringing together students interested in training, considering their academic schedules. The burden falls on the Entrepreneurship House to facilitate and coordinate their attendance across different faculties.
- Regarding the "Entrepreneurship Star competition", it includes final-year students, both in bachelor's and master's programs, from various disciplines at the university. These students present innovative ideas related to entrepreneurial projects. The Entrepreneurship House assesses the feasibility of training the students in management tools (business plan), accounting, and taxation to teach them how to establish their own ventures. The students are given a month or two to prepare their initial project, which is then presented to a committee composed of professors and members from the Youth Support Agency (ANSEJ) to evaluate and select the best projects. After selecting the top projects, the owners present a final oral presentation to the committee for further improvement and refinement of the project.
- In previous years, awards were given to top-performing students, including certificates, computer devices, and other awards with the possibility of project adoption by the Youth Support Agency.

- Most of the projects were in the fields of technology (applications), agriculture (sprouted barley, cotton, etc.), and software. The projects typically last for more than three months and involve several stages:

- Stage 1: This registration is not limited in number.
- Stage 2: The qualified trainees represent 10% of the total registered candidates.
- Stage 3: The examination (oral presentation), then the selection of the top three candidates. Here, the real obstacle is presented to the Entrepreneurship House, which is the presence of financial constraints. The Youth Support Agency disclaims any responsibility, even in the case of honorary certificates. The university, the rectorate, donates contributions in the form of computers and certificates. The selection committee is permanent and consists of two members from the Youth Support Agency and members from the University: Dr. Ahmida Farhat, the President of the Entrepreneurial House. The selection criteria are determined as follows:
 - The social and economic impact of the project.
 - The number of proposed job positions that can be provided (it should be noted that projects with a technological aspect do not hinder employment; on the contrary, they contribute to creating new job opportunities. A prime example is Japan, which has a highly advanced technological level, with an unemployment rate of 2,6 %, compared to Algeria, which has an unemployment rate of 9,8 %).
 - The feasibility of implementing the project in reality (factors that prevent its implementation, such as a shopping mall requiring high capital, and the absence of an ideal location that allows its establishment).
 - The criterion known as "selling the idea," which refers to the student's persuasive skills in convincing the judging committee of the quality of their idea or project.

The training is conducted in groups of 10 students each. Despite the tremendous efforts made by the Entrepreneurship House and the positive interaction it provides to students, it does not manifest realistically due to several speculative reasons, without statistical study. These reasons include

the absence of an entrepreneurship culture in society and the presence of religious backgrounds (concerning the belief in usury's benefits, etc.). The summer university is intended for graduating students, and the participating parties have changed to allow for the participation of anyone who truly wants to contribute and engage in discussions with entrepreneurial leaders in live practical cases.

- Awareness days are dedicated to introducing and promoting the Entrepreneurship House.
- The training aspect is related to the «Entrepreneurship Star Competition».
- Seeking the entrepreneurial spirit beyond specialization.

Conclusion

In conclusion, this research paper underscores the profound transformation that higher education has undergone in recent times, necessitating a proactive response to align it with the evolving societal landscape. Many researchers and scholars in the field have emphasized the imperative of adapting higher education to the contemporary reality, encompassing the revitalization and enhancement of pedagogical teaching competencies among professors, the revision and incorporation of entrepreneurial dimensions into curricula across disciplines and educational levels (both undergraduate and postgraduate), and the cultivation of student awareness regarding the significance of entrepreneurship. This concerted effort seeks to motivate and propel students toward engaging in entrepreneurial ventures, particularly considering the prevalent concerns surrounding employment prospects for both institutions and graduates in the Algerian context.

Furthermore, it is worth noting that although the Entrepreneurship House at the University of Laghouat is a relatively nascent establishment, it has exerted substantial endeavors to foster an entrepreneurial mindset among students, with the aim of inspiring them to conceive innovative and unconventional entrepreneurial initiatives that transcend conventional market offerings. However, it has been observed that these efforts remain insufficient due to the absence of a comprehensive institutional strategy that gives significant importance to entrepreneurship. Challenges persist,

including a lack of entrepreneurial skills among students, which can be partially attributed to the discouraging social environment that hampers entrepreneurial initiatives. Additionally, the external environment, including factors such as the investment climate and bureaucratic obstacles, lacks the necessary support and encouragement for entrepreneurial pursuit. Finally, it is imperative to underscore the importance and necessity of implementing comprehensive entrepreneurial educational programs across various disciplines and academic domains within the university ecosystem. Concurrently, greater emphasis should be placed on nurturing and empowering the Entrepreneurship House as a primary incubator for fostering innovative student ideas and as a catalyst for their practical realization and integration within the broader business community.

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