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## **ENTREPRENEURSHIP EDUCATION IN ALGERIA: BETWEEN THE PERSPECTIVES OF THE UNIVERSITY AND THE ACCOMPANYING PARTNERS**

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Received date	10/11/2020	Accepted date	10/12/2020	Published date	31/12/2020
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### **Abstract**

The education policy supports the economic plans adopted by the countries, taking into account the medium and long-term needs to form human capital based on technical, managerial and especially entrepreneurial skills in an environment, which also adopts small businesses.

This study presents the characteristics of entrepreneurial training in Algeria through the various organizations supporting the creation and development of businesses. This experience reveals several contributions that are mobilized to strengthen the entrepreneurial dynamic.

**Keywords:** Entrepreneurship, Training, Support, University, Incubator.

**JEL Classification:** M13

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## 1. INTRODUCTION

The theorization of entrepreneurship reveals economic, social, and psychological challenges, contrary to contemporary management theories; entrepreneurship is considered a versatile and contextual phenomenon

The practices of entrepreneurship education differ from one system to another following the policy adopted by the country and its economic stakes, especially in the period of crisis when the need to review the approach to creation and management companies seem essential

The supply model gives priority to the transfer of knowledge and know-how from teacher to teacher, this model is suitable for the first stage of learning. The second model (demand) questions the needs, motivations and objectives of students in this spirit, teaching is conceived as the "establishment of student activities. The competency model that seeks to develop students' ability to solve complex problems (RAMSDEN, 2003)

In Algeria, the authorities began a process of liberalization in 1990, following the financial crisis due to the drop in hydrocarbon prices, this policy was accompanied by the structural adjustment program which aims to promote the role of private enterprises.

Agreements have been signed with the European Union to support the management plan for Algerian SMEs, and provide the entrepreneur with support and support organizations to ensure a good start.

In this context, our study aims to evaluate the practices of entrepreneurship education through the study of the contributions of support organizations and the **University of Oran**.

The methodology used focuses on an analytical approach that serves to identify. Elements of entrepreneurial training inspired by recent research, in this case practices that concern teaching, entrepreneurial spirit, entrepreneurial intention and profile of the entrepreneur.

## 2. ENTREPRENEURSHIP EDUCATION

According (Ndofirepi, 2020) "Entrepreneurship education is defined as the development of attitudes, behaviours and capacities that can be applied during an individual's career as an entrepreneur (Wilson, 2009), The notion stretches beyond merely teaching students to start a new business to incorporate other rich learning experiences that are gained from an educational environment".

In addition, this notion means a series of formalized lessons that informs, trains, and educates anyone wishing to take part in socio-economic development, through a project to promote and raise awareness about entrepreneurship, business creation, or the development of start-ups (BECHARD & TOULOUSE, 1995).

As a result, it is a set of programs intended to familiarize individuals with concepts relating to entrepreneurship, with the objective of motivating them to take part in entrepreneurial activity (Mani, 2015)

According to (Fayolle, 2013) determining what can be taught to students within the framework of entrepreneurship, and mapping out a teaching model for entrepreneurial practices, respond to a didactic approach that determines the scientificity of an educational field, including audience, objective, method, content, and objective.

This course aims to: (1) Raise awareness: Inform and develop motivation; (2) Predispose: Develop the entrepreneurial spirit; (3) Train: Develop specific skills; (4) Incubate: Accompany the launch of companies (Verzat, 2009).

Also, Gibb's vision (1993) of the entrepreneurial learning model proposes: reciprocal learning from one another (and not just from the teacher), learning by doing, learning through interpersonal exchanges and debate / discussion, learning through guided discovery, learning through the reactions of different and many people, learning in an environment, learning under pressure linked to the need to achieve goals, learning by borrowing from others, learning by trial and error, and learning by solving problems.

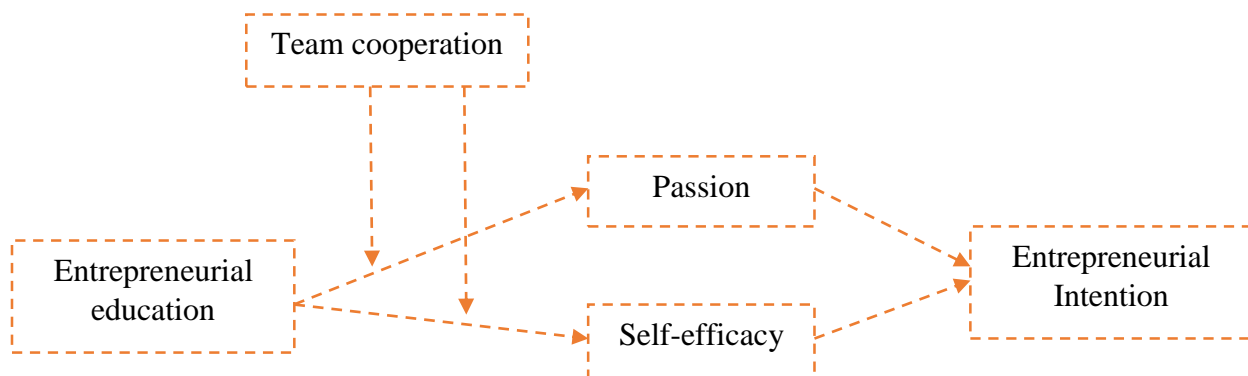
In this context, **the** process of acquiring skills and competences takes place between the university, as a research and training **centre**, and socio-professional partners in a way that develops the **behaviour** of society and individuals.

### 3. EDUCATION AND ENTREPRENEURIAL INTENTION

School education can contribute to the developing entrepreneurship skills and to the knowledge about business and about the role of entrepreneurs in society, and improve entrepreneurial intention which defined as “a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future” (Thompson, 2009).

(Luyu & Dandan , 2019), explained the impact mechanism of entrepreneurship education on entrepreneurial intention from two aspects of cognition and emotion, integrating the above moderating effects in the relationship between entrepreneurial education and entrepreneurial intention.

**Figure 1. model (Luyu & Dandan , 2019)**



Entrepreneurial training generates a number of beliefs about students' abilities and self-concepts, and these beliefs in turn have a positive influence on their intentions to start their own businesses, (von Graevenitz, Harhoff, & Weber, 2010).

Some authors have identified two theoretical perspectives that argue that entrepreneurship education is positively related to entrepreneurial intentions: (1) “human capital theory” (Becker, 1975) and (2) “entrepreneurial self-efficacy” (Chen, Greene, & Crick, 1998).

The entrepreneurship education refers to “the skills and knowledge that individuals acquire through investments in schooling, on-the-job training and other sorts of experience, entrepreneurship education is related to entrepreneurial self-efficacy, which may increase entrepreneurial intentions (Tae , Shanshan , Chao , & James , 2014).

Also, entrepreneurship education could enhance entrepreneurial self-efficacy because it is associated with four of its determinants, which are “(1) enactive mastery, (2) vicarious experience, (3) verbal persuasion, and (4) emotional arousal” (Bandura, 1982)

Therefore, the role in the incubator in the entrepreneurial process is to provide the infrastructure, coaching, and networks necessary for entrepreneurial action, (Peters, Rice, & Sundararajan, 2004).

The integration of the university as an incubator is established as a strategy of support and promotion of technological projects in an attempt to bring resources and expertise at the service of the entrepreneur to accelerate the development dynamics of high-tech projects (Cooper, Hamel, & Connaughton, 2012).

#### 4. THE MECHANISMS OF ENTREPRENEURSHIP TRAINING IN ALGERIA

##### 4.1. The business incubator

**Incubator** is a public structure that welcomes, supports, and supports project leaders. It comes in one of the following forms:

- Incubator: support structure that supports project leaders in the service sector;
- Relay workshop: support structure that supports project leaders in the sector of small industry and craft trades (J.O, 2003).
- Corporate hotel: support structure that supports project leaders from the field of research.
- Accompaniment of project leaders in: Project evaluation; Personalized advice such as the financial, tax and legal plan; technical, business plan training, specific training done by expert practitioners.
- Follow-up of projects with: Assistance and support funds; financial institutions;
- Hosting Project Leaders: Administrative and Commercial Domiciliation; Provision of offices or premises for a specified period of time;
- Entrepreneurship Awareness: The nursery raises awareness of entrepreneurship through: Conferences, Communications.

*Table 1. Activity of business incubators in Algeria* (Ministère de l’Industrie et des Mines, 2018)

	Number of hostedprojects	Number of companiescreated	Number of jobs created
2016	93	37	ND
2017	139	94	399
2018	127	50	297

**Table .2: Number of training and participants** (business incubator, 2018)

Years	Number of formations	Number of participants
2016	1 à 2 /mois	80 /mois
2018	3/mois	150/mois

#### 4.2. The house of entrepreneurship :

The Entrepreneurship House of the University of Oran 2's mission is to develop an entrepreneurial culture among students and ensure the emergence of new entrepreneurial vocations through three major axes:

- Raise awareness and spread the entrepreneurial culture in higher education
- Amplify and pool training actions
- Guide and support students and those with intentions to undertake in their activity of creating economic activity.

**Table .3 : Program of activities 2015/2018 (Entrepreneurship House, 2018)**

	2015	2016	2017	2018
<b>Number of participants</b>	30/session			
<b>Programms</b>	Business plan, market study, business creation workshop, facilitation center seminar, workshop facilitated by entrepreneurs, economic study of the project, presentation of projects before a jury for evaluation and orientation			
<b>Duration</b>	1. month			

#### 4.3. SME Facilitation Center

It was created to help project leaders for creation; the start-up and development of their projects, by:

- Educate and sponsor project leaders and entrepreneurs. Help investors overcome problems encountered during the red tape phase.
- Help project leaders develop a business plan.
- Check the correct match between the projects, the sector of activity concerned, the profile of the candidate and his motivation. Schedule training in counseling tailored to their specific needs.

**Table .4 : Activity Report of the Facilitation Centers** (Ministry of Industry and Mines, 2018)

Années	Number of Project Holders Received	Number of project leaders accompanied	Number of elaborate Business Plans	Number of companies created	Number of jobs planned
2018	2014	543	105	90	2470
2017	1142	592	93	62	1385
2016	1144	533	146	101	2207

In the first half of 2018, the industrial sector is in first position according to the number of project promoters accompanied by the facilitation centers (27.26%), followed by the service sector (26.34%), agricultural activities are in third place and Crafts is in fourth position, trade activities account for a minimal share of 2.39% of total projects.

#### **4.4. University training:**

The objectives of this training are:

- To foster the entrepreneurial spirit of students wishing to pursue a professional career in innovative start-ups as well as in large organizations;
- Develop innovative business models and competitive strategies;
- Meeting the needs of companies whose dynamics of structures, processes and systems involve project governance

The specialty project targets the following opportunities:

- Entrepreneurial project leader: as part of a business creation or takeover, it takes the project from its conception to its implementation often with a quest for professional independence and independence.
- Auditor of the files of financing of the entrepreneurial projects: beyond the traditional financial diagnosis, and to follow its implementation (financing of off-balance sheet with for example the companies of venture capital).
- Advice in business transfer and takeover: it deploys a field of competence on the evaluation of the company to favor the transfer of company or to support a project of recovery.
- Responsible for a support structure for the creation or takeover of a business: Different large industrial groups integrate cells favoring entrepreneurial processes (entrepreneurship, spin-offs) during periods of restructuring or business growth.

## **CONCLUSION**

The aim of the support organizations in Algeria, their main objective is to reinforce the entrepreneurial spirit especially among young entrepreneurs, which explains the orientation of the proposed programs towards the acquisition and development of entrepreneurial skills according to the needs of the project promoters.-(Ikram ABBES and all., 2016). The university entrepreneurship training has improved in recent years to teach the student how to use project management tools and master the procedures of creation and development of companies, with the collaboration of the house of the entrepreneurship domiciled in several universities.

The area of intervention for the business incubator focuses more on support and assistance, this operational step helps the project leader to get into the business world with more confidence thanks to logistical and educational resources mobilized by this organization.

*Perspectives of partnership between the support organizations:*

- Create a collaboration committee between the university and the National Youth Employment Agency to support projects from the university (incubator),

- Facilitate conferences on entrepreneurial practices led by entrepreneurs,
- Organize competitions on best projects in collaboration with all the accompanying organizations.

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