The University's Role in Fostering Entrepreneurial Culture Among Algerian University Students: An Introductory of Entrepreneurial Education

دور الجامعة في تنمية ثقافة المقاولاتية لدى الطلاب الجامعيين الجزائريين: التعليم المقاولاتي مدخلا

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Abstract:

The subject of entrepreneurship has gained increasing prominence in recent years, drawing substantial attention from researchers and institutions alike. This heightened interest can be attributed to its significant impact on the economies of developed nations across multiple dimensions. However, despite this growing recognition, the inclination of Algerian youth, particularly university graduates, towards entrepreneurial endeavors remains relatively modest. In contrast to their counterparts in many other countries, a substantial proportion of Algerian graduates display a stronger preference for seeking stable employment as opposed to venturing into independent entrepreneurship initiatives. This phenomenon is largely attributed to the absence of an ingrained entrepreneurial culture within this demographic, which would otherwise stimulate their inclination toward self-employment, independent work, or the establishment of their own enterprises. This research paper aims to elucidate the role of the university in cultivating an entrepreneurial culture among its students, utilizing the framework of entrepreneurial education as a central approach in this endeavor.

Key words: entrepreneurship, entrepreneurship culture, higher education, entrepreneurship education.

ملخص

يُعد موضوع المقاولاتية، من أهم المواضيع المطروحة حديثًا، نظرًا لتزايد اهتمام الباحثين بمجال المقاولة وإنشاء المؤسسات، وهذا نظرًا للأهمية الكبيرة التي تدّرها على اقتصاديات البلدان المتقدمة في مختلف الجوانب، ولكن بالرغم من ذلك إلاّ أن نسبة إقبال الشاب الجزائري على إنشاء العمل الخاص به تبقى ضئيلة بالمقارنة مع البلدان الأخرى، خاصة فئة خرجي الجامعات، حيث نجد معظمهم يتوجّه للبحث عن وظائف مستقرّة أكثر من ميلهم لإنشاء أعمالهم الخاصة، وذلك لغياب ثقافة المقاولة داخل هذه الأوساط التي من شأنُها أن تعزّز توجّه الطلبة نحو فكرة استقلالية العمل والتوظيف الذاتي أو إنشاء المؤسسات الخاصة بهم.

وسوف نحاول من خلال هذه الورقة البحثية توضيح دور الجامعة في تنمية ثقافة المقاولاتية لدى الطلاب الجامعيين، بتبنّيها مدخل التعليم المقاولاتي.

الكلمات المفتاحية: المقاولاتية، الثقافة المقاولاتية، التعليم العالي، التعليم المقاولاتي.

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1. INTRODUCTION

Higher education assumes a paramount role in advancing and fostering societal progress and prosperity, serving as the bedrock for holistic and sustainable societal development. Universities serve as the bastions of human intellect and the wellspring of human advancement, focusing on the cultivation of human resources, the provision of services and amenities to the broader society, and the nurturing of creative talents among their student bodies to facilitate excellence and success within the labor market. In a contemporary landscape where the global community and diverse institutions increasingly prioritize entrepreneurship and the empowerment of young individuals to embark on self-employment and the establishment of small and medium-sized enterprises, universities find themselves compelled to adapt and formulate strategies aimed at equipping these emerging talents with the requisite skills, nurturing their entrepreneurial mindset, and instilling within them the entrepreneurial attributes that serve as catalysts for engagement in entrepreneurial endeavors.

As an inherent consequence of the burgeoning population of university graduates coupled with the elevated levels of unemployment among this demographic, numerous nations have embarked upon a comprehensive reevaluation of their educational and training frameworks, with the aim of enhancing them. Many of these countries have proactively initiated a plethora of educational practices, plans, procedures, and programs geared toward the cultivation of entrepreneurship and the inculcation of an entrepreneurial mindset. These initiatives are designed to stimulate students and young individuals towards pursuing self-employment and to equip them with the necessary competencies to assume this role, thereby redirecting their proclivities away from traditional employment within the public or private sectors. In parallel, these nations have proffered conducive economic environments to facilitate the realization of innovative ideas and entrepreneurial endeavors.

In Algeria, the entrepreneurship sector stands as a pivotal avenue for revitalizing the Algerian economy, spearheading a transformative trajectory rooted in youth-driven initiatives emanating from the academic milieu. This shift underscores the imperative for universities to assume the mantle of nurturing and fully capacitating the youth, with the overarching objective of galvanizing their constructive engagement in the pursuit of economic and societal development. Simultaneously, universities are cognizant of the profound significance and multifaceted role of entrepreneurship across diverse domains. Algeria has thus formulated a comprehensive strategy for imparting entrepreneurship education to its higher education students, encompassing the incorporation of dedicated entrepreneurship courses, comprehensive guidance on crafting individual entrepreneurship ventures, and strategies for market entry and product promotion. Furthermore, Algeria has organized a gamut of conferences, seminars, and workshops, all aimed at disseminating knowledge about entrepreneurship and cultivating an entrepreneurial ethos within the university student populace. In light of the foregoing, this research endeavor endeavors to address the following question:

> ***What role does the Algerian university play by adopting entrepreneurship education in developing the entrepreneurship culture among university students?***

Consequently, this paper is organized into the following thematic sections:
1. Entrepreneurship and the Cultivation of Entrepreneurial Culture;
2. Higher Education (University) and the Facilitation of Entrepreneurial Education;
3. Strategies in Entrepreneurship Education and the Fostering of an Entrepreneurial Culture.

2. First: 1. Entrepreneurship and the Cultivation of Entrepreneurial Culture

The matter of entrepreneurship and the establishment of enterprises assumes profound significance across diverse sectors and domains, given its consequential impact on the overall development and prosperity of nations. It constitutes a potent instrument for addressing contemporary international shifts and dynamics, whether they pertain to individual ventures or the broader national economies. Entrepreneurship, within the societal context, has emerged as a pivotal reservoir for the generation of employment opportunities and a linchpin for individual and collective growth. Consequently, governments, scholars, educators, and society at large have intensified their focus on the cultivation of entrepreneurs and their enterprises, fostering their capacity for resilience and expansion, and inculcating an entrepreneurial ethos aimed at nurturing and bolstering the entrepreneurial sector.

1. The concept of entrepreneurship:

Notwithstanding the historical antiquity of entrepreneurship and entrepreneurial endeavors, the relatively recent systematic pursuit of its scientific underpinnings has engendered a plethora of definitions for entrepreneurship. Among these, Harvard University professor Howard Stevenson offers the following characterization: "Entrepreneurship is the identification and exploitation of existing entrepreneurship prospects by individuals or organizations."[1]

The same conceptualization is reiterated by researchers Shane and Venkataraman, who characterize entrepreneurship as "a sequence of phases in which prospects for the development of forthcoming goods and services are identified, assessed, and capitalized upon." In this context, the term 'opportunities,' as elucidated by Casson, pertains to market conditions, novel products, services, raw materials, or organizational methodologies that hold the potential for exploitation and sale at a price exceeding their production costs.[2]

"Based on the foregoing definitions, the crux of entrepreneurial action lies in the identification and pursuit of opportunities, with the distinguishing factor being the individual or organizational capacity to discern and exploit these opportunities, thereby transforming a promising prospect into a substantial gain.

Moreover, there exists a perspective that views entrepreneurship as 'the endeavor directed toward the establishment of a novel venture or enterprise that introduces novelty, or the creation and innovation of a distinctive economic or administrative endeavor, characterized by the judicious management of resources marked by a discerning professional acumen, all while bearing the concomitant risks, with the ultimate aim of optimizing the value of the ensuing outputs.' This perspective underscores the realization of entrepreneurship as "an actionable pursuit."[3]

Gartner, and subsequently refined by various scholars including *Hernandez* and *Aldrich*, propounded a definition oriented towards organizational emergence. This particular conception pertains to the sequential phases culminating in the establishment of a novel organization. Within this framework, entrepreneurship denotes the array of stages encompassing the mobilization and allocation of resources (comprising material, human, informational, etc.) by the entrepreneur to harness a perceived opportunity, thereby materializing it in the form of a structured project.[4]

Verstrate further elucidated that the notion of organizational emergence simultaneously encompasses the processes of organizational labor and the resultant organizational configurations that arise from such endeavors, encompassing entities such as projects, groups, and organizational structures, among others.[5]

From this standpoint, the entrepreneur is depicted as a strategic visionary, possessing the capacity to formulate an entrepreneurial vision and assuming the role of a transformative leader, capable of instigating change through entrepreneurial initiatives.

Additionally, entrepreneurship is characterized as 'the progression entailing the creation of something of inherent value, necessitating the allocation of time, labor, and financial resources, accompanied by the assumption of concomitant risks, with the ultimate outcome being the realization of corresponding rewards."[6]

In 2003, the European Union defined entrepreneurship as: "the ideas and methods that enable the creation and development of an activity by combining risk, innovation and/or creativity and effectiveness in management within a new or existing institution."[7]

Based on these definitions, the following points can be extracted:

1. Entrepreneurship is the set of stages that lead to establishing an organization.
2. Entrepreneurship is the process of creating something of value and bearing the risks associated with the project;
3. Entrepreneurship is seizing and exploiting opportunities by mixing risk and innovation.

2. Entrepreneurial culture:

Entrepreneurial culture fosters proclivities in individuals towards engaging in entrepreneurial activities, marked by traits such as autonomy, accomplishment, and a propensity for risk-taking. Consequently, entrepreneurial culture constitutes a pivotal determinant influencing individuals' inclinations toward entrepreneurial pursuits. Nevertheless, it is important to acknowledge that, as a concept, entrepreneurial culture remains susceptible to environmental influences and external factors, in line with the broader definition of culture, which is generally characterized as:

● Adaptation or compatibility with surrounding factors. Culture also consists of shared ideas between groups of individuals as well as the languages through which ideas are communicated, which makes culture a system of acquired behaviors.[8]

● The set of common values shared between the parties of society and which they use in transactions and exchanges.[9]

Drawing from the foregoing discussions, Entrepreneurial culture can be succinctly delineated as: 'The comprehensive reservoir of knowledge and competencies amassed by an individual or a collective, coupled with their concerted endeavor to harness this reservoir through its application in capital investment, predicated on the conception of novel and innovative ideas across diverse sectors, complemented by the presence of a discernible organizational management framework.' This encompasses a spectrum of activities, motivations, and responses exhibited by entrepreneurs, in conjunction with the facets of strategic planning, decision-making, organizational structuring, and vigilant oversight. The cultivation of this culture finds its roots in three primary spheres: the familial context, educational institutions, and organizational settings."[10]

Sabourin ET Y. Gasse encapsulates the essence of entrepreneurship culture, shedding light on the sequential phases that engender the emergence of entrepreneurs, particularly within the educated cohort, notably those who have received training in entrepreneurship. In the examination of eight distinct training programs, the researchers discerned a salient and affirmative correlation between an individual's proclivity toward entrepreneurship and their entrepreneurial competencies. The determinants that influence this model can be categorized into three distinct groups:

2.1. Predispositions: This is the sum of personal and environmental factors that encourage the emergence of predispositions in the individual. The researchers noted that students who have parents who are self-employed have greater entrepreneurial capabilities compared to others.

2.2. Preparations: This is the sum of the psychological characteristics that appear in the Contractor. These are incentives, attitudes, eligibility, and desired benefit, which interact under appropriate circumstances to transform into behavior.

3.2. Embodying the entrepreneurial potential and capabilities in a project: This phenomenon is predicated upon the influence of compelling motivations, encompassing both positive incentives and

disruptive factors. The intensity of these motivating forces positively correlates with the proclivity of individuals to embark upon entrepreneurial ventures. Furthermore, individuals endowed with heightened entrepreneurial potential and capabilities tend to be driven by relatively lighter motives.

Some scholars have delineated the concept of entrepreneurial culture as follows: "Entrepreneurial culture is characterized by distinctive attributes and behaviors indicative of proactive and resolute managerial commitment towards the realization of substantive objectives. In this context, project culture assumes a unique dimension, as it is oriented towards the generation of novelty and transformative change. It concurrently embodies a culture predicated upon innovation and constructive endeavors".[11]

From the aforementioned, it can be concluded that the entrepreneurial culture is based on:

- Valuing entrepreneurship activities;
- Valuing individual and collective initiative;
- Valuing perseverance and determination;
- Acceptance of security and risk;
- The tension between stability and change;

a. Valuing entrepreneurship activities: The culture that accords significant prominence to entrepreneurship activities within the organizational value hierarchy plays a pivotal role. For instance, an organization that esteems entrepreneurship will prioritize entrepreneurship endeavors, financial aspects, and the establishment of institutions as paramount values within its framework. Consequently, the actions undertaken by such an organization are poised to serve as societal paradigms, deemed acceptable and highly desirable.

B. Valuing individual and collective initiative: It is discernible that the contractor's sphere of operation is predominantly in societies marked by the emergence of impediments affecting both institutions and individuals, coupled with the appearance of opportunities that may elicit apprehension. Within these institutions, there is a notable absence of concerted efforts aimed at mitigating these challenges or capitalizing on available opportunities. Instead, there appears to be a disposition towards attributing the outcomes to external factors such as nature, luck, destiny, and fate, with a concomitant fixation on these deterministic forces.

Conversely, in other organizational contexts, where the entrepreneurial spirit prevails, it becomes the driving force motivating individuals within the organization to actively address and surmount the challenges that obstruct the realization of the presented opportunities.

C. Valuing perseverance and determination: Empirical studies substantiate that entrepreneurs exemplify tenacity, demonstrating an unwavering commitment to their objectives, and a readiness to invest their full spectrum of energy and resources in the pursuit of success. This dedication extends to a comprehensive utilization of available time and resources, and in certain instances, the judicious leveraging of external resources to facilitate project realization. This behavioral pattern underscores the pivotal role played by persuasive entrepreneurs, advocates, and commercial intermediaries in the actualization of successful projects.

It is imperative that the prevailing cultural milieu not only permits individuals to manifest the depth of their conviction in their projects but also actively incentivizes, encourages, and provides support mechanisms that foster sustained perseverance, resilience, and continuity throughout the project's initial phase.

D. The balance between security and risk: The establishment of an institution inherently involves a degree of risk. This process is guided by a judicious assessment, informed by the knowledge available at the time of its inception. It is important to note that institution-building transpires within an environment characterized by uncertainty, where the likelihood of success is primarily contingent upon the information accessible at the time. Hence, establishing institutions can be likened to a

venture fraught with risk, where outcomes are partially anticipated, and risk itself is an admissible rationale, given that effective institution-building necessitates the adept management of risk. It is this equilibrium that bestows upon the entrepreneur a strategic advantage, facilitating their continued growth in the role of an entrepreneur. The entrepreneurial culture underscores the imperative of striking a balance between security and risk. A skew towards excessive security portends short-term obsolescence, while a pronounced inclination toward risk results in profound instability, formidable challenges, and a perpetual state of stress and tension.

H. The tension between stability and change: Entrepreneurs are fundamentally rooted in the idea of fostering transformation. When viewed through this lens, entrepreneurs emerge as catalysts for change, assuming a pivotal role in driving societal transformations. This dynamic engenders a tension, often referred to as the interplay between stability and change, brought about by entrepreneurial activities. Entrepreneurial leadership offers a resolution to this tension, finding equilibrium between the two. This equilibrium is achieved by innovating and bringing forth new products and successfully executing projects. The entrepreneurial culture serves as an indispensable asset for adapting to this tension, serving as the bedrock for the evolution and sustainability of institutions.

3. Higher education (university) and entrepreneurial education

Entrepreneurial education spans across different educational stages, encompassing early childhood education through university-level instruction. However, the primary focus of this paper will center on entrepreneurship education specifically at the university level, which constitutes higher education. This phase of formal education, conducted within universities and institutes, represents the ultimate tier and endeavors to equip individuals with the knowledge, skills, and competencies that are not only beneficial to the individual but also contribute to the betterment of society as a whole.

1. Higher education:

Higher education represents the final phase of formal learning, taking place within a multitude of universities and institutes, with the overarching goal of empowering individuals to attain knowledge, skills, and competencies that benefit both the individual and society at large.

A formal definition of higher education characterizes it as follows: "Education occurring within colleges or university institutions subsequent to the attainment of a secondary school certificate. The duration of study within these institutions typically spans from three to five years, culminating in the concluding stage of formal education." [12]

Furthermore, it can be described as: "Any forms of academic pursuits, instructional programs, or specialized training conducted subsequent to the secondary education phase, occurring within a university or other educational establishment officially acknowledged as a higher education institution by state authorities."[13]

1.1. Patterns of higher education:

The growing enrollment of students in higher education demands an expansion of facilities and the availability of teaching spaces, as well as accommodations for the increasing annual intake. This poses a challenge for governments striving to establish the necessary infrastructure and educational resources. In response to this issue, innovative approaches have emerged, including open and virtual universities. These institutions primarily rely on the principles of distance education and e-learning, utilizing information and communication technology as their foundation.

1.2. Functions of higher education:

The core functions of higher education were delineated during the 1998 UNESCO World Conference and were categorized into three primary roles: [14]

a. Education: The foremost function of higher education lies in its capacity to prepare the necessary frameworks aimed at nurturing individuals for prominent roles in practical, technical, professional, and administrative spheres.

B. Scientific research: The role of higher education has evolved to encompass the crucial task of scientific inquiry and the generation of fresh knowledge. Traditionally, higher education had been primarily associated with the preservation of existing knowledge. However, it was the fusion of education and research that gave rise to the modern university during the 18th and 19th centuries, notably in Scotland and Germany. This transformation was particularly driven by a keen interest in scientific research, characterized as a methodical intellectual process undertaken by researchers to investigate specific issues or problems. It involves following a structured scientific methodology to arrive at appropriate solutions and results that are applicable for broader generalization to analogous problems (research findings).

C. Community service:

Universities are expected to evolve and align with the evolving demands of society. In the Middle Ages, universities predominantly focused on religious studies and Aristotle's philosophy, with less emphasis on economic advancement. It was only after the Industrial Revolution that they began a partial adaptation to societal needs. This adaptation started in the 19th century when universities started offering education in fields necessitated by emerging professions, such as engineering and accounting. However, until the 20th century, universities began to comprehensively offer a broad spectrum of disciplines required by contemporary society, including subjects like sociology and entrepreneurship administration.

2. Entrepreneurial education:

Numerous texts have underscored the notion that qualifications, education, and training are pivotal in shaping individuals into entrepreneurs within society. These writings emphasize that there are no inherently born entrepreneurs; rather, entrepreneurship is a domain that can be cultivated through education and skill development, much like other professional fields.[15]

Despite the recognition among researchers of education's significance in shaping entrepreneurs, experts contend that the process of molding individuals into successful entrepreneurs is far from straightforward. Certain inherent traits are deemed essential for entrepreneurial success, though it is challenging to exhaustively enumerate them all. The domain of entrepreneurship is inherently multidimensional and cannot be confined to a single discipline. Consequently, education in this realm should transcend traditional boundaries and encompass various educational levels, including primary, secondary, and higher education. Moreover, the infusion of entrepreneurial concepts into various fields of specialization is deemed essential, enhancing the efficacy of the educational system in the transformation of individuals into entrepreneurs.[16]

1.2. The origins of entrepreneurship education:

The origins of entrepreneurship education at the university level can be traced back to 1947, when MACES MYLE introduced the inaugural entrepreneurship course at Harvard University, precisely within the purview of the Harvard Entrepreneurship School. This course garnered notable interest and commendation, with a substantial enrollment of 188 second-year Master of Entrepreneurship Administration (MBA) students out of a total MBA cohort numbering 600. [17]In this decade, American universities led many other universities worldwide toward teaching entrepreneurship. The credit for this goes to the University of Southern California as the first university to offer the first modern and advanced course in entrepreneurship in 1971. At the end of the 1970s, the field of entrepreneurship represented only marginal activity. From the academic perspective, it also lacked a clear cognitive framework, due to the small number of studies that dealt with this field during that period.

Entrepreneurship education and its academic curriculum experienced significant expansion during the late 20th century, particularly in the 1980s. The number of universities offering entrepreneurship courses surged to over 250 institutions, demonstrating the growing interest in this field of study. This burgeoning interest portrayed entrepreneurship as a promising academic discipline. However, as the 1980s drew to a close, significant advancement in the body of available scientific knowledge solidified entrepreneurship as a fully recognized academic discipline across all educational levels.[18]

2.2. The concept of entrepreneurship education:

In a collaborative document by UNESCO and the International Labor Organization in 2006 titled "Towards an entrepreneurial culture," entrepreneurship education was defined as follows: "Entrepreneurship education is commonly perceived as an educational approach with the overarching goal of fostering self-esteem and self-confidence while nurturing individual talents and creativity. Simultaneously, it seeks to instill pertinent values and skills, thereby aiding students in broadening their understanding of learning and the ensuing prospects. It accomplishes this objective by employing personal and behavioral activities, as well as those pertaining to career planning, and adopting the requisite methodologies."[19]

The English Wikipedia encyclopedia defines entrepreneurial education as: "that educational process that aims to provide students with the necessary knowledge and skills, and to stimulate and enhance their motivation, in order to motivate and encourage them to entrepreneurial success on a large scale and at many levels."[20]

Alain Fayolle characterized entrepreneurial education as encompassing a broad spectrum of endeavors directed towards the development of entrepreneurial thinking, behaviors, and skills. This multifaceted approach extends to various dimensions, including the cultivation of ideas, fostering growth, and stimulating creativity.[21]

➔ Bechard and Toulouse delineated entrepreneurship education as: "A collection of formal educational approaches rooted in the provision of information, training, and instruction to individuals aspiring to engage in socioeconomic development. Its primary objective is to foster entrepreneurial awareness and facilitate the initiation or enhancement of entrepreneurship projects, including the development of small-scale enterprises."[22]

Several key points are evident from this definition, which can be summarized as follows:

1. Confining the role of formal educational institutions in imparting the knowledge and skills essential for the execution of entrepreneurial projects.
2. Employing formal educational methodologies to accomplish the objectives of entrepreneurship education.
3. Emphasizing the importance of education and training, thus bridging the gap between theoretical concepts and practical application.
4. Recognizing that engaging in small-scale projects is a matter of choice, allowing individuals the freedom to learn and train as they see fit. This underscores the fact that specific groups can be targeted for training, acknowledging that individual personalities are influenced by both inherited traits and environmental factors.

Entrepreneurship education can be described as the amalgamation of educational endeavors and strategies designed to elevate self-esteem and self-confidence, leveraging an individual's inherent talents and creativity. It encompasses the cultivation of pertinent skills and values while equipping students with the essential competencies required for initiating and managing their own entrepreneurial ventures.

3.2. The importance of entrepreneurial education:

Entrepreneurship education initiatives focus on nurturing the capacity to generate employment opportunities, both for oneself and others, by founding innovative entrepreneurial endeavors that yield novel products or services. Given that entrepreneurship endeavors to cultivate an economic framework marked by inventiveness and originality, it becomes imperative to harness its potential within the purview of higher education institutions. This allows for the cultivation and adoption of entrepreneurial concepts, thereby facilitating their transformation into productive and pioneering ventures.[23]

The significance of entrepreneurship education can be encapsulated in the following ways: [24]

1. Learning entrepreneurship is an essential step towards instilling the entrepreneurial spirit, increasing the chances of entrepreneurship success, and creating future leaders to bear the burdens of national economic growth that keep pace with global trends.

2. Learning entrepreneurship increases the distinctive capabilities of creating wealth by settling on opportunities related to the knowledge orientation at the global level, thus achieving an important contribution to building a knowledge society.

3. Learning entrepreneurship produces entrepreneurs who are creative and innovative, enabling them to move towards creating a breakthrough in building the knowledge economy through renewed ideas related to the development of the knowledge society.

4. Learning entrepreneurship contributes to increasing knowledge assets and maximizing the wealth of individuals, thus increasing wealth and capital accumulation in the field of knowledge.

5. Entrepreneurship education provides workers in existing institutions with rare and innovative skills that enable them to increase the rate of sales growth by a significantly greater rate than their peers.

6. Entrepreneurship education increases the likelihood of developing new products because entrepreneurs become more creative.

7. Entrepreneurship education increases the likelihood that graduates will have high-tech entrepreneurship project ideas that serve the trend towards building a knowledge society and contribute to overcoming the problem of unemployment.

8. Entrepreneurship education leads to changing the structure of wealth concentration in nations, thus achieving economic stability and shifting from the economy's reliance on a limited number of capital owners towards the largest number of members of society owning wealth, thus achieving stability and achieving diversity in areas of work.

9. Entrepreneurship education fosters increased opportunities linked to knowledge-driven technological advancements. The experience of the University of Arizona serves as a testament to the impact of entrepreneurship education within the university context. It has not only elevated societal value by nurturing an environment where students establish private projects aimed at benefiting their communities but has also played a pivotal role in addressing the issue of unemployment.

Hence, the significance of entrepreneurship education lies in individuals' capacity to actualize entrepreneurial concepts they conceive or envision, translating them into tangible realities. This entrepreneurial reality inherently encompasses qualities such as creativity, innovation, risk-taking, and the aptitude for project planning and management, enabling them to efficiently and effectively achieve their objectives. This holistic approach serves as a fundamental pillar in their everyday lives, both domestically and in broader societal contexts. It enhances individuals' awareness within their professional endeavors and activities, granting them a heightened ability to identify and capitalize on market opportunities. Moreover, it equips members of society with the

skills to engage in entrepreneurship within the voluntary social sphere, thereby contributing to the advancement and growth of the community.

4.2 . Objectives of entrepreneurial education:

Entrepreneurship education, in its broader scope, endeavors to instill entrepreneurial qualities and behavioral attributes among students spanning various age groups. Consequently, the key goals of entrepreneurial education encompass the following: [25]

1. Identify and prepare potential contractors to start their projects or advance and grow their technology-based organizations;
2. Enabling students to prepare action plans for their future projects;
3. Management skills: the ability to solve problems, the ability to organize, the ability to plan, make decisions, take responsibility;
4. Social skills: cooperation, teamwork, ability to learn new roles independently;
5. Entrepreneurial skills: the ability to learn independently, creativity, the ability to take risks, the ability to materialize ideas, the ability to manage, and stimulate entrepreneurship relationships;
6. Providing knowledge related to entrepreneurship;
7. Personality development: self-confidence, constant motivation, critical thinking, ability to self-reflect, endurance, and perseverance;
8. Preparing individual entrepreneurs to achieve success throughout the stages of their future careers and raising their abilities to plan for the future;
9. Identifying and motivating motivations and developing entrepreneurial talent;
10. Working to change the trends of all segments of society and instilling a culture of self-employment in its various fields.

5.2. Requirements for Entrepreneurship education:

To meet the prerequisites of entrepreneurship education and effectively attain its objectives, it necessitates the incorporation of diverse facets and components. To fulfill these prerequisites, it is imperative to establish a genuine collaboration between governmental entities, private corporations, and affiliated support organizations associated with the private sector. These requisites encompass the following: [26]

a. Infrastructure: This involves furnishing appropriate venues outfitted with tables, chairs, essential tools, computers, devices, and a range of equipment including a slide projector. Additionally, it entails supplying software featuring practical training applications designed to facilitate engagement with entrepreneurship-related content, with a preference for materials primarily in Arabic or a maximum of two languages.

B. Human Resources: These individuals are considered qualified, trained, and capable of using and applying advanced training strategies and methods in entrepreneurship, and using information technology appropriately serves this process, given that this education requires a radical change in the thinking style of the learners.

C. Environment: It is the enabling environment that supports the steps to implement entrepreneurial education programs, plans, and goals. This environment derives its empowerment and superiority through the full awareness of members of society at all levels, starting from educational leaders, academics, and decision-makers to the ordinary citizen, from here there is full cooperation and support from everyone to make it a success. Initiative for this education in the community.

D. Previous experiences: Benefiting from international experiences in this regard and building on them in practice and application to the educational context.

H. Adaptation: Responding to the great challenges and pressures imposed by the nature of this era in which we live on this type of education and entrepreneurial behavior, and trying to adapt to them as much as possible.

2.6. Entrepreneurship education programs:

Entrepreneurship education is an ongoing and continuous learning endeavor. Consequently, it should be integrated across all tiers of the education system, ensuring its accessibility to individuals at various stages of their learning journey. This inclusivity extends to retirees seeking to bolster their financial resources, ensuring that they too have access to these high-caliber educational programs aimed at imparting entrepreneurial knowledge and skills. The concept of lifelong learning plays a pivotal role in nurturing leadership capabilities across a wide spectrum of individuals and at various proficiency levels.

Three international entities, namely the International Management Development Network, the International Labor Organization, and the United Nations Development Program have collectively formulated a definition for what is referred to as the Entrepreneurship Development Program. This concept encompasses a sequence of phases within the realm of entrepreneurship development. It commences with fostering a culture of entrepreneurship, imparting education and training to young individuals, promoting entrepreneurship and raising awareness, and ultimately focusing on sustainability and expansion. This comprehensive approach extends beyond programs aimed at entrepreneurs themselves, also encompassing training initiatives designed for instructors and supervisors[27]

Entrepreneurial education programs can be classified into four categories, as shown in the following table:

Table 1. the classification of education entrepreneurship programs

Type of the program	Objectives of the program
Awareness towards entrepreneurship	Knowing more about entrepreneurship and the job of an entrepreneur
The establishment of an institution	Developing technical, soft, and administrative skills for the aim of generating the entrepreneur's own revenues, establishing his/her own institution to create job positions
The development of institutions	Respond to the specific needs of owner-managers
The development of managers	Developing the needed skills for consultation, education and supervising Small enterprises

Source: Jean-Pierre Bechard, the big questions of research about education and entrepreneurship , book of research n94-11_02, HEC, Montreal, p.04

4.Third: Strategies for entrepreneurship education and development of entrepreneurship culture

The educational and training programs aimed at cultivating entrepreneurship skills in students should be grounded in a solid foundation or devised in an innovative manner. This ensures their heightened effectiveness and efficiency in problem-solving and the formulation of inventive solutions. Additionally, these programs should equip students with the capability to objectively analyze project concepts and construct well-structured project plans. They should also bolster their communication skills, facilitate the establishment of societal networks, enhance leadership competencies, and nurture their capacity to influence others. Furthermore, the programs should enable students to critically evaluate any project proposal presented to them.

Entrepreneurial culture arises and grows through the various knowledge and beliefs that a student or individual receives through entrepreneurial education through various pedagogical strategies, which are affected by personal characteristics such as gender, experience, type of school subject, as well as organizational and administrative factors. In addition, it affects their training methods, which in turn affects the method. Through this students learn and ultimately the results of their education and culture.

In the following section, we will explore several models that can serve as sources of inspiration for implementing entrepreneurship education practices, which are as follows: [28]

1. Presentation model: This model places a premium on the transmission of the teacher's knowledge and skills to the student. In this framework, education is structured as a process of "information dissemination" or "narration." The teachers are the conveyors of information, while students primarily serve as passive recipients with minimal interaction. The educational content is typically determined through the academic research being conveyed. Teaching methods predominantly involve lectures, presentations using audio-visual aids, and conferences. Evaluation mechanisms primarily revolve around assessing students' retention of the information presented through listening and reading.

2. Demand model: This model represents a departure from the first one, focusing instead on students' needs, motivations, and objectives. In this approach, education is crafted to establish an environment conducive to knowledge acquisition. Instructors take on the role of facilitators, while students actively participate in shaping their own learning experiences. Under this model, the knowledge to be acquired is primarily tailored to meet the students' future needs and activities. In practice, this model frequently incorporates pedagogical methods that emphasize discussions, exploration, experimentation, library and internet research, laboratory work, field studies, and group discussions. Evaluation processes are typically oriented toward assessing the learners, where students are encouraged to express their opinions and ideas regarding what they have acquired**.**

3. Competence model: This model focuses on cultivating students' abilities to solve intricate problems by leveraging essential knowledge and skills. It emphasizes interactive education, fostering engagement and enabling effective learning through active participation between teachers and students.[29] Teachers become like trainers or developers while students are proposed to actually build their knowledge by interacting with their teachers as well as their friends in the lecture, and the knowledge that will be obtained is mainly about solving complex problems that may occur to them in their professional lives. Teaching methods focus on acquiring communication skills (forums, giving presentations, contributing to discussions) or producing knowledge (writing articles or conferences, group activation, modeling), which are often practiced in a context close to the student's future professional life.

The evaluation approach in this model centers on assessing students' competencies in addressing intricate, real-world challenges. In practical implementation, instructors may amalgamate elements from multiple models, giving rise to hybrid approaches that encompass features from each of the primary models. Nevertheless, it's important to acknowledge that teaching methodologies typically adhere to a specific set of principles. Therefore, when innovative approaches emerge, it's worthwhile to consider their inspiration from one of the aforementioned models. Consequently, we can assert that...:[30]

4. Simulation and games: Certain scholars propose that the utilization of simulations aids students in formulating strategies and making a series of decisions aimed at securing the success of a small entrepreneurship venture. Honig contends that conventional pedagogical methods frequently clash with the requisites of entrepreneurship education. He asserts that simulations empower participants

to experiment with novel and occasionally unforeseen scenarios, enabling them to grapple with setbacks and cultivate the adaptability essential for future survival.

Hindle suggests a number of criteria to guide the selection of simulations, classified into four main categories:

➔ The ability of the scenario to appear relevant and credible;
➔ Communications that are unambiguous in many respects;
➔ The process adapts to technical support means;
➔ Finally, a cost-benefit analysis according to the previous criteria and the goal to be achieved.

a. Computer games and simulations : Wolf et Bruton identified three simulations that can provide a number of benefits within the framework of entrepreneurship education at university:

● **Entrepreneurship Simulation Program:** This is a simulation that enables participants to start and operate a shoe store within 12 months, where all groups receive the same initial capital, and sales and net worth indicate the contractors' performance.
● **Entrepreneur Simulation:** Participating groups set up and operate a retail clothing store, and each trio can make and implement different changes to improve the organization's performance.
● **Starting Small Enterprises With a starting capital of** $100,000, groups must create and develop a small popcorn producing enterprise with high selling capacity.

The teacher or professor using this simulation should provide compensatory activities directed at the levels of weakness that may appear.

B. Behavioral simulation: Behavioral simulation in entrepreneurship is experimental activities in which small enterprises are created and designed for students to try out some trends and develop entrepreneurial skills and capabilities.

5. Use of videotapes: As per the insights of Buckley, Wren, and Michaelsen, showcasing a film in a entrepreneurship setting offers students an opportunity to witness managerial dynamics firsthand, as demonstrated by managers and experts from diverse industries. In the context of preparing aspiring entrepreneurs, this film presentation can be complemented by real-life narratives shared by certain entrepreneurs. These narratives can serve as a source of inspiration and reflection, subsequently becoming topics for further discussion.

6. Using life stories: Life stories can be an important educational tool for students in entrepreneurship. Rae and Carswell suggest that developing CVs can support learning about a possible career for entrepreneurs.

The methodology of entrepreneurial education must be diverse and innovative in its presentation, and its content - in addition to the models mentioned above - should focus on the following: [31]

7. Case studies: An administrative case can be characterized as a written account, employing textual or numerical information, that portrays an actual incident, a genuine challenge, or a real circumstance encountered by a manager, a team of administrators, or an organization. This written account is presented in the form of a narrative and is utilized in educational or training contexts for students. Students are tasked with various responsibilities, such as diagnosing the underlying factors behind administrative situations, analyzing the scenario, making decisions, proposing approaches and methods for addressing the issue or devising solutions. They may be required to undertake one or more of these tasks.

8. Education by experience and practice: This is accomplished by immersing learners or student entrepreneurs in authentic situations within the entrepreneurial or freelance work domain, spanning various industries such as factories, companies, or diverse entrepreneurship organizations. The objective is to acquaint them with the professional work environment and enable them to engage in entrepreneurial activities for a defined duration. This practical experience serves as a means for

them to acquire firsthand knowledge, and fresh skills, and foster a more nuanced understanding of the entrepreneurial vocation prior to venturing into the realm of self-employment and entrepreneurship.

9. Group discussions or cooperative education: That entails, students work in groups or in pairs to achieve learning goals through dialogue, discussion, and exchange of opinions. Students exercise different roles such as coordinator, summary, evaluator, recorder, observer, encourager, group leader, and group spokesman, or through this strategy, they can be assigned or relied on for the group's or work team's work projects or in developing a work plan for their proposed project.

10. Presentations by students: This is to explain the introduction of a new product or service that can be sold, a specific project, or an introduction to the company that the student wants to establish or work for.

11. Creative problem-solving method: It constitutes a structured approach in which students contemplate the resolution of a problem they perceive as existing and in need of a solution. Their pursuit involves acquiring information and skills that directly pertain to their own lives and the challenges they encounter, rather than simply for the purpose of examination and achieving passing grades.

12. Role-playing strategy: In this approach, a group of two or three students engage in role-playing exercises that simulate hypothetical social scenarios. This method facilitates the development of effective listening skills and encourages independent thinking. Beyond merely assuming predefined roles, students have the opportunity to craft their own dialogues, and these roles can be recorded on tape for later assessment and review.

13. Field visits to some leading organizations: The objective is to familiarize individuals with their profiles, abilities, departments, and the scope of their activities.

The efficacy of entrepreneurship education initiatives in colleges and universities hinges on their integration with actual workplaces like factories, labor offices, hospitals, and companies. This approach is known as simulation modeling, where learners in simulated programs encounter scenarios resembling real-life situations. It offers practical training without exposing participants to potential hazards or substantial financial burdens associated with on-site training.

Emphasis should be placed on aligning the content of educational or training programs with the specific needs of the country or geographic region in which student entrepreneurs reside.

Entrepreneurship education programs should employ effective, non-traditional, high-quality instructional methods to enhance students' cognitive and analytical capabilities. To encourage groups of learners to participate in these educational programs, it is advisable to provide them with suitable material and moral incentives, activate the assessment and engagement process, offer various rewards, organize celebrations, and hold competitions for projects or work plans among students. [32]

❖   **The Algerian University and the entrepreneurial culture among university students:**

The entrepreneurship sector plays a pivotal role in revitalizing Algeria's economy. To promote and bolster this sector, authorities have endeavored to create a range of essential conditions for conducting entrepreneurship activities, spanning from legal procedures to the physical establishment of enterprises. However, entrepreneurship in Algeria remains underdeveloped and lags behind neighboring nations.

Given the university's increasing engagement with the external world and its significant role in generating employment opportunities, Algeria is presently embarking on a fresh trajectory of entrepreneurship. This new direction is anchored in youth-driven initiatives from the academic sphere. The focus is on identifying effective approaches to foster an entrepreneurial mindset within this demographic, equipping them with the requisite knowledge and competencies for

entrepreneurial practice. The objective is to activate the concept of initiating projects and generating job opportunities while surmounting any obstacles they may encounter. This entails bridging the gap between university students and the entrepreneurship realm, providing training, and offering support as needed. For instance:

- **The role of entrepreneurship Or entrepreneurship development centers**:These initiatives have been instituted within Algerian universities, aiming to offer individuals with the requisite qualifications and capabilities the chance to establish their own small and medium-sized enterprises. Their goal is to stimulate innovation and creativity among potential entrepreneurs by employing effective methodologies. These programs offer a range of activities, events, and courses designed to disseminate an entrepreneurial mindset. This benefits numerous students across diverse fields of study since university students often lack the critical skills essential for sustaining their projects. Additionally, these initiatives help dispel any confusion associated with the process of initiating entrepreneurial ventures.
- **Entrepreneurial education programs:** These programs are specifically designed for students as part of their academic curriculum. They center on the academic and practical aspects of entrepreneurship education, with a focus on equipping individuals with the skills needed for self-employment and job creation. They are instrumental in readying individuals to embark on entrepreneurial ventures. Consequently, universities play a pivotal role in delivering entrepreneurship education and facilitating the journey toward a career in entrepreneurship. The widespread adoption, reinforcement, and integration of entrepreneurship education within society yield substantial benefits, promising future advantages, and profound impacts on sustainable, high-quality development. This approach fosters a broad pool of entrepreneurs and innovators across various domains and cultivates a generation steeped in an entrepreneurial ethos rooted in creativity, innovation, and accomplishment.
- **University entrepreneurship incubators**: These institutions have been established within university campuses, and their total count is projected to reach 94 by the year 2023. Their primary mission is to nurture the inventive and imaginative concepts of both current university students and alumni. They also offer support and guidance to projects that have been sanctioned under Ministerial Resolution 1275, pertaining to the accreditation of emerging enterprises, as per the patent issued on September 27, 2022.

5.Conclusion:

Based on the aforementioned points, it can be asserted that the most effective and straightforward avenue for cultivating capable entrepreneurs is through the university. This involves preparing prospective entrepreneurs through a range of entrepreneurship education strategies. These strategies aim to equip university students with essential skills, attributes, and entrepreneurial traits, such as initiative, risk-taking, and self-reliance. The ultimate objective is to nurture a new generation of entrepreneurs with the ability to discern and seize opportunities, enabling them to effortlessly venture into the entrepreneurship world. Consequently, this approach is poised to yield positive outcomes in terms of both economic and social development. It leverages various resources such as entrepreneurship development centers, university-affiliated entrepreneurship incubators, and entrepreneurship education programs, which employ effective, unconventional, and high-quality instructional methods to enhance the intellectual and analytical capacities of university students.

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