

Promoting emerging projects through entrepreneurship among university youth

Heddachi Hakim*, Hacine Yahia**

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Abstract: *Entrepreneurship can indeed be taught and learned, though its success depends on internal (individual) and external (contextual) factors, and should also be related to the development of entrepreneurial behaviors. In this sense, an enterprising person may not necessarily be an entrepreneur and their skills and characteristics may be exercised in different contexts (e.g., in a social context as a family or local community) instead of in the market.*

Globally, entrepreneurship has become a subject of research at many universities through programmed and courses in entrepreneurship, although with little uniformity in content and approach among these programmers and courses. In reference to, three different types of entrepreneurship education were distinguished: education 'for', 'through' and 'about' enterprise.

Keywords: Entrepreneurship; Entrepreneurial House; Entrepreneurial culture; Spirit of initiative

ملخص : يمكن بالفعل تعليم وتعلم ريادة الأعمال، على الرغم من أن نجاحها يعتمد على عوامل داخلية (فردية) وخارجية (سياقية)، ويجب أن يرتبط أيضاً بتطور سلوكيات ريادة الأعمال. وبهذا المعنى، قد لا يكون الشخص المغامر بالضرورة رائد أعمال ويمكن ممارسة مهاراته وخصائصه في سياقات مختلفة (على سبيل المثال، في سياق اجتماعي كأ أسرة أو مجتمع محلي) بدلاً من السوق. على الصعيد العالمي، أصبحت ريادة الأعمال موضوع بحث في العديد من الجامعات من خلال البرامج والدورات التدريبية في مجال ريادة الأعمال، على الرغم من وجود قدر ضئيل من التوحيد في المحتوى والنهج بين هؤلاء المبرمجين والدورات. وبالإشارة إلى ذلك، تم التمييز بين ثلاثة أنواع مختلفة من تعليم ريادة الأعمال: التعليم "من أجل" و"من خلال" و"حول" المؤسسة.

الكلمات المفتاحية : ريادة الأعمال، بيت ريادة الأعمال؛ ثقافة ريادة الأعمال؛ روح المبادرة.

* Maitre de conférences b Université Tiaret, Algeria, heddachi@gmail.com.

** Professor A Université Tiaret, Algeria, hacineyahia1967@yahoo.fr.

1.Introduction

Entrepreneurship represents one of the poles of the economy and the engines of its growth. It is considered the main axis of development and innovation and one of the aspects of basic competitive strategies. The important role that the field of entrepreneurship plays in economic activity, as well as achieving economic development and providing jobs, as well as achieving innovation and renewal, as the importance of forming and developing the human resource appears in... Providing project owners and contractors with the knowledge, skills and experience necessary to enhance the entrepreneurial spirit, ensuring the success of entrepreneurial projects and their implementation on the ground in a correct and successful manner.

We also find that Algeria moved towards investing in entrepreneurship, convinced that it is one of the ways to achieve growth and economic development by taking several measures and policies to stimulate the entrepreneurial trend. It adopted a strategy based on a set of reforms that would strengthen and develop the thought or spirit of entrepreneurship that specifically targets the youth community. In general, and university graduates in particular, because they are qualified for this, but the success of this strategy depends on the maturity of entrepreneurial thought among this segment. As university education is an essential focus for developing entrepreneurship skills, Curricula should focus on encouraging independence, perseverance, self-confidence, and other entrepreneurial skills.

The university also has an important role in building knowledge of entrepreneurship and teaching the scientific concepts on which it is built.

From this standpoint, the following main question arises: To what extent does entrepreneurship contribute to promoting and consolidating projects among young people?

To answer this problem, some supporting questions are raised:

- What is meant by entrepreneurship and what are its approaches?
- What about entrepreneurship education, entrepreneurship culture, and entrepreneurship spirit?
- What is the university's role in promoting the entrepreneurial spirit?

1.1.The importance of the study:

The importance of the study lies in addressing an important topic, which is knowing the contribution of economic intelligence to the sustainability of entrepreneurial activity in Algeria, and that is through knowing the state's efforts in order for this type of institutions to

benefit from the mechanism of economic intelligence as a modern approach through which it undertakes to ensure the continuity of its activity in a way that It contributes to the creation of jobs, the provision of goods and services necessary for society, and the development of the spirit of entrepreneurship and innovation.

1.2.Objectives of the study:

The objectives of the study are multiple, the most important of which can be mentioned as follows:

- Highlighting the role of economic intelligence in developing entrepreneurship and maintaining the continuity of its activity.
- Shedding light on the reality of economic intelligence and entrepreneurial activity and the possibility of the latter benefiting from the former in Algeria.

1.3.Divisions of the study:

In order to answer the raised problem and sub-questions, the study was divided into four axes as follows:

First: The nature of entrepreneurship.

Second: The nature of entrepreneurial learning, culture and entrepreneurial spirit.

Third: The role of economic intelligence in the continuity of entrepreneurship.

2. General concepts about entrepreneurship and emerging institutions:

2.1.What is entrepreneurship?

Projects and management Developing an idea that refers to business entrepreneurship or entrepreneurship The risk you take in order to achieve profits with a business goal.

Endurance, ability, and audacity. Creativity among the business community. Entrepreneurial spirit.

They discuss challenges and challenge people who are entrepreneurs and adapt. Business is a world of success to achieve new opportunities through. The role she plays, but herself, the company only has a mission, not entrepreneurship. It also helps create new job opportunities because it is a major economy in the country. Oh, The market.

Entrepreneurial activity plays an important role by contributing to raising economic growth rates, through economic diversification, job creation, and local product development. Hence, various countries seek to provide sufficient support to stimulate the entrepreneurial

spirit and open the door for those with ideas to take the initiative to embody them on the ground.

2.1.1. Classic entrepreneurship:

Ideas about the management and establishment of large and Small ProJet's, which include: The market is present or simple.

2.1.2. Innovative entrepreneurship:

refers to the creation of companies that are distinguished by their innovative approach. Its creative spirit and ability to introduce new ideas into the market. Innovative entrepreneurship.

2.2. Definition of contractor:

Before discussing the nature of entrepreneurship, it is possible to refer to the definition of entrepreneurship as follows:

The term "contractor" is essentially related to the element of risk, as he is the person who combines the elements of production in order to achieve profit and is aware that this may not be achieved for him, even if this conflicts with perfect competition. However, after the emergence of new forms of the latter in economic analysis, the risk factor has become closely associated with the contractor. .

The contractor is the founder or originator of the institution who works to organize and manage it internally and externally. It is possible for the contractor to appear in the advanced stages of the institution's life, which is the case in which he buys an existing institution or succeeds a person. Before this, we find that the contractor is primarily linked to the ownership of the institution's assets, that is, to the capital. By managing it, he is called the owner, and he may relinquish the management of the institution to another person, known as the manager or manager.

J.B. Say considered the entrepreneur to be the creator who collects and organizes the means of production with the aim of creating a new benefit. Schumpeter also defined him as the person who has the will and ability to transform a new idea or invention into innovation. (Michel, 2001, P13).

According to both Julien and Machesney, he is the one who is characterized by a set of characteristics: he imagines the new and has great confidence in himself, who is enthusiastic and solid, who solves problems and loves management, who struggles with routine and rejects difficulties and obstacles, and who creates important information. (ريم لونيبي، 2014، ص227).

2.3. Definition of entrepreneurship:

Gartner considers entrepreneurship to be the process of creating new organizations, and in order for us to understand this phenomenon, we must conduct a practical study that

leads to the birth and emergence of these organizations, in other words, the set of activities that allow the individual to create his new organization. (Raouf, P128).

As for Casson, entrepreneurial means situations that allow the provision of new service products and raw materials, in addition to introducing new methods of analogy and selling them at a price higher than the cost of producing them. This is done by the contractor, and the contractor's awareness of these opportunities generates in him an entrepreneurial vision that prompts him to create an institution with the aim of exploiting them. (نادية، 2011، ص22).

As for Alain Fayol, he defined it as a special case through which economic and social wealth is created that has characteristics characterized by uncertainty, that is, facing risk, and in which individuals are integrated, whose behavior should have a basis that specializes in accepting change and common risks, and taking initiative and individual intervention. (Alin,2004, p29).

2.4.Entrepreneurship approaches:

There are many approaches that address entrepreneurship from multiple viewpoints, the most important of which are the following:(Nadim, 2016, p08).

2.4.1. Business Opportunity Approach:

This approach is based on the idea of the entrepreneurial opportunity, where entrepreneurship is considered to be seizing, or rather exploiting, opportunities that the contractor must discover, then evaluate, and finally begin to exploit, like the thinker (Venkataraman). Under this approach, entrepreneurship is limited to the production of goods and Services.

2.4.2. The approach to creating organizations:

This approach is based on the idea that entrepreneurship is the creation of new organizations at a minimum. The modern vision of entrepreneurship in this context has gone beyond the idea of creating institutions to the idea of organizational emergence, that is, the emergence of new forms of organization based on a pre-existing institution.

2.4.3. Value creation approach:

Entrepreneurship is considered a tool for creating new value for the individual or society as a whole. Buryat defined entrepreneurship as a scientific subject for research into the duality of the individual and value creation.

As for Ronstadt, he emphasized that entrepreneurship is the dynamic path to creating additional wealth. He focused his definition on creating added value, whether through the production of new goods and services or through the introduction of transfers to pre-existing goods and services. He also links entrepreneurship with the risk factor.

2.4.4. Creativity approach:

Entrepreneurship is closely linked to creativity, and the roots of this approach go back to the economist Schumpeter, who showed five types of creativity: new materials for consumption, whether goods or services or even new ways of exploiting sources of raw materials, new ways of production, new methods. For transportation, new markets and finally new types of industrial organization, and the contractor, through his creativity in these areas, presents something new that no one else has achieved.

3. The nature of entrepreneurial education, culture and entrepreneurial spirit.

3.1.The nature of entrepreneurial learning:

The importance of preparing educational programs for entrepreneurs in a way that supports the development of established institutions and the success of the goals set for their establishment is evident through the contribution of university education institutions in providing education and encouraging their students, in a way that ensures the strengthening of the entrepreneurial culture through the integration of the higher education system in a way that ensures the creation of an entrepreneurial spirit, encouraging students, and rationalizing... Contractors to ensure the success of your projects.

3.1.1. The emergence of entrepreneurship education:

The history of entrepreneurship education in the world dates back to the year 1947 when Myle Maces presented the first educational course on entrepreneurship at Harvard University in America. This course attracted the attention and admiration of 188 of the 600 students in the second year of the Master of Business Administration degree, and this was the clear reason. To offer this course is to respond to the needs of students who returned after performing military service in World War II to join an economy undergoing a transitional period due to the collapse that occurred in the military industries after the end of the war. This course achieved popularity, but the subject of entrepreneurship did not achieve the attractiveness expected of it during the years. Over the next decade (the 1950s), it began to appear Partially during the fifties and sixties of the twentieth century, but with the beginning of the seventies, business schools witnessed a radical change. 16 universities began offering this course, and it is difficult to determine the main reason for this change to occur. This was accompanied by the emergence of new scientific fields concerned with business entrepreneurship, and the meanings of the word “entrepreneur” moves from expressions such as greed, exploitation, selfishness and disloyalty to creativity, innovation, profitability and job creation.

Entrepreneurship education and its academic programs grew in the mid and early eighties of the twentieth century, as the number of universities teaching entrepreneurship increased to more than 250 universities offering many courses in this field, and by the end of the nineties the number of courses increased to more than 2,200 courses in the American

educational system. And about 1,600 schools in entrepreneurship, 44 academic journals and 100 research centers specialized in entrepreneurship.

At present, entrepreneurship education has gained great interest in academic and economic communities throughout the world. As there are many important and extended scientific efforts that bear witness to the emergence of many fields of global research and professional associations in the field of entrepreneurship, which number more than 44 peer-reviewed scientific periodicals specialized in entrepreneurship, and more than 100 centers specialized in the field of entrepreneurship, many activities have emerged that It gave great importance to entrepreneurship by embodying its academic and scientific outlook. (الجودي، 2015، ص140-134).

3.1.2. Definition of entrepreneurship education:

Entrepreneurial education is defined as: a set of formal education methods that is based on informing, training, and educating any individual who wishes to participate in economic development through a project aimed at enhancing entrepreneurial awareness and establishing business projects or developing small business projects.

Alain Fayolle defined entrepreneurial education as: all activities aimed at enhancing thinking, behavior and entrepreneurial skills and covering a range of aspects such as ideas, growth and creativity.

Entrepreneurship education is generally viewed as an educational approach aimed at enhancing and nurturing individual and collective talents and creativity. A group of experts representing all member states in European action proposed a common definition of entrepreneurship education that includes two important elements: (Hadj Slimane, 2010, p05).

- A broader concept of education that includes entrepreneurial preparations and skills that include developing some personal qualities and does not focus directly on establishing new institutions.
- A more specific concept related to education to create new institutions.

Although there is no consensus on the content and structure of entrepreneurship education, it is necessary for universities to, at a minimum, “encourage the development of creative ideas for being an entrepreneur,” “provide the necessary knowledge about entrepreneurship,” and “develop entrepreneurship skills.” (Dugué, 2009, p142-159).

3.1.3. Entrepreneurial education strategies:

Teaching strategies form a bridge between knowledge and beliefs on the one hand of teachers, and on the other hand their applications. These strategies are affected by personal characteristics such as gender, experience, type of school subject, as well as organizational and administrative factors. In addition, they affect their teaching methods, which in turn

affects the way the recipient learns. The results obtained from education and these strategies are:

- a. Presentation model:** It gives priority to transferring the knowledge and skills possessed by the teacher to the learner. In this model, education is designed in the form of “communicating information” or “telling a story. "Evaluation systems are based on listening and reading, and are limited to measuring the learner’s degree of memorization of all the knowledge that has been taught to him.
- b. Demand model:** It is the opposite of the first model, and is based on the needs, motivations and goals of the learner. In this model, education is designed on the basis of creating a suitable environment for acquiring knowledge. In this model, the knowledge that will be acquired is essentially defined according to the learner’s needs in future activities. In practice, this model often combines techniques.
- c. Competency Model:** This model looks at developing and developing the learner’s aptitudes to solve complex problems using key knowledge and aptitudes. Education here is interactive between the teacher and the learner and makes learning possible. The teacher is considered a trainer, and thus the knowledge that will be obtained is mainly about solving complex problems that can That falls for them in their career.
- d. Simulation and games:** Some researchers suggest that using simulation helps the learner develop strategies and make a number of decisions in order to ensure the success of a small enterprise. Hoing believes that traditional education is often at odds with the needs of entrepreneurial education, and believes that simulation allows participants to experience new and sometimes unexpected situations, learn to cope with some failures and develop the flexibility necessary to survive in the future. (الجودي، 2015، ص156).

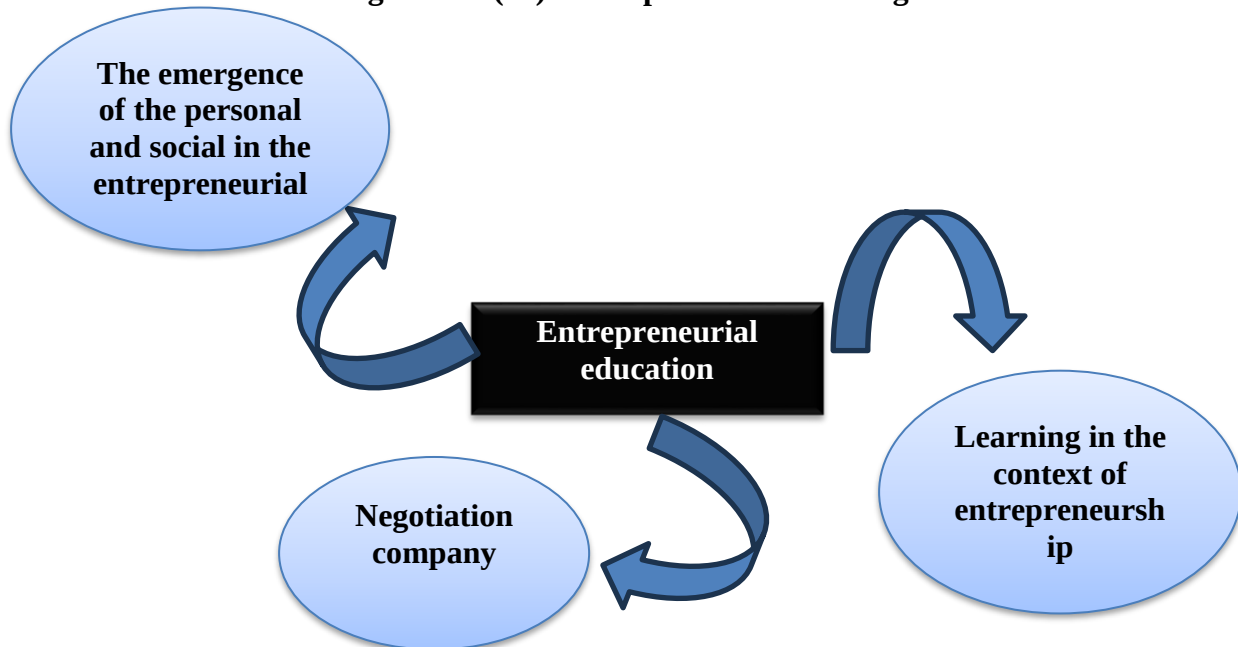
3.1.4. Classification of entrepreneurship education programs:

There are several classifications of entrepreneurship education programs, as Jean Pierre classifies them into four categories as follows:

- Awareness and awareness of entrepreneurship: It aims to learn more about entrepreneurship and the contractor profession.
- Establishing an institution: through which technical, human, and administrative skills are formed in order to generate its own revenues, establish its own institution and create jobs.
- Institutional development: by responding to the special needs of the management owners.
- Trainer development: developing skills for consultation, education and institutional follow-up.

Entrepreneurial education programs allow for deepening the learner's knowledge, acquisitions, understanding of the diversity of entrepreneurship, and giving him the entrepreneurial spirit. (Jean-Pierre, 02/11/1994).

Figure No. (01): Entrepreneurial learning model



Source: Prepared by the two researchers based on:

P. David Rae, **Inspiring entrepreneurial learning in the new era, Career in small business, government & higher education**, Glyndwr University, 2 June 2011, P 09.

3.2.What is the entrepreneurial spirit or culture?

3.2.1. Definition of entrepreneurial spirit or culture:

- The entrepreneurial spirit is an initiative or change not with the aim of resurrecting an institution of individuals, but with the aim of extracting new ideas and developing the necessary flexibility in order to create change. Lakhdar, entitled "The Spirit of Enterprise in Europe," published by the European Inspectorate, gave the following definition: "The Spirit An institution is a spiritual state, such as the path of establishing and developing an economic activity through a combination of creativity and/or innovation and sound management in a new or existing organization and taking risks.

- As it is defined as the feeling of the opportunity that the last ones are confused and contradictory, with touch and grasping and creating something, it is a dynamic and risky process, it includes a combination of capital, technology and human skill, and it can be applied in all businesses regardless of the volumes and economic and service considerations. (Sethi, 2005, 7).

- According to the Entrepreneurial Education Association 2004, entrepreneurship education is a long-term educational process consisting of three stages: (Isaacs et al, 2007, 616).

- ❖ creative applications.
- ❖ start-up.
- ❖ Growth.

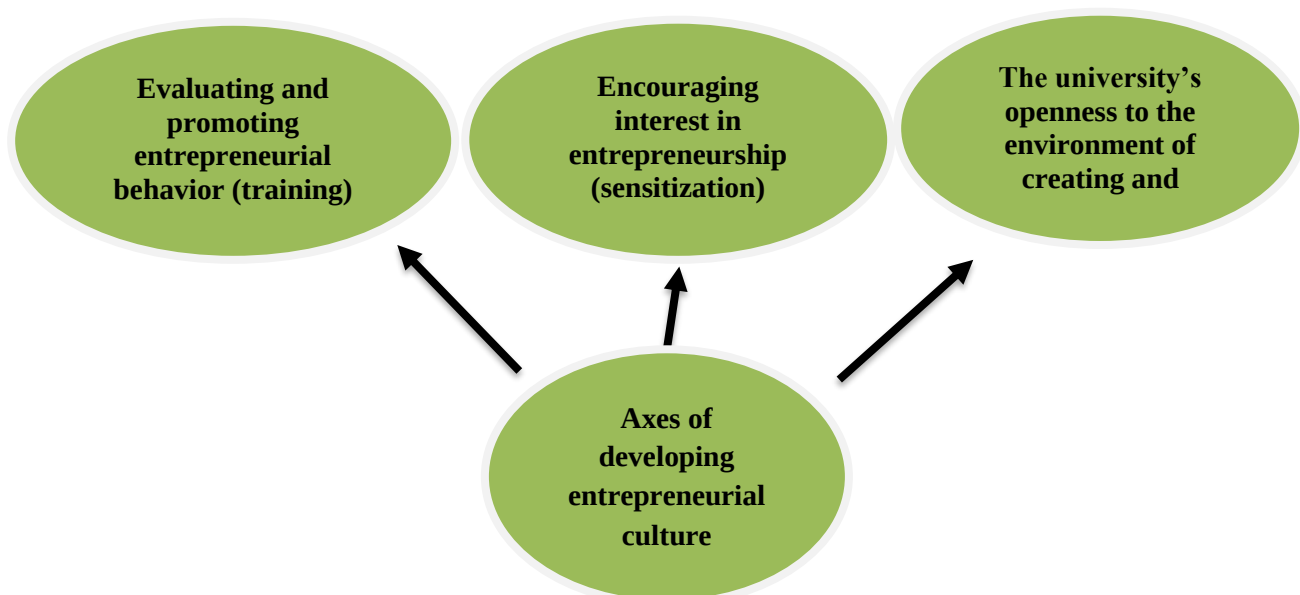
3.2.2. Elements of developing entrepreneurial culture

To develop the culture of entrepreneurship, which is raising awareness and working to emphasize the importance of entrepreneurship through “training in entrepreneurship through educational programs, professional and academic courses, training workshops...etc., and this is in order to encourage interest in entrepreneurship, which is considered the basic element in entrepreneurship culture, followed by valorization, that is, encouraging behaviors.”

And entrepreneurial practices, through adopting and supporting various ideas, preparing them and producing them in the form of projects. Then comes the main point in this relationship, which is the university’s openness to the environment of creating and establishing institutions.

Through these axes, we are talking about creating an entrepreneurial culture from the university and research institutions. Through this perspective, the entrepreneur will possess social capital that is separated from three basic poles: the cognitive, relational, and financial poles, and the following figure shows this:

Figure No. (02): Axes for developing entrepreneurial culture



Source:Entrepreneurs hip & Régional Développement , An International Journal ,Volume 22, 2010 - Issue 7-8.

4. The reality of entrepreneurial skills and training in Algeria:

It aims to gain knowledge relevant to entrepreneurship, acquire skills for analyzing business situations, developing business plans, stimulating entrepreneurial skills and spirit, undoing the opposite bias towards risk-taking, supporting and adopting all forms of business risk-taking, and stimulating socialization. (Alberti; Sciascia & Poli, 2004).

The GEM 2011 report indicates that in Algeria there is a direct correlation between the level of education and the rate of entrepreneurial activity (TEA). However, there are statistically significant differences between different levels of education for Algerian entrepreneurs. 29.3% of adult entrepreneurs have a primary level of education, 36% have a secondary level of education, and 35% have a higher university education level, and this is due to the absence of business training at various levels of education.(Abedou; Bouyacoub; Kherbachi, 2011).

5.Conclusion

Algeria has realized the importance of contractualization as a reliable strategic alternative to get out of the critical financial situation that its economy has experienced in light of the decline in oil revenues. The Algerian state has adopted this proposal through a strategy that relies on a set of tax and economic privileges granted to young entrepreneurs in addition to financial and technical support. The support devices established by the state as an application of this strategy on the ground, and these devices target the youth community in general and university graduates in particular, as they are qualified to establish projects and capable of initiative and creativity. However, in reality, the success of this strategy depends on the maturity of entrepreneurial thought among the targeted segments to ensure More success with these strategies.

Through the above, a set of suggestions and recommendations can be included that would contribute to increasing the Algerian university's contribution to consolidating the entrepreneurial spirit among university students, including the following:

- The necessity of the presence and strength of the highest political will in the country in order to consolidate and support entrepreneurial thought and the

entrepreneurial spirit among young people graduating from universities, higher institutes and national schools;

- Spreading entrepreneurial culture or entrepreneurial thought among various segments of society, especially young people with degrees, as well as establishing innovative educational infrastructure and strengthening the capabilities of young people to engage more in entrepreneurial activity;
- Strengthening the partnership between the university and its socio-economic environment in order to value the results of scientific research, especially applied research, to describe the locomotive of development.
- Conducting awareness campaigns on entrepreneurship, organizing seminars and conferences on entrepreneurship thought in various university colleges, intensifying research and opening university specializations on the subject;
- Establishing business incubators to provide training courses in project management by universities;
- Strengthening the partnership between the owners of entrepreneurial projects (ideas), the university and research centers in order to make their implementation successful on scientific foundations on the ground and reduce risks.
- Bringing support and accompaniment bodies closer to the university, similar to the “Entrepreneurship House” project sponsored by the National Agency for Support and Employment of Youth (ANSEJ);
- Promoting entrepreneurship as a future career option for students. This requires designing courses and training programs that increase the possibility of translating entrepreneurial orientation into actual behavior. Meaning, the motivation for entrepreneurship becomes the opportunities it provides, not need or necessity.
- Promoting and instilling the entrepreneurial culture among students through university education (including an entrepreneurship course, enabling students to conduct field training and making them obligatory, adapting various teaching practices to enhance entrepreneurial self-confidence and students’ desire to pursue entrepreneurship as a career option, etc.).

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