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EXPLORING THE ESSENCE OF ENTREPRENEURSHIP THROUGH THE ENTREPRENEURIAL EDUCATION AND ACCOMPANYING PROGRAM IN ALGERIA

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ABSTRACT

The study aims to analyze the efficacy of accompanying programs Entrepreneurship in Algeria, and reveal the main traits of entrepreneurial spirit among Algerian Entrepreneurs university students, such as creativity, innovation, and self-confidence, independency and responsibility as well as risk taking propensity and initiativeness, and its effects on the creation and success of small and medium business in Algeria through the contribution of devices support and accompanying program provided by the gouvernement as well (ANSEJ, NACC, ANDI).

Key Words : accompanying programs, Entrepreneurship, entrepreneurial spirit

INTRODUCTION

With the advent and swift developments in field of technology and the forces of globalization, world has become a global village, characterized by an explosive growth in international business and competition. Being a part of the global economy is posing innumerable and substantial challenges for organizations and industries throughout the world. On the one hand, to survive, keep pace with speed of advancements and lead in the challenging world is hard, at the same time, this opens up various new and unexplored doors of opportunities. Entrepreneurship, which is one the most powerful economic force known to humankind, is empowering individuals to seek opportunity where others find intractable problems. Entrepreneurship is the symbol of business tenacity and achievement; it is a vital source of change in all facets of society⁵.

Entrepreneurs, with their inherent intelligence, drive and hard work, have made best use of the opportunities available to them. They have historically altered the direction of national economies, industries, or markets. They have invented new products, developed organizations, and pioneered outburst in new technologies. They have forced the relocation of resources away from existing users to new and more productive users. Many entrepreneurial innovations have transformed the society, in which we live and enjoy the outcomes.

Entrepreneurship in The Economic Thought

Various scholars have written extensively on the origin of entrepreneurship. What is interesting is that most of the scholars who wrote about the origin of entrepreneurship are either economists or historians. Basically, the concept entrepreneur is derived from the French concept "entreprendre" which literally is equivalent to the English concept "to undertake". From the business point of view, to undertake simply means to start a business (QuickMBA, 2010). From the historical point of view, Schumpeter (1951) opined that the French economist Richard Cantillon, was the first to introduce the concept "entrepreneur" in his work in 1755. He viewed the entrepreneur as a risk taker⁶.

However, some scholars contend that it was an economist, Jean- Baptiste Say, who analysed the concept in an advanced way in his work in 1821 where he identified entrepreneur as new economic phenomenon (Wikipedia, 2010). Given the foregoing, we can infer that the concept "entrepreneur" is almost as old as the formal discipline of economics itself (Schumpeter, 1951) especially given the fact that it was economists such as Adam Smith, David Ricardo, and John Stuart Mill who have written extensively on it, albeit referring to it as "business management". However, unlike Smith and Ricardo, Mill stressed the significance of entrepreneurship for economic growth. Another renowned economist, Alfred Marshall buttressed Mill's view by formally recognizing entrepreneurship as an important factor of production in 1890; he viewed entrepreneurship as organization creation and believed that entrepreneurship is the driving element behind organization (Schumpeter, 1951; Burnett, 2000). Entrepreneurship had been defined in many different ways as

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⁵ Introduction to Entrepreneurship, Dr. Anurag Pahuja on 27 April 2016

⁶ Shane, S. et Venkataraman, S, « The promise of entrepreneurship is a field of research », Academy of Management Review, vol. 25, n°1, 2000

expected for such an important concept. Table 1 illustrate some of the different definitions of entrepreneurship.

Study	Definition
Asamani & Mensah (2013)	Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risk, and receiving the resulting rewards.
Uddin & Bose (2012)	Entrepreneurship is the process of identifying opportunities in the market place, committing actions and necessary resources to exploit the opportunities for long term personal gain.
Timmons & Spinelli (2008)	Entrepreneurship is a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach and leadership balanced.

Source : Shalaby, Nabil. "A recipe to foster entrepreneurship in the Arab world" in The Entrepreneurialist, 10 January 2011.

The Concept of Entrepreneurship

Entrepreneurship has traditionally been defined as the process of designing, launching and running a new business, which typically begins as a small business, such as a startup company, offering a product, process or service for sale or hire. It has been defined as the "...capacity and willingness to develop, organize, and manage a business venture along with any of its risks in order to make a profit." While definitions of entrepreneurship typically focus on the launching and running of businesses, due to the high risks involved in launching a start-up, a significant proportion of businesses have to close, due to a "...lack of funding, bad business decisions, an economic crisis -- or a combination of all of these" or due to lack of market demand. In the 2000s, the definition of "entrepreneurship" has been expanded to explain how and why individuals (or teams) identify opportunities, evaluate them as viable, and then decide to exploit them. we can summarize by concluding that entrepreneurship is a function which involves the exploitation of opportunities which exist within a market⁷.

The entrepreneurship process and characteristics:

Entrepreneurship is a process of actions of an entrepreneur who is a person always in search of something new and exploits such ideas into gainful opportunities by accepting the risk and uncertainty with the enterprise.

- **Economic and dynamic activity:**

Entrepreneurship is an economic activity because it involves the creation and operation of an enterprise with a view to creating value or wealth by ensuring optimum utilisation of scarce resources. Since this value creation activity is performed continuously in the midst of uncertain business environment, therefore, entrepreneurship is regarded as a dynamic force.

- **Related to innovation:**

Entrepreneurship involves a continuous search for new ideas. Entrepreneurship compels an individual to continuously evaluate the existing modes of business operations so that more efficient and effective systems can be evolved and adopted. In other words, entrepreneurship is a continuous effort for synergy (optimization of performance) in organizations.

- **Profit potential:**

"Profit potential is the likely level of return or compensation to the entrepreneur for taking on the risk of developing an idea into an actual business venture." Without profit potential, the efforts of entrepreneurs would remain only an abstract and a theoretical leisure activity.

- **Risk bearing:**

The essence of entrepreneurship is the 'willingness to assume risk' arising out of the creation and implementation of new ideas. New ideas are always tentative and their results may not be instantaneous and positive.

An entrepreneur has to have patience to see his efforts bear fruit. In the intervening period (time gap between the conception and implementation of an idea and its results), an entrepreneur has to assume risk. If an entrepreneur does not have the willingness to assume risk, entrepreneurship would never succeed⁸.

⁷ Shalaby, Nabil. "A recipe to foster entrepreneurship in the Arab world" in The Entrepreneurialist, p 12. 10 January 2011

⁸ Habiby, Anne and Deirdre Coyle "The High Intensity Entrepreneur" in Harvard Business Review, September 2010

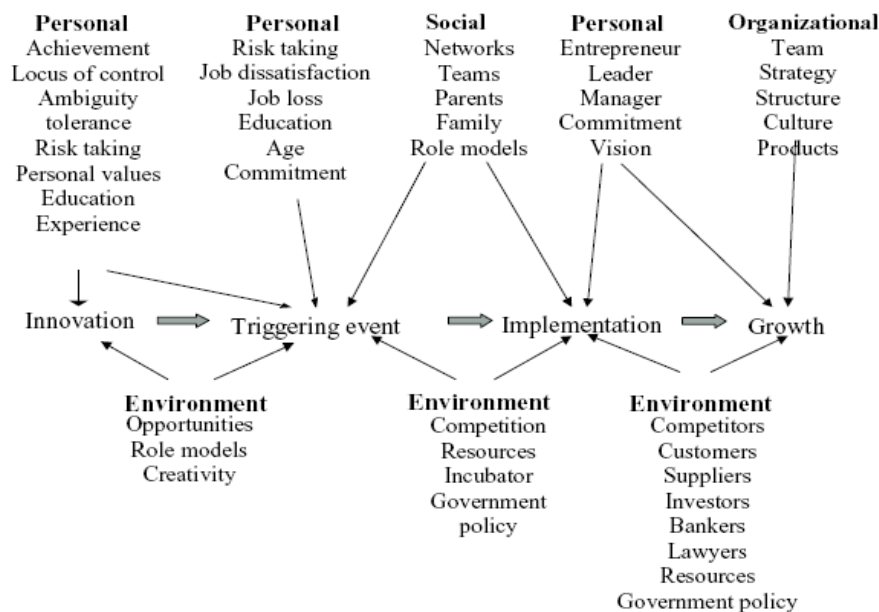


Figure 1: Model of the Entrepreneurial Process

Source: Bygrave, W. D. (2004). The entrepreneurial process. In W. D. Bygrave & A. Zacharakis (Eds.), *The portable MBA in entrepreneurship* (p. 3). Hoboken, NJ: John Wiley & Sons.

Overview of the Higher Education System in Algeria

Since gaining independence in 1962, the education and training of young people has been a consistently high priority for Algeria. The country has always committed a substantial proportion of its resources to the education sector – one of the highest proportions in the world. Because of this, the sector has undergone remarkable development. More than 10 million Algerians currently attend school (28 per cent of the population) and more than a fifth of the State Budget, i.e. 7.5 per cent of GDP, is spent on education and training.

The country currently meets its needs for managers in all fields. The upheaval that began in the wake of independence has accelerated change over the last 30 years. From 1984 to 2013, the number of students doubled from 5.1 to 10.1 million and spending on education rose from 20 billion Algerian Dinars (DA) to 1,260 billion DA. Over the last decade, the country's main focus has been on improving the quality of education. In 2003, a new general law governing education triggered a reform of the education system which involved reorganizing educational structures, reworking teaching methods and revising school programmes around a framework in order to ensure quality of learning⁹.

Furthermore, in an attempt to deal with the educational disparities that existed, social support measures were put in place to make the education system fairer and increase the chances of achieving equal opportunities for those population groups from the most disadvantaged areas.

The educational system is structured into primary foundation school for nine years, followed by secondary education school for three years, and then the tertiary (university) level. Algerian education is still grounded in the French fact-acquisition orientation, and teaching is almost exclusively in the lecture and memorization mode. In 1996, the total enrollment at primary and secondary schools was equivalent to 86 percent of the school age population (89 percent of the boys, 82 percent of the girls). Enrollment at primary schools in the relevant age group was 97 percent for boys and 91 percent for girls.

The Entrepreneurial Education in Algeria

Entrepreneurship Education (EPE) is considered one of the main domains in planning for the development and advancement of the national economy. EPE programmes contribute to life skills enhancement for individuals, and to expand their experiences and prepare them for labour market. On the

institutional level, EPE contributes to promoting creativity, innovation and productivity and supports the competitiveness and improves the working environment, in addition to self-employment that achieves economic growth and reduces the unemployment rate among youth.

EPE is a useful strategy to confront demographic pressures and youth unemployment, since it provides the youth with knowledge and competencies that empower them to face socioeconomical challenges and changes throughout their lives. It is closely associated with the promotion of human development and social justice in vulnerable communities, and it is expected that entrepreneurship education and training helps people to engage in decent income-generating activities that can lead them out of poverty and towards sustainable livelihoods¹⁰.

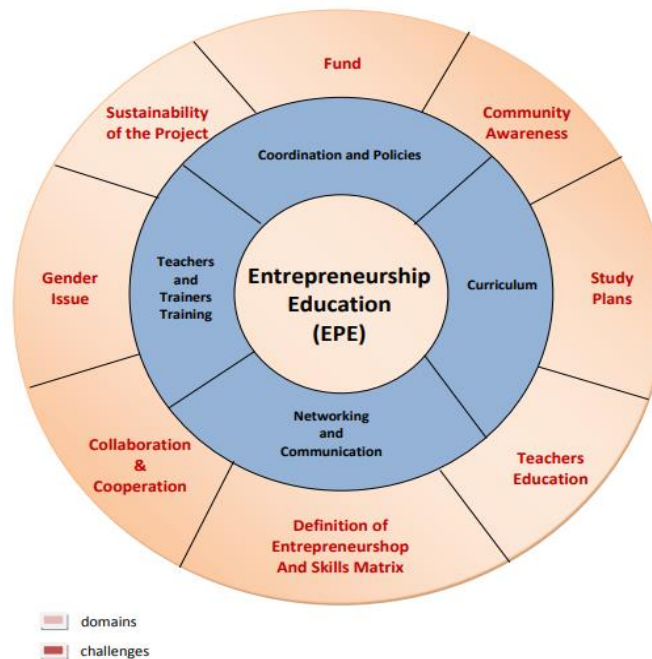


Figure (01):Domains And Challenges Of Entrepreneurship

Source : Global Entrepreneurship Monitor.P51. MENA Regional Report 2009

Entrepreneurship Education (EPE) contributes to promoting life skills for individuals, expanding the experiences, developing the readiness for work, enhancing creativity and innovation and productivity, and supporting the trend towards self-employment in order to reduce the unemployment rate among youth. The empowerment of students to explore the social changes and respond to it, and encouraging them for self-development, and take initiatives, bear the responsibility and risks, and thus create a generation of pioneers who are productive and creative and turn their entrepreneurial ideas into productive projects, will contribute to the development of the national economy. The figure below represents the domains and challenges of entrepreneurship¹¹.

¹⁰ Global Entrepreneurship Monitor. P 23 .MENA Regional Report 2009

¹¹ Liabes. Dj (1984) : Entreprises, entrepreneurs et bourgeoisie en Algérie, quelques éléments pour une sociologie de l' « entreprendre ». In, Cahiers du CREAD. N°1, pp97-113

“Entrepreneurship education is conceived in a broad sense, as a pedagogic approach to fostering self-esteem and self-confidence by stimulating and nurturing the talents and creativity of the individual, while building the relevant skills and values that will assist learners in expanding their perspective on schooling and opportunities beyond. Methodologies are based on the use of personal, behavioral, motivational, attitudinal and career planning activities” (UNESCO-ILO, 2006).

Accordingly Entrepreneurship Education includes inputs, processes and practices in education, including subjects and educational stages of formal and informal education, in varying degrees and approaches. On the organizational level it includes governance, legislation and funding, curriculum development and teacher training and roles of the various departments concerned in the public and private sectors, which is linked to the teaching-learning methods, evaluation and certification, activities, and school management, and staff development on the institutional level.

The Entrepreneurship House as a model for entrepreneurial education in Algeria

Algeria has dozens of university centers distributed throughout the country, in which are taught in various specialties, to 1,300,000 students. This rich potential deserves to be mobilized for an active participation in the economic and social development of the country. In this perspective, the way that is increasingly necessary, proves to be the creation of companies¹².

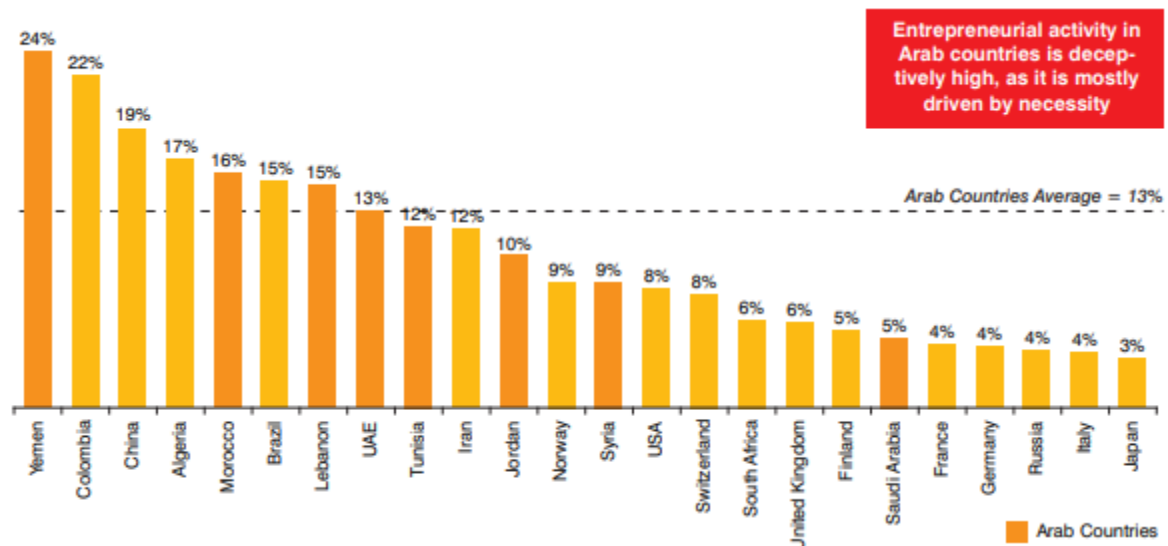


Figure (02): Exhibit 2: Early-stage Entrepreneurial Activity (% of Adult Population, 2009)

Source : Global Entrepreneurship Monitor. MENA Regional Report 2009

The ANSEJ system is positioned as the appropriate mechanism to ensure the articulation between the world of knowledge and knowledge and the world of economy and wealth creation. It does not escape anyone that entrepreneurship is a particular field that is not comparable with traditional academic education. Promoting the entrepreneurial spirit is a necessity to stimulate students' interest in entrepreneurship, particularly in the information and communication technology sector. The Entrepreneurship House is the fundamental tool on which ANSEJ relies to sensitize students and initiate them to the act of undertaking in partnership with Universities and colleges¹³.

Functions of the house of entrepreneurship

The first function of the house of entrepreneurship is therefore awareness of entrepreneurship. It aims to activate the entrepreneurial intention of students through awareness programs and dissemination of the entrepreneurial culture. And focus on the pre-accompaniment of students and researchers carrying ideas of

¹² Global Entrepreneurship Monitor. P 26 .MENA Regional Report 2009

¹³ UNESCO (2012). Regional Workshop on Entrepreneurship Education in the Arab States, “Country reports prepared and presented during the Workshop” Manama- Kingdom of Bahrain, p56. 10-12 December

projects. This function prepares students to take the step towards the creation of their own micro-enterprise, through the ANSEJ system.

In Algeria, the first House of Entrepreneurship was created in 2007 at the University of Constantine in partnership with the National Support Agency in Youth Employment (ANSEJ). "In 2014 the concept of home of entrepreneurship has been generalized to the level Universities and National colleges to across the national territory. In 2016 The number of Entrepreneurship houses reaches 58 houses "(25). This large number of Entrepreneurship Houses, indicates, in our opinion, that the Algerian university is shows a great voluntarism since in the half of the establishments have established Entrepreneurship Houses .

In terms of enrollment rates of university graduates in the ANSEJ system, it has increased from 8% to 30% during the period (2008-2016) The implementation of the annual action plan led to the completion of 1623 activities during the period (2013-1 st quarter 2017). the rate of microenterprise creation by university graduates increased from 6% in 2013 to 13% in 2015 and 18% in 2016¹⁴.

Activities of the Entrepreneurship House

The actions carried out by the house of entrepreneurship are based on an annual program declined as follows:

- information and awareness days of a general nature.
- study days organized by faculty.
- summer schools: curriculum on business creation, with the participation of ANSEJ partners.
- thematic round tables.
- modules on the entrepreneurial approach and the business plan.
- competition of the best business plan.

Available opportunities and gouvernement funds support in Algeria :

From 2001 ANDI will replace the APSI, Promotion Agency, of Support and Investment Monitoring which was created in 1993. ANDI conveys a new vision of the state vis-à-vis large capital national and international It is intended for investment projects greater than US \$ 135,000. These investments will benefit from the exemption from customs duties for equipment, the franchise of the VAT, exemption from transfer duties for valuable consideration for all real estate acquisitions made as part of the investment concerned, the exemption from the corporate income tax (IBS) and tax on professional activity (TAP) for three years. In addition to tax exemptions, these investments enjoy the advantages such as the granting of unpaid loans, interest rate bank interest on equipment¹⁵.

This device aims to stimulate industry and is part of the attractiveness of the territory because it makes call for domestic and foreign investment. The ANSEJ scheme has a twofold objective: to create SMEs and jobs. Set up in 1997, it is involved in supporting the creation and the financing of micro-enterprises by young people whose age group is (19-40 years), for investment amounts up to 10 million dinars.

Its mission is to promote the creation of the activities of goods and services by young promoters as well as to encourage all forms of action and measures to promote youth employment. The mission of ANSEJ is to support, advise and accompany the unemployed young people carrying projects during all phases of the process of creating their micro-enterprises.

ANSEJ grants young promoters three unpaid loans: A loan of 500,000 DA for graduates of vocational training, for the acquisition of vehicles workshops for the performance of plumbing, electricity building, heating, air conditioning, glazing, paint building, mechanical automobile. A loan of 500.000 DA for the assumption of the rent of the premises for the creation of sedentary activities. A loan that can go up to 1,000,000 AD, for the benefit of graduates of higher education. An unpaid loan granted by ANSEJ and modulated according to the level of financing .Banking bank interest rates by 50% in normal areas and 75% in specific areas. These rates increase to 75% normal zones and 90% in specific zones when the activity is in the sector agriculture, hydraulics or fishing ¹⁶.

¹⁴ Agence nationale de soutien à l'emploi des jeunes p 12.2018. <https://www.ansej.org>

¹⁵ Liabes. Dj (1984) : Entreprises, entrepreneurs et bourgeoisie en Algérie, quelques éléments pour une sociologie de l' « entreprendre ». In, Cahiers du CREAD. N°1, pp97-113

¹⁶ Chabaud Didier et al (2010), « Vers de nouvelles formes d'accompagnement ? » In, Revue de l'Entrepreneuriat, N°2 Vol. 9, p1-5.

Table (01): Projects funded by sectors (ANSEJ)

	Agriculture and fishing	%	Crafts	%	BTP	%	Industry and Maintenance	%	Liberal Professions	%	services	%	totale
Since 31/12/2010	15 171	11%	21 979	16%	9 818	7%	10 807	8%	3648	3 %	79 080	56%	140 503
2011	3 686	9%	3 559	8%	3 672	9%	2 118	5%	569	1 %	29 228	68%	42 832
2012	6 705	10%	5 438	8%	4 375	7%	3 301	5%	826	1 %	45 167	69%	65 812
2013	8225	19%	4 900	11%	4 347	10%	3 333	8%	1 042	2 %	21 192	49%	43 039
2014	10 487	26%	4 255	10%	5 106	12%	6 614	16 %	1 450	4 %	12 944	32%	40 856
2015	6 862	29%	2 170	9%	3 838	16%	4 913	21 %	1 205	5 %	4 688	20%	23 676
2016	3479	31%	320	3%	1672	15%	2720	24 %	716	6 %	2 355	21%	11 262
Since 31/12/2016	54 615	15%	42 621	12%	32 828	9%	33 806	9%	9 456	3 %	194 654	53%	367 980

Source : National Youth Employment Support Agency (ANSEJ)p 12.2018. <https://www.ansej.org>

Exemption from transfer duty for consideration for acquisitions real estate projects carried out under the project, VAT exemption for acquisitions of capital goods and services entering directly into realization of the investment, the application of the reduced rate of 5% customs law for imported and incoming capital goods directly in the realization of the investment and exemption of the rights on the constituent instruments of micro-enterprises, exemption property tax on construction and construction and building additions IBS, IRG, VF, TAP for a period of (03) three years. In the fight against unemployment and precariousness, the CNAC initially created to take care of the unemployed public enterprises, was transformed in 2004 into a mechanism working support unemployed people with investment projects.¹⁷

Table (02): Projects funded ICT Sector (ANSEJ)

	total funded projects	ICT funded projects	Rate (%)
Since 31/12/2010	140 503	6 858	5%
2011	42 832	451	1%
2012	65 812	616	1%
2013	43 039	591	1%
2014	40 856	750	2%
2015	23 676	655	3%
2016	11 262	628	6%
Since 31/12/2016	367 980	10 549	3%

Source : National Youth Employment Support Agency (ANSEJ)p 12.2018. <https://www.ansej.org>

¹⁷ Bellal. M (2004) : « l'agence nationale de soutien à l'emploi des jeunes (ANSEJ) et la problématique du développement local ». In, Ferguène. M : Gouvernance locale et développement territorial le cas des pays du sud. Ed, l'Harmattan.

The CNAC, targets unemployed people aged between 35 and 50, investing in industrial and / or service activities, except the resale in the state for amounts of investments up to 5 million dinars. It includes a loan system (initial loan at rate 0 and soft loans), a mutual guarantee fund covering 70% of the loan granted by the bank. The CNAC provides support for promoters. Indeed, the concern to preserve micro-enterprises newly created early mortality, training sessions at the management of unemployed promoters are assured, periodically by counselors. In addition to this support, it is planned to grant eligible promoters a number of advantages which are the interest rates for bank loans, the reduction of customs duties, tax and parafiscal exemption, the benefit of a loan unpaid (no interest) from the CNAC¹⁸.

Table (03): Projects funded by level of education (ANSEJ)

Level of education	Vocational training	%	Academic and university	%	Total funded projects
Since 31/12/2010	33 561	24%	14 747	10%	140 503
2011	6 920	16%	2 906	7%	42 832
2012	10 469	16%	3 371	5%	65 812
2013	10 675	25%	2 964	7%	43 039
2014	13 737	34%	3 539	9%	40 856
2015	11 979	51%	3 024	13%	23 676
2016	7 451	66%	2 001	18%	11 262
Since 31/12/2016	94 792	26%	32 552	9%	367 980

Source :National Youth Employment Support Agency (ANSEJ) p 12.2018. <https://www.ansej.org>

According to this programmes the number of jobs generated at start-up by projects funded since inception is of the order of 878,264 jobs. For the 2014-2016 period, 167,476 jobs were generated by the projects financed, representing 20% of the total number of jobs created by ANSEJ since its creation.

Table : Impact on employment and jobs creation

.	Impact on employment and jobs creation	%
Since 31/12/2010	392 670	44,71%
2011	92 682	10,55%
2012	129 203	14,71%
2013	96 233	10,96%
2014	93 140	10,61%
2015	51 570	5,87%
2016	22 766	2,59%
Since 31/12/2016	878 264	100%

Source :National Youth Employment Support Agency (ANSEJ) p 12.2018. <https://www.ansej.org>

According to the NSO 83.2% of companies employing between 50 and 249 employees have benefited from the help of these devices. These different financial means implemented, have they been able to create a class of entrepreneurs and boosting entrepreneurship.

CONCLUSION

To develop the spirit of entrepreneurship, entrepreneurship training plays a role essential in so far as they are aimed at promoting creativity, innovation and self-employment. Algeria aware of the role of education superior in the promotion of entrepreneurship and of entrepreneurial spirit in students applies several measures namely:

¹⁸ Liabes. Dj (1984) : Entreprises, entrepreneurs et bourgeoisie en Algérie, quelques éléments pour une sociologie de l' « entreprendre ». In, Cahiers du CREAD. N°1, pp97-113

- Integration of entrepreneurship education into academic university programs, however this teaching is not yet sufficiently integrated into the programs of institutions of higher education. The available data indicate that the majority courses on entrepreneurship are offered in the context of commercial and economic studies. The spread of entrepreneurship is particularly absent in other sectors. The challenge is to develop strategies that make entrepreneurship a desirable and feasible trajectory for students of all disciplines. All higher education institution should have ambition to integrate entrepreneurship into its program of studies to fulfill more broadly its mission.
- Developing a National Strategy on Entrepreneurship Education, to assure the integration of EPE in the educational system comprehensively, and the entrepreneurship becomes a culture and thought in the educational system .
- Establishing Entrepreneurship Incubators in the educational institutions (as in universities) such as the National Agency for Promotion and Technology Parks Development (ANTP) and the National Agency for Valorization Results of Research and Development Technological (ANVREDET), to settle the EPE in these institutions and facilitate access to it by the learners, to embrace their ideas from the beginnings of which will contribute in enhancing the entrepreneurs and support them in the areas that will join in the future .
- Conducting researches and studies on entrepreneurship education and its teaching methods to support developing strategies and action plans and facilitate the application at the classroom
- Encouraging the creation of the Entrepreneurship Houses in the university establishments in partnership with the ANSEJ .

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