

The reality of the qualitative and quantitative activities of entrepreneurial houses in Algerian universities during 2019

La réalité qualitative et quantitative des activités des maisons de l'entrepreneuriat dans les universités Algériennes durant 2019

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Abstract:

This study aimed to shed light on the EH as an effective tool to inculcate the spirit of entrepreneurship among student, in order to harmonize with their surroundings and confront unemployment. Its main functions are to sensitize and accompany students about entrepreneurship, and to help them through specialists to develop these ideas and reach their embodiment through various support and accompaniment devices such as ANAD.

Where the study concluded that the volume of activities provided by Entrepreneurial Houses separately is considered weak due to a large number of students, and the quality of the programs, is medium to poor due to the multiplicity of specializations.

Keywords: *Entrepreneurial House (EH); Entrepreneurship; Quantitative and Qualitative Activities; Accompaniment; Sensitization.*

Jel Classification Codes: A23, J23, L26, M13.

Résumé:

Cette étude visait à mettre en lumière la ME comme un outil efficace pour inculquer l'esprit d'entreprendre aux étudiants, afin de s'harmoniser avec leur environnement et faire face au chômage. Ses principales fonctions sont de sensibiliser et d'accompagner les étudiants à l'entrepreneuriat, et de les aider par des spécialistes à développer ces idées et à parvenir à leur concrétisation par divers dispositifs de soutien comme ANADE.

D'où l'étude a conclu que le volume d'activités fournies par la ME séparément est considéré comme faible en raison d'un grand nombre d'étudiants, et la qualité des programmes est moyenne à médiocre en raison de la multiplicité des spécialités.

Mots clés: *La maison de l'entrepreneuriat; L'entrepreneuriat; Activités Quantitatives et Qualitatives ; Accompagnement; La sensibilisation.*

Jel Classification Codes: A23, J23, L26, M13.

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1. INTRODUCTION

The university represents the main source of meeting market demand for qualified university workforce as many university degree holders graduate every year in all fields and specializations, the university issues as well various researches and studies in various scientific fields, some of these studies are benefited from but most of them remain on the shelves, not because they are worthless, but because they have not been transformed into viable economic projects that contribute to creating an added value and to the development of the society, on the other hand, the labor market today is saturated and rarely offers jobs for these graduates every year, which made the specter of unemployment exacerbate and increase, therefore the university has to adapt to this situation, and the search for appropriate solutions represented in the task of graduating potential entrepreneurs, and among the procedures and transformations carried out by the university, it included many modules of entrepreneurial work within its pedagogical courses in various phases and specializations, the university has also worked on the development and creation of new disciplines that are more interesting in the field of entrepreneurship work and this by providing mentors and establishing partnerships with some institutions related to the entrepreneurial field, the university also worked through the tutor ministry and in partnership with the Ministry of Labor and Social Security to bring the experience of the entrepreneurial house initiated by the French University of Grenoble, where it established the first house for entrepreneurship in Algeria at Mentouri University of Constantine in 2007, to contribute to instilling the spirit of entrepreneurship among university students and spreading the entrepreneurial culture in the university community to push students towards entrepreneurship.

From the above, we can raise the problem of the study as follows:

- How does the Entrepreneurial House perform its role?

The answer to this question requires answering the following sub-questions:

- What are the Entrepreneurial House mechanism and its tasks?

- What are the types of activities provided by the Entrepreneurial Houses?

- What is the size of the Entrepreneurial Houses activities?

General Hypothesis:

The Entrepreneurial House performs its role by intensifying and diversifying its activities.

Sub Hypotheses:

- The Entrepreneurial House has great importance through the tasks assigned to it.
- The activities offered by the Entrepreneurial Houses deal with many of the requirements of the entrepreneurial work.
- The volume of activities provided by the Entrepreneurial Houses is insufficient.

Objectives of the study:

- Introducing the Entrepreneurial House mechanism and its tasks.
- Introducing the type of programs and activities offered by the Entrepreneurial Houses in general.
- Shedding light on the size of the entrepreneurial houses' activities.
- Show the extent of difference between the activities of the entrepreneurial houses.

Methodology:

After compiling the outcome of the activities carried out by each entrepreneurial role in coordination with ANSEJ across the various universities of the country during the period from February to July of 2019, we arranged and categorized these activities according to their type and content and counted their number, thus we could answer the problem of the study and confirm or deny its hypotheses, using the inductive and analytical method.

Previous Studies:

- A study entitled “The House of Entrepreneurship and its Role in Stimulating the University Student to Enter the Business World” (Houari & Boutarfa, 2018, p. 11), this study sheds light on the importance of small and medium enterprises in the economy, which is what university students should go towards after graduation, as it helps them in that Entrepreneurial House through the stimulation that this mechanism can provide to them, as a result of the training it provides to develop their ideas and push them

towards innovation that enhances entrepreneurial work (Alain, Introduction a l'entrepreneuriat, 2005, p. 19).

- A study entitled “The Role of Entrepreneurship in Planning National (French) Student Entrepreneurship Pole” (Jean & Nathalie, 2011, pp. 55-64), the study concluded that many the efforts and experiences provided by higher education institutions (universities and higher schools) in order to spread the entrepreneurial culture among students were initiated by these institutions. The other, where the “National Activity Plan 2010-2013 for Student Entrepreneurship” was presented to be circulated to all institutions (universities and high schools), and this is to allow all students to benefit from the entrepreneurship awareness program, the study also found that the strengths of the Entrepreneurial House lie in that it is a key mechanism to push students towards the entrepreneurial initiative, which was proven by the experience of the two French universities, Nantes and Grenoble, where they overcame many of the obstacles they faced and had to raise more challenges to achieve their goals.

What distinguishes our study from others?

Our study is distinguished from other studies by its focus on the reality of the quality of activities and programs offered by the entrepreneurial houses for students, as well as the intensity and size of these activities and programs in order to cover the largest possible number of students of various specializations and levels, and this is because these activities and programs represent the importance in the performance of the two roles of the House Entrepreneurship represented in the function of sensitizing students to entrepreneurial work, and accompanying them in order to found their small and medium enterprises.

Study Structure:

To study well the subject, we have developed three axes in line with the sub-questions as follows:

- The mechanism of the Entrepreneurial House and its functions.
- The qualitative performance of the entrepreneurial role's activities.
- The quantitative performance of the entrepreneurial role's activities in Algerian universities during the period between February - July of 2019.

2. The mechanism of the Entrepreneurial House and its functions

2.1 The Foundation

The first Entrepreneurial House at the Mentouri Brothers University in Constantine was established in 2007, citing the French experience of Grenoble University in 2003, within the framework agreement concluded between the Ministry of Labor, Employment and Social Security and the Ministry of Higher Education and Scientific Research. (ANSEJ Agency, 2020):

_ Two (02) representatives of the Ministry of Labor, Employment and Social Security.

_ Four (04) representatives of the Ministry of Higher Education and Scientific Research.

_ Two (02) representatives of the former ANSEJ (now ANADE).

This committee is responsible for preparing an internal system that defines the forms of performance of its work. The committee is also tasked with preparing an annual report on the status of implementation of programs and activities, and sends it to each of the two ministries (ANSEJ Agency, 2020)

Also, at the level of each university in which a Entrepreneurial house is located, a mixed local committee (CLM) is established, formed as follows:

_ Member (01) representing the state directorate of employment.

_ Two (02) members representing ANSEJ.

_ Three (03) members representing the concerned university.

In the event that there are more than three faculties in the university, a representative member of each faculty is added to this committee to take into account the specificity of the faculty. This committee is tasked with submitting an annual report to the National Committee, including the outcome of the programs and activities implemented during the year (ANSEJ Agency, 2020).

In addition, the concept of the entrepreneurial house has been circulated since 2014 after the implementation of training programs for specialized activators for the entrepreneurial houses, at an activated rate at the level of each entrepreneurial house (ANSEJ Agency, 2020).

2.2 Definition of the Entrepreneurial House

The term "house" was used in the nomenclature to suggest to the reader, listener and student that he is the direct target of the positive relations that bind everyone within it, where movement, cooperation, solidarity, respect and concerted efforts to achieve common goals prevail (Jean & Nathalie, 2011, p. 9). The House of Entrepreneurship then works to inculcate the spirit of entrepreneurship among students and to spread entrepreneurial thought and culture in the university community, through programs and activities offered to students in order to push them towards entrepreneurial work, especially after their graduation.

Also, ANSEJ Agency, through the Entrepreneurial House, and as a partner that was able to access the university community as a basic mechanism for support and accompaniment, seeks through the Entrepreneurial House to approach university students to attract them in order to provide support and accompaniment to students who have project ideas and look forward to embodying them after their graduation and even during the course of their studies, which is what was allocated to the students through a special funding formula in light of the recent transformation of the agency, where it changed its name to become the National Agency for Entrepreneurship Support and Development, with its adoption of the economic approach instead of the social approach that it has been adopting since its inception (Tiaret University, 2020).

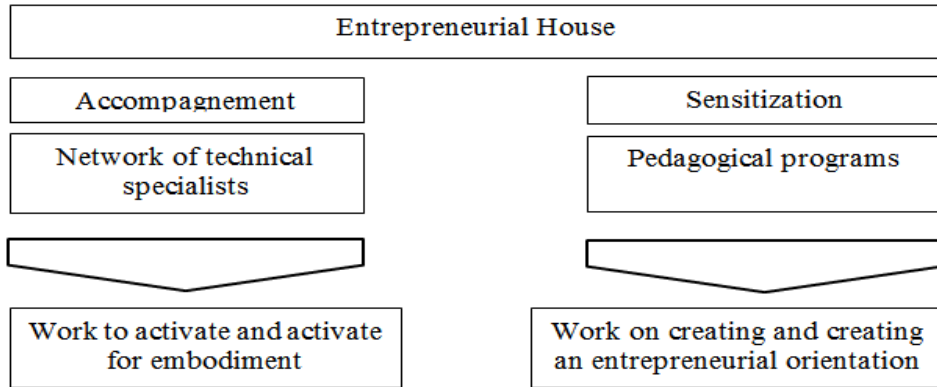
The establishment of an institution represents one of the aspects of entrepreneurial work, where we find entrepreneurship within multiple models, all of which provide an economic addition, making the university student a positive and effective element in his community through a contribution that is consistent with his specificity in terms of gender and nature of training, as well as the field of specialization or mixing more than one specialization from during teamwork.

2.3 Entrepreneurial House functions

The United States of America has activated Entrepreneurship in various disciplines, not to mention the creation of Entrepreneurship events, and the Algerian University, the Entrepreneurial House in the university community, through coordination with the former ANSEJ Agency

(ANADE), which is currently being activated (a joint group of specialists in the field of Entrepreneurship, Where the Entrepreneurial house functions in working on two axes that complement one another.

Fig N° 1: The functions of the Entrepreneurial House



Source: (Jean-Pierre), *Le concept de Maison de l'Entrepreneuriat, un outil d'action pour l'initiative économique sur les campus*, 2003, p. 10

2.3.1 Sensitization function:

Creating a tendency towards entrepreneurship among students in particular is through the content of the training programs that are considered complementary and supportive of the offered pedagogical programs, through the standards and official materials that fall within the university study track, which take into account university specializations (Albert, 2017, p. 111). It achieves the minimum needed by the student, so that supportive and stimulating programs and activities are built on it by the Entrepreneur House (Jean P. B., 2003, p. 12).

2.3.2 Accompanying function:

After the theoretical attainment necessary to sensitize the university student to the entrepreneurial work and create a kind of orientation for him, where he begins to think and search for a project idea that calls for study in all respects, and this is what the escort function meets through specialized and qualified teams in various fields, especially what is related to the procedural and technical aspect of the success of the project Entrepreneurship, and put it on the path through which it can be embody in the field, and this is through appropriate support and accompaniment

mechanisms, such as the ANADE agency or others (José & Pier, 2010, p. 162).

2.4 The size of the entrepreneurial house's spread in Algerian universities

Since the beginning of this century, Algeria has witnessed a quantitative and qualitative leap in terms of building and expanding university structures and facilities, from universities, colleges, high schools and other facilities across all states, and since the establishment of the first entrepreneurial house at the University of Constantine in 2007, it has known great interest on the part of other universities, especially with the creation of specializations a university for entrepreneurship, and integrating some modules related to the dissemination and education of entrepreneurship for students in most disciplines, to encourage them to self-employment through the establishment of their institutions, a goal that the university and ANSEJ converge with, which encouraged the construction of more entrepreneurial houses across other universities, especially since 2014,

Where the role of entrepreneurship has received increasing attention, especially in terms of framing, and today we count 75 Entrepreneurial Houses across universities and high schools spread throughout the country (ANSEJ Agency, 2020), which we consider a horizontal spread in universities that requires a vertical spread in different faculties to get closer to students and for more wealth and specialization, and constructive competition.

2.5 The concept of entrepreneurship

The entrepreneurial spirit represents a thinking approach, through which it seeks to see opportunities in the areas of change and difficulties, to act instead of waiting even before the change occurs and trying to adapt to it. Therefore, it is the mentality that adopts critical questions to generate innovation, creativity and continuous learning in the light of calculated risks (commission europeene, 2008, p. 31).

2.6 The concept of entrepreneurial culture

It is the totality of skills, knowledge and information acquired by a person or group of people, with an attempt to exploit and apply them in the

form of a project through innovation and creativity, where the entrepreneurial culture includes actions and stimulating reactions to those who are supposed to be entrepreneurs or they are entrepreneurs, in addition to good planning, decision-making, and organization and censorship, as this culture is rooted and developed in three environments: the family, the school (university) and the institution (AUF Agence Universitaire de la Francophonie, 2020).

2.7 Entrepreneurship Models

Entrepreneurship is a complex phenomenon of the multiplicity and overlapping of sciences interested in it, which is what many writers agree on; as they agree that it is difficult to reduce it to a single model that highlights its various aspects.

2.7.1 Job opportunity model:

This is the most recent model in the field of entrepreneurship research, as it came in the writings of Shane and Venkataraman .S (2000); Vankataraman .S (1997) that the field of entrepreneurship includes two aspects, the first is concerned with the entrepreneur who identifies, discovers and exploits the opportunity, while the second aspect is concerned with the existence of the business opportunity in itself, and from this, entrepreneurship depends mainly on identifying and evaluating the opportunity in order to be able to exploit it with the available resources. Capabilities and Resources (Thierry & Alain, 2005, p. 34).

2.7.2 Value creation model:

This model is an extension of the innovation model (we will mention it later), in this regard and according to what was stated in Bruyat (1993) thesis, it has identified the element that is subject to scientific study of this model, which is the relationship between the person and value creation, it shows that the person is the capable foundation. On the creation of value, it also determined the methods of production, and growth, as for Verstraete (2003) and Ronstadt (1984) they consider entrepreneurship a dynamic process of creating growing value, this value is produced by people who bear various risks, undertaking to create value (Thierry & Alain, 2005, p. 23).

So creating value is what occupies the entrepreneur (his job according to this model), and this regardless of the nature of the goods or services provided by the institution.

2.7.3 Enterprise creation model:

During the period 1984-1990 this model prevailed in the work of many researchers such as Carlandaj et All (1984), Gartner (1988), where Gartner was considered the most prominent person who spoke about this model, he defended the view that entrepreneurship is the creation of new institutions, This is based on new activities that can be translated to create new institutions that incubate them (Thierry & Alain, 2005).

However, there are those who focused on the stages and procedures that precede the creation of the institution (which leads to the creation of the institution), as some have argued that the procedures and stages of creating the institution are more important than creating the institution itself, and the reason is due to the possibility of imitating another existing institution.

The enterprise creation model is related to the business opportunity model. In this regard, Bygrave .W.D et Hofer .C.W (1991) defines the entrepreneur as a person who seizes the opportunity to establish an enterprise, through which he exploits this opportunity (Alain & Louis, 2006, p. 49).

2.7.4 Innovation model:

We find this model in the works of Schumpeter .J previously, but recently we find it in the works of Druker .P (1985), where the presence of innovation in the entrepreneur is considered as the main engine of the economic force generating change (the movement), and this innovation will not be unless it is practically translated into industrial processes Producing value-added, in this context Druker .P (1985) reached a distinction between management and entrepreneurship, where he defined innovation as the way in which an organization can exploit change by producing new goods or services or creating new job opportunities. Innovation here is the engine of development or what is known as “La destruction créatrice” (Alain & Louis, 2006, p. 52).

3. The qualitative performance of the activities of the entrepreneurial role

The Entrepreneurial House with ANSEJ Agency, as a partner, presents and implements a number of targeted programs and activities throughout the university year, in order to enhance and develop the scientific and knowledge aspects that support entrepreneurship that the university student needs, and this is in parallel with his university educational path, in order to achieve its goals and embody the third university mission, where there are many the training activities are as follows:

3.1 Information and sensitization days:

The content of this activity varies according to the topic to be addressed, ranging from introducing the entrepreneurial house among university students and inviting them to approach it, introducing entrepreneurship as the best alternative to a job, especially in light of its promise in the labor market in addition to its contribution to the economy through the added value that can be achieved, In addition to introducing the various support and accompaniment devices for the establishment of various micro-enterprises, and other topics related to the entrepreneurial approach (Kara, Tahraoui, & Sallah, 2020, p. 105).

3.2 Study days:

Through this activity, current topics are highlighted, as well as various economic and administrative events and developments related to entrepreneurship and innovation. (Kara, Tahraoui, & Sallah, 2020, p. 106)

3.3 National and International Forums and Seminars:

These programs include many activities that are presented by a group of local and foreign specialists and researchers, in which studies, research, expertise and specialized experiences are presented, through which many issues and problems that serve the entrepreneurial orientation and innovation of students are addressed (Kara, Tahraoui, & Sallah, 2020, p. 108).

3.4 Setting up open doors and exhibitions:

Through the programs and content of this type of activities, students have the opportunity to see the various institutions and agencies concerned with the field of entrepreneurship through what is presented, as well as their representatives directly, where the university student can approach representatives of the various institutions present, and inquire about any topic or ambiguity he has directly, he can also view all new through what is presented within this activity.

3.5 Competitions:

Coinciding with some national and international events, the Entrepreneurial House organizes competitions and competitive activities among students, in an effort to stimulate the competitive spirit of innovative ideas that drive towards the entrepreneurial orientation on the one hand, and to draw attention to the various fields of entrepreneurship, and to provide an opportunity to highlight and introduce talents (Nawel & Abed, 2019, p. 123).

3.6 Visiting economic fairs and salons:

In order to inform students of various developments, whether local, national and even international, the Entrepreneurial House joins visits to some exhibitions and economic salons within the limits of its capabilities, in order to instill the spirit of research and see everything that is new, especially with regard to Entrepreneurship, and to identify the various institutions, products and services provided, for direct contact With the owners of institutions to give university students the opportunity to know the difficulties and challenges facing entrepreneurs in the field, and how to deal with and confront them (Nawel & Abed, 2019).

3.7 Organizing workshops and training courses:

The Entrepreneurial House, in coordination and cooperation with ANSEJ and some professors specialized in the field of entrepreneurship, organizes training courses in specialized fields to develop the skills required in the establishment and management of small and medium enterprises, from market study and completion of the business plan as well as marketing techniques and others, where this training is based on specific programs such as GERME, TRIE developed according to international standards

similar to the BIT International Labor Office (Boutoura, Gramtia, & Smaili, 2019, p. 186).

3.8 Field trips:

This activity aims to see the progress of some successful local institutions, where they communicate with those in charge of them on the one hand, and to see the progress of work, whether the institution is a service institution or the production of goods. Also, visiting emerging institutions has a deeper and more informed resonance with students, because of its precedence in the field of specific and the importance of such institutions in the economy and development, as they are usually based on innovative ideas.

3.9 Establishing student clubs:

The importance of these means and tools lies in the desired goals, especially as they enhance acquaintance, strengthen cooperation and student bonds, and push students towards movement and purposeful self-activity, and this is on their various disciplines, so that each one benefits from what he learned through his academic path, and this activity enables the identification of specialists and professors who contribute to instilling the entrepreneurial spirit among students, and encouraging them to move towards innovation and entrepreneurship (Boutoura, Gramtia, & Smaili, 2019, p. 186).

3.10 Editing magazines and periodicals:

Through these means, the Entrepreneurial House sets up a media space for those interested in the entrepreneurship field, including professors and researchers, to contribute, each according to his specialization, in providing a building block for entrepreneurial thought and culture in the university community to instill the entrepreneurial spirit among students, by addressing local economic developments and others, and listing the relevant laws and regulations in various institutions and departments related to entrepreneurial activity, this space also enables students to participate in their pens and against the background of media competition, to present their useful contributions within a framework set for them by the Entrepreneur House (Boutoura, Gramtia, & Smaili, 2019, p. 187).

3.11 Summer and Winter University Activities:

The Entrepreneurial House schedules these events during the winter and summer holidays, and sets programs for them with various partners and stakeholders in the entrepreneurship field within a maximum period of one week, during which intensive training is conducted and representatives of the various accompanying and supportive agencies for young people are brought together in order to establish their small and medium enterprises, by addressing the various stages of establishing their small and medium enterprises. The institution is within the programs available in each device (ANDI, ANSEJ, CNAC, ANGEM ...) and what distinguishes it from others (Boutoura, Gramtia, & Smaili, 2019, p. 187).

3.12 Models and live witnesses:

By programming the meetings of some successful personalities, which are living models and testimonies, that students can emulate. The narration of experiences by their directly concerned owners increases the students' determination and courage to engage in entrepreneurship, reduce fear and get rid of hesitation, so that failure becomes experience and field experience that increases from the solidity of the entrepreneur and raises his self-confidence by setting an example for other successful people (Mansouri, Ben ayada, & Ben mostafa, 2021, p. 192).

THE RESULT:

Through the aforementioned diversity of activities and programs offered by the Entrepreneurial House for students, we have the great importance of diversity, which must cover all aspects related to Entrepreneurship work, thus achieving the first hypothesis of this study, with the possibility of adding other activities related to the components of the local entrepreneurial ecosystem such as local administration For example, as well as what enhances the leadership aspects of the entrepreneur.

4. The quantitative performance of the entrepreneurial role's activities in Algerian universities during the period between February and July of 2019

All the activities and programs carried out by ANSEJ through the various entrepreneurial houses in the universities of Algeria during the

period from February to July 2019 were collected, then classified and counted so that they are in the shortest possible size, because the large number and different topics are difficult for our task, to produce the following table:

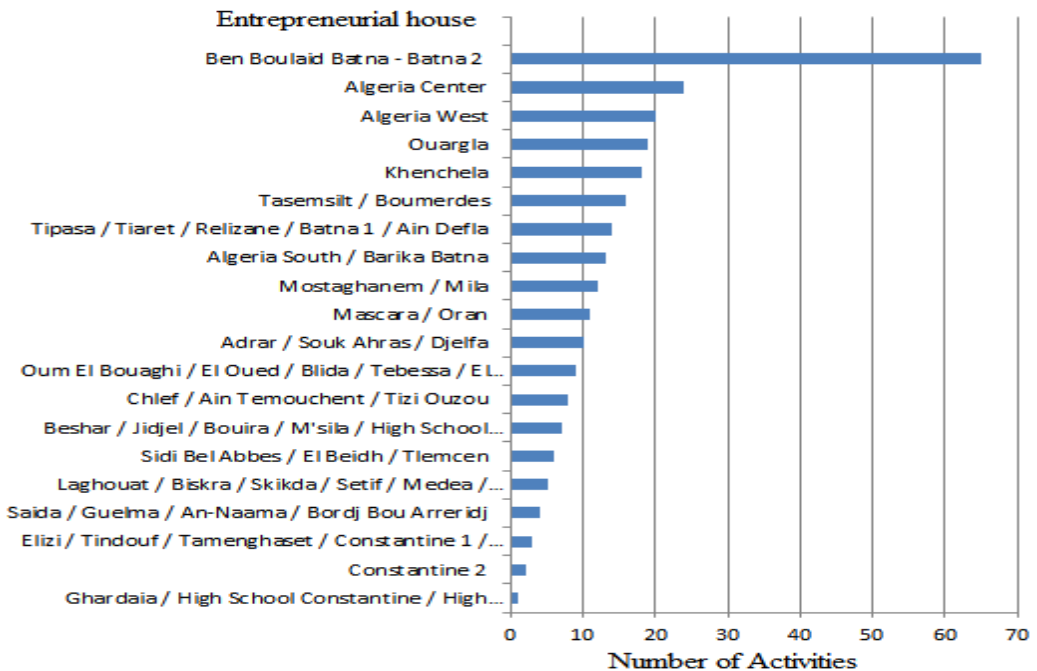
Table N°1: The activities provided through the entrepreneurial houses for the benefit of university students during the period from February to July 2019

Activity	Content	Number
Open doors / open days / awareness days / media days	Creation of the institution, financing mechanisms and new about the establishment of the institution, the Entrepreneur House and the ANSEJ apparatus, new technologies for entrepreneurship, entrepreneurship and legislative laws, the student of the future entrepreneur ...	112
Celebrations on various occasions	urging students to innovate and create, and to introduce ANSEJ ...	6
Winter/Spring/Summer University	Information about the conditions for benefiting from the benefits of ANSEJ, the future entrepreneur student, the establishment of the micro-enterprise, how to set up a micro-enterprise via ANSEJ/CNRC/BANQUES/IMPOTS/CNAS/CASNOS/AN	51
Radio lessons	Entrepreneurship, Entrepreneurial Spirit, Introduction to ANSEJ	9
Exhibitions and demonstrations	Opening up to the world of establishing the micro-enterprise / university / entrepreneurial house / ANSEJ / CNAC / ANGEM / AWEM, technology	13
Training courses, workshops and round tables	TRIE/CREE/BMC/SWOT/Brain Storm Internal and external communication of the institution, design your idea CATI, GERME / keys to marketing success, ideas ... the institution, financing formulas,	195
Field visits, graduations, certificates, and live samples	A field trip to visit the micro-institutions that have created live certificates through ANSEJ...	12
Forums / seminars / study days	Entrepreneurship between challenges and goals, Islamic banking, on the role of small and medium	101

	enterprises in the entrepreneurial environment,...	
Competitions	Best Business Plan, Best Business Idea...	22
media convoys	Entrepreneurial enter the University of Mostaganem, women entrepreneurs ...	4
Editing of magazines	Editing the Entrepreneurship Magazine, edition first number "Creativity and Innovation "	1
Other Activities Games, Weekend	Games for Learning, Best Project ...	17
The total of the various activities across each entrepreneurial role during the February-July 2019 period is		543
The total number of Entrepreneurial House in nation's universities during the year 2020 is		75
The rate of activities across each Entrepreneurial house during 7 months is		7.24%
The average monthly activity across each Entrepreneurial house is		1.03%

Source: Designed by the researcher, based on data (ANSEJ Agency, 2020)

Fig N°2: The number of activities provided by each Entrepreneurial House separately for the year 2019



Source: Designed by the researcher, based on data (ANSEJ Agency, 2020)

The content of the programs and activities provided is relatively rich, and it builds many aspects for the student in terms of instilling the spirit of entrepreneurship and spreading the entrepreneurial culture and thought in the university community, in addition to improving the student's ability to achieve his personal achievements (Ahmed, 2019, p. 57). 75 entrepreneurial houses across the national territory, we note that the monthly average of the activities provided is one activity and it is a very weak rate, despite the experience of more than 13 years, with a discrepancy in the level of activity from one Entrepreneurial house to another, where the Entrepreneurial House of the University of Mustapha Ben Bu El Eid in Batna recorded 65 activities, at a rate of 12% of the total activities, and the Entrepreneurial House of the University of Constantine the Mentouri Brothers recorded only 3 activities, although it is the first Entrepreneurial house established in 2007, and the Entrepreneurial House of the University of Guelma recorded only 4 activities we note here that these activities represent the contribution of the ANSEJ Agency through the Entrepreneurial House. (ANSEJ Agency, 2020). We also note a great discrepancy in the intensity and size of the activities provided, which creates an imbalance in the process of training students, both in terms of covering the largest number and also consolidating the goals and competencies desired by the students.

Looking at Fig.2, we note the lack of activities in most of the entrepreneurial houses, to the extent that the student does not even enjoy the presence of the enterprise, let alone visiting it. The volume of activities provided by the Entrepreneurial House of the University of Batna 2, which amounted to 65 activities, is a record number compared to other entrepreneurial houses, which makes it a source of experience and example, even locally, knowing that the state of Batna has 3 entrepreneurial houses.

As a result, the performance of activities offered by entrepreneurial houses is considered very weak, and does not meet the minimum number of activities that can make an impact on students, remove ambiguity from them and push them towards entrepreneurial work.

5. CONCLUSION

The achievement of the third mission of the university represented in graduating future entrepreneurs, in addition to the two tasks of education and scientific research, will not be achieved without the concerted efforts and endeavors of all relevant parties and interests, which can be achieved through the Entrepreneurial House as a pivotal and joint tool, where the partnership between the university and ANSEJ is embodied. Previously (now ANADE) in the unity of goals and pushing students towards entrepreneurship, and attracting them to embody their projects by creating their small and medium enterprises, and this is through the functions of the Entrepreneurial House sensitization and accompaniment, which is included in the pedagogical programs offered by the Entrepreneurial House to sensitized students about the importance of entrepreneurial work as a better option in light of scarcity of job offers in the labor market where that the entrepreneurial work has many importance and advantages that make it the best choice for a university graduate, and the process of escorting the student received by the specialized team found in the Entrepreneurial House, enables the student to crystallize, develop and study his ideas from the aspects that make those ideas capable of embodiment in future innovative projects that contribute to Creating added value to the economy and developing society (Olivier & Aline, 2016, p. 149).

Given the quality of the offered programs, we see that they adopt many aspects needed for the entrepreneurial work, such as the principles of running the organization and how to establish it, in addition to leading the teamwork and marketing operations etc., but not all of them were implemented as a whole by all the entrepreneurial roles, which makes it distorted and incomplete and does not achieve the desired goal (Olivier & Aline, 2016, p. 149).

Furthermore, the volume of performance and the repetition of these activities by the entrepreneurial role is very weak and cannot meet the minimum necessary to achieve the established goals, especially given the size and vastness of the Algerian universities and the huge number of students in each university, as well as the diversity of disciplines that require the adaptation of programs and activities according to them.

Weakness in performance due to the weak human capabilities of managing staff and specialists, in addition to the available material and logistical capabilities, and the presence of the Entrepreneurial House in one of the colleges and not in another makes the process of covering all students with what you offer them very difficult, in addition to the lack of joint work, coordination and cooperation among the various Entrepreneurial Houses. The lack of exchange of experiences and knowledge and the creation of a kind of scientific and practical competition reduced the activity and dynamism of the entrepreneurial role in general.

Besides that, the circumstances that the country and the world experienced under the COVID 19 pandemic disrupted such activities, and made it difficult to perform them, especially in light of the absence of human managing staff and the possibilities of remote communication for all in an appropriate manner that attracts attention and this is what is required by the Entrepreneurial House in such circumstances, which we see as a field for study and further research.

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