

Teaching Entrepreneurship to Students from Scientific Fields: Training Evaluation and Impact on Professional Project Future Graduates

Abdelhak CHAKLI

Laboratory of Biomolecules and Organic Synthesis, University of Hassan II Casablanca, Faculty of Sciences Ben M'Sik

Abstract: *For more than two decades, Morocco has faced massive unemployment among young graduates. This scourge mainly affects young graduates from open access majors in Moroccan universities, and according to "High commission for planning, the unemployment rate of young graduates exceeds 24% for 2014 and 2015. Faced with the employment crisis that persists and faced with the impossibility of integrating the masses of future graduates into the job market, given the limited capacity of our economic fabric and taking into account growth rates relatively low compared to the needs of our economy, the public authorities in charge of the higher education sector have changed paradigms. From now on, new graduates should be able to rethink their professional projects by inculcating an entrepreneurial culture. To achieve this goal, the Moroccan government has focused on entrepreneurship training. This research is part of an evaluation of entrepreneurship training and its links with the personal projects of young people. In addition, we seek to confront the reality of the objectives actually achieved with those previously desired.*

Keywords: Entrepreneurship Education, Training Evaluation, Professional Project

1. Introduction

The integration of entrepreneurship in Moroccan university education is relatively recent, it occurs in a particular socio-economic context is characterized by massive unemployment of Moroccan university graduates with a rate exceeding since years 20%, combined with a shortage of job offers, whether in the private or public sector. This has led policymakers in charge of higher education to respond completely changing paradigm. Now Moroccan universities will focus on the introduction into university education, opening modules (entrepreneurship, innovation, language, communication ...) to develop students some skills to better prepare them and help them take control their future careers. The entrepreneurship education for the future of higher education graduates is a break with certain practices that have characterized higher education for decades. It aims to promote entrepreneurial culture among young people; it also aims to bring students from the world of business and commerce. The main goal is to train future among recipients, creators and innovators in the field of business, able to create wealth and thereby help create jobs.

This research is part of a practice assessment approach to teaching entrepreneurship for students from scientific studies, she gives voice to students of the Faculty of Science for Ben M'sik that they evaluate themselves training.

Moreover and through this study, we will look also at possible links between such training and professional student projects.

2. Problematic

No one can deny the difficulties in socio-economic context in which we live today. This context is marked by innumerable challenges: creating jobs and innovative activities, preservation of the environment and the living environment, the fight against social inequality, fight against crime.

Morocco, as an emerging country, cannot escape the reality that knows most of the country. It is understood that one of the major scourges affecting Moroccan society is undoubtedly unemployment. It reaches all age groups and especially young people. This suffering is felt among youth with university education and having earned degrees in higher education than other categories of young people without qualifications or having left education prematurely. Note in this context, that the category of higher education graduates is the most affected by unemployment, the rate exceeded 24% for the years 2014 and 2015, 250% more than the national average and 600% of more than without diplomas (HCP, 2014 and 2015).

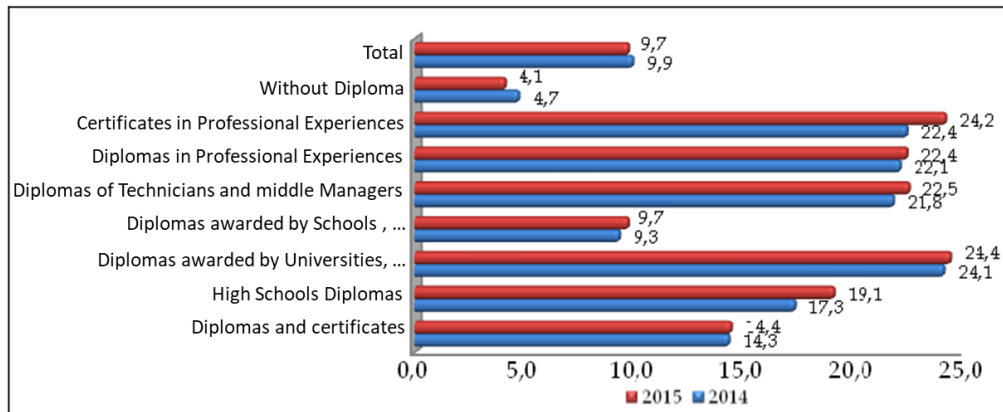


Figure 1: Unemployment rate in 2014 and 2015 according to the degree (%)

Source: High Commission Information Note to the plan on the situation of the labor market in 2015.

Table above shows the negative correlation that exists between the level of education and unemployment rate: the higher the level of education, the higher the unemployment rate of the category is important, with the exception of the graduates of engineering schools, business schools, medicine, pharmacy and dentistry. This last category do not even constitute 10% of the total number of students in public institutions of Moroccan higher education. This was stated in the report *"Statistics University 2015-2016 the Directorate of Strategies and Information of the Ministry of Higher education Systems, Scientific Research and the training of managerial staff"*

This problematic situation regarding the weakness of the employability of recipients in institutions of higher public education, mainly among young graduates of open access channels, pushed the authorities in charge of training, to rethink their strategy programs and teaching modules, hence the integration of entrepreneurship module in the Moroccan higher education

The stated purpose of this integration of entrepreneurship in the various university programs is to initiate Moroccan students to integrate entrepreneurial culture. It is defined according to Catherine Léger-Jarniou (2008) *"As a culture that values personal characteristics associated with entrepreneurship is individualism, marginality, the need for personal achievement, risk-taking, self-confidence and social skills; which also promotes personal success while forgiving failure; that encourages diversity and not uniformity that encourages change and not stability."* Such a culture is certainly welcomed in a training system rather than focusing on the theoretical teaching where one does not care about the development of skills and personal skills in students. This will initiate the Moroccan university students to entrepreneurship practices that cannot be divorced from the socio-economic-political climate that characterizes today's Morocco in general, and permanent problems regarding the Moroccan Higher Education in particular. Knowing that the Moroccan university educational system is experiencing a structural crisis and the various reforms carried have failed to promote higher education. Thus and depending on the site the stand 360 of 07.08.2017, which refers to the latest report Webometrics 2017, Moroccan Universities, are ranked far behind. No Moroccan higher

education institution has been ranked in the top 500. The highest-ranking Moroccan university appears to only rank in 1994 worldwide and is Kadi Ayyad University Marrakesh. This international ranking, which does no credit to the Moroccan university, is echoed among future students after the baccalaureate, trying with all means to flee higher university to open access. For students and their parents, these trainings are synonymous with unemployment in the end. The hundreds of sit-in near-permanent academic graduates before certain symbolic premises of the Moroccan public authority reflect the degree of discomfort experienced by this part of our citizens. This leakage for most part of them is well founded. To realize it, officially, we refer to the statistics released by the Moroccan government. Thus we see that unemployment has reached alarming rates, especially for certain categories of young university graduates which is around 25% (HCP statistics for 2014 and 2015) combined with a low growth rate of 1.2% (statistics HCP 2016). This low rate of growth reflects a weakness of wealth creation, which does not allow reducing the mass of unemployed accumulated for years. Thus we see that unemployment has reached alarming rates, especially for certain categories of young university graduates is around 25% (HCP statistics for 2014 and 2015) combined with a low growth rate of 1.2% (statistics HCP 2016). This low rate of growth reflects a weakness of wealth creation, which does not allow reducing the mass of unemployed accumulated for years.

To address this ongoing situation of weakness in the growth rate, an indicator of the annual evolution of the economic activity of a country, the authorities in charge of training opted for the introduction into the programs of academic institutions modules on entrepreneurship and innovation (S5 or S6). In addition, we should notice that this choice is dictated by the decline of the role of the state as the first employer and job creator for two decades. Note also that the state has adopted in 2016 the method of recruitment by contract pathway in some public jobs (Decree No. 2.15.770 of 9 August 2016) and the liberal policy of the current government, accentuated by the directives of international

financial institutions, is in line to rid the state apparatus of thousands of staff members for replaced by contract.

This change in the socio-political context, characterized by a growing scarcity of job opportunities in the face of a duplication of applicants, has led decision-makers to imagine other solutions for university training. Thus, by introducing and generalizing entrepreneurship education for the various sectors, the State aims, as Saporta and Verstraete (2000) pointed out, to two essential objectives:

First, train human resources capable of supporting the entrepreneur in "the formulation and implementation of initiatives and management implications they have in the company." In addition, "stimulate entrepreneurial capacity, these referring to the anticipation, and preparation of a vision, creativity, but also the realization and the declination of the strategy in the daily management".

2.1 Questions

Referring to the socio-economic context in which saw Morocco for many years - that was explained in more speaker and focusing on the above objectives, it would be wise to ask the following questions:

- 1) Would the entrepreneurship training a trigger intends to undertake in young students and a factor encouraging students to see their future and to rethink their career plans?
- 2) Entrepreneurship education as a cross training for almost all fields of public university education and is also considered a stepping stone to the world of business, would be very well received by students.
- 3) Would this entrepreneurship training enable it to students to capitalize on the knowledge and skills needed to understand the company's inner workings?

2.2 Purpose of the search

The intent of this study is to try to make an evaluation of teaching entrepreneurship at the university for students belonging to scientific studies. Specifically we take as sample the students of the Faculty of Sciences Ben M 'Sik Casablanca. Knowing that these young people and the majority have never been introduced to the principles of entrepreneurship and have not received any training concerning the field of business. We will try to see the impact of this training on their future projects and especially to see the changes in their career plans.

2.3 Assumptions Research

Through preliminary surveys with young people, the various exchanges with people interested in the issue of education for entrepreneurship, especially with a number of entrepreneurship educators, we identified many findings that caught our attention. This is especially of interest in this training among students about our investigation, the majority of them and during school and university curricula; it was the first time they had the opportunity to open up the world of business. On the side of the faculty, we found the involvement and volunteerism of teachers in charge of this training who work for the success of this experience more of

the courses they organize on a regular basis, seminars, Such enthusiasm and such a motivation for entrepreneurship training for students combined with the efforts of teachers in entrepreneurship course and the means made available by those responsible for higher education in Morocco for the success of this training, we lead to make the following assumptions:

Entrepreneurship training as opening module integration means in the business world stimulate in students a desire to develop certain abilities and skills that could facilitate access to the labor market.

The module entrepreneurship attended by students belonging to scientific studies, which have not previously had the opportunity to become familiar with the business world could this trigger in these students the desire to learn more about this world order to understand its workings;

This training for young people in a few weeks before obtaining their bachelor's degree could it encourage and help young people to rethink their career plans by reformulating other career choices.

To try again answer these questions, we interviewed the students concerned and we have taken the case of students of the Faculty of Sciences Ben M'Sik (FSB).

2.4 Some bibliographical

In Morocco and in recent years the teaching of entrepreneurship for higher education students experiencing increased importance. In this perspective, the state has invested in a training policy for teachers and trainers through internships inside and outside the kingdom. In addition, it does signal the importance given to research in the field of entrepreneurship by the ministry and the Moroccan universities. This renewed interest in the teaching of entrepreneurship, materialized by the inauguration of an entrepreneurship-training center under the Hassan II University in Casablanca. This is The Entrepreneurship Center at Casablanca dedicated to the training of students in entrepreneurship (the Morning 16/01/2018).

2.5 Definitions of the concept of entrepreneurship

The interest in the entrepreneurship education has been an abundance of work and resulted in numerous definitions. Thus, referring to policies, researchers and heads of enterprises WB Gartner (1990) made an inventory of over forty definitions. He was able to show by H. Moussadak, Rouhaili K. (2016) eight convergence themes by studying some definitions of the concept of entrepreneurship: presence of an entrepreneur, innovation, the creation of a new organization to pursue an opportunity, creating value, the issue of for-profit business or not, growth, uniqueness phenomenon, the presence of a manager owner. For Byrgave WD and CW Hoffer (1991), cited by S.Koubaa and K. El Ouzzani Echchahdi (2014), the analysis of entrepreneurship *«Exceeds the individual dimension of entrepreneurship to integrate the event and process. They identified nine characteristics: the presence of the human will, the individual firm, the status change "quantum", discontinuity,*

holistic and dynamic process, the uniqueness, the many antecedent variables, the initial conditions of its variables. "

The above definition has the merit of emphasizing the dynamic aspect of the entrepreneurial process by exceeding the individual aspect and incorporating a number of features.

But the definition that holds our attention is undoubtedly the one advanced by Alain Fayolle (1999) in its report on the teaching of entrepreneurship in French universities, the author insists on the connection between entrepreneurship and the creation of social and economic wealth highlighting the way. The importance of risk management. According to him, entrepreneurship is defined as "special situations that create economic and social wealth, characterized by a high degree of uncertainty, therefore the existence of risks, in which individuals are involved heavily and there must develop behaviors particularly through the acceptance of change and associated risks, taking initiative and autonomous operation."

These two definitions are complementary in that the first focuses on the dynamics of entrepreneurship by exceeding its individual character; while the second emphasizes the creative aspect of benefit and thereby incorporating, a socioeconomic dimension producing wealth that will result in economic growth itself generates jobs. It is clear that there is a diversity of definitions of teaching entrepreneurship. This is probably due to "the variety of approaches within the same field (academia, for example) and also the coexistence of different worlds that are interested in the field and who are the stakeholders, namely the academic world, policy and practice" (Fayolle, 2007).

The different defined above carry with them the premises of a formulation entrepreneurial training objectives; because it would be fruitless to separate these definitions of the goals sought by the said training.

3. Declared Objectives of the Teaching of Entrepreneurship

3.1 Background

Considering the socio-economic context characterized much of the developing countries and even in some western countries, we see the persistence of structural crises related to employment. This prompted some governments to rethink the issue of employment through a paradigm shift: now the university curriculum also includes entrepreneurship training that theoretically aims to develop in the future winners of the attitudes and perceptions regarding the intention to undertake, and thus influence the entrepreneurial behavior itself. The Morocco as a country is characterized by structural unemployment especially among the graduates mainly for open access channels reaching 24% for more than several years, was no exception to this principle. So, the 01-00 law on higher education organization states in Article 3 that among the missions of higher education there is "preparing young people to enter the working life particularly through the development of know-how." Note also that the National Charter of Education and Training (1999), was well emphasized on this objective in Article 77

stating that among the functions of higher education there is "preparing young people for integration into the active life".

We can consider without a doubt that teaching entrepreneurship for students belonging to scientific studies in this case, the students of the Faculty of Sciences Ben M'sik Casablanca meets the objectives of both aforementioned texts. Knowing that these students for the majority of them have never been confronted with the corporate world and the courses taught in the university curriculum does not include content facilitating their task.

The concept of intention to undertake plays a vital role in entrepreneurship research, first to predict entrepreneurial behavior and then to appreciate how the intentions themselves form (Fayolle and Gailly, 2009).

Note that what is meant by intention to undertake is a directing attention mindset and action of an individual to independent professional situations, as opposed to employee positions (IBRD, 1988)

3.2 The objectives of entrepreneurship education:

Note first, that a few years; the teaching of entrepreneurship was little known for the professionals of higher education in Morocco. Now and after the adoption of the entrepreneurship training by institutions of higher education, many questions arise, mainly on the expected objectives of this training. It is clear that the registration in a preset approach goals of training, leads us to wonder about the differences that might exist between the theoretical predetermined objectives and actual results, hence the need to set up a monitoring and evaluation system of the training.

For Fayolle (2000), the education system is the basis of development of culture and entrepreneurial action. It would be wise to identify, trace and evaluate the diversity of content, teaching methods and learning environments offered. According to the site Memories Wiki (2013) cites Legendre (1998), it would be important to analyze the teaching of entrepreneurship in terms of objectives, content, teaching methods, learning activities and processes 'Evaluation.

The issue of entrepreneurship education goals interested many authors among which we can mention: Neunreuther (1979), Block and Stumpf (1992); Albert and Marion (1997), Bechard (1998), Gibb (1999) and Fayolle (1999 and 2003). Gibb (1999), the teaching of entrepreneurial attitude assumes consistency between the expected educational objectives situations and learning contexts. However, according to Fayolle (2003), the objectives of the training are not yet sufficiently clear because the higher education institutions have not yet reached a certain maturity. For Béchard (1998), the objectives of the training are to be classified according to the level of the program available to the student.

- 1) Awareness of entrepreneurship: aims to inform on entrepreneurship and the entrepreneurial career;
- 2) Business creation is linked to the training of technical, human and managerial to create his own company;

- 3) The development of trainers conditions the development of useful skills for consultation, teaching and monitoring of small businesses;
- 4) Business development will meet the needs of owners and business leaders.

In the same direction and by addressing the issue of entrepreneurship in the training objectives, Saporta and Verstraete (2000) distinguish between two categories of objectives:

- 1) - "Training people that can support the entrepreneur in the formulation and implementation of initiatives and management implications they have in the company";
- 2) - "stimulate entrepreneurial capacity, these referring to the anticipation, preparation of a vision, creativity, but also the realization and the declination of the strategy in the daily management".

For Schmitt and Knoll (2003), who find that entrepreneurship should not be the only concern for entrepreneurship training, but rather one of its aspects. For both authors, attention should be drawn to the importance of entrepreneurship and its impact on the economic fabric. For this, the entrepreneurial spirit should be developed by integrating the entrepreneurial career into entrepreneurship training. Therefore, according to the authors mentioned above, the teaching of entrepreneurship is not only intended to stimulate the student's intention to undertake, but also to develop in these young people other abilities and skills facilitating their integration into the business world.

4. Methodology

4.1 Data collection instrument

The survey as a mean of gathering information and data on the subject seemed the most appropriate way in our study, especially after the pre-survey of twenty people responding to the object profile of our study. Given that the objective of this study was to evaluate the teaching of entrepreneurship in students from scientific studies and its impact on professional projects of these young people, we felt that these goals would be achieved without questioning a large proportion of these students target of our research.

4.2 The survey sample

We chose to work on a sample of 126 people belonging to the Faculty of Sciences Ben M'Sik Casablanca, having completed the course of the sixth semester and distributed as follow:

Spinneret	Age of students	Number of girls	Number of boys	Total
SMP	21-26 years	24	33	57
SMC	20-24 years	15	21	36
SVT	21-25 years	21	12	33
Total	20-26 years	60	66	126

4.3 The variables

For the purposes of the study, we selected a number of variables that we believe are necessary to carry out our

research. In this context, we found it necessary to address the following variables:

- Age of the respondents;
- Sex of respondents;

The socio-professional category of the father:

In order to study the link that may exist between certain variables and socio-professional affiliation of respondents, we conducted the classification of young people about our research, taking into considerations the occupations of their fathers, so we selected five social-professional categories: 1- Official; 2- Merchant; 3- Liberal profession; 4- Employees; 5-Other.

Student motivation in relation to training

It was important for us to evaluate the students' motivation to take the training. To do so, we were able to categorize the degree of this motivation by offering respondents four levels of appreciation of this training: 1- Not at all appreciated; 2- Moderately appreciated; 3-Appreciated; 4-Very much appreciated.

The usefulness of the training:

To trace the value of entrepreneurship training in relation to future student projects, we tried to enjoy this benefit by offering surveyed four response categories: 1-Training is useless; 2-Training is moderately useful; 3-Training is useful; 4-The training is very useful.

Training and integration of business operation:

A key entrepreneurial training objective is to integrate young people into the business world. To do so, we asked respondents if this training has enabled them to understand business operations and the proposed response categories are: 1- Not at all assimilated; 2- Moderately like; 3- Assimilated; 4-Very well assimilated.

The impact of training on the original career plan:

We sought to measure the impact of training on the initial draft of young professional. For this, we asked respondents if entrepreneurship training encouraged them to rethink their career plans by proceeding to change their career plans before entrepreneurship training.

Professional project before training:

To trace the changes that could affect the career plans of youth following the entrepreneurship training, we initially sought to identify the initial projects of young professionals before training and we grouped the responses into four categories: 1- Public function ; 2 Private-sector; 3 Creation of businesses; 4-Other.

Professional project after training:

After the inventory of professional projects before training, we sought to detect the influence of the module entrepreneurship on the professional future of young respondents. To do so, we tried to trace the changes that could affect the career plans of youth after training. The possible answers are: 1-Public function; 2 Private-sector; 3 Creation of businesses; 4-Other

5. Data Analysis

a) The variables of gender and level of study:

The distribution of our sample shows that we have 48% of girls and 52% boys. SMP Students represent 45% of which 42% girls, those of SMC totaling 29% of which 42% girls and finally SVT students rank third in our sample with 26% and 64% of girls.

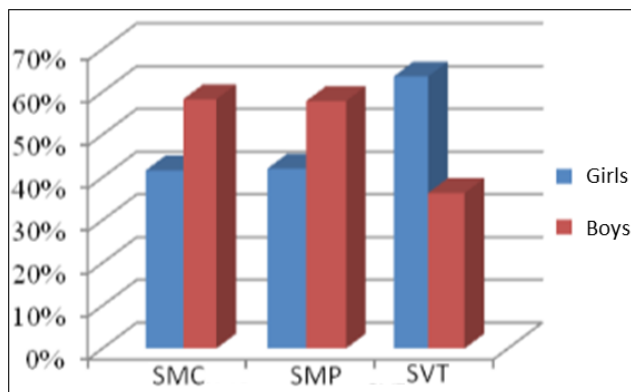


Figure 2: Graphic representation of the sample according to the gender and level of study

b) Variable of social-professional category of the father:

The breakdown by socio-professional category of the father shows that our sample is made regarding the occupations of fathers by 32% of employees, 29% of traders, 17% official, 10% of professionals and 13% for other professions.

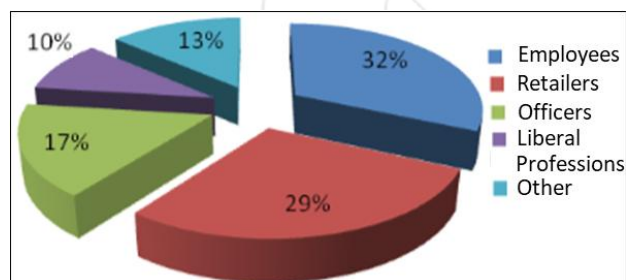


Figure 3: Distribution of students according to socio-professional affiliation of the father

c) The variable of training assessment:

Only 16% of respondents say they do not enjoy the training, while those who consider it to be: fairly valued, appreciated and very much appreciated are up to 84%.

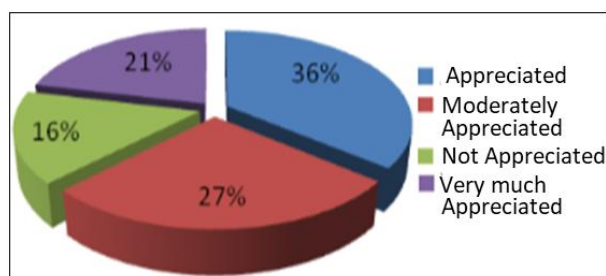


Figure 4: Distribution of students by level of appreciation of the training

d) Variable of value of the training

Over 75% of students who attended the Entrepreneurship Module recognize the value of this training to different

degrees, while only 23% recognized the uselessness of this training.

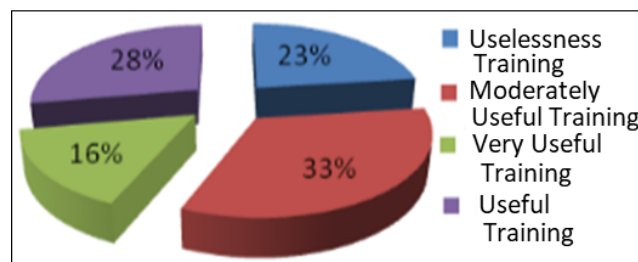


Figure 5: Usefulness of the training

e) Variable of assimilation of business operations

Among the respondents only 23% report not having assimilated the operation of enterprises, while 29% moderately absorbed, 33% assimilated and 16% assimilated very well.

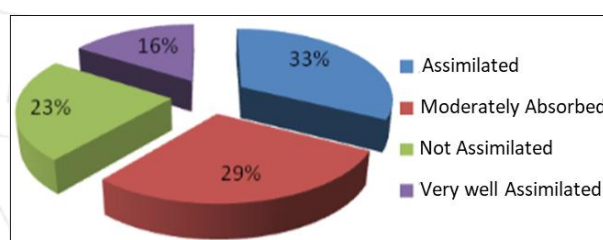


Figure 6: Integration of business operations

f) Variable of impact on the professional project:

A very small proportion of students reported that the training had an impact on their career plans 12%, while the majority 88% does not recognize any impact on the professional project.

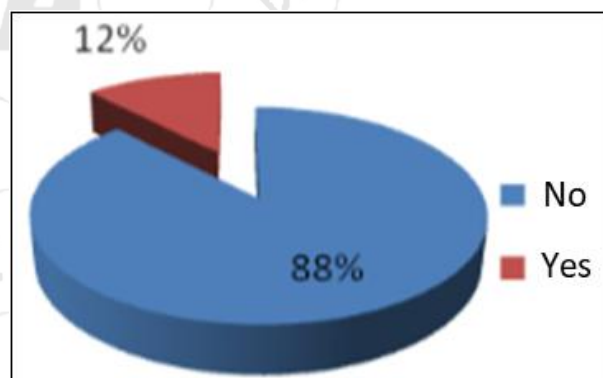


Figure 7: Impact on professional project

g) Variable of the professional project before training

When accessing the data on the professional project before training, we find that 43% hope to integrate the private sector, 37% want a career in the public service, 16% opt for different areas and only 4% have chosen to build their business.

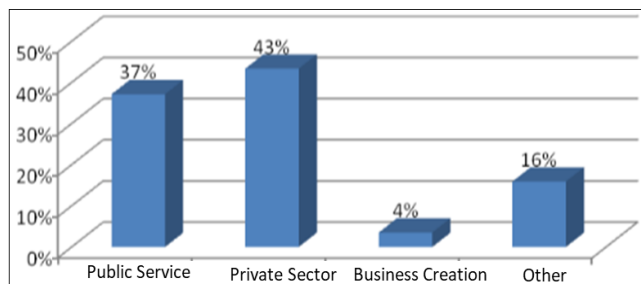


Figure 8: Professional project before training

b) Variable of the professional project after training

At the end of the training, the students reported 46% they opt for the private sector, a proportion of 32% remains the choice of the public service, while 09% of respondents chose the alternative of company creation.

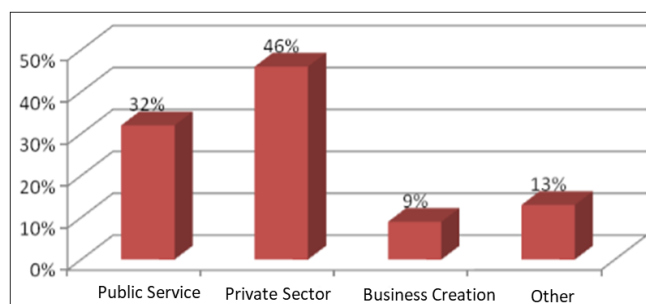


Figure 9: Professional project after training

6. Results

Data processed in the analysis of the variables offer a lot of information on the problem of assessing the training in entrepreneurship and its impact on the professional future of young people. Therefore, we will try to exploit this analysis interpretation part of results, in order to clear some conclusions, which in our view meet the objectives of our research. Our goal in this section will then interpret the results of the investigation and try to draw a number of conclusions and recommendations.

5.1 Assessment of training

By analyzing the data relating to the distribution: appreciation of the training, we are struck at first by the very low proportion of students who declare not enjoy training of 16%, while students who appreciated are up to 84 %, knowing that these young people belong to purely scientific sectors and have never received training in relation to the company. In view of these results, we can argue that the students well integrated training despite the handicap of having no prerequisites about companies.

5.2 Usefulness of the training

When referring to the results of the variable value of the training, we note that 77% of students recognize the value of training and only 23% reject this utility. These figures can be

explained by the fact that the students are about to get their bachelor's degree and a majority of them will join the job market and thus entrepreneurship training will facilitate their insertion in this market.

5.3 Assimilation of business operations:

Considering the university curriculum for students, focused on purely scientific modules, we felt it would be wise to find out if these students well integrated training assimilating the content of this module. Respondents recognized more than 75% that they had assimilated this training. We can consider that the majority of students were motivated to follow such training.

Impact on professional project

In our study it was very interesting to know the impact of such training on the professional future of young people surveyed, the latter a large majority, 88%, said they have not changed professional project, only a minority 12% acknowledged having changed professional project following the training. This university curriculum stage coincides with what Guichard (1993) calls: *specification realistic Phase*, during which, young people must express their priority and choose a profession and thus finalizing their career choices and engage in it, limited to a relatively narrow field and resisting any attempt to divert their career plans

Professional project before training:

To detect changes that might occur on the professional project youth after training, we tried first to take stock of professional projects and we have categorized in four groups. According to the respondents 43% of them wanted a career in the private sector, 37% in the public sector, 13% in other areas and only 4% said they wanted to start their own business.

Professional project after training

In order to highlight the changes that might know the career plans of young respondents, we have sought to draw the inventory their project after training. We have seen students who have opted for the private sector 46%, the 32% public service, other areas 13% and the creation of companies (9%),

Evolution of the professional project

Comparing data on the evolution of the professional project before and after training, we found a trend toward projects that have to do with training. Thus, the proportion of students who said they wanted to start their own business more than doubled 4% before 9% after training. This is the case also in the private sector that earns three points and more going from 43% to 46%. This was done at the expense of projects in the public service from 37% to 32% and other areas fell by 16% to 13%.

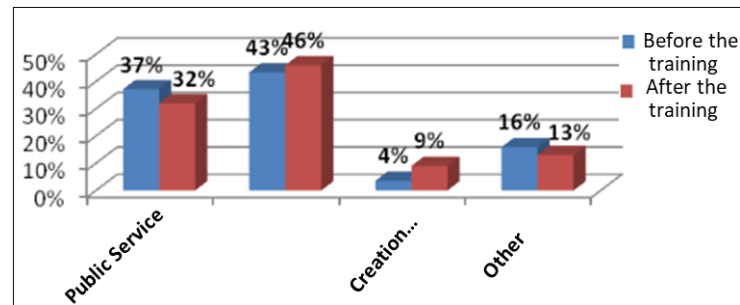


Figure 10: Evolution of the professional project before and after training

7. Conclusions

After this work and after analysis and interpretation of results we find that students of the sixth semester: SMC, SMP and Biology of the Faculty of Science Casablanca Ben M'Sik rather well integrated training. We could take this integration in their responses, and 84% of students say they have rather enjoyed the training. They also recognize the value of training with a proportion of 77% of students. In addition, for the originality of this course for students from scientific studies, which have no prerequisites required for this type of training, these students recognized at 77% that they have assimilated this training.

In light of the above results, we can consider that the majority of respondents were well motivated for this training. This interest declared for training in entrepreneurship may be due to the willingness of these students to discover the business world that would probably be their main employer and to which they knew almost nothing before the training.

Regarding the link between the training and the evolution of the professional project, we observed a tendency among young people to reconsider and change their project before forming 12% of the respondents, better yet these changes interested professional careers: entrepreneurship 5% and the private sector 3% at the expense of the public service - 5% and other areas -3%. This leads us to state that despite the late inclusion of this training in the sixth semester, it has had some impact on career plans, so we can talk about a beginning of assimilation of the entrepreneurial culture among respondents.

As recommendations, we suggest to catch up in terms of entrepreneurial culture among our youth, integrating this training throughout the academic curriculum and in the last year of high school for all students and high school students. Also, and to anchor this culture, it would be wise to strengthen this training by opening modules such as: management, communication, languages, project management, forecast management, accounting.

References

- [1] ALBERT, Ph. And MARION, S. (1997) Open teaching entrepreneurship, Les Echos, special feature on the Art of Enterprise, 19 and 20 September, http://www.lesechos.fr/Art_entreprendre1/sommaire/sommaire_6.htm
- [2] BECHARD J.-P., 1998, "Teaching entrepreneurship worldwide: validation of a typology", International Management, 3 (1), p. 25-34.
- [3] BIRD Barbara, "Implementing Entrepreneurial Ideas: The Case for Purpose", Article in The Academy of Management Review · July 1988
- [4] BLOCK, Z., Stumpf, SA (1992), "Entrepreneurship Education Research: Experience and Challenge" in Sexton, DL and Kasarda, JD (dir ...), The State of the Art of Entrepreneurship, Boston: PWS-Kent Publishing Company, p.17-42.
- [5] BYRGAVE WILLIAM D. Hofer. CHARLES W., (1991), "Theorizing about entrepreneurship", Entrepreneurship Theory and Practice, vol.16, No. 1, Winter, pp. 7-30.
- [6] National Charter of Education and Training in October 1999, Article 77.
- [7] Decree No. 2.15.770 of 5 kaada 1437 (9 August 2016) laying down the conditions and recruitment procedures for contracts in public administrations.
- [8] ELOUAZZANI ECH CHAHDI Khalid KOUBAA Salah The teaching of entrepreneurship in university, Francophone 12th International Congress on Entrepreneurship and SMEs, 29, 30 and 31 October 2014, Agadir, p-4.
- [9] A Fayolle, "Entrepreneurship Education in French universities: analysis of the existing proposals and to facilitate the development" EM Lyon MENRT Report, May 1999, 101 pages.
- [10] Fayolle A "Strategic Reflections and axes to develop L'enseignement entrepreneurship" Management 2000 March-April 2000b, p.133-154.
- [11] Fayolle. A, "Entrepreneurship, Learning to undertake" sup management, business strategy, Dunop 2007.
- [12] Fayolle.A and Gailly. B (2009), "Evaluation of a training entre neuriat: predispositions and impact on the intention to undertake" InM @ n @gement 2009/3 (Vol. 12), Pages 176-203.
- [13] GARTNER. WB (1990), "What are we Talking About When We Talk About Entrepreneurship?", Journal of Business Venturing, vol.5, pp. 15-28. SHOWARD H. Stevenson, CARLOS. JARILO J., (1990)
- [14] Gibb, AA (1999) 'Can we build' Effective 'Entrepreneurship through Management Development?' Journal of General Management. Flight. 24. No.4. Summer. pp 1-22.
- [15] Léger-Jarniou Catherine, "Developing entrepreneurial culture among young people. Theory (s) and practice (s)", French 2008/5 Review of Management (No. 185), p. 161-174. DOI 10.3166 / rfg.185.161-174 - (p 164).

- [16] Law 01-00 on the organization of higher education, BO No. 4800 of 1 June 2000 Dahir No. 1-00-199 of 15 Safar 1421 (19 May 2000) promulgating Law No. 01-00 on the organization of higher education.
- [17] Kiosk 360 07/08/2017 Site: <http://fr.le360.ma/>
- [18] LOULOU W. Fayolle A., (2007), "The teaching of entrepreneurship at the University: issues, pedagogies and legitimacy", in ZGHAL, R., Entrepreneurship
- [19] Moussadak Hakima Rouhaili Kawter, Entrepreneurship in Moroccan university: Status and Perspectives Al-Bashaer Economic Journal Number: 05 (June 2016).
- [20] Neunreuther BRUNO, (1979), "The possibilities and limitations of training in the business field of creation," Education and Management, No. 11, Fall, pp. 7-13.
- [21] Information note High Commission to the plan about the labor market situation in 2015
- [22] Saporta. B and VERSTRAET.T, (2000), "Reflections on the pedagogy of entrepreneurship in the components of the French university management science," Management, No. 97-121
- [23] SELLAM .M, THE MORNING of January 16, 2018
- [24] Schmitt C, L. Knoll (2003), "From the business plan for training in business plan: The business plan seen as an intermediation and structuring tool in the design of organizations," Symposium "L entrepreneurship in Action ", Agadir, 23 and 24 October
- [25] *Statistics 2015-2016 University of Management Strategies and Information of the Ministry of Higher Education Systems, Scientific Research and Executive Training.*
- [26] Webometrics first edition 2017 Webometrics Ranking of World Universities; In international rankings Observatory, it has-been updated edition January 2017 ranking Webometrics ranking .This Measures the presence on the web through the content, visibility and impact of universities. Are Classified 11.996 around the world institutions. The University of Valencia, worldwide Is located in position 209, and is the third of all Spanish universities.
- [27] WikiMemoires; The objectives of entrepreneurship education; Economics and Management / 14 January 2013.