



## Entrepreneurship training programs in the Moroccan University: State of play, issues and critical look

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### ABSTRACT

The law of Moroccan higher education (Law 01/00) has given the university a primary place in socio-economic development. Indeed, the university contributes by the training of the laureates capable of moving to entrepreneurial action. A contribution that can be made through training and awareness raising to entrepreneurship, innovation and through scientific research.

The present work aims to analyze the main entrepreneurship training programs for students from Moroccan universities. An analysis that focuses on the different objectives and pedagogical approaches as well as a critical look at these programs.

**Key words :** University, students, Entrepreneurship training programs, entrepreneurial spirit.

### 1. INTRODUCTION

Economic, political and social situation at the national level is characterized by strong competition, uncertainty propagation, a progressive withdrawal of the state, an increase in the unemployment rate [1], the emergence of information etc. These changes have an impact on the employee-employer relationship and on youth employability and professional integration. Indeed, young graduates find more difficulty than before, to ensure stable and sustainable jobs [2]. In these circumstances, the future job seekers are expected to adapt to this new context. This adaptation requires to have an autonomous job seeker, responsible, efficient, innovative and able to develop self-employment. These qualities are certainly the main characteristics of entrepreneurial profile [3].

In Morocco, as in all emerging countries, development issues are at the heart of the transformation and modernization. Indeed, entrepreneurial development strategies [4] are an essential lever to revitalize economies, job creation and the fight against poverty and insecurity.

In the academic context, the promotion of entrepreneurial culture can be treated by the combination of four dimensions which are awareness, education, support and research [5]. In General the teaching of entrepreneurship is growing worldwide [6].

The experience of the State's commitment to unemployed young graduates began in the late eighties: Twenty of the last century with the launch, initially, a program called "young entrepreneurs"; its goal is to encourage young graduates of higher education or professional to create businesses [7]. Launched in July 2006, the program "Moukawalati" for the promotion of entrepreneurship among young people, has introduced an improvement in terms of the parameters, objectives and target.

In this study, we are going to analyze the various entrepreneurship-training programs implemented in Moroccan universities. We present in the first part of this article, the main training programs in place to educate, develop entrepreneurship and / or entrepreneurial spirit in students.

A critical look at these programs is addressed in the second part of the article.

### 2. PROGRAMS OF TRAINING IN ENTREPRENEURSHIP

Trying to define entrepreneurship is a difficult exercise [8], because it encompasses many disciplines, activities and methodologies, which makes it a complex phenomenon,

dynamic and multi-dimensional. Leading a difficulty to find a consensus definition of entrepreneurship as the Verstraete says, "There is no consensus on a theory of entrepreneurship even less on a single definition. The state of the art shows many acceptances and a profusion of themes which take place notions and concepts that can establish the specificity of entrepreneurship "[9].

In the present work, we will offer one of the definitions of Fayolle, in which he discussed entrepreneurship as an economic and social phenomenon, research and teaching.

"These three levels interpenetrate and enrich each other: the knowledge generated by research can be taught and can resolve issues at the societal level and what happens at the company her perception of a phenomenon is not without effect on the education and development or not an educational body "[10].

Starting from the second and third points on entrepreneurship as a phenomenon of research and education, we found that entrepreneurship starts to occupy a crucial place in Morocco first as a research object and then as main axis in the training, education and teaching especially from the reform of the Moroccan higher education (law 01/00) [11], that gave new momentum to the entrepreneurial vision in the educational curriculum and the approximation of the University of the economic environment. [12]

Today, the results are promising. The large number that has grown steadily in recent years explains this:

- Courses and entrepreneurship programs;
- Training Diploma (Bachelors and Masters);
- Research laboratories in the field;
- Organized national and international symposia;
- Scientific Articles;
- Thesis;

The diversity of results outlined above, has led us to limit the analytical framework completed some training programs for university students.

In the following section, we analyze examples of educational programs for entrepreneurship implemented to benefit students in Moroccan universities. The program treaties were developed in the context of international cooperation project.

### **2.1 Entrepreneurial University Program: Training and Professionalization**

The program "Entrepreneurial University training and professionalization" is part of the Tempus project [13] "Trans European Mobility Program for University Studies" UM-JEP31197 III (2003-2006), launched in national schools of applied science (Agadir, Oujda, Marrakech, Tangier and Safi) in partnership with institutes and foreign universities.

The main objective of the program is to cultivate an entrepreneurial culture in these schools and their parent universities. In addition, the adaptation of curricula to the needs of economic operators[14].

The program "Entrepreneurial University: training and professionalization is based on active learning and employment status setting students to develop professional skills. The insertion investigations, training, project management; business visits are all techniques to understand the professional world.

### **2.2 Entrepreneurial Curriculum Program**

The "Entrepreneurship Curriculum" program (EC), was launched in November 2004 as part of the MEDA II project [15] supported by the European Union and managed by the National Agency for Promotion of Employment and Skills ANAPEC. The program's primary objective is to educate and develop entrepreneurial spirit among university students and vocational trainees. The pilot phase has been implemented in five universities: the Faculty of Science and Technology FST Settat FST Beni Mellal, FST Fès, the Higher School of Technology EST Safi and the Faculty of Sciences in Kenitra and three vocational training institutions: the Royal Institute of Specialized Technicians Fouarat Breeding, the Institute Prince Sidi Mohammed Technicians Specialized in Management and Agricultural Trade Ben Slimane and the Institute of Agricultural Technical Fish Ben Salah.

The EC is based on the approach methodological CEEF "Business Skills Training in the Entrepreneurial Spirit" based on the technique of learning by doing [16].

The program is designed to allow students to develop their entrepreneurial skills (skills, attitudes and reflexes) and acquire corporate culture completing basic education.

### **2.3 Programs: Entrepreneurship Development Program (EDP) and Entrepreneurial Spirit Program (Espro)**

The two programs "Entrepreneurship" Development Program (EDP) "and" Entrepreneurial Spirit Program (Espro) "were launched between 2006 and 2009 in the ALEF project (Advancing Learning and Employability for a better Future) launched by USAID (US Agency for International Development International). within the framework of bilateral cooperation between Morocco and the United States and whose objective is to contribute to improving the employability of Moroccan and Moroccan youth through quality education.

The program aims Espro awakening the entrepreneurial spirit among students in the first academic year and the EDP program particularly targets students holders of project and end of the course to develop the skills and entrepreneurial behavior at home.

### **2.4 Program "Entrepreneurial Culture to Moroccan Engineering Schools (ECMES)"**

The TEMPUS IV / ECMES project as its name suggests, is designed for students of engineering schools. It began on September 1, 2006 and ended on February 28, 2010. The program's objectives are to develop entrepreneurial culture

and management of international dimension to projects in schools Moroccan engineers by adding training modules in the field of entrepreneurship.

During the training program, different methods are used such as participatory, interactive approach and action learning (learning doing) or action-oriented approach. These methods are supplemented by other educational tools, showing a coexistence of the three educational logical (transmission of knowledge / training capacity / development-support skills) [17].

### **2.5 Program "Know about business" (KAB)**

The "Understanding Company» well known by the acronym KAB is a program developed by the International Labour Organization (ILO) in nearly 55 countries.

KAB was introduced in Morocco online in 2008 as part of the project "Training for Entrepreneurship - Understanding the Business - Middle East and North Africa 2008-2011", implemented by the ILO and funded by the Canadian International Development Agency (CIDA).

A new version of KAB adapted to the Moroccan context in the cultural, legal, socio-economic and fiscal [18], was developed in 2014 and put online in 2016 as part of the project "Youth at Work 2012-2018" implemented by the ILO with the support of Ministry of Foreign Affairs, Trade and Development Canada in partnership with the Ministry of Employment and Social Affairs of the Kingdom of Morocco.

Deployed in most Moroccan universities, KAB is based on a methodology of interactive and participatory teaching learner-centered and social construction of knowledge. The teaching techniques are quite different, such as brainstorming, simulation, role play, case study...

### **2.6 EVARECH Program: Entrepreneurship and Research Promotion**

The TEMPUS IV project EVARECH [19] (2011-2014) is part of the reforms experienced by the university to adapt to the demands of a new market economy and anchor the university in its socioeconomic environment.

The project was implemented in four universities namely Abdelmalek Essaadi Hassan II Mohammedia, Ibn Zohr Ibn Tofail and whose objective is to disseminate entrepreneurial culture among students, the establishment of incubators and enhancement of the Scientific Research.

### **2.7 PORFIRE program: Creating an environment for the emergence of regional centers of innovation and research training in the Maghreb**

The TEMPUS IV project PORFIRE [20],[21] (2013-2016), saw the contribution of higher education institutions in Europe and North Africa. Morocco was represented by the National School of Computer and Systems Analysis Rabat ENSIAS, the National School of Applied Sciences ENSA of

Kenitra, the General Confederation of Morocco Centre CGEM companies, Rabat and ESCA Ecole de Management in Casablanca. The project brought together teachers, students and business managers to develop innovation projects and entrepreneurship.

## **3. RESULTS AND DISCUSSION**

Analysis of the various entrepreneurship training programs in place in Moroccan universities leads us to raise the following observations and findings:

**-Diversity of programs:** diversity is explained by the variety of programs as well as the multiplicity of awareness and training. Similarly, the diversity is due to the different goals of each program content and teaching methods used (CEFE, action-oriented, approach by skills ...)

Furthermore, diversity can be explained by the multiplicity of international cooperation organizations (European Union, USAID, ILO ...)

**-Lack of traceability and information :** By analyzing entrepreneurial training programs, we encountered a real problem of lack of traceability to the scarcity of information on some programs.

Indeed, track training programs requires the availability of information and monitoring and evaluation reports. Information that can be collected by the method of questioning (what? Who? Where? when? How?, why?).

**-Redundancy Programs and lack of synergy :** redundancy programs is explained by the fact that some universities have seen the implementation of several programs with similar objectives without giving an opportunity to compare the programs or to grow and capitalize on the experiences of each other.

## **4. CONCLUSION**

In this article, we discussed the various programs that have been implemented in Moroccan universities, from the early 2000s, as part of international cooperation and the general objective is to educate Moroccan university student's entrepreneurship and develop the entrepreneurial spirit and / or entrepreneurship.

Analysis of processed programs allowed us to get up close and highlight the diversity of projects in Moroccan universities. The shortcomings related to the scarcity of information, lack of traceability and redundancy are constraints that must be overcome in the implementation of future programs.

For this purpose, the development of a clear national strategy in terms of entrepreneurship education in University is required. A common national vision contribute to the development collaborations and synergies inter-institution / varsity exceeding the redundancies and repetitions that characterize the majority of current programs for the development of the spirit and entrepreneurial skills.

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