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UNIVERSITY ENTREPRENEURSHIP EDUCATION: BETWEEN THE DECISION TO BECOME AN ENTREPRENEUR AND STARTING BUSINESS

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ABSTRACT

In the Algerian context, marked by high unemployment among young higher education graduates and difficulties in entering the labour market, university entrepreneurship training has emerged as an instrument of change. It can reduce vulnerability in the labour market by providing students with the skills needed to transform entrepreneurial ideas into real business projects projects. This article analyses the impact of entrepreneurial training provided by the House of Entrepreneurship on business creation among higher education graduates. It also examines the extent to which this training contributes to the realisation of students' entrepreneurial projects. The results show that training plays a decisive role in strengthening project leaders' decision to start a business. It improves business-related skills and contributes to the development of entrepreneurs' personal and technical skills. In particular, it facilitates the early stages of the entrepreneurial process by helping participants clarify their ideas, build confidence, and acquire practical knowledge related to business creation. This study contributes to a better understanding of the role of entrepreneurial training provided by the House of Entrepreneurship. It also provides a basis for improving entrepreneurial training offered by other support structures.

KEY WORDS

decision to become an entrepreneur, higher education graduates, labour market, skills, unemployment

CLASSIFICATION

JEL: A22, L26

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INTRODUCTION

Entrepreneurship and business creation have been the subject of academic and practical teaching for decades. The initiative to integrate entrepreneurship into higher education was first launched in Japan. This practice was quickly adopted by the United States of America, where it became a benchmark model [1]. A few years later, European countries such as France and the United Kingdom adopted this practice. This phenomenon spread throughout Europe during the 2000s [2] and then across the world.

In a context marked by rising unemployment among young graduates, universities are being called upon to play a major role in students' professional training. At the heart of this professional training, entrepreneurial training is proving to be a strategic lever for the transition to working life. Three debates have been prioritised since entrepreneurship emerged as a field of education: Why should entrepreneurship be taught? What should be taught? How should entrepreneurship be taught? The answer to the first question, "why?", concerns the aims and objectives of teaching entrepreneurship and its purposes: first, raising awareness of entrepreneurship to inspire students and awaken their entrepreneurial spirit; then, training them to encourage them to start their own businesses; and finally, supporting entrepreneurs to help them overcome challenges. The answer to the question "what?" depends on the content of the training, the defined goals, and the target audience. The answer to the question "how?" focuses on programmes and teaching approaches [3, 4].

The debate on whether entrepreneurship can be taught is based on two opposing schools of thought. The first, the conservative school, considers entrepreneurship to be an innate talent that cannot be taught. The second, however, asserts that entrepreneurship can be taught, based on its scientific nature [5]. This second point of view is shared by many researchers [3, 6-10], who consider entrepreneurship to be a field that can be learned [11]. This study adopts the second position, based on participant observation. However, some believe that "talent and temperament cannot be learned". This remark is considered valid for any profession [1]. It is therefore possible to train people in entrepreneurship, even if this does not guarantee the acquisition of entrepreneurial talent.

Entrepreneurship is considered a technique that can be learned [6]. Furthermore, it has been argued that no one is born an entrepreneur [12]. From this perspective, entrepreneurs are not born but are developed through learning processes, which highlights the importance of entrepreneurship education [13]. Appropriate training, including the development of a business plan, helps build self-confidence and a better understanding of entrepreneurial issues [14], particularly through experiential teaching methods. Finally, three key conditions are identified for effective entrepreneurial education: a supportive environment, experienced teachers, and strong learner commitment [15]. In addition, learner responsibility is important in the training process [16].

These authors assert that when entrepreneurial training is supervised and contextualised, it can contribute to the actual creation of a business. In this context, Entrepreneurship Centres represent a relevant support structure, promoting both entrepreneurship and innovation in higher education institutions. In line with this logic, this work aims to analyse the impact of university entrepreneurial training provided by the House of Entrepreneurship on business creation by higher education graduates. It seeks to answer the following question: To what extent can university entrepreneurship training provided within the House of Entrepreneurship contribute to business creation by young higher education graduates?

METHODOLOGY

This study adopts a quantitative approach based on survey data collected from young entrepreneurs who benefited from entrepreneurship training provided by the House of

Entrepreneurship. The objective is to analyse the impact of such training on the decision to start a business and on the entrepreneurial process. The empirical study was conducted between January 2023 and September 2024. The sample consists of 200 entrepreneurs who created their businesses after benefiting from training within the House of Entrepreneurship.

Due to the lack of an exhaustive database of trained entrepreneurs, a snowball sampling method was adopted. Initial respondents were contacted and subsequently referred other participants. While this method facilitated access to the target population, it may introduce selection bias.

The analysis focuses on several categories of variables: characteristics of respondents (age, gender, education), training-related variables (content, duration, teaching methods), and entrepreneurial outcomes (decision to start a business, skills developed). Data were analysed using Multiple Correspondence Analysis (MCA), which is appropriate for examining relationships between categorical variables. Three MCA models were conducted:

- MCA_1 – relationship between training and decision to start a business,
- MCA_2 – relationship between teaching techniques and the entrepreneurial process,
- MCA_3 – relationship between training and skills developed.

MCA allows the identification of underlying structures and associations between variables, providing a deeper understanding of the role of entrepreneurial training. Prior to conducting MCA, a reliability analysis was performed using Cronbach's alpha to assess the internal consistency of the variables. All values exceeded the acceptable threshold of 0,70, indicating satisfactory reliability.

EVOLUTION OF TEACHING METHODS IN ENTREPRENEURSHIP

Entrepreneurship education now relies on a growing variety of teaching methods and approaches, reflecting a desire to adapt programmes to the profiles of new generations [17, 18]. The literature review generally distinguishes between traditional methods and innovative or active methods [1, 19]. Traditional teaching methods, based on lectures, are increasingly criticised for their inadequacy in relation to the objectives of entrepreneurial education [19, 21]. Conversely, active methods such as simulation are valued for their ability to place students in realistic situations, thereby developing their resilience, critical thinking, and practical skills. Several criteria for effective simulation are proposed, including the relevance of the scenario, the clarity of materials, technical functioning, and the quality of analysis. Numerous simulations have been developed in the field of entrepreneurship, such as the Entrepreneurial Simulation Programme, Entrepreneur a Simulation, and Starting a Small Business, with objectives ranging from creating a competitive market to managing failure as a learning tool [22].

Furthermore, behavioural simulations allow us to reflect on students' reactions and real-life capabilities in situations of uncertainty, thus promoting experiential learning [23]. These tasks develop cross-disciplinary skills, such as asking strategic questions, generating alternatives, and visualising the future [24]. Other original materials are also used. Stories, videos, films, and even literary classics are used to stimulate reflection and creativity [25, 26]. These approaches are based on identification, inspiration, and learning in concrete or narrative contexts. They reinforce self-confidence, resilience, and initiative. Finally, failure is presented in the literature as a major educational lever [27, 28, 30]. Far from being an end in itself, it is seen as a normal stage in the entrepreneurial journey, enabling the development of endurance, creativity, and the management of uncertainty.

In short, there is no universal method for teaching entrepreneurship [1]. The choice of teaching methods depends on the objectives, the target audience, and the institutional context. Despite this, most trainers continue to use traditional approaches [19, 29], highlighting a persistent gap between theory and practice.

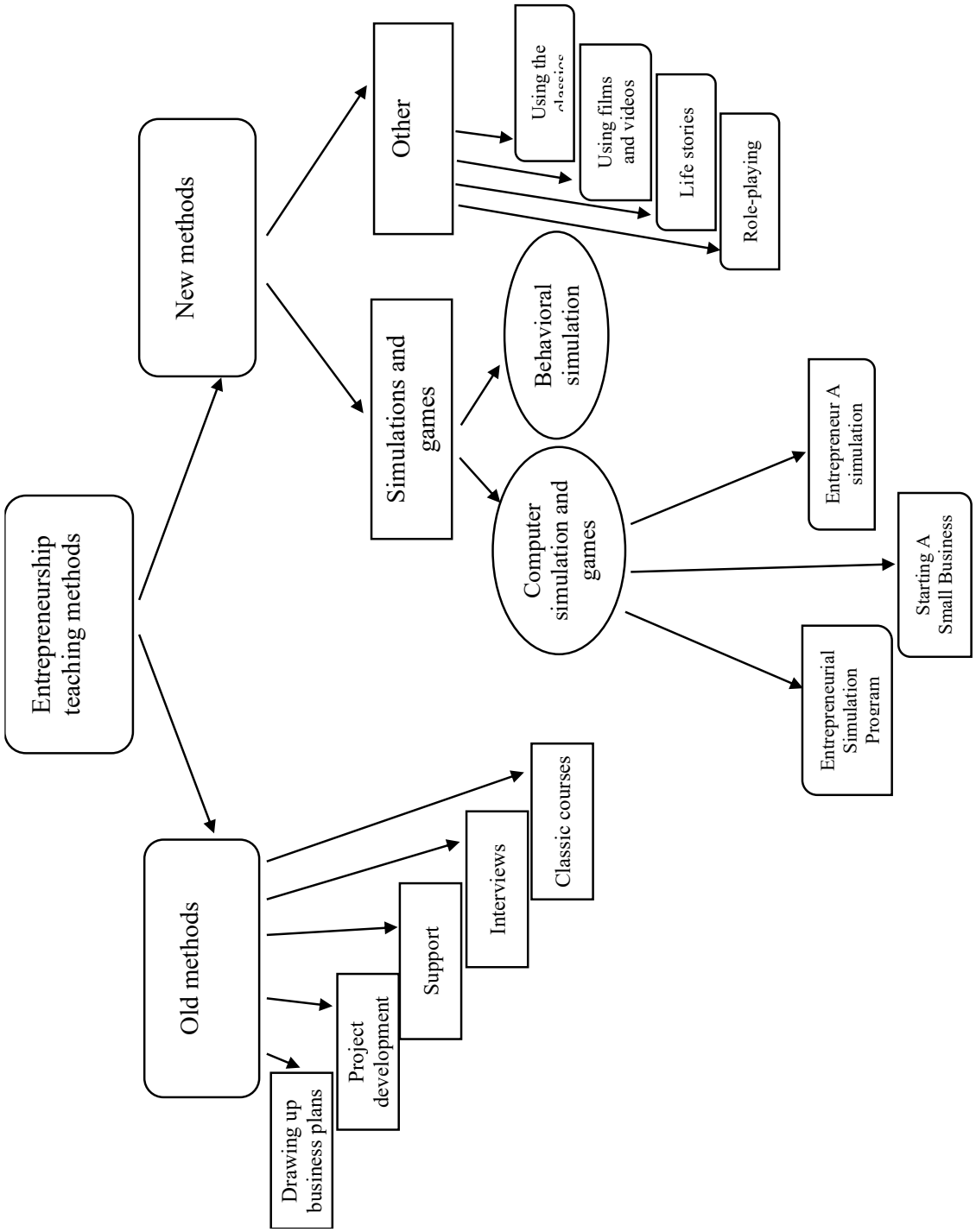

Figure 1. Teaching methods in entrepreneurship, adapted from [1, 19].

RESULTS AND DISCUSSIONS

This section presents and interprets the results of the field survey in relation to the research question. The survey provided relevant data on the impact of entrepreneurial training offered by entrepreneurship centres on business creation.

CHARACTERISTICS OF RESPONDENTS

The analysis first focuses on individual characteristics, such as level of education, initial training, place of study, age, gender, and motivations, Table 1.

Students applying to the entrepreneurship centre in the districts of the central region, namely Tizi-Ouzou, Bejaïa, Algiers, Boumerdes, and Bouira, hold higher education qualifications, including Bachelor's, Master's, and Doctorate degrees. Although they come from a variety of fields, most are from technical fields, due to the direct link between their specialities, innovation, and technology. Their ages range from 25 to 40 years old, with 59% men and 41% women. Before starting their businesses, they had various statuses: full-time employees (21%),

Table 1. Characteristics of respondents. All data is in percentage. Based on the results of the 2024 survey.

Gender						
Female				**Male**		
41%				**59%**		
Level of education						
Bachelor'sdegree		**Master**			Doctorate	
18%		**78%**			4%	
Geographical distribution						
Algiers 1	Algiers 2	Algiers 3	Boumerdes M'Hamed Bougara	Bouira Akli Mohand Oulhadj	Bejaïa Abderrah mane Mira	Tizi-Ouzou UMMTO
21%	14%	10%	17%	11%	12%	15%
Age						
Under 25	**25 to 29 years old**		30 to 34 years old		35 to 40 years old	
0,83%	**51,66%**		30,83%		16,66%	
Faculties of origin						

FGEI	FSBA	FGC	FS	FSEGC	FDSP	FLL	FSHS	FSTGAT	FAPS
25%	21%	6%	12%	16%	3%	8%	4%	3%	2%

part-time workers (36%), unemployed individuals (33%), or students (10%). This gave them the opportunity to build a solid network of contacts and acquire knowledge before launching their own businesses.

A significant proportion of respondents came up with the idea of starting a business while taking an entrepreneurial training course, namely an entrepreneurship module (43%), after meetings with entrepreneurs (22%), or during a job or internship (15%). This outcome shows the importance of the academic, social, and professional environment in the development of entrepreneurial intent. In addition, the analysis of entrepreneurs' motivations reveals two types of entrepreneurs: opportunity entrepreneurs and necessity entrepreneurs. Although almost all respondents wanted to become entrepreneurs, their intrinsic motivations indicate that other reasons also prompted them to start a business, Table 2.

The entrepreneurs trained at the entrepreneurship centre received modest entrepreneurial support, as it did not cover all aspects and was limited in time: advice (23%), guidance (27%), coaching (12%), services (4%), and financing (34%). However, they turned to this structure to

Table 2. Respondents' motivations, based on the results of the 2024 survey.

Internal factors (motivations)		External factors
Pull-type motivations (opportunity)	**Push-type motivations (constraint)**	
Self-fulfilment (14%) Financial independence (13%) Becomingone'sown boss (11%) Meeting family expectations (9%) Social recognition (5%) Earning more money (8%) Innovation (6%)	Escaping unemployment (17%) Exploitation and low-income (7%) Economic situation (9%)	Economic factors (41%) Ecological factors (19%) Governmental factors (17%) Technological factors (14%) Sociocultural factors (9%)

clarify and develop their ideas and to test and/or strengthen their entrepreneurial skills. The transition to the entrepreneurship centre is the phase that determines the creators' decision to continue or abandon their projects. It was repeatedly confirmed that the respondents maintained their decision to become entrepreneurs after the training (100%), with 80% maintaining their initial idea.

IMPACT OF ENTREPRENEURIAL TRAINING ON THE DECISION TO BECOME AN ENTREPRENEUR

To examine whether the entrepreneurial training provided at the House of Entrepreneurship strengthens students' decision to become entrepreneurs, several elements of the training programmes were combined. These included the content of the training, the form of presentation, the teaching practices used during the training sessions, and the duration of the training, together with the participants' final decision. The results below are based on a Multiple Correspondence Analysis (MCA), which was carried out by linking these variables.

Reliability Test for all MCA_1 Variables

Conducting an MCA requires several verification tests, including a reliability test, Table 3. This test allows us to verify internal consistency. The results obtained (Cronbach's alpha is larger than 0,70) show good reliability, meaning that the consistency between the MCA variables is good.

Table 3. MCA_1 reliability test.

	Cronbach's alpha	Total (Eigenvalue)	Inertia	% of variance
1	0,944	11,046	0,409	40,913
2	0,926	9,265	0,343	34,314
Total		20,311	0,752	
Average	0,936	10,156	0,376	37,614

The MCA shows that the two dimensions account for 75% of the total inertia, indicating a good relationship between the selected variables, with a strong dominance of the first dimension. The result obtained shows that the two dimensions are sufficient to define the existing relationship between the variables.

Study of the Relationship: Entrepreneurial Training/Decision to Start a Business

Several results emerge from this graph. The main axis shows that the "yes" option is strongly associated with the final decision after training to "take action", whereas the "no" option is associated with the final decision to "completely change one's mind". The secondary axis represents the content of the training. The business plan and business model appear to be consistently present in the training content, while other aspects, such as feedback, innovation, and creativity, are less prominent.

Figure 2 reveals two categories of participants. The first category, located at the bottom right, represents participants who are highly involved in the training and who benefited from the various training courses offered at the House of Entrepreneurship (TRIE, CREE, and GERME), even though the training period was short, between 5 and 10 days or more. The second category, located at the top left, represents participants who were less involved in the training and benefited only from TRIE training. This indicates that they did not have enough time to discover the content of the training. This outcome shows that the content, teaching methods, and duration of the training influenced students' decision to become entrepreneurs. This means that the entrepreneurial training provided at the entrepreneurship centre reinforces students' decision to become entrepreneurs. These findings suggest that entrepreneurial training plays a decisive role in transforming intention into action. This result is consistent with previous studies highlighting the importance of experiential learning in fostering entrepreneurial behaviour. However, the results also reveal that limited exposure to training content may reduce its effectiveness, particularly for less engaged participants. This highlights the importance of both training intensity and duration.

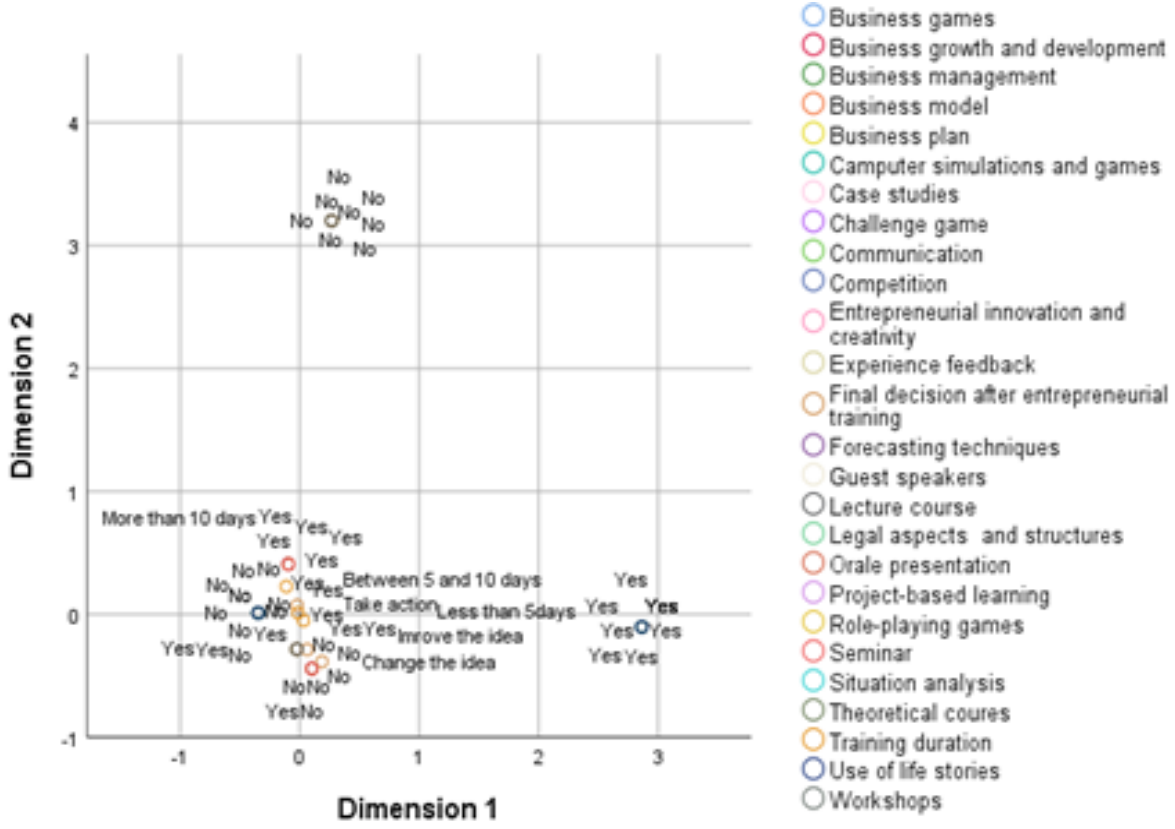

Figure 2. Study of the relationship between "entrepreneurial training" and "decision to become an entrepreneur".

IMPACT OF TEACHING TECHNIQUES AND METHODS USED IN TRAINING ON THE ENTREPRENEURIAL PROCESS OF YOUNG GRADUATES

To examine the influence of the teaching techniques and methods used in the entrepreneurial training provided at the entrepreneurship centre on the entrepreneurial process of young graduates, this section analyses how these techniques and methods affect the process through the skills acquired and their role at each stage. To carry out the MCA, the various teaching techniques used during the training courses were linked to the skills developed by the participants.

Reliability Test for all MCA_2 Variables

The results obtained (Cronbach's alpha is larger than 0,70) indicate good reliability, meaning that the consistency between the MCA variables is good, Table 4. According to the table, the two dimensions account for 80% of the total inertia, indicating a good link between the selected variables. The results therefore show that the two dimensions are sufficient to define the existing relationship between the variables.

Table 4. MCA_2 reliability test.

Dimension	Cronbach's alpha	Total (Eigenvalue)	Inertia	% of variance
1	0,919	7,019	0,468	46,793
2	0,862	5,111	0,341	34,074
Total		12,130	0,809	
Average	0,895	6,065	0,404	40,433

Study of the Relationship: Teaching Techniques and Methods/Entrepreneurial Process

According to Figure 3, each skill acquired directly affects a specific stage of the entrepreneurial process. Personal skills, including entrepreneurial skills and personal development skills, received positive responses ("yes"). These skills are used during the early stages of the entrepreneurial process, suggesting that the methods and techniques used in training indirectly influence the entrepreneurial process of creators and help reinforce essential aspects of this process. On the other hand, business-related skills, including management, finance and accounting, and communication, and technical skills, including leadership, new business development, strategic marketing, and sales skills, seem to be less developed, as they received both negative and positive responses. These different types of skills are associated with the least developed teaching techniques within the entrepreneurship centre, such as situation analysis and project-based learning. These two types of skills are less developed than personal skills.

This result indicates that the methods and techniques used in training at the entrepreneurship centre seem to have a limited impact on the downstream phase of the entrepreneurial process. The limited development of technical and managerial skills suggests that current training programmes may not sufficiently address the needs of entrepreneurs in the later stages of the entrepreneurial process. This finding indicates a gap between training content and business requirements.

SKILLS ACQUIRED DURING TRAINING

To analyse the skills developed during entrepreneurial training, it is necessary to link the independent variable "participation in training" to the dependent variable "skills acquired during training".

Reliability test for all MCA_3 variables

The results obtained (Cronbach's alpha is larger than 0,70) suggest good reliability, indicating that the consistency between the MCA variables is good, Table 5. The table shows that the two dimensions account for a significant proportion of the total inertia and that dimension 1 dominates, with nearly 49%. This result indicates that the choice of variables is appropriate and that the two dimensions are sufficient to define the MCA result.

Table 5. MCA_3 reliability test.

	Cronbach's alpha	Total (Eigenvalue)	Inertia	% of variance
1	0,912	6,329	0,487	48,681
2	0,723	3,010	0,232	23,151
Total		9,338	0,718	
Average	0,851	4,669	0,359	35,916

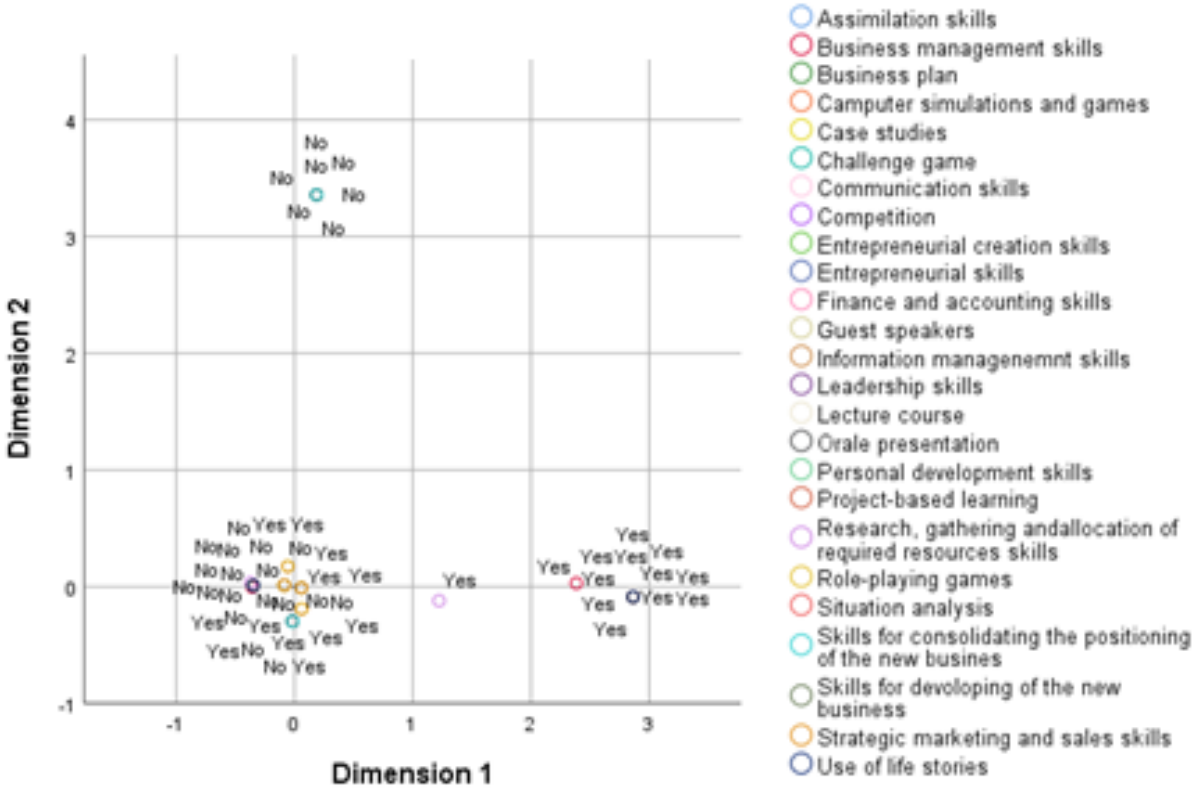

Figure 3. Study of the relationship between teaching techniques and the entrepreneurial process.

Study of the Relationship between Training and Skills Developed

Figure 4 shows that students who participated in the entrepreneurial training provided at the entrepreneurship centre developed several types of skills. Looking at the horizontal axis on the right, it can be observed that participants who took the entrepreneurial training were able to develop certain skills more than others. The most developed skills are entrepreneurial skills, marketing and sales skills, and management skills. The least developed skills are communication skills and skills related to new business development. It should be emphasised that skill development among students does not depend solely on the entrepreneurial training they receive at the entrepreneurship centre, but is also linked to their initial training.

Students from the SECSG faculty develop business management and finance skills in advance, as well as marketing skills and, in some cases, entrepreneurial skills, particularly in specialisations that include the "entrepreneurship" module. While entrepreneurial training contributes to skill development, the results indicate that prior academic background plays a significant role. This suggests that training alone is not sufficient and should be complemented by discipline-specific knowledge.

PERCEPTION OF BENEFICIARIES

Role of Entrepreneurial Training

The field survey reveals that 67% of respondents believe that the entrepreneurial training offered by the entrepreneurship centre plays a complementary role in consolidating the educational knowledge they have already acquired. On the other hand, for 33% of entrepreneurs, it constitutes basic training, indicating that they had no prior knowledge in the field. Entrepreneurial training therefore plays a dual role. On the one hand, it acts as a complement by providing entrepreneurs with specific skills. It also provides psychological support,

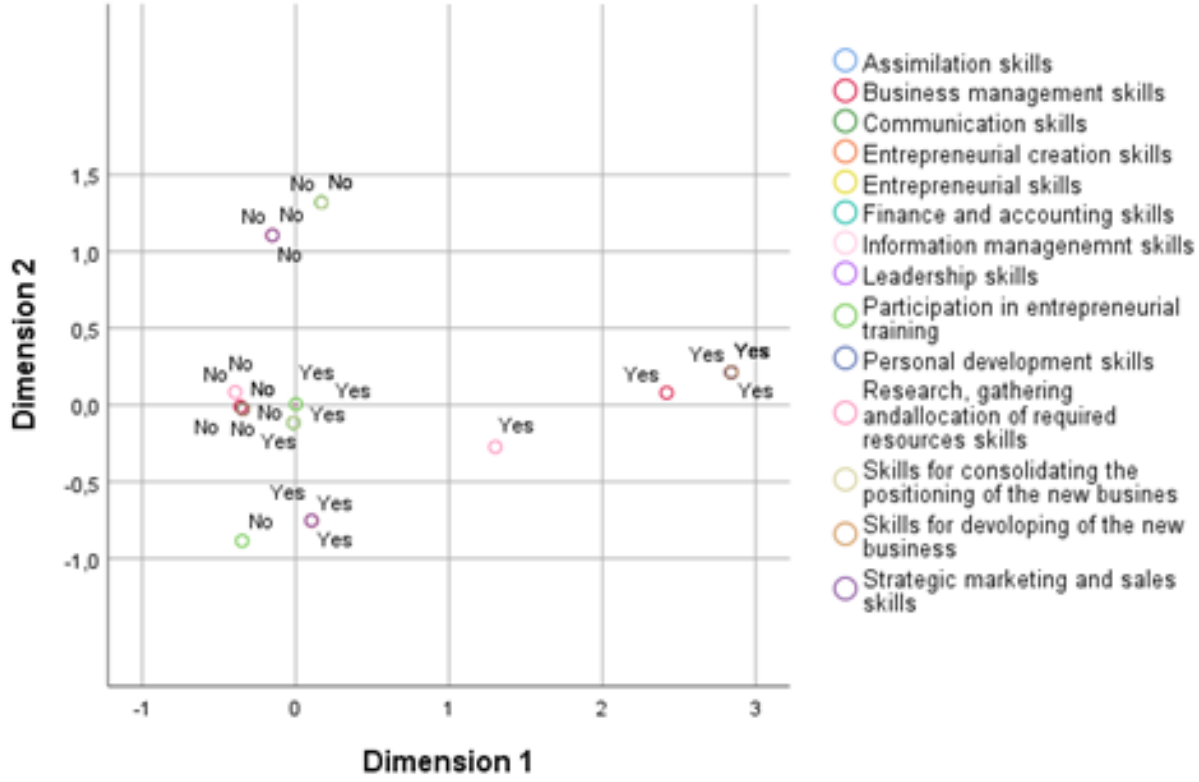

Figure 4. Study of the relationship between training and skills developed.

reassuring entrepreneurs in their career choices and strengthening their motivation. On the other hand, it provides sufficient basic training to awaken and develop entrepreneurial interest among students. This distinction highlights the fact that, despite the diversity of their initial knowledge, all participants benefit from the same training syllabus. However, it is necessary to offer workshops tailored to each individual's level to optimise learning, provide more effective support to project leaders, and avoid disengagement.

Quality of Content

To assess the quality of the entrepreneurial training studied, the content offered was examined. Overall, 63% of respondents considered it satisfactory. According to them, it enabled them to acquire the skills necessary to embark on an entrepreneurial adventure. This suggests that the training meets the expectations of many project leaders and represents a beneficial experience for them. Training content appears to be a key element, with 52% of respondents considering it memorable and 63% considering it to be of high quality.

This is also reflected in the level of satisfaction, with 39% stating that they are extremely or very satisfied. Although content remains the most memorable aspect, 33% of respondents also highlighted the presentation style, which influences overall satisfaction.

However, 37% of respondents considered the content unsatisfactory. Several reasons were given: 15% considered it superficial and too general, requiring more detail and depth, while 5% highlighted the pedagogical limitations of the trainers, accentuated by the absence of expert input. The duration was considered too short by 27% of participants, who felt they needed more time to fully assimilate the lessons. Some project leaders complained about the lack of practical experience in the training (44%), which prevented them from developing technical skills. Others criticised the teaching methods, which they felt were underdeveloped. Finally, some participants would have liked to have received their training in better conditions (9%).

A broader analysis of the training quality therefore requires consideration of all its components: content, duration, format, tools, and available resources. It is also essential to establish links between these aspects. Although the hybrid content meets the expectations of the majority of entrepreneurs (63%), it could not be developed sufficiently because of the short duration of the training, which was criticised by many project leaders. Added to this is the form of presentation, which is conditioned by the limited teaching resources available at the entrepreneurship centre.

The Training Providedmeets the Needs and Expectations of Entrepreneurs

The entrepreneurial training provided at the entrepreneurship centre met the needs and expectations of 53% of entrepreneurs. The reasons for this satisfaction are outlined below. First, the training indirectly meets entrepreneurs' needs and expectations by providing an in-depth understanding of the essential aspects of entrepreneurship. It also provides the skills needed to launch and effectively manage a new business, as well as practical tools for developing and implementing effective strategies. Second, the training directly meets participants' expectations by offering interesting content, teaching techniques that facilitate the practical application of theoretical concepts, increased self-confidence and confidence in their business ideas, and support throughout the early stages of the entrepreneurial process, including resources, advice, and guidance.

For this group, the entrepreneurship centre succeeded in its mission by preparing students for the entrepreneurial adventure. For some entrepreneurs, the completion of their project and the launch of their business immediately after the entrepreneurial training, as well as the development of their professional business network, met their needs and expectations.

However, the entrepreneurial training was unable to meet the needs and expectations of 47% of entrepreneurs. Based on participants' responses, the trainers' teaching skills did not meet their expectations, and the content was considered basic and too general. In particular, participants reported a significant lack of practical application of theoretical aspects and insufficient follow-up after the training. In addition, the training appears to focus mainly on the upstream phase of the entrepreneurial process. Some entrepreneurs also confirmed that the realisation of their project was primarily the result of their own efforts, with entrepreneurial training merely acting as a catalyst. They also stated that they needed more personalised training. To avoid these shortcomings, it would be preferable to classify students according to their initial training, needs, and expectations.

The study also sought to understand why some entrepreneurs considered that the entrepreneurial training received at the entrepreneurship centre helped them overcome the obstacles encountered after starting their business. The respondents' answers show that training is very useful during the upstream phase of the entrepreneurial process, unlike the downstream phase. Nevertheless, they benefited from good support in terms of advice and guidance, a rich business network, and useful skills for starting a business.

A notable finding concerns the entrepreneurs who stated that the rules of entrepreneurship and the qualities of an entrepreneur cannot be learned through simple entrepreneurial training (21%). They confirmed that they managed to overcome difficulties through perseverance, determination, and hard work. In particular, they emphasised that an entrepreneur's skills evolve over time. On the other hand, some entrepreneurs claim that entrepreneurial training is not useful after start-up (32%) for the following reasons: instability of the environment, lack of practical experience, lack of personalised support, lack of follow-up after start-up, and training that is not adapted to the Algerian entrepreneurial context.

Consequently, the success of entrepreneurial training depends on the entrepreneur themselves, their ability to assimilate knowledge, their resilience, and their personal skills. It also depends

on the creator's environment, including family, state policies, society, and culture. In addition, this success depends on the quality of the training provided to project leaders, including the type of support, teaching methods and tools, trainer skills, and duration of training. The combination of endogenous and exogenous factors and entrepreneurial training yields good long-term results despite the obstacles encountered by creators upstream and downstream of the entrepreneurial process.

Overcoming the constraints encountered after training requires comprehensive action and efforts on the part of project leaders, trainers, and the university in general. In other words, the success of entrepreneurial training is linked to the entrepreneurial ecosystem. This ecosystem plays an essential role in transforming students' ideas into real entrepreneurial projects by offering funding opportunities, personalised support, and a dynamic network of contacts. This is what is expected from the new structure, the Entrepreneurship Development Centre.

Sufficient Entrepreneurial Training to Embark on an Entrepreneurial Adventure

It is very difficult to assess entrepreneurial training and determine whether or not it is sufficient to embark on an entrepreneurial adventure. The analysis was based on the professional experience of the respondents and sought to identify the reasons behind their points of view. Fifty-four per cent of entrepreneurs stated that the entrepreneurial training they received was sufficient on its own to embark on the entrepreneurial adventure, while 46% stated that it was not at all sufficient to enter the business world. The arguments put forward revolve around several dimensions. First, the arguments of entrepreneurs who believe that the training is sufficient are presented:

- Networking and support – the contacts made and the support received during training facilitated the start-up of the entrepreneurial project.
- Suitability for small projects – the training is considered sufficient for starting very small businesses.
- Personal profile – some respondents emphasise that their natural predisposition to entrepreneurship, including risk appetite and personal motivation, amplified the effectiveness of the training.
- Prior specialisation – those who had followed technical or specialised courses stated that the training reinforced skills they had already acquired and, above all, served as a catalyst for taking action.
- Access to resources – the availability of material and financial resources is perceived as a determining factor in the adequacy of the training.
- Ease of implementation – for some, the absence of major difficulties at the outset is evidence of the adequacy of the training.
- Identity dimension – one respondent even stated that the training was sufficient because he considered himself "born to be an entrepreneur".

Other respondents expressed the view that training alone cannot guarantee entrepreneurial success. The main arguments put forward were as follows:

- Need for intrinsic motivation – entrepreneurship requires, above all, strong personal commitment, which training cannot replace.
- Prior skills – some emphasise that students must already have prior knowledge in order to fully benefit from the training.
- Need for complementarity – for those from technical fields without entrepreneurial modules, the training received appears insufficient and needs to be reinforced by other measures.
- Primacy of individual effort – the entrepreneur's efforts and commitment are considered more decisive than training.

- Insufficiency without further study – basic training must be supplemented by specialised programmes in order to be truly effective.
- Personal development – no training is considered sufficient if the individual does not invest in their own development.
- Limits of disciplinary adaptation – some respondents stated that entrepreneurial training was not fully useful because it was not adequately linked to their initial training.
- Lack of specific skills – training is considered too general and does not allow for the acquisition of technical know-how specific to certain fields.

The analysis of the entrepreneurs' arguments shows that the theoretical knowledge acquired during entrepreneurial training is essential, but that practical experience is more important. To deal with real-life situations and adapt to changes in working life, entrepreneurs need hands-on experience. This training is therefore acceptable, but it is not sufficient on its own to tackle the entrepreneurial adventure, particularly for project leaders who lack prior knowledge in the field of entrepreneurship. The findings indicate that this training can be sufficient during the first steps towards entrepreneurship. Similarly, those in charge of entrepreneurship centres emphasise that this training is an asset when combined with other elements, such as practical experience, resilience, and adaptability.

Among the entrepreneurs who consider this training insufficient, 81% reported that they need additional training beyond what is offered at the entrepreneurship centre in order to further develop their skills in management and finance, marketing, business development, time management, communication, conflict resolution, and leadership. The remaining 19% would like to undertake other training courses altogether, as they want personalised coaching.

The findings indicate that the real work for project leaders begins after entrepreneurial training, which represents the most complex phase of the entrepreneurial process. During this phase, project leaders encounter financial constraints, particularly when the project is not approved by NESDA, cumbersome administrative procedures, lack of experience, competition, limited professional networks, and a lack of or insufficient follow-up. These difficulties show that entrepreneurial training alone does not guarantee the success of a start-up. Taking action remains a challenge for project leaders, and only the most committed entrepreneurs manage to overcome it.

CONCLUSION

This research has highlighted the main factors influencing the impact of entrepreneurial training provided by the House of Entrepreneurship on young graduates' decisions to start a business and bring their projects to fruition. It has shown that these training courses should not be considered in isolation, but rather as an integrated process involving several interacting factors: skills development, support, socio-economic context, and the individual characteristics of project leaders.

The analysis revealed that the impact of the training courses is evident both at the individual level, through empowerment, self-confidence, and decision-making skills, and at the collective level, in relation to the dynamics of the Algerian labour market. The role of the House of Entrepreneurship thus appears to be decisive, as it supports students in two key phases of the entrepreneurial journey: upstream, by helping them clarify ideas, assess risks, and develop business plans adapted to the local context; and downstream, by promoting networking, post-training follow-up, and the acquisition of the management tools necessary for project sustainability.

The results also identified three main categories of skills developed through these training programmes: personal skills, which strengthen confidence, resilience, and the ability to make strategic decisions; entrepreneurial skills, which improve mastery of business creation and

management techniques; and specialised technical skills, which are more complex to acquire and require considerable investment on the part of both trainers and learners.

However, this study also highlights certain limitations. Although 54% of respondents believe that the training received is sufficient to embark on an entrepreneurial adventure, 46% consider that it remains insufficient to cope with the realities of the business world. Criticisms focus in particular on the lack of practical exercises, the absence of concrete projects, and the weak link between theoretical content and practical application. These findings suggest that training must be supplemented by real-life experience in order to be fully effective.

In addition, certain methodological limitations should be acknowledged. First, the use of snowball sampling may introduce selection bias and limit the generalisability of the results. Second, the sample is restricted to specific regions, which may not fully represent the national context. Finally, reliance on self-reported data may affect the accuracy of responses.

Ultimately, while entrepreneurial training appears to be an essential lever for preparing and raising awareness about entrepreneurship, its effectiveness largely depends on the quality of its implementation, its degree of anchoring in the local context, and its ability to combine theory and practice. The study therefore highlights the need to overhaul existing systems in order to optimise support, strengthen students' operational skills, and maximise the chances of success for entrepreneurial projects.

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