

## Teaching Entrepreneurship and Its Impact on the Entrepreneurial Intention of Students in Public and Private Universities in Mali: A Comparative Case Study of the University of Segou and the International University of Excellence of Mali



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**ABSTRACT:** This communication compares two Malian universities (Ségou University and International University of Excellence) in terms of self-employment in order to assess its impact on the development of entrepreneurial intention among students in training. The orientation of the study on the teaching of entrepreneurship made it possible to adopt a quantitative approach based on a hypothetico-deductive approach. The surveys carried out among 345 students from the University of Ségou (US) and 236 students from the International University of Excellence (UIE) have made it possible to arrive at the results showing that the possibilities offered by the teaching of the productivity entrepreneurship of students from both universities prior to graduation provided an overview of self-employment and entrepreneurship education. These are real factors in the development of entrepreneurial intention and self-employment among students who are less and less tempted towards salaried employment.

**KEYWORDS:** Entrepreneurship - Entrepreneurial intention - Education - Self-employment.

### INTRODUCTION

Mali's economy is not very diversified and is weakened by its exposure to fluctuations in commodity prices and the consequences of climate change. These situations have accentuated unemployment, which has become a worrying phenomenon. The causes of unemployment are multiple and variable and can be explained by the high demography and the inability of the economy to create more jobs.

From an economic point of view, unemployment is the result of an imbalance between supply and demand in a labor market. Three criteria are used by the International Labor Office (ILO) to consider an individual as unemployed: being unemployed during the reference period; having taken steps to look for work during the reference period; and being ready to work immediately if the individual finds work (usually within 15 days).

Ignoring the second criterion results in expanded unemployment. In 2015, the extended unemployment rate was estimated at 9.6% of the labor force. This rate is up from 8.2% in 2014 (National Institute of Statistics of Mali, 2014). This rate exceeds the 2010 rate, which was estimated at 8.8% (National Employment Promotion Agency, 2010).

According to the International Labor Organization (ILO), individuals in a situation of long-term unemployment are those who spend at least one year in unemployment. Thus, in Mali, 56.6% of the unemployed are in a situation of long-term unemployment. Among the unemployed with higher education, more than 9 out of 10 are long-term unemployed, compared to nearly 2 out of 10 unemployed with primary education. Primary school graduates (46.8%) have a short duration of unemployment (less than one year) almost identical to those with no education (46.1%). On the other hand, secondary school graduates (18%) have a short duration that is twice as long as those with a higher level (9.4%). On the other hand, the most highly educated have a relatively high duration (3 years and more) compared to those with a low level of education or no level. These results confirm the extent of

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the phenomenon among graduates. The average duration of unemployment is almost identical among unemployed high school graduates (34.8%) and those with higher education (35.6%).

In recent years, higher education has suffered not only from the high number of students, but also from the difficulties related to the insertion of graduates (non-mitigation of the high number). It is part of the reform that diversifies the training offer at the level of public schools, and also the adaptation of higher education products to the needs of the labor market. The High Schools have been given a new status that allows them to provide high-level management training and to provide continuing education. The unemployment rate must be reduced to support the Malian economy and increase economic growth. The problem of professional integration of higher education graduates in Mali dates back to 1983, when automatic recruitment (just after training) into the civil service was abolished. This abolition was due to the fact that the number of young graduates increased from year to year, thus exceeding the State's capacity to absorb them into the civil service. Thus, this system of recruitment has been replaced by a system of recruitment through direct competition in the civil service, which constitutes a barrier to entry for young graduates. Thus, we are witnessing a considerable increase in the number of unemployed young graduates.

## **The two universities (UIE and US) that constitute the case we are studying have respectively made major advances in terms of entrepreneurship education.**

The UIE in its policy decided to create an incubator called Incub UIE to allow students to take charge during and after their training. After a few courses on entrepreneurship, it was found that the students did not have any entrepreneurial intentions. They all wanted to work for the state or for a private structure. The students of the US are registered in the same vision although the entrepreneurship is held in the same thread of teachings as the policy set up by the rectorate of the UIE even if at the beginning it is not registered in the priority of the university authorities. However, it is now taught at US as a free course, unlike at UIE. In some faculties of other universities in Mali, this teacher does not even exist and the students do not have much knowledge. We note at this level the weak policy implemented by the public authorities in terms of entrepreneurship and especially at the University of Segou. These two observations, which are based on the difficulty of assessing the content of entrepreneurship education with respect to students who are less interested in this phenomenon but more tempted to work as wage earners, require reflection on the following question: what is the impact of entrepreneurship education on students' entrepreneurial intentions? To answer these questions, we propose to structure our paper into a literature review, methodology, results and discussion of the results.

## **I. REVIEW OF THE LITERATURE**

"To meet the objectives of a research work and to allow others to understand the work that has been done, it is crucial to define the key concepts in our study, namely Entrepreneurship.

We propose a definition of entrepreneurship by going back to its origins and specifying its main manifestations. The definition in terms of opportunity, which has become dominant today, allows us to identify the different forms of entrepreneurship.

Entrepreneurship is a word derived from the name Entrepreneur. It was introduced into the French language at the end of the 17th century (Verin, 1982). Braudel (1979) notes that its use was relatively rare at the beginning of the 17th century. In the middle of the 18th century, it appeared in the encyclopedia of Diderot and d'Alembert. It was during this period that it made its appearance in economic theory under the pen of Cantillon (1755). For Marchesnay (2009), the reference to Cantillon is exaggerated and even usurped. In his physiocrat-inspired work, the reference to the entrepreneur represents only 5 pages out of a total of 175. In Cantillon, the entrepreneur is associated with risk-taking, an essential attribute of entrepreneurial behavior. Cognitive approaches show that entrepreneurs do not take more risks, but tend to perceive situations in a positive way (Palich and Bagby, 1995; Fayolle et al., 2008).

Definition of Entrepreneur in Diderot and d'Alembert's encyclopedia (1755: 732-733)

ENTREPRENDRE, v. act. (Gramm.) is generally to take charge of the success of a business, a trade, a factory, a building, e.g., (...) Sieur Cadeau is the first person in France to have undertaken the manufacture of sheets in the Dutch manner. This master mason undertook this building, and must return it with the key in his hand.

ENTREPRENEUR, s.m. (Gramm.) it is said in general of one who takes charge of a work: one says a Contractor of manufactures, a Contractor of buildings, for a manufacturer, a mason. See Manufacturer, Mason.

Building Contractor, is one who takes charge of, undertakes, and conducts a building [p. 733] for a certain sum, of which it is agreed with the owner, either in blocks or by the toile.

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Contractor, (Marine.) is one who undertakes to have a vessel made and supplied all built, under the terms of a certain estimate drawn up between him and the purchaser, for the price they have agreed upon.

To define Entrepreneurship, the other essential reference is Schumpeter who associates the Entrepreneur with innovation. According to Schumpeter, his role consists of "reforming or revolutionizing the routine of production by exploiting an invention or, more generally, a novel technical possibility (production of a new commodity, or a new method of production of an old commodity, or exploitation of a new source of raw materials or a new outlet, or reorganization of an industrial branch, and so on)" (Schumpeter, 1979, p. 180).

We propose to define Entrepreneurship as: a process of research, evaluation and exploitation of opportunities; carried out by an entrepreneur or an Entrepreneurial team which; in the context of a creation, a takeover or a development of activities, develops an organization implementing a strategic vision, and contributing to create value.

Epistemologically, intention comes from the Latin verb "inten-dere" which means "to tend towards". It is the will tending towards a certain goal. The Robert dictionary defines intention as "the fact of proposing a certain goal". It is characterized by determination, resolution and will. The criminal law accounts for this will. Intention is included in the notion of offence, which is the triggering event for criminal liability (Desportes and Le Gunehec, 1997: 333 and 363). For an offence to exist legally, it is not enough that a material act be committed, it is also necessary that it be the work of the author's will (Stefani et alii, 1997: 211-215). It appeared in the doctrine, notes Pradel (1995: 500-501), that the intention is a monolithic and varied notion where the will to accomplish an act is very present.

Entrepreneurial intention is a major phase in the process of enterprise creation, subdivided into four stages: propensity, intention, decision and act. It is an individual will that is part of a cognitive process conditioned by the socio-cultural, political and economic context.

## II. RESEARCH METHODOLOGY

Several documents (general and specific books, theses, university dissertations, reports, articles and scientific communications) were used. Online resources were also used.

To achieve the study objectives, a quantitative approach was used.

International University of Excellence (UIE): Our target population was students from the first to the third year of undergraduate studies. Out of a total of 1,180 students, we drew a sample of 236 students from the UIE, which constituted our population according to the table below (verified by checkmarket, with a margin of error of 2% and a confidence level of 95%).

University of Segou: Students from the first year to the third year, promotion 2017-2018 constituted our target population. Out of an enrollment of 1725 students, we drew a sample of 345 (verified by checkmarket, with a margin of error of 2% and a confidence level of 95%).

## III. PRESENTATION OF THE STUDY SITES

We would first like to present the University of Segou which is located in the region of Segou, 200 km from the capital city of Bamako. The Segou region is located in the center of Mali and has an area of 64,947 km<sup>2</sup> (approximately 5% of Mali). It is bordered to the south by the Sikasso region, to the southeast by Burkina Faso, to the east by the Mopti region, to the north by Mauritania and the Timbuktu region and to the west by the Koulikoro region. The population has increased by 40% since 1998, with an average annual growth rate of 3.1% between 1998 and 2009. The cercle of Niono has seen the largest increase in population (+60%) followed by those of Macina and Bla (+41% and +40% respectively). Segou is the first city outside of Bamako, the capital, to host a university. The University of Segou was created by Order No. 10-011/P-RM of March 10, 2010 and ratified by Law No. 2013-014 of May 21, 2013. The University of Segou has a national, sub-regional and international vocation. It is assigned a mission of training, production, conservation and valorization of knowledge for the transformation of the socio-economic and agricultural environment of the region, the creation of production sectors and employment of young people. Of the five training and research structures initially planned, three are functional to date. These are the Faculty of Agronomy and Animal Medicine (FAMA), the University Institute of Professional Training (IUFP) and the Faculty of Social Sciences (FASSO). The University of Segou can be seen from the figure above:

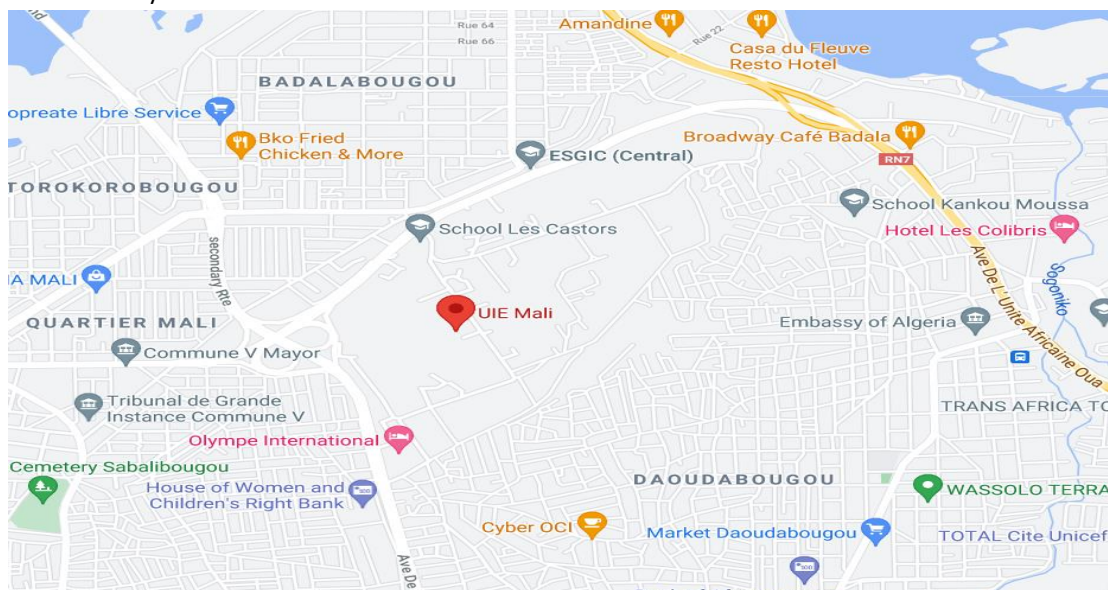
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**Figure 1: Location of the University of Segou**

*Source: Segou - University of Segou - Reference map*

Secondly, we present our second case which is the International University of Excellence of Mali which is Created by Ordinance No. 78-32 / CMLN of August 18, 1978, amended by Law No. 82-29 / AN - RM of February 2, 1982, Commune V is located on the right bank of the river Niger. It is bounded: to the North by the Niger River; to the South by the airport zone and the commune of Kalaban - Coro (Kati); to the East by commune VI and the Niger River; and to the West and South-West of the commune of Kalaban - Coro. The UIE is a private higher education institution that is accredited by the Malian State. It is located in Badalabougou, in commune V of the District of Bamako, under the land title n° 20819 of the Direction of the Domains and the Land Registry of the District of Bamako of June 8, 1998. It is assigned a mission of training, production, to accompany each student in the definition and construction of his personal and professional project, the creation of production sectors and employment of young people. The UIE is authorized by the supervisory authorities to deliver the following diplomas: Marketing Communication, Management of Organizations and Projects, Management of Human Resources, Transport Logistics, Finance Accounting, Money Finance Banking and Insurance, International Trade, Business Economics, Business Intelligence option (System, Networks and Telecom), Business Intelligence option (Software and Data Engineering), Communication Journalism, Private Law. The figure below allows us to locate the international university of excellence:



**Figure 2: Location of the International University of Excellence in Mali**

*Source: Mali - Bamako - Commune V - Reference map*

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## III. DATA PROCESSING AND ANALYSIS

The quantitative survey data were processed and analyzed using Word, Excel 2016, SPSS 20, and a "Checkmarket" sample size calculator. At the end of this work, tables were produced to synthesize the data collected and identify key trends.

**Table 1: Distribution by level and gender of students**

Distribution of students by level and gender						
University	UIE			University of Segou		
License	Female	Male	TOTAL	Female	Male	TOTAL
L1	55	61	116	60	94	154
L2	53	52	105	38	100	138
L3	8	7	15	15	38	53
<b>TOTAL</b>	<b>116</b>	<b>120</b>	<b>236</b>	<b>113</b>	<b>232</b>	<b>345</b>

*Source: Field survey (March - May 2021).*

Our main results are as follows: The distribution of students by pre-course knowledge of entrepreneurship is shown in Table 2 below.

**Table 2: Distribution of students by knowledge of entrepreneurship before university**

Have any of you ever heard of entrepreneurship before college					
		UIE		University of Segou	
		Workforce	Percentage	Workforce	Percentage
Validated	Yes	84	35,59	137	39,71
	No	152	64,41	208	60,29
Total		<b>236</b>	<b>100</b>	<b>345</b>	<b>100</b>

*Source: Field survey (March - May 2021).*

The negative responses collected in favor of entrepreneurship knowledge prior to university outweigh the positive responses. This comparison shows that knowledge of entrepreneurship is slightly higher in the public university than in the private university, which indicates that entrepreneurship and business creation courses should be emphasized at the level of private university students. From the reading of this table, the knowledge of entrepreneurship is an "unknown phenomenon" by the majority of the students of both universities.

The entrepreneurial intention of students at both universities is expressed in Table 3 below.

**Table 3: Distribution of students by intention to start a business**

Intention to start a business					
		UIE		University of Segou	
		Workforce	Percentage	Workforce	Percentage
Validated	Yes	230	97,46	325	94,2
	No	6	2,54	20	5,8
Total		<b>236</b>	<b>100</b>	<b>345</b>	<b>100</b>

*Source: Field survey (March - May 2021).*

Of the 236 students selected from the first year to the third year of the bachelor's degree program at the UIE, the positive responses collected in favor of the intention to create a business are greater than the negative responses.

*On a population of 345 students selected at the University of Segou, the positive responses collected in favor of the intention to create a business are greater than the negative responses.*

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From the reading of this table, the intention to create one's own business is a project that is widely considered by the majority of students at both universities, with a slight improvement at the University of Segou, a public institution.

The degree of entrepreneurial intention of students at the two universities is expressed in Table 4 below.

**Table 4: Distribution of students by degree of intention to start a business**

Degree of intention to start a business					
		UIE		University of Segou	
		Workforce	Percentage	Workforce	Percentage
Validated	Low	0	0	22	6,2
	Medium	6	2,54	103	29,9
	High	30	12,71	115	33,3
	Very high	200	84,75	85	24,6
	<b>Total validated responses</b>	<b>236</b>	<b>100</b>	<b>325</b>	<b>94,2</b>
Missing	Missing system	0	0	20	5,8
<b>Total</b>		<b>236</b>	<b>100</b>	<b>345</b>	<b>100</b>

*Source: Field survey (March - May 2021).*

While in Table 3 the positive responses dominate the intention to create a company, Table 4 shows the actual degree expressed by the students of both universities. In fact, among all the respondents, the strongly expressed, moderately expressed and very strongly expressed degrees are dominant compared to the weakly expressed degrees.

*This table shows that the degree of starting a business is "very strong" in the private sector compared to the public sector, which implies that private students with economic support can more easily start a business compared to public students.*

Table 5 below shows us when students want to realize their entrepreneurial intentions.

**Table 5: Distribution of students according to the timing of their intention to start a business**

When do you want to realize your intention to create a company?					
		UIE		University of Segou	
		Workforce	Percentage	Workforce	Percentage
Validated	During the studies	110	46,61	101	29,3
	Just after graduation	116	49,15	199	57,7
	Long after graduation	10	4,24	25	7,2
	<b>Total validated responses</b>	<b>236</b>	<b>100</b>	<b>325</b>	<b>94,2</b>
Missing	Missing system	0	0	20	5,8
<b>Total</b>		<b>236</b>	<b>100</b>	<b>345</b>	<b>100</b>

*Source: Field survey (March - May 2021).*

In this table, the intention to create a business is expressed by at least 226 students for the UIE and 300 for the University of Segou, the majority of whom plan to launch a business creation project after graduation. *This can be explained by the lack of awareness among students that they must finish their studies before starting a business.*

Another remarkable part is that many students want to have a first experience during their studies. This number represents a rate of 46.61%. *Their choice is to actually have the experience while studying. These are students who have clearly made better use of the entrepreneurship courses at the University.*

Students' opinions on the capacity of the Malian education system to foster entrepreneurship are presented in Table 6 below.

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**Table 6: Distribution of students according to their opinion on the capacity of the Malian education system to foster entrepreneurship**

Does the Malian education system promote entrepreneurship?					
		UIE		University of Segou	
		Workforce	Percentage	Workforce	Percentage
Validated	Very negative	10	4,24	5	1,4
	Negative	170	72,03	154	44,6
	Neutral	30	12,71	71	20,6
	Positive	10	4,24	24	7
	Very positive	16	6,78	87	25,2
	<b>Total</b>	<b>236</b>	<b>100</b>	<b>341</b>	<b>98,8</b>
Missing	Missing system	0	0	4	1,2
<b>Total</b>		<b>236</b>	<b>100</b>	<b>345</b>	<b>100</b>

Source: Field survey (March - May 2021).

This table shows the negative character of the education system as unfavorable to the development of student entrepreneurship. With a high rate of negativity, the majority of students think that the educational system does not allow for the encouragement of students towards entrepreneurship. The introduction of some modules on entrepreneurship in university curricula helps to address this problem.

Table 7 below shows the number of students who have followed an entrepreneurial programme at university.

**Table 7: Distribution of students according to participation in an entrepreneurial programme at university**

Suivi des Enseignements en Entrepreneuriat ou en création d'Entreprise à l'Université					
		UIE		University of Segou	
		Workforce	Percentage	Workforce	Percentage
Validated	Yes	36	15	169	49
	No	200	85	176	51
<b>Total</b>		<b>236</b>	<b>100</b>	<b>345</b>	<b>100</b>

Source: Field survey (March - May 2021).

The data show that many students have not taken an entrepreneurship course. The fact that only 15% of the students have taken entrepreneurship training is explained by the fact that some universities have not yet thought of including entrepreneurship modules in their training programs.

The students' opinion on the need to introduce entrepreneurship in the university curriculum is presented in Table 8 below.

**Table 8: Distribution of students according to their opinion on the need for entrepreneurial training in their university curriculum**

Introducing entrepreneurship training into your university curriculum					
		UIE		University of Segou	
		Workforce	Percentage	Workforce	Percentage
Validated	Yes	210	89	169	49
	No	20	8,47	176	51
	<b>Total</b>	<b>230</b>	<b>97,47</b>	<b>345</b>	<b>100</b>

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Missing	Missing system	6	2,53	0	0
Total		236	100	345	100

Source: Field survey (March - May 2021).

This table shows that most students think that entrepreneurship training is necessary in their university course. This is confirmed by tables 6 and 7.

### III - DISCUSSION OF THE RESULTS CONCERNING "ENTREPRENEURSHIP"

Our understanding of entrepreneurship owes much to the economist SCHUMPETER (1928) and the Austrian school. For SCHUMPETER, an "entrepreneur" is a person who is willing and able to transform an idea or invention into a "successful innovation". Entrepreneurship leads to "creative destruction" in markets and sectors of the economy because new products and business models come along and replace old ones. Thus, creative destruction is the source of industrial dynamism and long-term growth.

For KNIGHT. F., (1967) and DRUCKER. P., (1970), entrepreneurship is about taking "risks". The entrepreneur is a person who is willing to put his or her career and financial security at risk to implement an idea, to put his or her time and capital into a "risky venture". In 1985, DRUCKER. P., revised his position, smart entrepreneurship is about not taking risks.

The term "entrepreneurship" has evolved with the development of the entrepreneurial world. It is in this context that PINCHOT III. G., (1985) introduced the term intrapreneuring to describe entrepreneurial activities within a large organisation.

For VERSTRAETE. T., and FAYOLLE. A., (2005), four paradigms allow us to identify the field of entrepreneurship research: the creation of an organisation (not reduced to the creation of a company, the expressions "organisational emergence" or "impulse of an organisation" being more appropriate), the detection - construction - exploitation of a business opportunity, the creation of value and innovation. These paradigms can be combined, rather than opposed. Both authors propose the following definitions: "Entrepreneurship: an initiative carried by an individual (or several individuals joining together for the occasion) building or seizing a business opportunity (at least what is valued or assessed as such), the profit of which is not necessarily monetary, through the impetus of an organisation that can give rise to one or more entities, and creating new value (stronger in the case of an innovation) for stakeholders to whom the project is addressed." (p.44).

PATUREL et al (2008) propose a syncretic definition of entrepreneurship: entrepreneurship 'is, starting from an idea, the exploitation of an opportunity within the framework of an organisation driven, created from scratch or taken over in the first instance, and then developed subsequently, by an individual or a team undergoing a major change in their life, according to a process that results in the creation of new value or the saving of waste of existing value'. In this perspective, entrepreneurship is inseparable from the project approach.

#### On entrepreneurship education and its impact

Dealing with entrepreneurship education requires clarifying what we mean by it. Thus, in this discussion, we will focus on organisational, pedagogical aspects (phases of teaching, target audiences, objectives pursued and pedagogies practised), proposed measurement frameworks and some specific aspects related to entrepreneurship.

AGEPE (2008) to better understand entrepreneurship to proceed with the realization of job pools, to train students in job search techniques and strategies and entrepreneurship at the end of their school curriculum in Côte d'Ivoire.

Subsequently, entrepreneurship education was introduced as an official discipline in the curricula of vocational training institutions in the late 1990s. Thus, HILLARION. Et al (2017), have conducted a reflection on the relevance of this entrepreneurship education in view of the persistence of unemployment and underemployment of graduates. Their study aimed to analyse the influence of the satisfaction of trainees' training expectations on their propensity to undertake. The results establish a monotonically increasing relationship between the satisfaction of trainees' expectations and their propensity to undertake. The results of their study also indicate that the satisfaction of three of the expectations expressed by the trainees has a significant influence on their propensity to undertake. It thus appears that entrepreneurship education is an effective strategy for the social construction of professional integration through entrepreneurship among trainees in vocational training.

SANOGO. B., (2019), in his article devoted to the self-employment of students at the University of Segou through entrepreneurship education as a factor in the development of entrepreneurial intention and business creation among students in training. The results of his study provided a series of data on the possibilities offered by entrepreneurship education as a factor in the self-employment of students in Segou.



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TOUNES. A., in his study, provides an "inventory" of entrepreneurship education that combines its different dimensions (teaching phases, target audiences, objectives and pedagogies used). This study has helped to strengthen and innovate the most appropriate pedagogical practices in entrepreneurship education in France. ALBERT et al (1998), in their work, proposed a method that opens up teaching to the entrepreneurial spirit. BECHARD. J. P., (1998) proposes a typology of entrepreneurship education around the world. BOURGUIBA. M., (2007) carries out a comparative approach of the intention to entrepreneurial action through French and Tunisian VSEs. BOUSLIKHANE. A., (2011) in his doctoral thesis, proposes a paradigmatic look at the entrepreneurial process with regard to entrepreneurship education. CHAHER et al. (2005), in their study show that teaching entrepreneurship at university is a major issue and propose ways to improve it. CARRIER. C., (2009) proposes that entrepreneurship education should go beyond lectures, case studies and business plans.

FAYOLLE. A., (1999) conducts an inventory of the teaching of entrepreneurship in French universities and proposes solutions to facilitate its development. Subsequently, FAYOLLE. A., (2000 b) in his study, highlighted the determinants of the entrepreneurial act among students and young graduates in French higher education.

KRUEGER et al (1993) in their study show that entrepreneurial intention is a cognitive structure that includes ends and means. The work of RAJHI. N., (2011) have allowed the conceptualization of the entrepreneurial spirit and the identification of the factors of its development at the university. SALEH. L., (2011) in her study highlighted the entrepreneurial intention of female students in Lebanon. SANTOS et al (2014) highlighted in their study the contribution of the case method through entrepreneurship education at the university.

## CONCLUSION

Through this comparative study, we wanted to show the extent to which entrepreneurship education can be a factor in fostering entrepreneurial intention among students at the International University of Excellence (UIE) and the University of Segou.

***To our question: What is the impact of entrepreneurship education on the entrepreneurial intention of students at the International University of Excellence (UIE) and the University of Segou?***

We have come to three major conclusions in our various analyses of the present research. On the one hand, most of the students have an entrepreneurial intention, however, they all want to work for the Malian state (as a civil servant) or for a private structure. Even if they think that entrepreneurship is an opportunity, this activity is not for a student in training, but it is for one who has finished his or her studies. On the other hand, teaching entrepreneurship is not a priority for the University Authorities (more so in the public sector). In some universities it is a free course or does not exist at all. Finally, there is no policy sufficiently implemented by the rectorship of the International University of Excellence (UIE) and the University of Segou to develop entrepreneurship education. As a result, if no measures are taken, the International University of Excellence (UIE), which is the first Tunisian-Malian university in Mali, and the University of Segou, which is the first university outside Bamako, risk becoming like the various universities in Bamako, where the unemployment rate of graduates continues to rise year after year.

However, it should be remembered that the teaching of entrepreneurship at the International University of Excellence (UIE) and the University of Segou, despite their optional nature, has given many students the opportunity to acquire entrepreneurial motivation before they graduate. This is a sign that entrepreneurship education is part of the development of the entrepreneurial intention of many graduate students seeking employment.

Our comparative study is far from having identified the problem of self-employment of students at the International University of Excellence (UIE) and the University of Segou in all its dimensions. However, it opens up avenues for research on self-employment in other forms.

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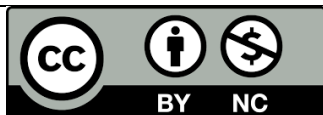
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