Features of innovation in university start-ups in light of Ministerial Decision N° 008 of 2025 amending Decision N° 1275

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Abstract:

The Ministry of Higher Education and Scientific Research has adopted a practical strategy that embodies the idea of reinforcing the economic dimension of entrepreneurial culture among graduating students, enabling them to integrate into the business world. In line with this strategy, the Ministry has introduced new amendments to Decision 1275. This study aims to examine the main amendments introduced by Decision 008 of 2025, which modifies the provisions of Decision 1275 of 2022, and to assess their impact on altering certain aspects of the legal framework for start-up projects, replacing it with an economic institution within the university environment. The issue addressed is the extent to which the new mechanisms introduced by Decision 008 enhance the idea of the university's openness to its economic surroundings. To answer this question, we used the descriptive-analytical method to highlight the significance of these amendments, which reflect the shift in the sector's strategy towards innovative projects within the university environment. The study concluded with findings that have research and practical dimensions related to the entrepreneurial ecosystem within the university, as well as legal and qualitative aspects concerning the amendments introduced by Decision 008 and the implications of its implementation in practice.

Keywords: *Legal system; Start-ups; Recent amendments; Economic enterprise; University environment.*

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Introduction:

In recent times, the higher education sector in Algeria has experienced a rapid shift toward promoting an entrepreneurial ecosystem within universities, following a series of reforms implemented by the relevant ministry to keep pace with developments in modern technology and to encourage education based on the knowledge economy. The ministry's current strategy adopts a new approach that places universities at the center of development process in society by integrating theoretical scientific research with surrounding economic and social development factors. This approach aims to instil the concept of "entrepreneurship" in students nearing graduation, enabling them to transform their thesis projects into small-scale economic enterprises based on creative ideas and economic feasibility, and to register them as patents with the relevant official institutions.

Recently, the idea of creating start-ups within the university environment has become one of the alternative solutions adopted by the higher education sector to reduce reliance on hydrocarbons. The Ministry of Higher Education has implemented a practical strategy that embodies the idea of embedding the economic dimension of entrepreneurial culture among graduating students, enabling them to obtain both a university degree and the status of an economic enterprise, thus providing them with the opportunity to integrate into the business world. To align with this strategy, the ministry has introduced new amendments to Decision 1275, which regulates the legal framework for entrepreneurship in universities. Amid these transformations, driven by technological advancements in research methodologies, universities have been compelled to change their research orientations. They have adopted a new philosophy of opening the academic environment to the economic ecosystem, while re-examining the legal framework for entrepreneurship by providing students with the opportunity to contribute to national development through innovative projects.

This study aims to explore the key amendments introduced by Decision 008 of 2025, which amends the provisions of Decision 1275 of 2022, and to assess the impact of these changes on the legal framework for start-up initiatives within universities, facilitating their integration into the economic sphere. Therefore, this study also seeks to investigate the motivations that led the ministry to amend Decision 1275 and the implications of this reform for the innovation ecosystem within the university. Since the Algerian university is considered an institution of citizenship, the Ministry of Higher Education and Scientific Research has, in recent years, focused on providing a legal framework that helps valorise scientific research results and guide students in transferring their projects from the academic setting to commercial development in the form of economic enterprises.

Thus, the main research question is:
How do the amendments introduced by Decision 008 transform the legal framework for university start-ups, and what obstacles remain in its implementation?

A number of sub-questions support this central question:

- To what extent does Decision 008 align with the entrepreneurial mindset required for business development in universities?

- What challenges do universities face in becoming a driving force for entrepreneurship development in Algeria?

- Have university institutions responded to the requirements of Decision 008 in the process of establishing start-ups?

- To what extent does Decision 008 contribute to promoting the economic dimension of innovative projects within the university?

To answer these questions, the study adopts a descriptive-analytical approach, as it is best suited to highlighting the importance of the amendments made to Decision 1275, reflecting the transformation in the strategy of the higher education sector toward entrepreneurship and innovative projects within universities. To cover all aspects of this topic, the study is divided into two complementary sections:

1. The Legal Environment Encouraging Start-ups in the University Context before the Issuance of Decision 008
1.1. Ministerial Texts for Creating Start-ups in the University Context before the Amendment of Decision 1275
1.2. Content of Ministerial Decision 1275 and the Phases Surrounding its Implementation

2. Recent Amendments in Ministerial Decision 008 of 2025 Amending and

Supplementing Decision 1275

2.1. The New Provisions of Decision 008 and Their Impact on Enhancing

Entrepreneurship in the Academic Environment

2.2. The Impact of the New Amendments on the Entrepreneurial Climate in the

Academic Environment.

1. The Legal Environment Encouraging Start-ups in the University Context before the Issuance of Decision 008:

The study of the ontological dimension focuses on analyzing the state's policy to promote start-ups by highlighting their role in the development of entrepreneurship and business leadership within the economic environment. This

demonstrates that the role of these small-scale enterprises goes beyond merely seeking commercial profit; it elevates them into an economic and social engine that contributes to the innovation system within universities, which serve as a genuine driving force for innovations generated in academic settings, thereby contributing to the creation of economic and technological wealth in society.

Despite the attention given by various state institutions to improving the business climate in Algeria, current realities have shown that relying on these small innovative enterprises as a primary solution to the national economy's problems is insufficient on its own, as it does not fully reflect the economic policies pursued by successive governments. This is because start-ups depend on various sources and factors (such as financing methods and mechanisms, legislation, business climate, and market conditions), which place them within a complex network of relationships with their environment, along with multiple operational challenges that may hinder their development within the business landscape.

In this context, the government has submitted several legislative texts to parliament for approval. In parallel, the Ministry of Higher Education and Scientific Research has issued a series of regulatory texts outlining specific steps and requirements for organizing entrepreneurship and facilitating its implementation among university students in their graduation phase through practical projects. These initiatives qualify students for the award of both a university degree and certification as an economic enterprise (Donatas, 2020, p.95).

The relationship between the various entities involved in entrepreneurship constitutes one of the key elements driving the development of an economy based on modern technology and creativity. This process relies on transforming new ideas generated within these micro-enterprises into tangible, marketable services under the legal protection provided by existing regulations. Start-ups typically depend on innovation and aim to develop creative ideas linked to the use of modern technology, unlike micro-enterprises, which often focus on transforming simple products or services to support the local economy. However, these micro-enterprises can serve as a starting point for establishing a start-up. Patents represent a legal right that allows inventors to exploit their inventions and protect their projects from theft or imitation. More importantly, they contribute to establishing a protection system for start-ups, ultimately safeguarding their products and innovations.

1.1. *Ministerial Texts for Creating Startups in the University Context before the Amendment of Decision 1275*:

To integrate the activities of innovative idea holders with scientific research conducted within universities, and to encourage student entrepreneurship in establishing start-up projects within the university environment, the Ministry of Higher Education and Scientific Research issued

Ministerial Decision 1275, along with a set of complementary organizational directives in the form of instructions and circulars issued by the Ministry's General Secretariat to clarify the conditions and outline the mechanisms for its implementation. Some of the key directives include:

1.1.1. Ministerial Decision 1275:

The issue of embedding entrepreneurial thinking and establishing start-ups within the university context has become an essential necessity in the university's transition toward a knowledge economy and the diversification of the country's income sources to achieve economic development. This has led the Ministry of Higher Education and Scientific Research to promote the integration of entrepreneurship into the university environment by facilitating the creation of small enterprises by university students. This initiative was embodied in the issuance of an important ministerial decision, Decision No. 1275, issued in September 2022, which includes encouraging provisions for students with innovative projects in their graduation phase, providing them with a suitable environment to transform these projects into start-ups (Amrar, 2023, p. 156).

Since a section of this study is dedicated to this ministerial decision, the Ministry of Higher Education and Scientific Research will discuss it in detail later, with a focus on its mechanisms, objectives, and the legal and practical dimensions resulting from its issuance in support of university students. Decision No. 1275 is a regulatory ministerial text issued by the Ministry of Higher Education and Scientific Research. It aims to organize a specific pedagogical pathway for students approaching graduation, enabling the integration of entrepreneurial thinking and business leadership into the university environment. It transforms traditional academic theses into applied projects, converting students' creative ideas from theoretical concepts into real, small-scale ventures. This approach allows for the establishment of more precise criteria for project implementation, such as economic feasibility and practical applicability.

1.1.2. Ministerial Instructions to Encourage the Creation of Startup Projects under Decision 1275:

In accordance with the objectives of Decision 1275, the Ministry of Higher Education and Scientific Research issued a set of instructions to higher education institutions, urging them to translate the provisions of the decision into the university environment in order to encourage graduating students and researchers to implement their projects within the academic setting (Mahloul, 2025, p.94). The subjects of these projects should be suitable for conversion into start-ups. Some of the key instructions include:

a. Instruction No. 1650/ SG. / 2022 from the General Secretariat:

This instruction provided guidance for higher education institutions regarding the implementation of the objectives outlined in Decision 1275 and their follow-up

within the university environment. It emphasized the need to adhere to specific phases and reference mechanisms for applying the provisions of this decision within higher education institutions. It also confirmed that the implementation of these phases within universities would be subject to periodic evaluation and review by inspection committees dispatched by the Ministry to these institutions. Since 2023, these committees have begun conducting field monitoring in several universities and higher education schools, reaching positive results regarding the implementation of the content and phases of the ministerial decision.

b. Instruction No. 1738/ S.G. / 2022:

This instruction was issued by the General Secretariat to encourage universities, higher schools, and research centers including administrative bodies, research laboratories, and entrepreneurship departments—to implement the objectives of the decision and to continuously support students with projects in transforming them into start-ups within the university environment, while assisting them in the implementation of the provisions of this ministerial instruction.

c. Circular No 1798/ 2022 from the General Secretariat:

This circular provided guidance to university directors to encourage students approaching graduation to prepare their theses by including a practical project that can be converted into a start-up idea in technical fields such as technological sciences, material sciences, mathematics, and computer science (Circular No. 1798/2022, dated November 28, 2022, directing students to prepare theses convertible into start-ups in technical fields).

To achieve the objectives outlined in the regulatory texts, the Ministry of Higher Education and Scientific Research signed an agreement in October 2022 with the Ministry of Knowledge Economy, Start-ups, and Micro-enterprises to cooperate and coordinate efforts in supporting business incubators and innovative projects within the university environment, enabling them to obtain the "Label" certification (Amrar, op. cit., p. 164).

1.2. Content of Ministerial Decision 1275 and the Phases Surrounding its Implementation:

The Algerian government has adopted a new strategy to advance scientific research by promoting the development of technologies and providing modern pathways for creating start-ups through the establishment of an integrated legal framework and the opening of entrepreneurship opportunities for university graduates with project-based initiatives in the form of start-ups. This aims to reduce unemployment and promote economic and social development (Ministerial Decision No. 1275, dated September 27, 2022). It allows university students in the graduation phase to carry out their thesis projects while obtaining both a university degree and certification as an economic enterprise (Ben Dhib, 2022, p.87).

1.2.1. Content and Steps of Ministerial Decision 1275:

Since the beginning of the second decade of this century, the Ministry of Higher Education and Scientific Research has introduced structural and functional reforms within university institutions responsible for scientific research. These reforms have marked a qualitative shift in the field of entrepreneurship within the university environment, as demonstrated by Ministerial Decision No. 1275, issued in September 2022, which includes provisions encouraging university students with innovative projects in their graduation phase, providing them with a favourable environment to transform these projects into start-ups. These provisions constituted the main foundation of a new vision aimed at transforming the university into an effective tool for wealth creation and the activation of economic development in society. As a result, their implementation has contributed to the emergence of a new generation of university entrepreneurs with creative initiatives that are put into practice and transformed into start-ups capable of contributing to the future competitive entrepreneurial ecosystem.

Decision No. 1275 includes several regulatory provisions that encourage graduating students with serious, creative, and feasible ideas to transform them into start-ups. According to its provisions, a student must pass through several stages to obtain a dual qualification upon graduation: a university degree and a start-up certification. These stages include:

-Incubating an Innovative Idea or Startup:

Students approaching graduation at all levels can propose an innovative project idea to receive the "Innovative Project Label," allowing them to enter the world of entrepreneurship.

-Teamwork:

The decision allows students working on a joint graduation project to form teams around the same project.

-Supervision:

One or more instructors who are related to the subject matter of the project can supervise students.

-Writing the Thesis:

Graduating students must present their creative idea in their thesis as a practical study, translating its results into practice (Hammadi op. cit., p. 401).

-Discussion:

The discussion committee includes members with diverse expertise, with the supervisor, a project-related mentor, and an external expert from outside the university. (Tiba 2024, p.104)

-Evaluation:

The committee evaluates the project on various levels, focusing on the soundness of the proposed idea and the innovative aspects of the project.

-Certification:

Upon graduation, the student receives a dual certificate: a university degree and a startup certificate or patent, and the project is awarded the "Innovative Project Label."

To clarify these mechanisms and procedures, higher education institutions have prepared guides outlining these stages, which have been published on their official websites (Mahloul op. cit., p.67).

1.2.2. Objectives of the Decision and Its Practical Outcomes on the University Context:

Previously, the university's tasks focused on higher education and scientific research development. However, this decision introduced a new approach that enables universities to play additional roles, contributing to the development of the knowledge economy and expanding into the entrepreneurial ecosystem. As a result, universities began to focus on enhancing the outcomes of scientific research and contributing to economic development as dynamic actors generating wealth and innovative products. The decision also motivated university stakeholders (students and researchers) to create a new dynamic to highlight innovative products within the university and to launch creative projects for newly established startups, transferring them from the research environment into the entrepreneurial world.

When reading the content of the decision, it is evident that it includes a set of objectives related to the university context and the broader policy that the country's authorities aim to achieve. These objectives can be highlighted as follows:

- Supporting graduates in creating innovative startups that contribute to job creation.
- Encouraging graduates to develop their entrepreneurial ideas and emerging projects.
- Increasing the number of students with innovative ideas in technical disciplines to create startups.
- Encouraging them to establish innovative projects within the university's business incubator, allowing them to receive recognition as innovative projects.
- Transforming the university into a knowledge-producing institution that generates wealth.
- Motivating students to defend their theses according to modern graduation patterns (University degree - Startup).

Over the course of two years (2024/2025), tangible results have emerged from the implementation of the ministerial decision in the academic environment. This is evidenced by the growing dynamism of entrepreneurship centers and research centers in higher education institutions, reflecting the application of these decision mechanisms in practice. This is part of the university's openness to its surroundings and the adoption of the entrepreneurial experience in the academic field. As a result, many universities and higher schools have supervised the discussion of graduation theses that included dual degrees under ministerial decision 1275. Students successfully defended these theses, which featured innovative ideas and projects that translated into the creation of startups ready to integrate into the world of work and business.

Recent Amendments in Ministerial Decision 008 of 2025 Amending and Supplementing Decision 1275:

The Ministry of Higher Education and Scientific Research introduced new amendments in the provisions of Ministerial Decision 008 of 2025, which amends and supplements the provisions of Decision 1275 of 2022, to encourage students and researchers to innovate within the university environment, making it an incubator for the creation of small institutions. This has led to significant changes in the legal framework for the startup project system in universities, making it easier for graduates to integrate into the economic space.

1.3. The New Provisions of Decision 008 and Their Impact on Enhancing Entrepreneurship in the Academic Environment:

In response to the challenges posed by the entrepreneurial world, the Ministry of Higher Education and Scientific Research introduced new amendments under Decision 008 of February 23, 2025, amending and supplementing Decision 1275 of September 27, 2022, which defines how to prepare a graduation project for obtaining an economic institution project by students in higher education institutions. The most significant updates of this new decision are highlighted below:

2.1.1. The New Amendments in Decision 008:

In February 2025, the Ministry of Higher Education and Scientific Research introduced Decision 008, amending and supplementing Decision 1275, which defines the process for preparing graduation projects aimed at obtaining a university degree for a startup institution. The new decision included nine (09) new articles, modifying and supplementing eight (08) articles of the previous decision. Some key amendments include the replacement of the term "startup institution" with "economic institution" to enable better market competitiveness, reflecting a strategic shift in the higher education system by enhancing the economic and entrepreneurial dimension within universities.

Additionally, the new decision replaced the term "patent for a startup institution" with the term "economic institution project certificate." The structure of the graduation thesis was reorganized to include two integrated sections: the first being theoretical and the second practical. The student preparing for graduation must submit a technical economic card that includes the project's study phases and feasibility. The practical section must include a detailed business model, a business plan, and a description of the steps taken to bring the project to fruition.

Furthermore, the new decision mandates that students receive training on business model development, marketing, accounting, and finance to enhance their economic competencies as they launch their projects. The decision also allows foreign students officially enrolled in Algerian universities to benefit from programs aimed at supporting university students with small-scale projects before graduation. A new advisory cell within the university, consisting of the director of the business incubator and the entrepreneurship development center, has been established to guide students in creating their economic institutions.

Thus, the new decision represents a qualitative leap in the innovation and entrepreneurship environment within the university, as it allows students to transform their graduation projects into economic institutions, pushing them to exert more effort in innovation and creativity while linking the outputs of higher education to the economic and social environment.

To summarize, these amendments can be captured in the following key legal provisions:

-**Article 2**: Changing the content and stages of preparing a graduation project from a university degree-Startup institution to a university degree-Economic institution project.

-**Article 6**: Establishing a new advisory cell (consisting of the business incubator director and entrepreneurship development center) to assist students in establishing their economic institutions.

-**Article 6**: Allowing foreign students to benefit from university incubators, entrepreneurship centers, and AI centers.

-**Article 8**: Replacing the term "Startup" with "Economic institution."

The decision includes three types of graduation theses:

- Startup Institution Thesis **(STARTUP)**

- Small Enterprise Thesis **(MICRO ENTREPRISE)**

- National or International Patent Project Thesis **(BREVET)**

Furthermore, to clarify how students with entrepreneurial projects in the academic environment defend these projects, Circular No. 001 dated June 2, 2025,

was issued, outlining the conditions for preparing the economic institution project. The stages include:

a. Stages of Preparing the Graduation Project for an Economic Institution Degree:

- Option 1: Preparing a graduation thesis with two sections: the theoretical and a detailed commercial and technical annex (business model and business plan).
- Option 2: Direct preparation of the business model (business plan).

b. Defense Process:

After successfully defending the project, the student receives the university diploma along with an additional certificate titled "Economic Institution Project."

2.1.2. Objectives of the New Amendments in Decision 008:

The overarching goals of the provisions in Decision 008 focus on a comprehensive strategy adopted by the state to encourage university actors to contribute to national economic development. The main goals include:

-Contributing to the realization of the 41st commitment of the President of the Republic to "make the university a driver for national economic and social development."

-Achieving the Ministry's overall strategy to encourage universities to embrace entrepreneurship and create startups in academic settings.

-Strengthening the relationship between universities and their economic and social environments.

-Providing opportunities for graduates with startup institutions to contribute to job creation and revitalizing the labor market.

-Integrating innovative university projects into the development of economic and industrial institutions.

-Establishing a bridge between universities and industrial sectors to create innovative solutions in subcontracting, manufacturing, and small enterprises to face technological challenges.

-Revising the structure of thesis defense committees by including experts from outside the university, such as business professionals, incubator representatives, and social and economic partners with experience in entrepreneurship and economics.

-Encouraging collaboration between universities and the private sector to provide opportunities for students to develop their projects in real-world business settings.

2.2. The Impacts of the New Amendments on the Entrepreneurial Climate in the Academic Environment:

One of the key objectives that led the Ministry of Higher Education and Scientific Research to issue Decision 008, amending Decision 1275, was to provide an entrepreneurial environment within universities and to embed entrepreneurial thinking among students approaching graduation by offering them the opportunity to create small-scale economic institutions based on innovative projects.

Among the successful experiences in Algerian universities, we find the pioneering project undertaken by students from the University of Boumerdes, Faculty of Engineering, specializing in Industrial Engineering. During their graduation year in 2025, they launched a startup project that included a digital application targeting industrialists in the field of industrial engineering (Zakaria, Mammon, op.cit. p.196). Key steps taken by the university in supporting students with their projects, applying the mechanisms of this ministerial decision, include:

- Providing all facilities (entrepreneurship house, university business incubator...) to support students and assigning specialized professors to mentor student projects.

- Opening up opportunities for students to present their creative ideas within the university, organizing training courses on creating startups, preparing business plans, and conducting financial studies for the projects presented by students. Key data for this innovative project include:

- Project Name: Data related to the digital platform for marketing industrial engineering products.

- Project Concept: Linking industrial producers directly through a digital application.

- Results: The project was registered as an economic institution, earning the students an "Economic Institution" certificate and opening up future funding opportunities for this project.

- Case Study Analysis: The gradual development of this startup in the university environment predicts positive long-term effects, with the potential to establish a commercial company competing in local markets.

The Ministry of Higher Education and Scientific Research, represented by the Directorate General for Scientific Research and Technological Development and the National Coordinating Committee for Innovation and University Business Incubators, plays a key role in monitoring the implementation of Decision 008 in universities across the country. Many universities have already responded by providing an environment conducive to students and researchers to valorize scientific research results and market their skills and innovations outside the academic world. This decision can lead to various outcomes, which can be summarized as follows:

2.2.1. The Dimensions of Enhancing the Entrepreneurial Climate in Universities:

The implementation of these amendments may lead to several positive outcomes, such as:

-Opening the field for investment and entrepreneurship for university graduates.

-Shifting the previous approach outlined in Decision 1275 to be more open to the world of economics and business, by transforming graduation projects into practical economic projects rather than purely academic ones.

-Granting students a central role by offering opportunities for innovation and developing new-generation products and technological services that meet market needs.

-Encouraging expatriates to contribute to national economic development by transferring technology and expertise based on knowledge economy principles.

-Offering students opportunities to attend practical training sessions by specialists and experts, both inside and outside the university, to empower them to lead their projects and implement them in real life.

-Encouraging universities to rise in global rankings by utilizing research outcomes for economic and social development.

-Creating a favorable environment for a new generation of university entrepreneurs to emerge.

-Establishing a reference framework for students to shape their practical economic projects.

2.2.2. The Impact of the New Amendments on Achieving Strategic Goals for the Higher Education Sector:

Starting from 2025, the Ministry expanded the concept and scope of establishing start-ups within the academic environment through Decision No. 004 of January 13, 2025, which outlines the process for creating spin-off companies, start-ups, and small enterprises within research laboratories and scientific units in universities. This decision aims to valorise the results of scientific research and technological development within the academic environment and integrate them into the social and economic fabric. The Ministry has also developed a five-year action plan for the sector until 2029, aimed at encouraging students and researchers to transform their scientific innovations into services that contribute to the national market and the innovative economy (Djellal, 2024, p.72).

Through this new strategy, the ministry seeks to encourage the establishment of small, efficient, and wealth-generating economic institutions within universities, transforming them into centers of innovation. Universities now play a pivotal role in creating new jobs and generating wealth for the country by turning students' creative ideas into tangible products that can be commercialized and marketed.

Numerous official reports issued by the ministry overseeing startups have highlighted a set of quantitative indicators that provide an approximate picture of the development achieved by these small-scale businesses in Algeria within the entrepreneurship environment. These indicators are based on several factors and are outlined as follows:

-Funding Indicators: Startups in Algeria face practical difficulties in securing external funding beyond the formal mechanisms and structures established by the state to support them financially. The contribution of the business sector to financing them does not exceed 23%, while the reliance on self-financing for startups is limited to 18%. As a result, the state's official mechanisms serve as the main source of funding for these small businesses. Many recent studies show that venture capital funding for these startups remains limited, despite its importance as an alternative to bank financing (Ayad, 2025, p.97).

-Indicators Related to Startup Formation: The actual process of establishing a startup in Algeria can take days, or in some cases, even months, due to the slow administrative procedures required by official bodies and some bureaucratic practices within the administration.

-Indicators of Startup Success in Algeria: Success indicators vary from one startup to another and depending on the field of activity. A group of small businesses in the field of modern technologies has achieved success since their inception, with a success rate of 38%, showing an upward trend in terms of turnover. On the other hand, a group of startups in services and manufacturing industries, accounting for 23%, experienced failure within the first year of their establishment due to difficulties integrating into the business environment (Zakaria, 2025, p.172).

-Innovation and Entrepreneurial Thinking Indicators: The indicators of innovation and entrepreneurial thinking adopted by startups using modern technologies in the national economy stand at 63%. Despite this acceptable percentage, the number of these startups remains insufficient in the business world. Thus, micro-entrepreneurs must consider several factors to ensure the success of these startups, including challenges related to financing, bureaucratic procedures, and market survival.

Conclusion:

These findings can be summarized as follows: It is currently difficult to carry out a comprehensive assessment of the process of creating economic enterprises and innovative projects within universities due to the newness of this experience (since 2022);

1. Results related to the university environment:

-The implementation of innovative projects and the creation of economic enterprises is increasing day by day within the university environment;

-The university remains somewhat closed off in the fields of research and innovation and does not sufficiently communicate with its economic and industrial surroundings to allow project holders;

-The absence of a comprehensive law defining the legal framework for startups and their fields of activity, as their development and regulation have so far depended only on a few executive decrees and ministerial decisions issued separately by each sector.

2. Results related to the prospects of implementing Decision No. 008:

The implementation of the decision has significantly contributed to fostering entrepreneurial behavior, stimulating innovation, and creating startups among student project holders within universities:

-The lack of a precise and clear definition of a "startup" in Algerian legislation makes it difficult to determine the general framework for conceptualizing and implementing entrepreneurship;

-This amendment will contribute to achieving an economic renaissance based on knowledge and technology; the university will become the main hub of creative thinking and a key factor in developing the national economy;

Based Provide students with a supportive environment that values intellectual property and technology transfer, encouraging them to refine their talents;

-Direct university project holders toward industrial and manufacturing laboratories in the field **(** Hamadi 2024,p.123)

-Diversify the funding sources of economic enterprises through specialized investment funds and participatory financing;

-Update legislative and regulatory texts to align with recent developments in the knowledge economy.

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