

The role of university business incubators in supporting startups: a study of the University of Blida 02 incubator

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Abstract ;

University business incubators are a mechanism for supporting innovative projects in various countries around the world. They are adopted by government entities to register creative ideas on one hand and to try to find solutions to the surrounding social environment within the framework of what is called startups that serve both personal and public interests at the same time. The university environment is considered a rich source of innovative projects due to the intellectual and educational resources among students and faculty. This research paper seeks to address this by exploring the contributions of university business incubators in supporting students' creative projects in the academic environment.

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1. *Introduction*

The emergence of business incubators in foreign countries and their rapid growth is attributed to several factors, the most notable being the nature of the liberal ideology that adopts the law of supply and demand and the pursuit of profit and utility, in addition to the conducive environment for achieving this. The United States is a model for various business incubators, among which we find university business incubators that play an important role in supporting and guiding young people according to the needs of the labor market. The Arab countries have also adopted the model of business incubators and tried to adapt them to their environments. Algeria is also one of the countries that have taken this experience and attempted to implement it thru a comprehensive national strategy by activating the role of the university and making it a key player in the process. Similar to small and medium enterprises, the state seeks to support startups and pay attention to students who represent a dynamic workforce contributing to building society and creating economic wealth. Based on this idea, we pose the following question:

How do the business incubators at Blida 2 University contribute to supporting students and emerging enterprises?

The descriptive analytical method was used by analyzing and breaking down the

variables of the problem, in addition to using the case study method by examining the model of the Blida 2 University Business Incubator. The environmental approach and the legal approach were also employed to help interpret the posed problem.

The study was divided into two main sections. The first section was dedicated to the theoretical aspect of university business incubators and included elements that explain the section. The second section was dedicated to the field study, where various information related to the business incubator of Blida 2 University was addressed.

Chapter One: The Concept of University Business Incubators

Section One: Definition of University Business Incubator

University business incubators are defined as: "Integrated service institutions within higher education institutions, working to provide programs, activities, and services to university graduate students related to entrepreneurship, innovation, project establishment, and how to manage and develop them, so they can sustain, continue, and grow, and help them develop their ideas and turn them into entrepreneurial projects, ensuring them greater opportunities for success."

It is defined as: "the places provided by the university for individuals, institutions, and students to utilize their creativity, work on their innovations, and establish their small projects. These places include classrooms, scientific and computer laboratories, or any spaces designated for this purpose in universities."

They are also: "Integrated service institutions affiliated with universities, providing programs, activities, and services to graduate students, guiding them toward entrepreneurship and innovation, establishing their small and medium-sized projects, and teaching them how to manage, develop, and grow these projects to ensure their sustainability, continuity, and growth, and helping them to develop their ideas and transform them into entrepreneurial projects, thereby ensuring greater opportunities for success."¹

"University business incubators are defined as a unit or center that provides support and guidance services, encourages new businesses based on technology and innovation, creates and manages knowledge, and helps project owners succeed without working on their behalf."²

What distinguishes university-affiliated business incubators from other business incubators is their connection to the university, given their significant role in marketing research results and the outputs of the university's science and technology system. This connection supports the

initiation of commercial ventures based on patents owned by the universities or faculty members, or on research results or skills acquired during research or study at the university.

The relationship between business incubators and scientific research: The relationship between scientific research and incubators is reflected in the mechanism that transforms the creative and innovative ideas of university graduates from creative papers into productive and investment projects. In general, university business incubators work on translating and embodying scientific research into real-world projects.

Considering that the university is the largest site that encompasses those ideas, university business incubators are the tool that is closest to adopting these ideas, nurturing them, and attempting to create a suitable environment for those ideas.

The second requirement: The goals and importance of university business incubators

Section One: Objectives of University Business Incubators: Business incubators aim to

achieve a number of objectives, including:

- Striving to connect the university with its external economic and social environment by utilizing the

- research of professors and students to materialize in the form of entrepreneurial ideas.
- Using university research and its results as a source of innovation in the economy and society, and as a starting point for developing business ideas.
 - Adopting innovative and creative researchers and transforming their research and projects from mere ideas and laboratory models into production and investment. Marketing scientific and technical outputs and reducing brain drain.
 - Contributing to the creation of an informational knowledge society.
 - Providing opportunities for small enterprises to operate as industries and services that nourish and complement companies.
- Employing the results of scientific research, innovations, and creativity in the form of productive projects.
 - Promoting community leadership by supporting new projects, thereby contributing to economic and social development.
 - Contributing to economic development and reducing the severity of unemployment.³

The third requirement: Stages of the emergence of university business incubators

The university played an important role in supporting entrepreneurship and encouraging innovative projects by teaching entrepreneurship within its curricula and offered specializations, as well as in the field of project support to ensure their success, such as assisting in the preparation of business plans, helping to conduct various research and studies related to project implementation, and also in signing cooperation agreements between different parties that can help realize various projects, such as funding bodies, local authorities, the private sector, etc. Then, the role of the university evolved to accompany project holders thru its own incubators: university or academic incubators.

This is due to the increasing interest of countries in entrepreneurship and startups, with a focus on the role that universities

Section Two: The Importance of University Business Incubators: The importance of business

incubators at the university level is evident in the following points:

- Contributing to increasing the success rate of projects thru the services, support, and consultations they provide.
- Providing scientific consultations and economic feasibility studies.

should play and encouraging them to market the knowledge they produce in order to improve the country's competitiveness. This is based on what is called the "Golden Triangle" concept: research, university, and entrepreneurship, for the economic exploitation of scientific research thru the development of the university's role, which has undergone three phases in utilizing its role in scientific research to establish and support startups (primarily based on the development of the American university).

Phase One: Informal Accompaniment Phase:

At this stage, which was after World War II, scientific research was a prevailing and established concept at the university, which aimed to increase the knowledge stock in society.

By exploiting scientific publications and education to disseminate this knowledge without considering the possibility of making profits from its application, as there were no systematic methods to transfer many technological innovations to civil industries, such as the production of electrical energy from nuclear sources, and radar control in air traffic management or even instant cooking using microwaves, thus many scientists and engineers who wanted to contribute to rebuilding the world and improving the quality of life had to become entrepreneurs and establish their own companies to promote the

development and marketing of their technologies, which led them to work in geographical clusters in the form of centers of excellence later known as technology parks or incubators.

This latter group attracted many scientists, engineers, and businessmen. Until then, universities had not played an important role in developing these industrial clusters, establishing industrial liaison offices to market their intellectual property and obtain research grants thru industries, scholarships, and so on. The latter attracted many scientists, engineers, and businessmen, but until then, universities had not played an important role in developing these industrial liaison offices to market their intellectual property and obtain research grants thru industries, scholarships, and so on.⁴

Phase Two: The Phase of Establishing University Incubators

With the early 1980s, the nature of informal relationships between groups, contractors, and public and local authorities changed, especially in light of rising unemployment rates and the declining performance and productivity of leading companies at the time, at the expense of global and Japanese competition.

Specifically, like companies (IBM, General Motors, Kodak) that were forced to lay off their workers, which opened the door for the creation of small enterprises to

generate jobs, but they could not withstand due to lack of knowledge, poor administrative performance, and absence of financial support.

This situation prompted the authorities to turn to universities, "the traditional and primary source of innovation, renewal, and development," for assistance and to find solutions for creating new high-value-added institutions capable of generating permanent jobs and contributing to economic development and exports, etc. ...etc. To achieve these goals, these universities have adopted a new mechanism, which is the establishment of university business incubators to stimulate the creation of companies and ensure their success and development from their initial stages until after their maturity, so that they continue to benefit from the consultations and expertise provided by the university, with continuous employment of their students and graduates, benefiting from significant financial contributions from local authorities.

Phase Three: The Phase of Moving Toward Establishing University Support Institutions:

In this phase, universities increased their contribution to the development of incubators and technological parks and began seeking to achieve returns and profits thru them. This was done by offering a package of services at high prices and others for free, licensing the

commercial use of patents and intellectual property for a fee while retaining ownership within the university, as well as participating in the capital of the incubated companies. In this context, universities have two options:

Either transforming technology into existing companies (grants and licenses) or contributing to the establishment of new companies, "university spin-offs." It seems that the second option is more suitable when developing young technologies that are not yet mature from the perspective of the private and industrial sectors in general. This has opened the door to the creation of specialized university incubators that provide a network of relationships facilitating access to funding, as well as the expertise they offer, enhancing their credibility. Additionally, it raises greater awareness among researchers for the commercial exploitation of their work and strengthens the link between research, innovation, and entrepreneurship.⁵

Chapter Two: Case Study of the Blida 2 University Incubator

In the context of generalizing the establishment of business incubators at the university level, and under the state's strategy to encourage youth and support the creation of startups and entrepreneurial work, the Ministry of Higher Education and Scientific Research has sought to make the university an active and contributing party in this process, which is what Blida 2

University has attempted to achieve, and which we will clarify in the following sections.

The first requirement: Definition of the Business Incubators of Blida 2 University

It is a service under the supervision of Blida 2 University, affiliated with the Ministry of Higher Education, and subject to the oversight of the General Directorate of Scientific Research and Technological Development. It focuses on mentoring and accompanying university students from various faculties of the university (Faculty of Law and Political Science, Faculty of Economic Sciences, Faculty of Humanities and Social Sciences, Faculty of Arts and Languages). The incubator also works on attracting and hosting approved youth projects in order to transform innovations into productive economic projects and the establishment of START-UP institutions that generate financial profits contribute to creating economic wealth and driving local and national development.

Director of the Blida 2 University Incubator: Professor Sid Ahmed Haj Aissa in the past, Professor Asma Stambouli is the new director

The website: incubator@univ-blida2.dz



Blida 2 University received the Label Business Incubator label on December 29, 2022, after the committee's deliberations.

The national awarding of the "Startup Institution," "Innovative Project," and "Business Incubator" marks, held at the Ministry of Knowledge Economy, Startups, and Micro-Enterprises, after meeting all the necessary conditions and scientific qualifications.

The incubator is managed by a director appointed by the university president from among the professors who hold relevant qualifications and have the desire and readiness to manage and mentor. Accordingly, Professor Sid Ahmed Haj Aissa has been its head since its inception.

— It includes a team consisting of professors, administrators, administrative staff, and workers.

The university business incubator is affiliated with the university presidency, and the head of the task force for implementing and following up on Ministerial Decision 1275 is responsible for coordinating and working with the incubator director to execute the annual work program and plan prepared at the beginning of the academic year.

The tasks and powers of the business incubator are defined by Executive Decree No. 254-20 issued in September 2020, which includes the establishment of the National Committee for Granting the "Startup" and "Innovative Project" and

"Business Incubator" labels, and defining its tasks, composition, and operations. The business incubator also includes a scientific council.

First: The establishment of the incubator

By virtue of Executive Decree No. 254-20 issued in September 2020, which includes the establishment of the National Committee for Granting the "Startup" and "Innovative Project" and "Business Incubator" labels, and defining its tasks, composition, and operations. Based on the correspondence from the Secretary-General of the Ministry of Higher Education and Scientific Research.⁶

No. 1428/A. A/2022 dated September 29, 2022, including a request to study the establishment of university business incubators at the university institutions. Based on the decision to establish the Blida 2 University Business Incubator, the members of the incubator were appointed on November 12, 2022.

The university benefited from two program licenses for the preparation and equipping of the business incubator. Blida 2 University, in coordination with the incubator director, prepared the first specifications document for the incubator's preparation and the second specifications document for the incubator's equipment, which includes three sections.

- Computer and copying devices

- Audiovisual equipment

- Office equipment

Blida 2 University launched a consultation to equip the business incubator, which includes three phases. The first phase involved computer and copying equipment, resulting in the provision of computer equipment on November 29, 2022. This was followed by another consultation regarding the furnishing of office furniture and audiovisual equipment.

Secondly: The objectives of the Business Incubator of Blida 2 University and its accompanying bodies

1_ The main tasks of the incubator

- Attracting and selecting individuals with creative and innovative ideas.
- Increasing the chances of startup survival and supporting the entrepreneurship process.
- Training and education and the application of the Business Model Canvas (BMC).
- Accompanying and embracing owners of creative and innovative ideas.
- Providing and offering a space for guidance, mentoring, supervision, and training.
- Conducting the economic study BMC.

- Providing legal consultations and judicial expertise.
- Providing scientific and technical expertise and developing the creative and innovative aspects of initial projects.
- Providing agreements and making them accessible to innovative project owners.
- Communication and networking with the relevant authorities for the accreditation of startups and patents.
- Training on effective communication, leadership, and marketing techniques.
- Providing financial support and funding for project owners who have obtained the LABEL certification.
- Providing spaces for activity and work for start-up companies.
- Organizing study days, forums, and training courses related to entrepreneurial ideas and start-ups (students and professors).
- Encouraging professors and researchers to engage in efforts to help students establish private enterprises and create job opportunities.⁷

2_ The bodies accompanying the incubator

The university business incubator is accompanied by bodies that support its activities and tasks, which include:

- **The Office for the Link between the University and Institutions** (Director: Sharif Amrouche)
- **Center for Entrepreneurship Development (CDE)** (Director Asma stambouli) succeeding Badrani Mohamed , the new Director of CDE is Dr Mouhamed Maamri

In application of Executive Decree No. 23-410 dated November 20, 2023, which includes the establishment of entrepreneurship development centers at universities as reception and support structures for students and graduates of higher education and scientific research institutions (project holders).

- **Center for Technological Support and Innovation** (Director: Dr.Meriem Laachab) succeeding Mouhamed Boubgira
- **The National Coordinating Committee for Innovation and University Business Incubators** (Mounir Belali), which was established in accordance with Decision No. 1244 dated September 25, 2022, which includes the establishment of a National Coordinating Committee for Innovation and University Business Incubators.⁸

Requirement Two: Types of Innovative Projects at Blida 2 University

Section One: Types of Innovative Projects at Blida 2 University

The projects presented under Ministerial Decision 1275 at the Blida 02 University Business Incubator varied and included diverse services, digital media content production, educational platforms, applications in various fields, health-related projects, legal consulting, artificial intelligence, and social care. In this context, the projects differ.

According to the subject and target groups and what they contribute to society and the market, they have also varied and diversified among student groups from different university faculties, some of which can be included in the following table:

Table 1: Shows the types of projects incubated by Blida 02 Business Incubator from various faculties.

Proposed Projects	Project Nature
Preparation of Real Estate for Organic Farming - Case Study of "Pharmacie Agricole" Institution	Master's Thesis
Digitalization of Ambulance Services - "Smart Ambulance" Institution	Master's Thesis
Wholesale Marketing via "Dz Pro" Platform for Algerian Goods	Master's Thesis

Proposed Projects	Project Nature
"Aqaruna" Application for Real Estate Transactions and E-Brokerage	Master's Thesis
Digitalization of Real Estate Legal Services - Case of "Legal&estate" Platform	Master's Thesis
Study of Exchange Rate Volatility Using Digital Brokerage – "I Quant" Platform	Master's Thesis
Business Plan Study for "ESAD" Institution	Internship Report
Economic Feasibility Study for "Zallijna" Application for Crafts and Manual Works	Master's Thesis
Commercial Business Plan Study for Ooredoo cash Project	Master's Thesis
Digital Brokerage for Exchanging and Delivering Items – "Tout suite" Institution	Master's Thesis
Economic Feasibility of the Electronic Business Office "Wolfey space"	Master's Thesis
Economic Feasibility Study for "Tahwistna" Platform for Tourism Services	Master's Thesis
Social Effects of Mother Hood Application for Monitoring Women's Pregnancy and Child	Internship Report
Cosmetic Home Services via "Beauty clock" Application	Master's Thesis
Digital Supports and their Role in Enhancing Agricultural Activities – Case Study of "F E T Y" Platform	Master's Thesis
Financial Returns of Coffee Grounds Recycling – Case Study of Mushroom Production	Master's Thesis
Study of the Business Model for a Digital Brokerage Platform in Mental Health -	Master's Thesis

Proposed Projects	Project Nature
Case of "Nafsya Tech" Institution	
Diagnosis and Treatment of Relapse in Addicts Using the Smartwatch Application "Psy Watch"	Master's Thesis
Psychotherapy Using Fine Art "Artirtherapy Centre"	Master's Thesis
Study of the Business Model for a Digital Brokerage Platform in Mental Health - Case of "Nafsya Tech" Institution	Master's Thesis
Business Plan Study for "TARGEMLY" Platform as a Translation Intermediary	Master's Thesis
Business Plan Study for "Aero Farming" Project for Aerial Agriculture	Master's Thesis

Source :informations received by incubator business of Blida 2 University

Table No. 2: Statistics Regarding the Implementation of Decision 1275 at the University Colleges for the Academic Year 2022-2023

Faculty	Number of Projects Registered Under Decree 1275 of 2023	Number of Students Registered Under Decree 1275 of 2023	Project Nature (Licence/Master)
Faculty of Law and Political Sciences	16	32	Licence: 14 / Master: 02
Faculty of Economic Sciences, Commercial Sciences, and Management Sciences	71	114	Licence: 50 / Master: 21
Faculty of Humanities and Social Sciences	23	39	Licence: 20 / Master: 03
Faculty of Arts and Languages	04	05	Licence: 03 / Master: 01
Total	114	190	Licence: 87 / Master: 27

Source :informations received by incubator business of Blida 2 University

Table No. 4: Types of Registered Projects by Faculty for the Year 2023

Patent	Trademark	Design	Platform	Faculty
01	04	01	10	Faculty of Law and Political Sciences
06	15	02	48	Faculty of

Pate nt	Trade mark	Desi gn	Platfo rm	Faculty
				Economi c Sciences , Commer cial Sciences , and Manage ment Sciences
02	04	02	15	Faculty of Humanit ies and Social Sciences
00	01	01	02	Faculty of Arts and Language s
09	24	06	75	Total
			114	Grand Total

Table No. 5: Statistics Regarding the Implementation of Decision 1275 at the University Colleges for the Academic Year 2024-2023

Project Nature (Licence/Mas ter(	Number of Students Register ed Under Decree 1275 of 2024	Number of Projects Register ed Under Decree 1275 of 2024	Faculty
Licence: 26 / Master: 03	64	29	Faculty of Law and Political Sciences
Licence: 55 / Master: 18	115	73	Faculty of Economic Sciences, Commerci al Sciences, and Managem ent Sciences
Licence: 45 / Master: 06	85	41	Faculty of Humanitie

Project Nature (Licence/Mas ter(	Number of Students Register ed Under Decree 1275 of 2024	Number of Projects Register ed Under Decree 1275 of 2024	Faculty
			s and Social Sciences
Licence: 05 / Master: 05	14	10	Faculty of Arts and Language s
Licence: 132 / Master: 32	278	153	Total

Source :informations received by incubator business of Blida 2 University

According to the recorded statistics, we find that the number of projects registered under Decision 1275 increases year by year. In 2023, 114 projects were recorded, while the number rose in 2024 to reach 153 projects. Even at the level of the teams forming these projects, we find that the number nearly doubled, with 190 students recorded in 2023, rising to 278 students in 2024. This indicates an increasing awareness among students of the necessity to seize opportunities and propose innovative ideas in various fields.

Section Two: The Most Important Activities of the Blida 02 University Business Incubator Between (2022-2024)

According to the ministerial decision to establish this body at the national universities, the tasks and activities it oversees have been defined as follows:⁹

First: Organizing awareness and training seminars

_ Organizing an informational day for all professors and graduating students (third-year bachelor's and second-year master's) to explain the mechanisms for implementing Ministerial Decision 1275, which includes the certificate – startup company/certificate – patent. This scientific event is supervised by the National Coordinating Committee for Innovation and University Business Incubators on Monday, November 14, 2022, in the Grand Conference Hall, Saïd Ayadi.

_ Followed by informational days in various faculties on the mechanisms for implementing Ministerial Decision 1275, which includes the certificate Startup institution / certificate – patent, according to the following schedule:

- Faculty of Arts and Languages on November 16, 2022
- Faculty of Humanities and Social Sciences on November 17, 2022
- Faculty of Economic Sciences, Commercial Sciences, and Management Sciences on November 20, 2022
- Faculty of Law and Political Science on November 21, 2022

A study day was organized on 07-02-2023 under the theme: “From Ink on Paper to a Dream Come True” for a startup project/patent project, with the presence of the university's deputy directors, deans of faculties, members of the Blida University

Business Incubator, the university's secretary-general, as well as the Director of the Ecosystem and Digital Economy Support at the Ministry of Digitalization and Statistics, Mr. Fathi Karim, the Deputy Director of Digitalization Monitoring at the Ministry of Digitalization and Statistics, Mr. Faisal Zamour, and Mr. Hakim Taisar, a consultant in the field of intellectual property rights.

_ Organizing a training course on February 14, 2023, on "Design Thinking," led by Dr. Karim Berouri, a member of the National Committee for Granting the Label for Innovative Startup Projects, and managed by Professor Sid Ahmed Haj Aissa, Director of the Incubator and member of the National Coordinating Committee for Innovation and University Business Incubators.

_ Organizing a training workshop in the field of prototypes on 2023-03-17 for project-holding students under decision 1275. The workshop, led by Mr. Boudeina Abdallah, highlighted the importance of the training workshop organized by the Blida 02 Business Incubator. The significance of the workshop's content lies primarily in considering prototypes as the first stage in creating final digital designs. This stage aims to build a visual image, gather feedback, and receive comments from potential visitors before the actual project implementation, which requires significant time and cost. This enables professors to provide effective support to students in preparing their graduation

projects within the framework of innovative projects.

_ Organizing an awareness day on December 12, 2023, about the mechanisms for implementing decision 1275 at the Faculty of Human and Social Sciences. The event was led by Professor Sid Ahmed Haj Aissa, Director of the Incubator, accompanied by the faculty members of the incubator's scientific council, Dr. Safia Chemal and Professor Abdel-Hak Ghiboub, and attended by the University Director, Professor Adel Mazoug, Professor Said Boukhaouach, Deputy Director of the University for Pedagogy, Professor Ridwan Zaamouchi, Dean of the Faculty of Human and Social Sciences, accompanied by his administrative team, Professor Mohamed Gherdi, Dean of the Faculty of Economic Sciences, Commercial Sciences, and Management Sciences, and Professor Abdel-Samad Al-Aqab, Dean of the Faculty of Law and Political Science.

_ Organizing a training course for students who have received the "Label_Innovative Project" on the procedures for obtaining funding from ASF on July 1-2, 2024, in the large lecture hall Saïd Ayadi.¹⁰

It was led on the first day by the financial expert Mr. Abderrahmane Harbi, and on the second day under the supervision of Dr. Meziane Abdelghafour.

_ Organizing a training seminar for students enrolled under Decision 1275 on

25-02-2024 in the grand lecture hall "Saïd Ayadi," which hosted the first training sessions for students who successfully passed the selection process under Decision 1275. This training session was led by Mr. Fathi Kzeim, an expert in entrepreneurship and digital transformation (former director of the ecosystem and digital economy support at the Ministry of Digitalization and Statistics), who delivered a lecture titled "Value Proposition and Business Model Canvas Integrity," in the presence of the Director of Blida 2 Business Incubator and the Director of the University-Economic Institutions Liaison Office.

_ Organizing a training workshop on February 27, 2024, at the Faculty of Economic Sciences, Commercial Sciences, and Management Sciences, a training workshop (01) for students enrolled under decision 1275. The workshop focused on practical applications of the business model canvas, led by Dr. Ali Haddou.

_ Organizing a training workshop on Wednesday, February 28, 2024, at the Business Incubator of Blida2 University. The workshop was led by Professor Faisal Zamour (Deputy Director of Digital Oversight at the Ministry of Digitalization and Statistics / Member of the National Committee for Labeling / Consultant and Trainer in Project Management and Supporting Institutions within the framework of ISO 9001:2015).

_ Organizing a training workshop on Saturday, March 2, 2024, at the Business Incubator of Blida2 University, focusing on practical applications of the business model canvas. The workshop will be led by Dr. Ali Haddou, a lecturer in the field of entrepreneurship.

_ Organizing the third training workshop on Sunday, March 3, 2024, at the Business Incubator of Blida University 2, focusing on practical applications of the business model canvas. The workshop will be led by Dr. AbdelghafourMeziane, a lecturer in the field of entrepreneurship.

_ Organizing the fourth training workshop on Monday, March 4, 2024, at the Business Incubator of Blida University 2, focusing on practical applications of the business model canvas. The workshop will be led by Dr. Abdelghafour Meziane, a lecturer in the field of entrepreneurship.

_ Organizing a training workshop on Tuesday, March 5, 2024, at the Business Incubator of Blida2 University, focusing on practical applications of the business model canvas. The workshop will be led by Dr. Abdelghafour Meziane, a trainer in the field of entrepreneurship and a member of the incubator's scientific council.

_ Organizing a training workshop on Wednesday, March 6, 2024, at the Business Incubator of Blida2 University, focusing on practical applications of the business model canvas. The workshop will be led by

Dr. Ali Hadou, a professor and trainer in the field of entrepreneurship.¹¹

In partnership with the Business Elite Club, the Business Incubator of Blida University 2 organized an online training session on the financial function in the institution on the evening of Monday, March 25, 2024, presented by the expert and financial consultant Mr. Abdel Rahman Harbi. The session was broadcast live on the club's channel on the Telegram platform (BEC CHANNEL) and was attended by more than 180 participants.

_ Organizing a training workshop on Sunday, April 7, 2024, at 10:30 PM remotely for the second training session of the Elite Business Club, which was about the fundamentals of digital marketing by researcher, trainer, and expert Faisal Zamour.

_ Organizing a training workshop on April 16, 2024, by expert AbdelghafourMeziane titled "Practical Applications of the Business Model Canvas" for students enrolled under Decision 1275.

_ Organizing a lecture on Thursday, April 18, 2024, by Mr. Ben Arab Yacoub, co-founder and CEO of Snaei, titled "Can I Sell Stone?" In the main lecture hall _ Said Ayadi.

_ Organizing a training session on May 2, 2024, to hold a scientific event on startups under the slogan "Innovation and Knowledge: The Foundation of the New

Economy" in the Economics Auditorium, organized by a group of experts and attended by Mr. Mohamed Mouzaoui, Software Engineer; Mehdi Harzallah, Web Developer; and Abdel Salam Kbeish, Content Creator.

_ Organizing a training course in coordination with the Business Elite Club on May 5, 2024, in the grand lecture hall of Saïd Ayadi, in the field of website design for students enrolled under decision 1275. The course was supervised by students Mariam Mansour, Ibrahim Qarziz, and Mabad Salima.

_ Organizing a training session on Thursday, May 8, 2024, in the field of skills and techniques for presenting investment projects for students enrolled under decision 1275, presented by Mr. Ahmed Rami Mabrouk, the executive director of Nrecycli. He provided field explanations on how to present investment projects, in addition to sharing insights from his experiences in managing the institution and ways to create competitive advantages in a constantly changing market.

_ Organizing a training session on Thursday, May 9, 2024, in the field of prototyping digital applications, led by student Lina Kbali, the executive director of the Haflaty project, which received the Innovative Project label from the Ministry of Knowledge Economy, Startups, and Micro-Enterprises. The course is part of a series of programs organized by the

National Coordinating Committee for Innovation and University Business Incubators, aimed at providing theoretical and practical insights for project holders.

_ Organizing a training session for students enrolled under Decision 1275 on May 12, 2024, about the financial function in the institution at the Grand Conference Hall, Saïd Ayadi, led by financial advisor and expert Abdel Rahman Harbi.

_ Organizing an awareness day on October 17, 2024, about the mechanisms for implementing Decision 1275 in the Grand Conference Hall, Saïd Ayadi, for the benefit of third-year undergraduate students and second-year master's students from various specializations, members of the subcommittees related to Decision 1275 at the faculties, and professors from various specializations. The aim of the awareness day is to highlight the key aspects of Decision 1275 (Startup Certificate/Patent Certificate) and its implementation mechanisms, in addition to explaining the roles of other university interfaces represented by the Entrepreneurship Development Center and the University-Enterprise Liaison Office.

_ Organizing training courses in batches for the benefit of professors at Blida 2 University from various faculties, the training courses came as part of a series of training programs aimed at enhancing theoretical and practical entrepreneurial approaches.¹²

Secondly: Organizing special training courses for professors

1_ The first training session VPCBMC on 2024/10/07 focused on the proposed values and the business plan, benefiting the professors of Blida2 University across different specializations. The course was led by Dr. Ali Haddou, who presented a series of practical concepts that can be adopted by supervisors of Decision 1275 students, which will enhance the students' performance levels in their projects.

2_ The second training course VPC-BMC on Thursday, 2024/10/10, the second training course on proposed values and the business plan. This is for the benefit of the professors of Blida2 University, regardless of their specializations.

The workshop was led by Dr. Abdelghafour Meziane, who presented a series of practical concepts that can be adopted by supervisors of the students under Decision 1275, which will enhance the students' performance levels in their projects.

3_ The third training course VPC-BMC on 2024/10/13. This course is part of a series of training programs aimed at enhancing entrepreneurial theoretical and practical approaches. The course was conducted by Mr. Fath Kzeim, former Director of the Digital Ecosystem and Digital Economy at the Ministry of Digital Affairs and Statistics.

4_ The fourth training course VPC-BMC on Wednesday 2024/10/16. This course is part of a series of training programs aimed at enhancing entrepreneurial theoretical and practical approaches. The course was conducted by Dr. Ali Haddou, a professor and certified trainer from the International Labor Organization. Where he presented a series of practical concepts that can be adopted by supervisors of the students of Decision 1275, which will enhance the performance levels of the students in their projects.

Third: Achievements of Blida 02 Business Incubator

One of the most important achievements of the Blida 02 Business Incubator since its inception is obtaining the Label, which signifies the acceptance of the proposed innovative project by the responsible authorities. This accolade opens the door for project owners to benefit from support and funding to continue realizing their projects. The Blida 02 Incubator has received the Label from various university faculties, and some of the projects include:

List of types of projects that have received the Label award at Blida 2 University:

- 1_ The project registered under the name "FOUR GM General Maintenance," year 2023
- 2_ The project registered under the name EATERZ, year 2023
- 3_ The project registered under the name

- hafelaty, year 2023
- 4_ The project registered under the name "Home Beauty Services via the Beauty Clock app," in the year 2023.
- 5_ The project registered under the name Legal&estate, year 2023.
- 6_ The project registered under the name Four GM for general maintenance, year 2023.
- 7_ The project registered under the name Wadjihni, year 2023.
- 8_ The project registered under the name Bleu psyart center, year 2023.
- 9_ The project registered under the name ZELIGNA, year 2023.
- 10_ The project registered under the name RecyWorn in 2023.
- 11_ The project registered under the name Nafsiya Tech, in 2023.
- 12_ The project registered under the name pochet, in the year 2023.
- 13_ The project registered under the name Whelp in 2023.
- 14_ The project registered under the name Coustayle in 2023.
- 15_ The project registered under the name Asianfood, year 2023.
- 16_ The project registered under the name Safety in 2023.
- 17_ The project registered under the name Delesyo in 2024.
- 18_ The project registered under the name GMC in 2024.
- 19_ The project registered under the name Wassaya in 2024.¹³

we have decided to use the previous statistics to show the incubator activity instead of the new ones.

In the context of digitizing projects at the Ministry of Higher Education and Scientific Research, an innovative project management system platform (système de gestion des projets innovants) has been established, which contains a set of mandatory fields to be filled out by the applicant, as follows:

_ Candidate's email / _ Project number / _ Project title / _ Project registration via the statup.dz platform / _ Brief description of the project / _ Project needs / _ Student's first name / _ Student's last name / _ Date of birth / email _ Address/ _ University level/ _ University/ _ Faculty/ _ Department/ _ Major
_ Name of the supervising professor
Prénom de l'encadreur/ _ Title of the supervising professor Nom de l'encadreur/
_ Phone number of the supervising professor/ _ email/ _ academic rank/ _ university/ _ faculty _ Department / _ Specialization

The aforementioned information is sent to the ministry's website for registration. The incubator continues to carry out its tasks thru various proposed activities based on the projects and ideas put forth by the university community. It particularly focuses on fostering relationships with economic partners to create fruitful and distinctive opportunities for the various

projects it hosts within the framework of the ministerial decision.

Conclusion:

University incubators are considered an ideal environment for developing creative ideas and turning them into real projects, where innovators meet with experts and resources necessary to support them in their early stages. University business incubators are among the most integrated systems due to the many facilities, mechanisms, programs, and activities they offer, which are provided by the university for individuals, institutions, entrepreneurs, and students to benefit from in practicing their creativity, working on their innovations, establishing their startups, and learning how to manage, develop, and grow them. The importance of this type of incubator lies in reducing the costs of launching activities and minimizing risks.

Related to the initial stages of the institution's activity and also finding solutions to the technical, financial, administrative, and legal problems that students face in realizing their projects.

And among the results reached thru this study, we find:

- The registration of university business incubators at Blida 02 University of various startup projects from different faculties of the university.
- The students' inclination to include their graduation theses in Project 1275 is a

sufficient indication of the youth's interest in finding a platform that encompasses their ideas and innovations.

- The Blida 02 University Business Incubator possesses various qualifications to implement its tasks in reality.
- The activities of the Blida 02 University Business Incubator vary between training courses for students and professors, contributing to the success of innovative projects registered at the university and earning them the Label of Excellence with merit and deserving.
- What students learn in university business incubators is a valuable opportunity, as the incubators provide students and their teams with the chance to acquire the necessary skills for managing businesses, such as marketing skills, project management, and product development, which enhances their readiness for the job market after graduation.
- University incubators are not only beneficial to students, but they also contribute indirectly to local economic development by encouraging the creation of new companies and generating job opportunities, thereby enhancing economic growth in the local community.
- Some university incubators focus on supporting projects aimed at solving social or environmental problems, which enhances social change and contributes to

addressing the challenges facing local communities.

Suggestions:

To enhance the work of university business incubators and increase their effectiveness in supporting student projects and creative ideas, a set of suggestions can be presented to improve their services and expand their impact. For example:

- Creating co-working spaces: Incubators can provide co-working spaces for participants, which enhances collaboration between teams and helps them obtain a flexible work environment.
- Establishing partnerships with international universities: To enhance knowledge and cultural exchange, as well as to provide broader opportunities for startups to access global markets.
- Creating support networks for projects after graduation: By launching forums or networking platforms that provide continuous support to entrepreneurs after graduation, contributing to the ongoing development of their businesses.
- Hosting success stories of former entrepreneurs: Thru sessions with successful entrepreneurs, students can be motivated to pursue their own projects.
- Conducting periodic evaluations of the incubators' effectiveness: Analyzing the results and providing solutions to the

problems that incubators may face in their daily operations.

- Creating integrated electronic platforms: to provide training, mentoring, and advisory services digitally, as well as to enable students to easily access resources and information.

In conclusion, it can be said that enhancing the work of university business incubators requires coordination among various parties, including universities, government institutions, the private sector, and investors. By improving training, providing financial support, and strengthening cooperation between universities and industry, a strong incubating environment can be achieved that supports innovation and promotes entrepreneurship among students.

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