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Ways to develop university training on entrepreneurship and emerging projects in Algerian universities– The Entrepreneurship Development Center (CDE) (formerly the Entrepreneurship House) at the University of Algiers 3 as a model

Des pistes pour développer la formation universitaire sur l'entrepreneuriat et les projets émergents dans les universités algériennes– Le Centre de Développement de l'Entrepreneuriat (CDE) (anciennement la Maison de l'Entrepreneuriat) de l'Université d'Alger 3 comme modèle

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Abstract:

This study aims to construct a theoretical and analytical framework for developing university education on entrepreneurship and start-up projects in Algerian universities, through the model of the Entrepreneurship Development Center at the University of Algiers 3. The state seeks to encourage university students to enter the field of entrepreneurship through these centers, which offer training based on their interests and the needs of the national and international markets. This helps them enter the job market and benefit from the privileges provided by the state for start-up projects.

Our research emphasizes the importance of providing technological and knowledge capabilities to achieve the necessary digitization for the entrepreneurship sector. We have offered a set of recommendations that could help enhance the effectiveness of Entrepreneurship Development Centers within the university environment and address the deficiencies that must be overcome to keep up with the digital world in various production and service sectors, including:

•Making the Entrepreneurship Development Center a scientific and professional reference in promoting the culture of freelance work and reinforcing entrepreneurship, and developing its human, financial, and technical capabilities.

•Offering external training and partnerships with foreign researchers and specialists to diversify entrepreneurial knowledge, accelerate digitization, and provide specialized training on the knowledge economy.

Keywords: University training – Entrepreneurship - Start-up projects – Digitization - Knowledge economy.

Résumé :

Cette étude vise à construire un cadre théorique et analytique pour le développement de l'enseignement universitaire sur l'entrepreneuriat et les projets de start-up dans les universités algériennes, à travers le modèle du Centre de Développement de l'Entrepreneuriat de l'Université d'Alger 3. L'État cherche à encourager les étudiants universitaires à entrer dans le domaine de l'entrepreneuriat à travers ces

centres, qui offrent une formation en fonction de leurs intérêts et des besoins des marchés nationaux et internationaux. Cela les aide à entrer sur le marché du travail et à bénéficier des privilèges accordés par l'État aux projets de start-up.
Notre recherche souligne l'importance de fournir des capacités technologiques et de connaissances pour réaliser la numérisation nécessaire au secteur de l'entrepreneuriat. Nous avons proposé un ensemble de recommandations qui pourraient contribuer à améliorer l'efficacité des Centres de Développement de l'Entrepreneuriat dans l'environnement universitaire et à combler les lacunes qui doivent être surmontées pour suivre le rythme du monde numérique dans divers secteurs de production et de services, notamment :
• Faire du Centre de Développement de l'Entrepreneuriat une référence scientifique et professionnelle dans la promotion de la culture du travail indépendant et le renforcement de l'entrepreneuriat, et développer ses capacités humaines, financières et techniques.
• Proposer des formations externes et des partenariats avec des chercheurs et spécialistes étrangers pour diversifier les connaissances entrepreneuriales, accélérer la digitalisation et proposer des formations spécialisées sur l'économie de la connaissance.
Mots- clés : Formation universitaire - Entreprenariat - Projets de start-up - Digitalisation - Economie de la connaissance.

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Introduction

University education has seen significant development across different parts of the world, with a proliferation of universities, institutes, and schools in both the public and private sectors. As the rate of education and the number of students have increased, university functions and specializations have evolved, creating a greater need to provide academic and professional training that links theoretical and practical aspects, enabling students to enter the job market with ease.

On the other hand, competition among university and academic centers has intensified, and they now have global rankings based on their research, academic, and innovative achievements. This has magnified their importance and role in technological, industrial, and service development. Consequently, it has become imperative for all universities, institutes, and schools to connect academia with entrepreneurship, making them incubators for innovative ideas and start-ups.

The history of teaching entrepreneurship globally dates back to 1947 when MACES offered the first course in entrepreneurship at Harvard University's Business Administration Department (Ali, 2014-2015). Since then, the number of entrepreneurship-related courses has increased, and the fields and research related to it have proliferated, alongside numerous scientific conferences held regularly around the topic of entrepreneurship worldwide.

In Algeria, the process of fostering entrepreneurial thinking and start-ups within universities began with the efforts of the University of Constantine in 2007. This marked the beginning of the establishment of entrepreneurship houses in Algerian universities, aimed at training and guiding university students and nurturing their ideas and innovations

to create start-ups that contribute to the economic sector and provide a source of income for themselves and others.

Furthermore, digitization has entered as an active element in this process, serving as a modern tool that has increased awareness and understanding of entrepreneurship and start-ups and how they operate amidst the information explosion and technological development, which may enable start-ups to also have a presence in foreign markets.

Research Problem:

Based on the above, the following research question can be formulated:

What are the ways to develop entrepreneurial thinking and start-ups within Algerian universities in the era of digitalization, and how is this reflected through the entrepreneurship center at the University of Algiers 3?

Research Objectives:

The main objectives of this research are to:

- To demonstrate the training approach followed in Algerian universities, both theoretical and practical.
- To highlight the importance of establishing entrepreneurship houses in Algerian universities.
- To emphasize the importance of familiarizing university students with start-ups and their incubators.
- To illustrate the role of digitization in developing entrepreneurship and start-ups in Algeria.
- To present and showcase the Entrepreneurship Development Center at the University of Algiers 3 and its various activities as a model for applying and supporting entrepreneurial thinking in Algerian universities.

Presentation Structure:

We will attempt to address the research problem through the following research themes:

1. Training patterns in Algerian universities between theory and application.
2. The emergence and evolution of entrepreneurship centers in Algerian universities.
3. The importance of familiarizing students with start-ups and ways to develop them.
4. Digitalization as a strategic choice for entrepreneurship and start-ups in Algeria.
5. University training at the entrepreneurship center (Entrepreneurship Development Center) at the University of Algiers 3.

1. Training patterns in Algerian universities between theory and application:

Training is generally defined as a means of equipping individuals with the appropriate competencies and professional skills, enabling them to perform their job functions effectively and efficiently(**2009** ،رباب) . It is also viewed as a process aimed at achieving a lasting change in an individual's abilities, helping them perform their tasks better. Training can take various forms, including theoretical and practical, as well as internal and external (**2004** ،وسيلة).

Moreover, training is recognized as a process that assists individuals in gaining effectiveness in their current and future roles by developing and enhancing their habits, skills, knowledge, and behavior(**2006** ،الصيرفي) .

From these definitions, we can see the role of universities in the training process, which constitutes an integral part of their core functions. Universities focus on education, research, knowledge dissemination, deepening human values in society, and developing students' personalities by encouraging creativity and fostering high levels of interaction between higher education and the community, effectively linking universities with society and advancing technology(**2000** ،الأسعد) .

On another note, several types of training can be classified as follows:

1) **By Duration of Training**:

- Short-term Training: Aims to enhance the skills of workers, lasting up to six months.
- Medium-term Training: Lasts from one to three years and includes fields such as industrial, agricultural, and service training.
- Long-term Training: Begins at four years and extends based on the type of specialization(**2001** ،مصطفى) .

2) **By Desired Level of Attainment:**

- Vocational Training: Provided in vocational training centers to prepare skilled workers and craftsmen, encompassing scientific and technical knowledge.
- Technical Training: Offered in specialized technological and administrative institutes, covering technical, scientific, and managerial skills.
- Specialized (Higher) Training: Conducted in higher institutes, schools, and universities, providing scientific, technical, and managerial skills and awarding advanced degrees that ensure job placements in employing institutions (**2001** ،مصطفى، صفحة **36**/**35**).

When discussing specialized training, particularly the graduate studies offered by Algerian universities and institutes, we can describe the education provided as traditional in its structure, content, and methods. This is due to the administrative, organizational, and funding challenges faced by these institutions. Generally, Algerian universities have undergone several developmental phases since independence, primarily aimed at freeing themselves from colonial dependency and establishing a national framework to oversee their missions and functions in alignment with the new global order. This effort is summarized in the concept of educational democracy, nationalization of the workforce, and Arabization of scientific disciplines (**2005** ،جعفال).

Subsequently, the LMD system (License, Master, Doctorate) was adopted, introducing substantial changes from the duration of studies to the contents and frameworks of curricula. This system was a response to the new global context,

compelling universities to adopt policies that align with modernization and prepare graduates according to advanced technological developments.

Through the LMD system, universities aimed to achieve several key objectives, including(غراز و قدور) :

- Aligning higher education with global standards and making universities more open to global advancements in science and technology.
- Ensuring quality training that meets the demands of the labor market, economic growth, and social needs.
- Enhancing interactions between universities and society by training individuals characterized by initiative, effectiveness, and organization.
- Encouraging and diversifying cooperation with various external entities.
- Ensuring that university degrees align with international standards to facilitate the mobility of Algerian students, thereby enhancing the credibility of national certifications.
- Promoting universal ethical values such as tolerance, freedom, peace, and respect for others through the university's educational mission in accordance with professional standards and ethics.
- Expanding professional opportunities linked to each level of the system, with a focus on professional dimensions, regional establishment, and the development of production and service activities.

Despite the criticisms directed at this system and predictions of its potential failure, it remains in effect to this day. The state continues to strive, through the resources provided to the higher education sector, to keep pace with developments and modernize it, particularly with the increased emphasis on digitalization, external training, and national and international scientific meetings and forums. This includes the establishment of entrepreneurship centers and the creation of a Ministry for Knowledge Economy, Start-ups, and Small Enterprises, along with efforts to connect academic research and education to the state's economic momentum.

2. The Emergence and Development of Entrepreneurship in Algerian Universities:

The European Union defines entrepreneurship as the ideas and methods aimed at creating and developing economic activity, combining risk-taking and creativity or innovation with effective management, whether in a new or existing institution. To achieve this, the concept of entrepreneurial support has emerged, defined as a set of services provided to entrepreneurs by support organizations, regardless of whether they have established their own businesses. These services include physical, advisory, and training support(نادية، **2012–2011**) **.**

Entrepreneurial support is carried out by various state and local agencies, which offer financial assistance, organize competitions, and provide facilities to help business founders. Additionally, financial organizations provide loans and necessary capital

guarantees, while business incubators serve as spaces for aspiring entrepreneurs to balance talent, knowledge, and technology with the cooperation and support of NGOs and public associations(**2020–2019** ،ليندة) .

Based on this framework, Algerian universities have sought to establish entrepreneurship centers aimed at gradually introducing students to entrepreneurial values and providing them with the intellectual tools needed to start their own small enterprises. The first entrepreneurship center was established at **Mentouri University** in **Constantine** in 2007, which organized conferences and seminars for those interested in starting businesses and included entrepreneurship courses across university departments. This was followed by other universities in 2013 and was generalized to all universities in the country by 2014(**بوطورة، قرامطية، و سمايلي**) **.**

In this context, the entrepreneurship center at **University of Algiers 3** has outlined several key tasks, including **(The official website of the University of Algiers 3)**:

- Supporting and advising young project holders as they implement their projects in collaboration with the **National Agency for Youth Support** (**ANSEJ**).
- Providing financial and semi-financial assistance to youth from **ANSEJ**.
- Organizing informational and awareness-raising days about entrepreneurship activities at the university.
- Conducting study days, seminars, and workshops in the field of entrepreneurship.
- Teaching the steps for establishing a business, economic project quality assessment, and management techniques.
- Hosting competitions for the best ideas and business plans.
- Arranging field visits for students to economic enterprises.
- Facilitating meetings with successful entrepreneurs.
- Organizing summer schools to connect project-holding students with support agencies and active organizations involved in business creation.

3. The Importance of Introducing Startups and Ways to Develop Them:

Through its new economic policy, Algeria aims to develop a robust and favorable ecosystem to diversify and enhance the mechanisms involved in establishing and supporting startups, positioning them as the driving force to transition the Algerian economy from a rent-based model to one relying on productive sectors and knowledge economy.

As a result, a national fund for financing startups was launched with a capital of 1.2 billion DZD, marking the first public mechanism to finance young entrepreneurs in 2020. This fund, a product of collaboration between the Ministry of Knowledge Economy, Startups, and Small Enterprises, and six public banks, finances companies that qualify as "startups." The national fund has initially invested in the equity of more than 70 companies, while 390 innovative project holders have received financial support for their startups.

Algeria hopes to multiply the number of incubators, especially following advancements in establishing a favorable ecosystem that encourages their creation, particularly within the university environment, which boasts over 1,600 research laboratories, 40,000 academic researchers, and 2,200 permanent researchers **(Official page of the Algerian Prime Minister)**.

Moreover, the higher education sector has been enhanced with the presence of business incubators at universities, aimed primarily at supporting graduates in developing their projects and providing them with the knowledge and techniques necessary for successful business leadership.

The experience of the project incubator at the **University of Hajj Lakhdar** marks the first technological incubator established within an Algerian university, inaugurated in early 2013 as a result of an agreement between the **National Agency for the Development and Promotion of Technological Parks in Sidi Abdallah** and **the General Directorate for Scientific Research at the Ministry of Higher Education and Scientific Research**.

Similarly, **the University of M'sila**'s incubator, which started in 2018, has been a pioneering initiative. According to Professor ***Kamel Badairi***, the university's president, the business incubator serves as a space to support students with viable projects, with the **National Agency for the Valorization of Scientific Research and Technological Development covering** all operational costs of the incubator (**2022–2021** ،بوشاربة و آخرون).

In line with this, the government has implemented several measures to support startups, including (**31** صفحة ،**2022–2021** ،بوشاربة و آخرون):

- Establishing a legal, regulatory, and functional framework for business initiation, defining methods for performance evaluation, and outlining a roadmap for financing that will include the stock market and venture capital.
- Creating a dedicated fund for startup financing in collaboration with public banks.
- Establishing a National Innovation Council.
- Developing a roadmap for financing startups that engages the stock market, venture capital, and outlines how expatriates can contribute, along with implementing "near-total" tax exemptions to empower youth to actively reduce the national economy's dependence on hydrocarbons.

4. Digitalization as a Strategic Choice for Entrepreneurship and Startups in Algeria:

The Algerian government has enacted several measures to facilitate the establishment of startups and create a conducive environment for their development, as outlined in legal texts such as the Investment Law dated July 24, 2022. This law prioritizes technological transfer, innovation development, and the knowledge economy through the creation of a digital platform for investors, which provides all necessary information, particularly concerning investment opportunities in Algeria and associated incentives and advantages.

This digital platform, interconnected with the information systems of the agencies and departments responsible for investment operations, eliminates the physical aspect of all procedures, allowing for online completion of all tasks. It serves as a tool for directing and supporting investments from registration through their operational phase.

Thus, the digitalization of procedures for investors has eradicated bureaucratic hurdles that previously impeded investment. This transformation is evident in Algeria's economic shift, characterized by support for investment and economic diversification, with non-hydrocarbon exports expected to reach approximately $13 billion by the end of the current year.

The higher authorities have worked to promote the knowledge economy through the Ministry of Knowledge Economy and Startups, coordinating with the Ministry of Higher Education to establish university business incubators and innovation projects for students. The government has also issued the Self-Entrepreneur Law dated December 18, 2022, aimed at regulating new economic activities that have emerged alongside the knowledge and digital economy, providing opportunities for startups to reduce their burdens.

The Self-Entrepreneur Law offers legal frameworks for exporting certain digital services, such as web application development, digital marketing, and managing social media platforms.

In this context, information technology expert and entrepreneurship advocate **Yacine Agdal** emphasized that the concept of startups is intrinsically linked to technology and the internet. The more the environmental context of a startup effectively relies on digitalization and has good internet connectivity, the more conducive the environment will be for its growth, alongside other factors related to market conditions and economic circumstances that alleviate bureaucracy **(New Algeria electronic page: eldjazair eldjadida, 2023).**

To this end, the government has committed to promoting an ecosystem for startups and the digital economy through the following actions **(Official website of the Algerian Prime Minister):**

- Establishing a regulatory framework for open innovation and electronic payment methods, issuing practical texts for crowdfunding.
- Revising the legislative framework for e-commerce to make it more flexible for startups.
- Simplifying the procedures for establishing businesses for startups and other novice investors.
- Creating startups for self-employed individuals and entrepreneurs.
- Enhancing the role of startups as a financial inclusion tool through electronic payment and e-commerce.
- Establishing regional representations of the Algerian Startup Fund.
- Launching a program to accelerate startup creation through a public accelerator (Algeria Venture).
- Creating incubators and accelerators in all provinces of the country.

- Implementing a system to evaluate and qualify the level of incubators.
- Establishing a "financial laboratory" for startups active in the field of financial technologies.
- Cataloging international classifications related to startups, inventions, and the knowledge economy to improve Algeria's ranking.
- Reducing employer burdens for startups.
- Encouraging venture capital, considering its essential role in financing innovation, while simplifying administrative procedures for establishing an investment fund and a mutual deposit fund for innovations.
- Strengthening cooperation with investment funds willing to invest in Algerian startups.

5. University Training at the Entrepreneurship Center (Entrepreneurship Development Center) at University of Algiers 3:

The Entrepreneurship Center at University of Algiers 3 was officially established in 2018. Its mission includes conducting training sessions for university students focused on entrepreneurial thinking, specifically on how to establish a project that allows students to begin their careers after obtaining their degrees.

In addition to fostering an entrepreneurial spirit among students and motivating them to engage in entrepreneurial activities and launch high-value projects that contribute to national economic development, the center provides training programs with consultants and active professionals in the field, as well as facilitating connections with specialized organizations.

The training programs focus on several key areas:
- Generating project ideas
- Methods for establishing a business and the steps for technical and economic feasibility studies
- Business management.
- Field visits to economic enterprises.
- Meetings with successful entrepreneurs.
- Informational and study days, seminars, and workshops in the field of entrepreneurship.
- A summer university program to connect project-holding students with support agencies and active organizations involved in the establishment of small and medium enterprises.
- Organizing competitions for the best ideas and business plans.
- Connecting students with national support agencies, particularly the National Agency for Entrepreneurship Support and Development, and the National Fund for Guaranteeing Loans for Small and Medium Enterprises **(Al Masdar Economic website, 2022)**.

As part of the government's efforts to develop entrepreneurial thinking and support startups, micro-enterprises have been integrated into the knowledge economy and startup ecosystem. The National Agency for Entrepreneurship Support and Development has been restructured, and new laws have been enacted, allowing all entrepreneurship centers in

Algerian universities to be designated as Entrepreneurship Development Centers **(Centres de Développement de l'Entrepreneuriat, CDE).** This initiative is part of the outcomes of the national conference on entrepreneurship in higher education held on July 13, 2023, between the Ministry of Higher Education and Scientific Research and the Ministry of Knowledge Economy, Startups, and Small Enterprises. The goal is to enhance their roles through new organizational procedures, including extending the training duration from a maximum of 3 or 4 days to a quality training period lasting from 15 to 21 days. During this time, students learn a range of subjects coordinated with various stakeholders in the entrepreneurial field, such as:

- General entrepreneurial thinking
- Strategic planning and business development
- Legal and regulatory foundations and procedures governing startups
- Keys to success in managing a startup
- Resource management within a startup (financial, material, and human resources) **(Algerian National Channel 3, 2023).**

The Entrepreneurship Development Center at University of Algiers 3 guides students to the National Entrepreneurship Support and Development Agency (**NESDA**), a governmental entity that enjoys legal personality and financial independence. **NESDA** offers various forms of project financing, customs privileges, tax exemptions, and other facilities to help startups launch **(National Agency for the Support of Entrepreneurship NESDA)**. One requirement for financial support is that student entrepreneurs must undergo training at the Entrepreneurship Development Center and obtain a student entrepreneur card and a training certificate issued by the center.

Additionally, to modernize guidance for students interested in starting their own businesses or learning about entrepreneurial thinking, a platform called **"Moukawil"** has been created at the link: **www.moukawil.dz**. This platform provides all the necessary knowledge and regulatory and legal procedures to assist students in establishing their enterprises, as well as information on the activities of entrepreneurship development centers in Algerian universities and contacts for potential assistance in achieving their projects. This initiative aligns with the government's efforts to digitize entrepreneurial activities and move towards a knowledge-based economy.

Table 1: Key Activities of the Entrepreneurship Development Center at University of Algiers 3 during November and December 2023

Event	Date
Under the auspices of the National Coordinating Committee for Innovation and Entrepreneurship: Business Café on the topic of: Accounting for Micro-Enterprises, presented by Professor Mokhtari Abdelkader	December 20, 2023
Entrepreneurship Awareness Caravan: Open Days for Students to	November 12–15,

Learn about the Center's Activities	2023
Events of Global Entrepreneurship Week in partnership with the National Agency for Entrepreneurship Support and Development, Algeria-West: Training Day on Entrepreneurship in the Media and Communication Sector at the Faculty of Media and Communication, University of Algiers 3	November 13, 2023
Three-day training on: Mechanisms for Accessing the World of Entrepreneurship aimed at Physical Education and Sports Students	November 13, 2023
Training Day on Entrepreneurship in the Media and Communication Sector, presented by Zine El Abidine Jabbar (University Professor, Journalist, and Trainer) and Asma Chawesh (University Professor, Journalist, and Trainer)	November 11, 2023

Below is a table summarizing the key activities of the Entrepreneurship Development Center at University of Algiers 3 (formerly the Entrepreneurship Center) during November and December 2023:

Conclusion:

In conclusion, the following recommendations can be presented on ways to activate the training process for university students in the role of entrepreneurship in Algerian universities. They can be summarized as follows:

•Efforts should be made to make the Entrepreneurship Development Center (Entrepreneurship House) a scientific and professional reference in spreading the culture of self-employment and consolidating the culture of entrepreneurship.

•Encourage students to present innovative ideas and transform them into creative projects, with the help of academics, specialists, and experts who collaborate with the center in providing training to students.

•Strengthen its human, financial, and technical capabilities so that the Entrepreneurship House can help the student entrepreneur achieve their own project.

•Encourage male and female university students towards self-employment, which connects university outcomes with labor market requirements.

•Establish an award for the best idea or project in the field of entrepreneurship to motivate student activities.

•Provide external training and partnerships with foreign researchers and specialists to diversify entrepreneurial knowledge both in the Arab world and the West.

•Accelerate the pace of digitization in Entrepreneurship Development Centers and provide training specific to the knowledge economy and ways to employ modern technologies in developing start-ups.

•Ensure a strong presence of Entrepreneurship Development Centers on social media platforms, which are a passion for university students and the most common means of obtaining news and information.

•Present positive experiences and modern models of start-ups that benefited from training at the Entrepreneurship Houses to encourage students to follow their example and create their own businesses.

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