



The Entrepreneurship Development Center's contribution to the student's openness to the various components of the entrepreneurial ecosystem

The case of the Entrepreneurship Development Center at the University of Constantine 1 Frères Mentouri



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Abstract

This study seeks to elucidate the role of the Entrepreneurship Development Center in fostering entrepreneurial thinking among university students through its annual activities, as well as the impact of these activities on students' engagement with the various elements of the entrepreneurial ecosystem. The research employs a descriptive approach for the theoretical framework and an analytical method for data evaluation. The study regarding the activities organized by the Entrepreneurship Development Center at Constantine 1 University for the years 2023 and 2024 concluded that the center's offerings comprehensively address all components of the entrepreneurial ecosystem. This is achieved by engaging most stakeholders in student training and facilitating the establishment of their organizations, thereby reducing their inclination to pursue traditional employment, which they have been accustomed to for several years.

Keywords

Entrepreneurship House;
Entrepreneurship
Development Center;
Entrepreneurial Ecosystem.

الكلمات المفتاحية

دار المقاولاتية؛
مركز تطوير المقاولاتية؛
النظام البيئي المقاولاتية.

مدى اسهام مركز تطوير المقاولاتية في انفتاح الطالب على مكونات النظام البيئي المقاولاتية

ملخص

تهدف هذه الدراسة إلى إبراز الدور الذي يقوم به مركز تطوير المقاولاتية من خلال النشاطات السنوية التي يقدمها لدعم الفكر المقاولاتية لدى الطالب الجامعي و تكوينه على اساسيات انشاء المؤسسات من جهة و من جهة اخرى مدى قدره نشاطاته على انفتاح الطالب على مختلف مكونات النظام البيئي المقاولاتية ، حيث قمنا بانتهاج المنهج الوصفي فيما يخص الجانب النظري للدراسة والمنهج التحليلي فيما يخص الانشطة المبرمجة من طرف مركز تطوير المقاولاتية لجامعة قسنطينة 1 الاخوة منتوري خلال سنتي 2023 و 2024، حيث خلصت الدراسة الى ان النشاطات المقدمة من طرف المركز تغطي بنسبة كاملة كل عناصر النظام البيئي المقاولاتية و هذا باشراف معظم الفاعلين فيه في تكوين الطالب و تسهيل عملية انشائه لمؤسسته و عزوفه عن التوجه نحو الحصول على وظيفة عادية كما تم التعود عليه منذ عدة سنوات.

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I- Introduction :

For many years, Algeria has endeavored to enhance and advance its economy and society by implementing a plan that integrates the efforts of several sectors, emphasizing human capital as a pivotal factor in altering the balance of power. Students constitute the paramount element of the entrepreneurial ecosystem, necessitating enhanced efforts to educate and empower them to participate in the entrepreneurial process. This tendency serves as a viable measure to mitigate excessive dependence on petroleum rents as the primary source of governmental income.

This shift was not accidental, but came after several years of deep planning to reform the higher education and scientific research sector and direct it towards training students to become the entrepreneurs of the future. Therefore, many university interfaces have been created that have been entrusted with this heavy task, and among the most important of these interfaces are the Entrepreneurship Development Centers, which are working to intensify their efforts in cooperation with the university's economic and social environment to increase the number of students with projects.

However, the success of these centers depends on the effectiveness of their programmed activities in introducing students to the various elements of the entrepreneurial ecosystem. This gives them the opportunity to understand the characteristics of these elements and how to take advantage of them, in order to help them overcome the barrier of fear that may prevent them from comfortably establishing their own enterprises. Thus, this path represents a strategic step towards building a strong entrepreneurial community that contributes to the sustainable economic development of Algeria.

From the above, we can pose the central question :

To what degree does the Entrepreneurship Development Center enhance university students' receptiveness to the many elements of the entrepreneurial ecosystem?

Supplementary questions include:

- What are the most important tasks performed by the Entrepreneurship Development Center?
- What are the most important components of the entrepreneurial ecosystem?
- What is the relationship between the university and the entrepreneurial ecosystem?

Hypotheses of the study:

In light of the topic of our study and in response to the requirements of achieving its objectives, the researchers tested the following main hypothesis:

- The Entrepreneurship Development Center contributes to the university student's openness and familiarity with all elements of the entrepreneurial ecosystem

Under this main hypothesis is a set of sub-hypotheses formulated as follows :

- The Entrepreneurship Development Center trains university students to move towards entrepreneurial work
- The entrepreneurial ecosystem is unstable and its elements cannot be precisely defined
- The university is a link between the student and the various elements of the entrepreneurial ecosystem .

Objectives of the study :

The objectives of our study are :

- The Entrepreneurship Development Center is one of the fronts of the Algerian university that has been given the responsibility of educating students about entrepreneurship.
- Study the entrepreneurial environment and attempt to identify its key elements.
- Analyze the extent to which the activities of the Entrepreneurship Development Center are able to help students learn about the elements of the entrepreneurial ecosystem and their contact with them .

Importance of the study :

The reason our study is important is because the state views entrepreneurship as a reliable output in achieving development in all its aspects, so it bets on the university's ability to change students' perspectives from those of a student seeking a university degree to those of an entrepreneurial student through its interfaces, particularly the Entrepreneurship

Development Center. The history of this interface alone can demonstrate its significance, as it was first established in 2007 under the name of the House of Entrepreneurship, citing a foreign experience. However, it is now a center for the development of entrepreneurship, meaning that its significance has surpassed the place where entrepreneurship and the establishment of enterprises are discussed exclusively.

Methodology :

Our study's second section focused on the connection between the institution and the entrepreneurial sector. In addition to its selection on February 10, 2024, we defined the Entrepreneurship Development Center for Constantine 1 Freres Mentouri institution as the first institution to construct an entrepreneurial home in the third section. After establishing the theoretical component of the entrepreneurial home that emerged and turned into a hub for its growth, we also discussed the theoretical component of the entrepreneurial ecosystem as acknowledged in the economic literature. Lastly, as a pilot institution, we collected, analyzed, and projected the center's activities for 2023 and 2024 on the elements of the entrepreneurial ecosystem and assessed the extent to which it may affect students' exposure to, understanding of, and receptivity to it. To put it another way, we were able to use the inductive and analytical technique in this regard to address the hypotheses of our research.

I. The research's theoretical framework

The institution contributes significantly to the spread of entrepreneurial thinking by promoting entrepreneurial education and shifting students' perspectives away from a traditional focus on administrative positions and toward entrepreneurial pursuits and starting their own businesses. Through the provision of skills, basic knowledge, and competences that students need to create and run their own businesses, the institution fosters innovation and promotes economic growth. Engagement with specialized university support units, also known as interfaces, that are in charge of developing students' entrepreneurial capabilities is the main way that these fundamental abilities and foundations are obtained. (Saeid KARIMI et Autres, 2010, p. 36)

Among these university entities, a key structure is the former House of Entrepreneurship, now designated as the Entrepreneurship Development Center, which will be the focus of the following discussion.

I.1. The Entrepreneurship House:

The term "House" was named for this organization because this term generally suggests solidarity, respect and cooperation etc. of the qualities that are encompassed by each house.

Ideally, a 'House' fosters qualities such as inclusiveness, mentorship, a sense of community, and a supportive atmosphere that promotes the development of shared values, a distinct culture, and a sense of belonging among its participants

According to the study of BOISSON, the University of Grenoble in France from 2002 to 2003 was the first university to acknowledge entrepreneurship in the international academic community. The French Ministry of National teaching and Research launched this research with the goal of advancing university entrepreneurship teaching and encouraging economic entrepreneurship. The research outlined the idea of entrepreneurship's function as well as the prerequisites for its formation.(Boissin, Jean Pierre & Nathalie, S. B, 2011, p. 9)

Drawing inspiration from the international model established by the University of Grenoble, the University of Constantine Mentouri established Algeria's first entrepreneurship house in 2007. This program was developed by the institution in partnership with a regional office of the National Agency for Youth Employment Support. Later, this model was formally institutionalized and disseminated throughout Algeria's higher education system through an interministerial agreement involving the Ministry of Higher Education and Scientific Research, as well as the ministries responsible for Labor, Employment and Social Security, Microenterprises, and the Knowledge Economy.(www.ansej.org.dz, agenda des activités, 2020)

I.1.1. Definition:

There are many definitions of the House of Entrepreneurship, the most important of which we mention :

It is "a university cell that aims to raise the level of entrepreneurial awareness among students and train them to create an entrepreneurial activity," (Boissin, Jean Pierre & Nathalie, S. B, 2011, p. 58)

He also defined it as "a flexible body, based at the university, whose mission is to improve the training and motivation of final year students and to ensure their initial accompaniment in order to create a business" (Boissin, Jean Pierre & Nathalie, S. B, 2011).

The Ministry of Higher Education and Scientific Research oversees the operations of this organization, which was founded as a project-oriented agency connected to academic institutions and scientific research. With a strong technical and scientific focus and facilities and resources specifically designed for scientific research, it actively promotes research and development via collaboration with enterprising individuals. It serves as a vital hub that facilitates communication between academic institutions and business associations, transforming scientific research discoveries into practical commercial applications. Its main goal is to support local businesses and keep them from becoming obsolete by converting student ideas and research into long-standing institutional initiatives, so serving as a bridge between scientific advancement and the business sector. (صالح مدور، 2019، صفحة 43)

An organization established at institutions of higher education and scientific research whose major purpose is to foster entrepreneurial awareness among students and assist them to convert their ideas into real enterprises" is how the House of Entrepreneurship is characterized.

I. 2. Entrepreneurial Development Center:

The Minister of Knowledge Economy, Start-ups, and Microenterprises, in collaboration with the Minister of Higher Education and Scientific Research, has proposed transforming the role of entrepreneurial homes into hubs for its expansion. This is in line with Algeria's goal of developing a new generation of student entrepreneurs and the movement to encourage the founding of start-ups as a way to stimulate the economy. The goal is to create jobs and lessen the obsession with unemployment. Through these institutions, the university hopes to create a new generation of student entrepreneurs who will strengthen the connection between academia and the commercial world. The Entrepreneurship Development Center is also a step toward reforming the microenterprise sector by producing seasoned and talented businesspeople who can be relied upon to support the economy.

I. 2.1. Definition :

One of the most noticeable links between academia and business is the Entrepreneurship Development Center. It seeks to provide the right setting for educating, guiding, supporting, and acquiring the skills required to start and run institutions and initiatives.

In order to help students achieve the objectives outlined in the state's strategy—such as generating economic wealth and raising the value of exports, bolstering the national economy and raising living standards, and generating social wealth by lowering unemployment rates, illegal immigration, and combating social pests—the center works to support students with ideas and help them turn them into feasible projects.

The National Entrepreneurship Support and Development Agency (NESDA), one of the state-established funding sources for university students' ideas and to assist them in entering the commercial world, collaborates with the commercial Development Center.

Teaching student entrepreneurs the fundamental skills they need to run their businesses and sell their goods and services at a level that ensures continuity and market stability is the goal of the Entrepreneurship Development Center. (www.cde.dz, 2024)

I. 2.2. Annual activities and programs :

Its activities and programs fall within : (www.cde.dz, 2024)

- Information and sensitization days: These days are held once a year, by harnessing all human and material means to introduce the role of entrepreneurship, whether in one day directed to all university students or by organizing a week-long program, each day of which is dedicated to going to one of the faculties or institutes affiliated with the university and introducing students to what this body does. The theme of the information days could be about entrepreneurship itself, its importance The topic could also be about external support and accompaniment agencies, their functions, how they work, the conditions for obtaining funding ... etc.

-Scientific meetings and study days: showcasing current issues, such as innovation and entrepreneurial work, with the involvement of numerous departments and institutions involved and the inclusion of professors, researchers, and subject-matter experts from both domestic and foreign sources to enhance the subject.

- Organizing training courses, workshops and round tables: In partnership with support and accompaniment bodies and specialized professors in the field, training courses and practical workshops are organized to develop the skills needed to

establish and manage enterprises, create a business plan, study the market and other basics related to entrepreneurship, and this training is subject to international standards and programs such as the International Labor Bureau (BIT) .

- Competitions: Coinciding with some annual events such as Student Day, competitions are held among students to showcase their talents in areas related to entrepreneurship and to open the way for more exposure and attract more interest in it.

- Activities to promote creativity and innovation among students

- Organizing and visiting economic exhibitions and salons: Organizing an exhibition by inviting some successful people in this field to introduce their entrepreneurial path and their products, as well as reviewing the projects of current students and their creative ideas, which allows the entire university family to ask their questions and remove the ambiguity and fear of entering this world. In addition, visiting other exhibitions and salons in order to familiarize students with local, national or international developments.

- Field trips to visit institutions: Visiting institutions allows students to understand the work process of institutions, the stages of production of products or services, and the challenges faced daily by managers or workers, especially if the institutions are startups whose owners are former students like them. This makes it resonate more with them.

- Organize winter or summer university events: This university is often held during the winter or summer vacation, where a week is organized to intensify courses, outings, and workshops that are held in cooperation with various entrepreneurship activists, including professors, specialists, researchers, and support and accompaniment bodies in this field.

-Establishing student clubs: Clubs in general promote cooperation, acquaintance and bonding among its members, work to push them towards meaningful activity according to their specialization, organize workshops between them and professors specialized in several fields to develop their ideas of coexistence and work to develop their communication skills that benefit them in their academic path or acquire them in the entrepreneurial work.

I. 2.3. The contents of the training program offered by the Entrepreneurship Development Center:

With assistance from Algeria's National Agency for Support and Development of Entrepreneurship (NESDA), the Entrepreneurship Development Center helps students with projects or ideas to launch their own businesses utilizing an economic approach.

In order to enable the student to become familiar with the different facets of entrepreneurship that assist him in establishing an economically viable business, the Entrepreneurship Development Center offers a thorough training program that is broken down into multiple axes and activities. This program operates in all centers without altering its materials.

In order for the project holder to gain applicable skills, the training courses are based on the interactive learning approach and the learning by experience and application technique. This allows him to: (Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. 4)

- Identify his entrepreneurial motivations.
- Identify his quantitative goals in the short, medium and long term.
- Recognize the competencies needed to be a successful entrepreneur.
- Manage himself and his time.
- Analyze his strengths and weaknesses according to the SWOT model.
- Adopt the spirit of creativity and innovation in light of fierce competition.
- Conduct a market study.
- Determine the costs needed to materialize the project.
- Prepare a business model for his project idea.
- Recognize ways to seize profitable opportunities in the market.
- Prepare a marketing strategy for the product or service to be offered.
- Recognize sources of funding.
- Prepare a business plan for the project he intends to materialize.
- Using financial statements.
- Inventory management.
- Becoming a leader and managing human resources.

- Choosing the appropriate legal form for the organization.
 - Discover the administrative steps that need to be taken in order to make the organization a reality.
- I. Understand the organization's tax responsibilities.

II. 2.4. Duration of the training course: (Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. 4)

The duration of the course is estimated at 21 days in multiple periods, where the project holder student receives a rich program of lectures and activities distributed over 5 subjects:

First Article: Fundamentals of Entrepreneurship.

Second Article: Strategic planning for the organization.

Third Article: Operations and resource management.

Fourth Article: Establishment of the organization and legal frameworks

Five Article: Presenting the experiences of entrepreneurial investors

First Result:

Through the above presentation about the Entrepreneurship Development Center, we conclude that the great role that falls on it is to create an entrepreneurial spirit among university students and guide them towards entrepreneurial work through training and providing them with all the necessary basics for this, thus confirming our first hypothesis.

I. 3. Entrepreneurial ecosystem :

The ecosystem as a term is biological in origin and concept, but it did not remain exclusive to biology only, but its scope expanded to include the economic field and was borrowed by many researchers and academics to become an economic term associated with many administrative and organizational concepts surrounding economic activities and business management and many fields, the most important of which is contracting. ،2022، سايبى صندرة، (بوقريط رشيدة،
(صفحة 211)

I. 3.1. Definition:

The entrepreneurial ecosystem is described as a group of interrelated players that contribute to making the business environment more favorable to entrepreneurial activity, including prospective or present entrepreneurs, investors, government, educational institutions, and others. These players work together officially and informally, directly or indirectly, to promote and enable the creation of new businesses and stimulate entrepreneurship and innovation within the current entrepreneurial ecosystem .(Mason, C. & Brown, R, 2014, p. 5)

Entrepreneurial ecosystems can be defined as social systems that enable and constrain the ongoing activities of a particular actor group “within a particular territory”(Auschra, C. Schmidt , T, & Sydow, J, 2019, p. 65)

As defined by Vogel Peter: “A community of individuals, institutions and organizations that work interdependently within a specific geographical framework, interacting continuously with each other to encourage the creation and development of start-ups. This dynamic system evolves over time thanks to the combined efforts of its actors and the influence of enabling factors such as markets, laws, support structures, and entrepreneurial culture ..(Peter Vogel, 2013)

Daniel Isenberg defined an entrepreneurial ecosystem in 2010 as “The union of individual elements such as good leadership, culture, dynamic markets, and a skilled workforce, to form a dynamic ecosystem that stimulates economic growth and generates new business opportunities in a given location”.

In 2011, he added: “For entrepreneurship to be self-sufficient, there must be an ecosystem, which requires proximity so that different areas can develop together and become synergistic .(Christina Theodoraki, 2017)

The entrepreneurial ecosystem can be defined as the environment that encourages and supports the creation of startups. It consists of an interconnected set of elements, including individuals, institutions, and organizations, that work together to provide the necessary support to entrepreneurs before and after launching their ventures.(احمد عزمي، 2021)

From the above, we conclude that the entrepreneurial ecosystem is a set of elements and entities that interact with each other and work in an interconnected and integrated manner, intensifying all their efforts to influence the process of

establishing and developing enterprises. It helps support entrepreneurship by providing the necessary resources, opportunities and guidance towards success. Foster innovation and accelerate business growth.

From the above definitions, we extract the characteristics of entrepreneurial ecosystems :(Cantner, U., A. Cunningham, J., E. Lehmann, E., & Menter, M., 2020, p. 04)

Complexity: A complex and intertwined system that goes even further and is characterized by complex interactions between many political, financial, human, cultural, market and social aspects that combine formally and informally to give a dynamic ecosystem, focused on growth and co-evolution, with agents playing disparate but harmonious, complementary roles that allow for emergence, growth and survival.

Uniqueness and difference: Ecosystems are not similar to each other; each ecosystem is unique because it evolves as a result of hundreds of elements that interact in highly complex ways. For example, the Irish ecosystem evolved in the 1980s in the context of free education, native English, foreign multinationals and proximity to the European market. In Taiwan in the 1990s, it developed against the backdrop of a massive accumulation of highly successful Taiwanese expatriates in the U.S. On the one hand, education, regulatory and legal frameworks have a clear and fundamental role in the ecosystem, while at other times markets or capital may be more influential.

Sustainability: The entrepreneurial ecosystem is sustainable and relatively self-sufficient, success breeds success and the core elements of the ecosystem are automatically reinforced. There is also a tipping point at which negatively impacting barriers can be minimized. Once the core elements are strong enough, they will reinforce each other. Therefore, when designing entrepreneurial programs, the sustainability of the ecosystem must be considered and focused on to build a successful model .

The elements of the environment interact to adjust to the characteristics of each system, creating an atmosphere that is advantageous for businesses. This is why there is no one model that best describes the entrepreneurial ecosystem. Markets or money may be the most potent factors in the entrepreneurial atmosphere at times, while education or the regulatory environment may be crucial at others.

I. 3.2. Models and elements of the entrepreneurial ecosystem:

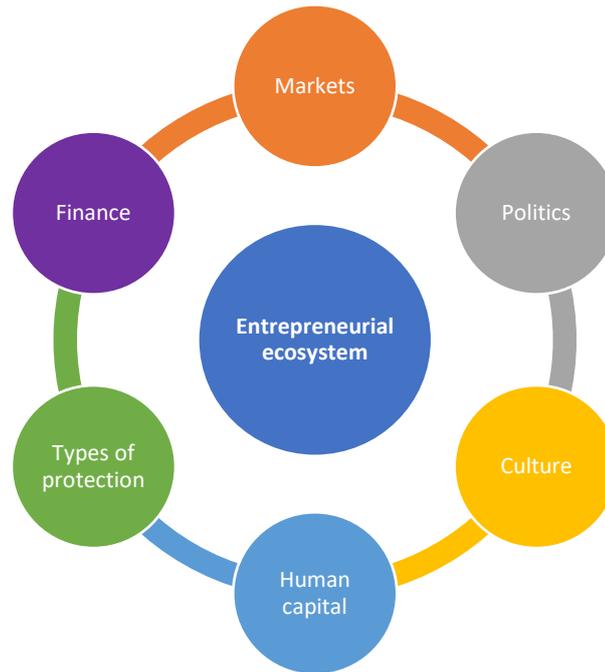
The government, universities, corporate sector, banks, investors, and social leaders are all common players in entrepreneurship. However, since each nation has its own background, it is risky to test this ecosystem in other countries. (Kantis, Hugo, and Federico, S)

I. 3.2.1 Daniel Isenberg's Entrepreneurial Ecosystem “The Inclusive Model”:

Many researchers have worked on developing a suitable model for the entrepreneurial ecosystem, we will try to address the most important model presented, which is the Daniel Isenberg model because the other models are either inspired by it with some simple additions or there is a great similarity between them.

Prof. Isenberg, after many researches and an in-depth study conducted at Babson College, presented a concept of the entrepreneurial ecosystem. He formulated this concept after analyzing the experiences of different countries in the field of entrepreneurship, in an effort to identify the ideal environment in which entrepreneurs can operate and achieve success. According to Eisenberg, an effective entrepreneurial ecosystem is one that provides entrepreneurs with the necessary resources, such as human, financial, and knowledge, and a supportive legislative environment. This ecosystem encompasses an integrated set of elements that interact with each other in a balanced, harmonious and consistent manner, creating a fertile environment for startups to grow and thrive.(هادى ثنائى بور، عبدالغنى رستكار، 2022 ، صفحة 34)

Figure 1: The Leisenberg Entrepreneurial Ecosystem Model



Source :(Daniel Isenberg, 2011, p. 7)

According to Eisenberg, the entrepreneurial ecosystem model includes core elements, which in turn include sub-elements as follows :(Daniel Isenberg, 2011, p. 7)

Politics: Includes two important elements:

- Leadership: This is achieved by having leaders who are responsible for the entrepreneurial ecosystem by supporting, legitimizing, and strategizing.
- Government: It is represented by the various laws and regulations in place, such as incentive laws (facilities and exemptions).

Finance: Financing includes all the different mechanisms, including small loans, private capital, friends and family, private equity, and government capital markets.

Friendly Markets: This term is considered one of the most appropriate for innovative products, meaning that there is an acceptance of everything that is new and innovative :(Khairunnisa Mohd Azmi and other, June 2020, p. 2)

- Customers: Early adopters, government as a customer, large organizations as a customer, distribution channels.
- Networks: Allows connecting and networking local products with customers in national or international markets (businessmen, immigrant networks and foreign organizations).

Culture : Includes :

- The entrepreneur's moral qualities, risk-taking, creativity, innovation, experience, ambition,, etc.
- Social status, family support, entrepreneurial legacy in the family (entrepreneurial assets).
- Society and its entrepreneurial culture, such as tolerance, acceptance and support for failure .
- Success stories, which are considered one of the most important motivating factors to create more entrepreneurs.

Human Capital: Includes:

- Skilled labor, entrepreneurs, and general academic level, whether in specialization or training in entrepreneurship.

Types of protection : Includes:

- Infrastructure: Communications such as transportation, logistics, energy, buildings, growth centers and clusters.
- Support services: Legal, accounting, banking, specialized technical services, experts and consultants.
- Non-governmental organizations: These include seminars and contests that encourage and support entrepreneurship. (Daniel Isenberg, 2011, p. 7)

Second Result:

The reviewed entrepreneurial ecosystems, despite displaying regional and characteristic variations, generally conform to the structure outlined in the Eisenberg model. This observation lends support to our second hypothesis.

II. The university's relationship with the entrepreneurial ecosystem:

Driven by the changing needs of the knowledge-based economy, institutions in the higher education and scientific research sector are evolving into entrepreneurial organizations. In addition to their established functions of education and research, they are actively participating in their social and economic environments through knowledge-based teaching, research, and training .(Martin, B., & Etzkowitz, H., 2000)

An entrepreneurial university is one that engages actively with its environment and fulfills several responsibilities within the surrounding ecosystem. As previously noted, the entrepreneurial ecosystem is a complex network of entities, such as private firms, support organizations, universities, and the government sector that are tied together to accomplish similar aims and/or mutual economic advantages .(Mars, M. M., Bronstein, J. L., & Lusch, R. F., 2012), the contemporary university engages and creates tight ties with stakeholders to produce and develop innovative knowledge and technology, to generate new income sources, and to reinforce its place in the knowledge-based society. (Sam, C., & van der Sijde, P., 2014, p. 11) ‘They provide incubation locations for their firms as well as human capital in the form of recent graduates, creative businesspeople, and aspiring businesspeople. (Marques, J. P. C., Caraça, J. M. G., & Diz, H, 2006, p. 535) In a genuine project and a safe setting, students may simultaneously see commercial prospects, take risks, and assume responsibilities. (Laine, K, 2008) The university's operations are purposefully designed to take advantage of opportunities that enhance teaching and scholarly research. Emphasis is placed on sharing knowledge with external stakeholders, demonstrating the mutually reinforcing relationship between the university's core functions and the broader entrepreneurial landscape. The university serves as a major catalyst, establishing connections throughout the system via interfaces such as the Entrepreneurship Development Center, incubators, its external relations office, the Technology Development Center, and the Artificial Intelligence Hub. Its initiatives support the goals of the Ministry of Higher Education and Scientific Research by connecting students with ecosystem participants to increase awareness of the benefits and resources that are accessible.

Third Result:

We may infer from the above that the university acts as a link between all the participants in the entrepreneurial ecosystem since it is the only establishment that can instruct aspiring business owners in the principles of project management and entrepreneurship. It is also the place where all the elements of the entrepreneurial ecosystem can come together. This proves our third theory.

III. The actual results of the Entrepreneurship Development Center's efforts at Constantine 1 University:

III. 1. Presenting the University of Constantine's Entrepreneurship Development Center1:

Established in 2007 as a consequence of a collaboration between Constantine 1 University and the National Agency for Youth Employment Support, the Entrepreneurship House was Algeria's first university-based entrepreneurship center. Later, other universities in Algeria adopted the same model, and it spread throughout the nation through interministerial agreements with the Ministry of Higher Education and Scientific Research, the Ministry of Labor, Employment and Social Security, the Ministry Delegate to the Prime Minister in charge of Microenterprises, and the Ministry of Knowledge Economy. Today, the university system's Dar al-Muqawalatia centers act as standardized hubs for the expansion of business.

1.1. Assigned tasks: (Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. 3)

The Entrepreneurship Development Center is committed to the following major objectives: sensitizing, teaching, and mentoring university students (both present and potential graduates) to develop entrepreneurial ventures. This is accomplished through:

- **Promoting Entrepreneurial Mindset:** Organizing sensitization events that disseminate entrepreneurial principles and foster their adoption across all academic disciplines. These events include lectures and interactive workshops conducted in collaboration with experienced entrepreneurs, who share insights from their successful and unsuccessful ventures to provide valuable lessons for aspiring project leaders.

- **Developing Essential Skills:** Training university graduates with project proposals to acquire the skills necessary for establishing an organization from concept to implementation, encompassing business management, strategic planning, and decision-making competencies.
- **Cultivating Leadership Abilities:** Enhancing leadership and team management skills among project leaders, while also providing awareness of relevant legal and regulatory considerations.
- **Providing Mentorship and Guidance:** Offering mentorship, advice, and guidance to individuals with project ideas during the business plan development process.
- **Facilitating Access to funds:** Assisting project leaders in acquiring the required funds from the National Agency for Support and Development of Entrepreneurship to achieve their entrepreneurial goals.
- **Contributing to Local Development:** Implementing state-level programs designed to promote entrepreneurship as a catalyst for local economic development.
- **Fostering Innovation:** Nurturing creativity among entrepreneurs through the organization of entrepreneurial competitions and participation in relevant trade fairs and exhibitions designed for students and project leaders."

III. 1.2. Organizational structure:

The Center's operations are supported by a multidisciplinary team that includes experienced instructors from other universities and outside organizations, as well as staff from the National Agency for Support and Development of Entrepreneurship (NESDA). A University of Constantine 1 academic member serves as the director of the Entrepreneurship Development Center. Before and after training, entrepreneurs get continuous mentoring and assistance from a designated NESDA representative. Professors from universities that specialize in disciplines including Natural and Life Sciences, Technological Sciences, Earth Sciences, Law, and the Higher School of Accounting and Finance – Constantine teach the training modules, namely the first three courses of the curriculum.

As previously indicated, the microenterprise entrepreneur training program encompasses five distinct modules:

- A. The initial three modules are facilitated by university faculty, leveraging their academic expertise.
- B. Securing finance is a vital step for entrepreneurs looking to develop their projects. Consequently, project proponents get specialized training from specialists within the National Agency for Support and Development of Entrepreneurship. This workshop teaches participants to understand the advantages given by NESDA and the requirements that both the entrepreneur and the project must achieve to acquire the appropriate funds, as specified in the business plan created with agency assistance. Therefore, NESDA trainers cover the fourth module of the curriculum.
- C. The University-Enterprise Liaison Office (BLEU) invites businesses to share both positive and negative experiences in the fifth module, providing real-world perspectives."

The curriculum conforms with the guidelines developed by the ILO Algeria office, which was commissioned by the Ministry of Knowledge Economy, Start-ups, and Microenterprises in collaboration with the Ministry of Higher Education and Scientific Research. Utilizing the Know Your Business (KAB) and Start and Improve Your Business (SIYB) programs, this framework equips recent college graduates with the skills they need to research entrepreneurial ventures, identify viable project ideas that align with their skill set, and develop comprehensive business plans for project launch. (Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. 5)

III. 1.3. The objective of the training courses at the Entrepreneurship Development Center:

Beyond educating trainees and helping the construction of thorough and exact business strategies, the handbook and related activities build an interactive atmosphere among participants. This collaborative context promotes the application of theoretical principles to varied project ideas, providing a full evaluation of their real-world practicality. To boost their possibilities of receiving critical funds, entrepreneurs are also trained on the assessment standards adopted by the National Agency for Support and Development of Entrepreneurship. (Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. 7)

III. 1.4. The target audience of the Entrepreneurship Development Center:

University students and recent graduates with early project ideas who want to start microenterprises and apply for financing from the National Agency for Support and Development of Entrepreneurship are the main target audience for the Entrepreneurship Development Center. This group consists of recent graduates and enrolled students as well as graduates whose starting businesses have been approved as microenterprises under Ministerial Decision 1275.(Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. 7)

III. 1.5. Sensitization days, talks, meetings, trainings, publications and posters for the activities of the Entrepreneurship Development Center during the years 2023 and 2024:

The Entrepreneurship Development Center serves as a place for aspirational college students who want to build their future on their own, providing comfort against the threat of unemployment. The center's extensive training programs, support, awareness, and assistance enable the emergence of a new generation of entrepreneurs and set the course for project holders who wish to enter the world of entrepreneurship gradually. (Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. 8) The following leaflets and posters were used to inform the target audience about the sensitization days, workshops, and training courses held during the years 2023 and 2024.

III. 1.6. Activities of the Entrepreneurship Development Center at Constantine 1 University during the years 2023 and 2024:

According to the Ministry of Higher Education and Scientific Research's overarching goals and the Ministry of Knowledge Economy's planned agenda, the following activities have been scheduled: (Summary of the activities of the Entrepreneurship Development Center, 2023-2024, p. du 08 au 12)

1- On October 29, 2023, a lecture titled "Entrepreneurship: A Launchpad for Ambitious Students" was presented during pedagogical development sessions organized by the University of Constantine 1 Frères Mentouri, targeting faculty leadership and professors.

2- From November 12-14, 2023, sensitization events on entrepreneurship were held within the university to commemorate Global Entrepreneurship Week. These events encompassed topics such as innovative and traditional entrepreneurship and featured presentations of successful case studies. The audience included faculty leadership, students, and members of the Ministerial Decision 1275 monitoring committee.

3- On December 17-18, 2023, sensitization events were conducted to disseminate information on the implementation of Ministerial Decision 1275. Members of the National Coordinating Committee for Innovation and University Entrepreneurship were present. Participants included faculty leadership, members of the Ministerial Decision 1275 monitoring committee, professors, and senior-year students from various regional universities and higher education institutions.

4- A representative from Constantine took part in a live interview on Radio Algérie from Constantine on the "Anouar El Moustakbal" program on December 20, 2023, to talk about the resources for support and help that students at the University of Constantine 1 can access, such as the Business Incubator, Entrepreneurship Development Center, Office for University-Community Engagement, and Technological Support and Innovation Center.

5- To raise knowledge of the procedures for carrying out Ministerial Decision 1275, an awareness day was planned for January 29, 2024. The Business Incubator, Technological Support and Innovation Center, and the University and Enterprise Linkage Center at the University of Constantine 1 Frères Mentouri collaborated to organize this event, which was aimed at faculty, students, and members of the Ministerial Decision 1275 follow-up committee.

6- In collaboration with the Business Incubator, the Technology Support and Innovation Center, and the Center for Enterprise and University Linkage at the University of Constantine 1 The Mentouri brothers, an Entrepreneurship Caravan was organized at the Faculty of Science and Technology on January 30, 2024, to encourage entrepreneurship among students.

7- In partnership with the Business Incubator, the Technology Support and Innovation Center, and the Enterprise and University Linkage Center at the University of Constantine 1 brothers Mentouri, an Entrepreneurship Caravan was arranged at the Institute of Veterinary Sciences-El Khroub on February 4, 2024, to encourage student entrepreneurship.

8- On February 5, 2024, the Faculty of Natural and Life Sciences organized an Entrepreneurship Caravan to promote entrepreneurship among students. The Mentouri brothers collaborated with the Business Incubator, Technology Support and Innovation Center, and Enterprise and University Linkage Center at the University of Constantine 1 to create this event.

9- Representatives participated in an Entrepreneurship Development Center training session at the University of Constantine 2 on February 6-7, 2024. On February 10, 2024, Entrepreneurship Development Centers were officially launched at the national level, with Constantine 1 University selected as a pilot institution.

10- From February 11-29, 2024, the Entrepreneurship Development Center hosted its first training session at the Ahmed Hammani Complex - Zarzara, with 37 project leaders participating.

11- On February 24, 2024, the Entrepreneurship Development Center was presented within a lecture on the objectives of university training for newly recruited professors.

12-As part of a lecture on entrepreneurship and start-ups hosted by the Department of Chemistry, Faculty of Exact Sciences, Ministerial Decision 1275 was introduced on March 3, 2024, as a chance for aspirational students studying entrepreneurship at the Faculty of Languages.

13-The Entrepreneurship Development Center and University of Constantine 1 Frères Mentouri together conducted the Science Day event on April 16, 2024. On April 28, 2024, a sensitization workshop on business plan preparation was organized for faculty and staff members of the Ministerial Decision 1275 follow-up committees at the University of Constantine 1, at the Entrepreneurship Development Center - Ahmed Hammani Zarzara Complex.

14-On April 29, 2024, representatives participated in the outreach program of the Algerian Higher School of Business in Constantine, targeting students.

15-On April 30, 2024, a training workshop was organized for students involved in Ministerial Decision 1275 on preparing a startup project guide and protecting intellectual property (INAPI, ONDA), in coordination with the Business Incubator.

16-On May 2, 2024, a training workshop was organized for students involved in Ministerial Decision 1275 on preparing a Business Model Canvas (BMC) business plan, in coordination with the Business Incubator.

17-On May 7, 2024, the National Sensitization Day for Self-Employment was organized with representatives from the Tax Directorate, the National Fund for Unemployment Insurance (CASNOS), and NESDA, targeting students, graduates, and professors at the CHEMS research unit.

18-On May 10, 2024, the representatives attended a special interview on Radio Algiers from Constantine concerning self-employment.

19-From June 1-24, 2024, the second training session was held at the Entrepreneurship Development Center at the Ahmed Hammani Complex - Zarzara, with 50 project leaders in attendance.

20-On June 25, 2024, an orientation meeting was organized in coordination with the NESDA manager and team, for participants of the February and June training courses. The purpose was to provide information for business plan development and prepare participants for presentation before the local committee for project selection, approval, and funding.

21-23. On July 8, 2024, the Business-University Liaison Office organized a Business Café event in which the Entrepreneurship Development Center participated. Officials from the National Agency for Support and Development of Entrepreneurship (NESDA) and the university's business partners were among the main attendees of this event, which was held at Constantine University's Central Library 1 Frères Mentouri.

22- From August 25 to September 11, 2024, the third training session at the Entrepreneurship Development Center at the Ahmed Hammani Complex - Zarzara, with 42 project holders.

23-From September 22 to October 10, 2024, the fourth training session will be held at the Entrepreneurship Development Center with the attendance of 30 project holders.

24- The University of Constantine 1's faculties and institutes will host an awareness-raising convoy from October 14–17, 2024, to introduce the processes for implementing Ministerial Decision 1275 and the university-level student support and assistance systems (Artificial Intelligence House, University-Enterprise Liaison Office, Business Incubator, Technological Support and Innovation Office, and Entrepreneurship Development Center):

-The Faculty of Languages, October 14, 2024.

-On October 15, 2024, the faculties of precise sciences, natural and biological sciences, and science and technology; on October 16, the institute of nutrition and feeding; on October 17, 2024, the faculty of earth sciences; and on October 17, 2024, the institute of veterinary sciences.

27- The fifth training session will be launched at the Entrepreneurship Development Center (CDE) with 33 project holders from October 20 to November 07, 2024.

28-November 17, 2024, Constantine participated in an Algerian Radio session on the following topics: University-level student help and support systems, self-entrepreneurship, and the financing and support of Algerian businesses.

29-The Business Incubator, Office of Enterprise and University Liaison, Office of Technological Support and Innovation, and House of Artificial Intelligence held Global Entrepreneurship Week from November 18 to November 24, 2024, thanks to a cooperative partnership. From November 19 to 21, 2024, the first sensitization course aimed at identifying how to find a business idea for the students of Constantine 1 University of all levels with 12 participants.

30-From November 24 to December 12, 2024, the sixth training session at the Entrepreneurship Development Center, attended by 47 project holders.

31- The Joint Local Committee of Entrepreneurship Development Centers met on December 4, 2024, at the National Agency for Support and Development of Entrepreneurship (NESDA).

32- On December 14, 2024, the Minister of Higher Education and Scientific Research visited Constantine 1 University, including the Entrepreneurship Development Center, as part of a continuing assessment of initiatives

pertaining to Ministerial Decision 1275. The purpose of the visit was to examine creative projects and microenterprises established by participants in the center's training programs.

33-From 17 to 19 December 2024, the second sensitization session was organized at the level of the Entrepreneurship Development Center with 23 participants.

34-From 05 to 23 January 2024, the seventh training session was organized at the Entrepreneurship Development Center with the attendance of 35 project holders.

36- On January 6, 2025, the Joint Command Committee responsible for overseeing and monitoring the operations of the Entrepreneurship Development Center conducted an inspection visit. The committee was composed of representatives from the Ministry of Higher Education and Scientific Research, the Director of the Entrepreneurship Development Center at Constantine 3 University, and the National Coordinator of Entrepreneurship Development Centers at the General Directorate of Scientific Research and Technological Development.

2. The contribution of the activities of the Entrepreneurship Development Center to the student's receptivity to the components of the entrepreneurial ecosystem:

Using the activities organized by the Entrepreneurship Development Center at the University of Constantine 1, we will try to project all of these activities onto the components of the entrepreneurial ecosystem. Next, we'll determine whether they address every system component or if any are missing:

The center's activities contribute to the student's acquisition of entrepreneurial culture :

The preceding stages clearly illustrate that most of them are done in combination with other university interfaces. The Office for Linking the Institution with its Economic and Social Environment, the Technology and Innovation Support Center, the University Business Incubator, and the House of Artificial Intelligence work on most of these initiatives. This relationship meets with the conditions set forth by the Ministry of Higher Education and Scientific Research, which include developing university programs to aid students with their entrepreneurial efforts.

The activities offered include several training and sensitization courses aimed at spreading the culture of entrepreneurship in the university environment. Among these activities, Activity 1 is a lecture entitled "Entrepreneurship is the cradle of the ambitious student towards the business world", where students learn about the challenges and opportunities that await them when they enter the business world, which encourages them to follow the entrepreneurial path instead of just obtaining a university degree. Sensitization days are also organized through Activity 2 on Entrepreneurship, which allows students to learn about entrepreneurship and innovation, in addition to learning about the successful experiences of students who have become successful entrepreneurs.

Activities 6, 7, and 8 comprised an outreach initiative that circulated among various faculties and institutes of the university, designed to introduce the center and other affiliated bodies to students. Furthermore, Activities 14 and 16 involved participation in science day exhibitions and the Higher School of Business convoy, where the center showcased its diverse activities to demonstrate to students how they could benefit from available training opportunities and the experiences of successful entrepreneurial peers.

Activities 24, 25, 26, 27, 30, 31, 34 and 35 also include training courses and sensitization workshops that aim to raise student awareness and motivate them to start projects and understand all aspects related to them, thus enhancing their entrepreneurial spirit.

According to the aforementioned, the university is an essential part of the entrepreneurial ecosystem since it works with other university interfaces to promote an entrepreneurial culture and teach students the fundamentals of starting projects, which makes the ecosystem more transparent.

The center's activities contribute to contact with support and accompaniment bodies, as well as learning about project financing mechanisms :

Activities 11, 15, 17, 19, 21, 22, 23, 24, 26, and 32, encompassing training courses, meetings, sensitization days, workshops, and business cafés, consistently feature the participation or presence of support and mentorship organizations. A central theme across these activities is financial literacy, with a focus on funding mechanisms, eligibility criteria, and procedural stages. These direct interactions with relevant entities facilitate a robust connection between the university and the broader entrepreneurial ecosystem. Moreover, students gain practical training in project financial management, equipping them with the knowledge to confidently address the financial challenges inherent in establishing an enterprise.

This underscores the fact that students receive knowledge of both support and mentoring groups and project finance processes, two key components of the entrepreneurial ecosystem.

The center's activities contribute to the student's engagement with the business sector:

Observation suggests that Activity 23 incorporates involvement in the business Café, a forum that convenes company executives and individual entrepreneurs. This highlights the center's focus to increasing contact with the private sector, including financial institutions, training providers, and both private and public organizations, to contribute to student training in basic entrepreneurial ideas. Furthermore, students have the possibility to interact with institutions that supply support for venture development, assisted by collaborations between Constantine 1 Frères Mentouri University and other businesses. These relationships enable students to attend field-based training, participate in institutional visits, and acquire insights from personal experiences of successful entrepreneurs. Additionally, Activity 33, the Minister of Higher Education and Scientific Research's visit to the university and the Entrepreneurship Development Center, provided an opportunity to assess innovative projects linked to Ministerial Decree 1275 and microenterprises whose owners had participated in the center's training programs. This event facilitated engagement between the private sector, represented by successful microenterprise owners, and students, hence showcasing real-world success stories.

The center helps students become more open and get insight from private sector organizations in its entrepreneurial ecosystem by addressing this topic.

The center's activities' role in promoting government programs and policies:

Activities 3, 19, 22, 23, 32, 33, and 36, which obviously indicate meetings, orientation visits, or sensitization days, are under the purview of the National Coordinating Committee for the Follow-up of University Innovation and Entrepreneurship, which was created by the Minister of Higher Education and Scientific Research on September 25, 2022, through Resolution No. 1244. In addition to overseeing the activation of the university's relationship with its economic and social surroundings, the first official of the Ministry of Higher Education and Scientific Research is in charge of creating policies that promote and support innovation. He is also in charge of putting up the perfect environment for pupils to carry out their creative project ideas. Furthermore, the majority of these activities are conducted in front of stakeholders, including the Tax Directorate, CASNOS, NESDA, the National Fund for Non-Employees, and leadership committees tasked with monitoring and overseeing the operations of entrepreneurship development centers. This suggests that the Center's intended activities align with the objectives and plans specified in the development strategy and state-wide Ministry of Higher Education and Scientific Research Ministry of Knowledge Economy strategy. Additionally, we see that the tasks are designed to educate pupils the rules in this area so they may build The round table not only allows the student to get to know all of these partners and discuss what he expects from them in exchange for improving these laws and policies, but it also allows us to confirm that the university, through agreements with various social and economic partners, ensures the discussion and highlights the controls set by the state to succeed in this bet in the university environment. This is because they are state actors and can discuss them with the decision makers.

By actively incorporating students as participants, the center helps spread entrepreneurial principles in accordance with state-defined laws and strategies. Students gain knowledge of important laws, regulations, and financial incentives provided by the government. Additionally, via these events and interactions with various organizations, students learn that a university degree by itself does not guarantee employment with the government, particularly considering the public sector's limited capacity to accommodate all specializations and guarantee job placement.

The center's activities' contribution to the development of human capital for entrepreneurship:

The programs offered by the Entrepreneurship Development Center are carefully planned to develop college students into future business owners by giving them the tools and resources they need to launch, grow, and sustain their enterprises in a cutthroat marketplace. In order to help create jobs and reduce unemployment by encouraging individual initiative, the center focuses on the crucial goal of turning students from passive job searchers into proactive entrepreneurs.

In conclusion, the center has a significant influence on the course of entrepreneurship by promoting the human element.

Students' understanding of markets and their features is enhanced by the center's activities:

Given the substantial potential for global market penetration in Algeria, the training programs offered by the Entrepreneurship Development Center are beneficial. According to the part outlining the center's curriculum, these courses concentrate on fostering creativity and innovation in a competitive setting, conducting market analyses, identifying lucrative opportunities, and formulating effective marketing plans. Pupils with these competencies are more

adept at navigating market dynamics and meeting the demands of competitiveness. An analysis of the university's partner institutions also demonstrates the presence of area chambers of commerce, industry, and traditional crafts; all of these groups possess in-depth knowledge of the local market and its distinctive characteristics. Their involvement in roundtables aims to educate students about the subtleties of the regional market. On the other hand, by providing students with firsthand knowledge of customer preferences, product coverage, and market needs, field visits and trade exhibits would improve the center's operations. Such practical learning experiences will greatly enhance students' understanding and analysis of the market environment.

The Result :

After making an effort to relate the 2023 and 2024 activities of Constantine 1 University's Entrepreneurship Development Center to the degree to which university students are open and familiar with every element of the entrepreneurial ecosystem, we discovered that the activities fully addressed each of these elements. Stated differently, the activities provided enable the student—the most important part of the system—to gain knowledge about the private sector, educational institutions, entrepreneurial culture, support and support organizations, financing, the market, and state policies and plans—all of which are essential elements in the entrepreneurial process. The Entrepreneurship Development Center makes our central hypothesis a reality by assisting college students in becoming more familiar with and open to all facets of the business world.

IV- Conclusion:

The university, possessing robust and increasingly sophisticated support structures, holds a pivotal position in fostering entrepreneurial spirit among young people. Given the national emphasis, articulated by the President, on augmenting the number of nascent enterprises in Algeria to drive economic growth and multifaceted development, the onus on the university's role, particularly through its entrepreneurship development centers, is amplified. These centers are tasked with providing students with comprehensive training to establish and manage their own ventures and with facilitating access to and engagement with the broader entrepreneurial ecosystem, thereby shaping the environment for entrepreneurial success in Algeria.

State-level initiatives to establish entrepreneurship centers have a demonstrably significant impact, as evidenced by our analysis of the Entrepreneurship Development Center at the University of Constantine 1 Frères Mentouri. Center leadership exhibits a responsible commitment to their mandate, operating within a defined national strategy and implementing structured activities designed to disseminate entrepreneurial principles among students. Furthermore, the center facilitates student training in project development and management through collaborative partnerships with university-affiliated entities, governmental agencies, private sector organizations, and dedicated support institutions. The center's effectiveness is underscored by its capacity to successfully navigate relationships with diverse stakeholders and by its activities' proven ability to enhance student understanding of stakeholder requirements, resource utilization, and the role of a supportive ecosystem in project development, thereby mitigating apprehension and fostering the confidence necessary for students to pursue entrepreneurial ventures with determination.

Through our study, we also came up with the following findings :

The Entrepreneurship Development Center's activities generally encompass the key elements of the entrepreneurial ecosystem. This broad scope is not solely attributable to the center's internal efforts but rather to a network of strategic partnerships and collaborations with various stakeholders within the ecosystem, whose expertise and connections significantly enhance student engagement. However, a key limitation of the center, particularly given its affiliation with the oldest university in eastern Algeria and its established presence in entrepreneurship, is that the volume of its activities is disproportionate to the large student population enrolled across its six faculties and three institutes. This discrepancy hinders the center's ability to make a significant impact on each student's perception of entrepreneurship and new venture creation. Consequently, the center's overall impact remains below the intended level within the national strategy. This shortfall primarily stems from a scarcity of faculty specializing in entrepreneurship, underscoring the need for increased investment in faculty training and professional development to achieve the desired strategic objectives.

Study recommendations :

- Implement comprehensive entrepreneurship training programs targeting all members of the university community, including faculty, staff, and students, to foster a more pervasive entrepreneurial culture.
- Increase the efficiency of Entrepreneurship Development Centers by better integrating them with the Ministry of Higher Education and Scientific Research's strategic directives. This will enable center staff to more effectively explain the importance and nature of entrepreneurship in a university setting.

- Enhance access to capital for entrepreneurial ventures by fostering greater engagement between financial institutions and university-affiliated programs and initiatives.
- Incorporate international best practices through strategic partnerships and agreements, facilitating the exchange of knowledge and experience via international forums showcasing successful foreign entrepreneurs and providing internship opportunities for the university community in regions demonstrating significant entrepreneurial success and contributions to national economic development.
- Promote the development of a robust entrepreneurial ecosystem by actively engaging stakeholders in the formulation and implementation of national policies related to entrepreneurship and innovation.
- Integrate entrepreneurship education across all academic disciplines, commencing in the first year of undergraduate studies, to cultivate a comprehensive and well-informed entrepreneurial mindset among students from diverse academic backgrounds.
- Facilitate experiential learning opportunities for students interested in entrepreneurship through organized field visits to diverse locations, both domestically and internationally, to broaden their exposure to various entrepreneurial environments.
- Leverage existing partnerships between the university and its economic environment by establishing co-financing arrangements for student-led enterprises, with the university contributing a pre-determined percentage of the required capital.
- Implement a comprehensive digitization strategy for all entrepreneurship-related resources and information at the university to facilitate student access to the most current developments and trends.
- Increase the number of entrepreneurship-focused activities coordinated by various university units proportionally to the student population to ensure that all students receive comprehensive information regarding entrepreneurship and new venture creation opportunities.

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