

Entrepreneurial Education in Algeria and Promoting Sustainable Development *An Analytical Review of Ministerial Decree 1275*

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Abstract:

These papers seek to highlight the importance of entrepreneurial education as a new policy and strategy developed by the Ministry of Higher Education to support projects in general and sustainable development projects in particular in light of the growing local and international demands to preserve the environment and natural resources, as through this type of education the student is mentored and accompanied. Formation, training and knowledge for the success of his own project as an innovative research product.

Keywords: Entrepreneurial education ;sustainable development.

Introduction:

The discourse on entrepreneurial education, also known as entrepreneurial learning, has become a prominent topic within the academic field, gaining attention from numerous Arab universities as part of efforts to ensure sustainable economic development and achieve economic well-being. This approach encourages students to enter the entrepreneurial world through integrated curricula, specifically designed for higher education, aiming to foster knowledge based on creativity, a culture of individual work, and private enterprise.

Like other Arab countries, Algeria has placed significant emphasis on this field, practically demonstrated through Ministerial Decree 1275 issued by its Ministry of Higher Education and Scientific Research as a motivating mechanism for this orientation.

This article will seek to clarify the relationship between entrepreneurial education and sustainable development, considering the concept of university-level entrepreneurial education, business incubator management, entrepreneurial support, startup financing, and their connection to sustainable development.

Section One: Ministerial Decree 1275 as a Bridge for the “Green Entrepreneurial Student” Project

Ministerial Decree 1275 serves as a bridge facilitating the rapid transition of universities toward implementing sustainable development by encouraging a shift to digital innovation and the growth of local emerging institutions. This initiative aligns with Commitment 41 of the President of the Republic, aimed at establishing an empowered institutional framework that supports the needs of the local and national job markets.

First Requirement: Overview of the Ministerial Decree, Its Mechanisms, and Objectives

Most universities across the nation have focused on introducing Ministerial Decree 1275, outlining how to develop a graduation project that qualifies for a university degree with a startup label. This decree specifies its main operational mechanisms and has been published in the official bulletin of higher education and scientific research.

In this section, we will define the decree, its key areas, execution mechanisms, and the responsible bodies.

First Branch: Content and Definition of the Decree

This decree targets final-year students who possess the desire and capability for entrepreneurship, leveraging their academic qualifications and personal skills as innovative pillars supported by technological and digital training foundations. The decree offers a mechanism that enables the creation of an independent startup holding the "Label" that contributes to sustainable national development.

With this decree, universities promote unconventional business ventures, moving away from traditional models of business establishment, recognizing the dominance of digital entrepreneurship as an advanced industry characterized by speed in service delivery and market adaptability within the realm of digital marketing. These dynamic supports sustainable economic and social growth—key goals of sustainable development.

According to the decree, entrepreneurship and startups are positioned to promote sustainable development by providing economic, social, and environmental solutions to address climate change and reinforce a circular economy.

Decree 1275 applies to undergraduate, master's, doctoral, and engineering students across various disciplines, faculties, and institutes who possess ideas that can be converted into a startup a distinguished project that can be patented and endorsed by specialized committees. The decree provides structured support for students, including guidance on preparing their thesis, team-building, supervision process, committee evaluations, thesis content standards, and assessment criteria, culminating in the award of a degree. This newly established qualification, introduced by the decree, is recognized as a "Startup Degree" or "Patent Certificate."

Second Branch: Mechanisms and Objectives of the Decree

In implementing Ministerial Decree 1275, the National Coordinating Committee for Innovation and University Business Incubators established essential mechanisms across four main axes ¹:

1. **Awareness and Promotion:** Focused on promoting the decree among students, especially those nearing graduation.
2. **Pedagogical Aspects of the Project:** This includes team formation, developing innovative ideas, supervision, thesis content, discussion, and certification.
3. **University-Community Linkage:** Focusing on integrating the university with the economic and social environment as a tool for implementing Decree 1275.
4. **Labeling and Patent Registration:** Projects can be awarded labels for "Innovative Project" or "Startup" and receive patent registration numbers.

The first axis has been realized through awareness days at colleges, institutes, and national universities, utilizing spaces, structures, and human and material resources. Additionally, videos on various university websites and pages provide a detailed explanation of the decree's mechanisms and objectives, reflecting Algeria's effort, represented by the Ministry of Higher Education and Scientific Research, to promote the concept of the entrepreneurial student. This concept is aimed at fostering national development, reducing brain drain, and retaining local talent.

The second, third, and fourth axes are managed by university business incubators, Centers for Entrepreneurial Development (CDE), Innovation and Technology Support Centers (CATI), and University-Enterprise Link Centers (BLEU) within universities. These structures support the implementation of the decree by adopting entrepreneurial ideas and guiding them toward practical realization as innovative projects.

The work of these committees includes various tasks, such as supervising project teams, which typically consist of two to six students. This structure fosters partnership and multidisciplinary collaboration, providing diverse feedback. The support includes training programs, in-person and remote lectures, workshops, and fieldwork, with the participation of economic and social partners who bring expertise in educational knowledge and financial support to these projects.

These mechanisms, organizations, and partnerships enable student entrepreneurs to receive scientific and practical guidance on creating their own enterprises, contributing to sustainable development.

The decree has established specific objectives to revive the role of universities as a driver of national development by supporting individual university talent and valuing creative and innovative achievements. The main objectives include:

- ✓ **Supporting students registered under the decree** through training programs and business plans led by Algerian experts. These experts work alongside university professors to guide, supervise, and evaluate entrepreneurial projects, fostering entrepreneurial education and spirit.
- ✓ **Providing a specialized digital platform** for project registration, reflecting the university's commitment to protecting students' ideas. This platform ensures legal protections and incentives for innovation and invention by awarding the "Label."
- ✓ **Realizing the startup concept** by granting a "Startup Degree" for projects presented and discussed before a scientific committee, including professors, experts, and representatives from business incubators ².
- ✓ **Establishing a policy** to increase national production, develop Algerian companies, and support university talent to stimulate the Algerian economy. The minister stated that a goal of this decree is to create responsible citizens who can freely innovate and contribute to the country's sustainable development ³.
- ✓ **Recognizing outstanding projects as top startups** in a national competition, with winning projects receiving suitable financial support from the Ministry of Higher Education and Scientific Research, as well as from economic, social, and potentially environmental stakeholders.⁴

Second Requirement: The Ministerial Decree and Its Relation to Green Entrepreneurship

In today's world, preparing green entrepreneurs has become a necessity to sustain development across economic, social, and environmental dimensions. This leads us to ask: What do we mean by green entrepreneurship, and how does the ministerial decree contribute to preparing green entrepreneurs who will help meet the needs of future generations?

First Branch: Green Entrepreneurship – Related Concepts

Green entrepreneurial action can be summarized as fostering the concept of green production, aligned with environmentally responsible technology that optimizes product efficiency with minimal time and cost, while ensuring sustainable profit. Green entrepreneurship projects are particularly well-suited for ideas born of ambition and creativity,

transforming them into products and services that minimize environmental waste and attract the new green consumer—someone with environmental awareness who distinguishes innovation and utility at the best price. This creates a competitive edge for green entrepreneurship, unlocking opportunities, privileges, and profit sustainability.

Green entrepreneurship is therefore associated with the following key concepts:

- ✓ **The Green Entrepreneur:** The primary leader in entrepreneurial action, creating new production methods and services that set them apart in the economic market. Their unique personal traits, including self-motivation, emotional management, independence, relationship management, decision-making ability, and foresight, distinguish them from other entrepreneurs.
- ✓ **The Green Idea:** An innovative, systematically organized, and environmentally designed concept that provides novel solutions for products and services characterized as green—from the initial stages of production to marketing.
- ✓ **Green Technology:** An entryway to new applications of green entrepreneurship, enabling the substitution of environmentally harmful materials with functionally alternative, eco-friendly materials that add value to products or services. This approach reduces costs, enhances productivity, and establishes a new market for green offerings in supply and demand.

Second Branch: The Entrepreneurial Student and Environmental Approaches in Sustainable Development Planning

The entrepreneurial student must choose between two environmental approaches to planning a sustainable project. Through these approaches, they can influence decisions related to sustainable development. As awareness of the connection between environment and development grows, more complex methods are being used to assess the environmental impact of development activities. The most important of these methods include ⁵:

- **Environmental Impact Assessment (EIA):** This approach involves preparing an environmental impact statement that includes potential health and social impacts, which may arise during the project, with an aim to assess them economically, socially, and environmentally. This assessment helps in making alternative decisions regarding the project or its implementation area.

Projects are expected to follow precautionary measures by evaluating their environmental outcomes through the following steps:

1. **Defining Goals and Scope of Environmental Assessment:** This involves identifying impacts, evaluation methods, mitigation tools, and relevant stakeholders.
 2. **Drafting and Reviewing the Environmental Impact Document:** This document includes a technical report on assessment results, classifying impacts into short- and long-term, temporary and permanent, primary and secondary. It also describes methods and tools for mitigation to ensure the project's approval.
 3. **Environmental Auditing:** This step involves comparing the agreed terms in the environmental impact document with actual project implementation, identifying any issues or obstacles encountered.
- **Maximum Environmental Capacity Approach:** This approach sets maximum thresholds for development in the early planning stages to define the carrying capacity of the environment in the targeted project area. The next step involves comparing the proposed development's maximum limits, type, level, and implementation period with the natural characteristics of the proposed site, and the environment's carrying capacity in the targeted area.

There are four types of maximum environmental limits:

- **Location, Time, Type, and Level of Development:** This approach includes different stages, starting with the preliminary phase in which scope, goals, assumptions, and information are defined. It then moves to identifying and defining maximum environmental limits, followed by analyzing and interpreting solution thresholds to monitor project implementation and ensure sustainable development and project longevity.

Section Two: Business Incubators as a Mechanism to Support Entrepreneurial Education

Business incubators represent a key strategy for countries on their path to development and the growth of small enterprises. They play a strategic role in leveraging available opportunities, adapting to new technologies, and supporting entrepreneurial education. This strategy has been adopted by Algeria to increase awareness of project independence, helping students secure their social and economic positions amidst widespread unemployment.

First Requirement: The Nature and Importance of Business Incubators

Recent thinking has shifted from traditional models towards a more risk-oriented approach that encourages financial and profit independence. Business incubators have emerged as a means to fulfill individuals' aspirations to start and grow new businesses.

First Branch: Definition of Business Incubators

A business incubator is “a public or private institutional framework designed to support individual and group initiatives in creating, managing, and developing projects through a set of supportive activities, including providing consultations,

technical studies, and financial assistance, particularly during the initial stages of launching new businesses and small enterprises.” Business incubators are closely associated with independent ventures, encouraging them in an era of rapid technological advancement, helping small investments compete with, and sometimes surpass, larger projects.

The existence of business incubators is therefore tied to offering support services to small enterprises, from providing access to information to coordinating with various development bodies, including universities and research institutions. They align with state policies for job creation, facilitating administrative and legal procedures for new businesses and simplifying processes for entrepreneurs.

Second Branch: Activities and Importance of Business Incubators

The activities and assigned tasks of business incubators help reduce the margin of error for entrepreneurs, providing them with the resilience needed to face market and economic challenges. The effectiveness of business incubators can be summarized through their various support activities, highlighting their importance as follows:

- ✓ **Development and Support of Small Projects:** Incubators encourage and adopt small projects, seeing them as flexible ideas that can be revised and adjusted. This process helps shift the entrepreneur’s focus toward their goals, leading to implementation through seminars and experience exchange with other institutions and organizations.
- ✓ **Facilitating Effective Communication:** Incubators help entrepreneurs connect with relevant businesses, promote their work, and expand visibility through various social networks, supporting project dissemination.
- ✓ **Providing a Technologically Supportive Environment:** Business incubators create a favorable environment for success by collaborating with institutions and specialized experts, often through contracts and partnership agreements.
- ✓ **Administrative and Legal Advisory Services:** Recognizing the limited experience of new ventures, incubators simplify the processes for establishing, registering, and licensing businesses, including intellectual property and patent protections.
- ✓ **Enhancing and Shifting Economic Indicators:** Incubators contribute to changing production patterns, improving product and service quality, and expanding the reach of new ventures. This boosts their chances of achieving leadership, success, and growth in a competitive environment.

Second Requirement: Entrepreneurial Education and Support for Small Businesses in Algeria

The origins of entrepreneurial education are linked to business schools, where new academic fields emerged focusing on entrepreneurship. This evolution reflects the importance of entrepreneurial education as a specialized and practically beneficial scientific endeavor.

First Branch: The Importance and Objectives of Entrepreneurial Education

The importance of entrepreneurial education lies in the following:

- ✓ **Planning and Strategy Development:** It helps design plans and develop strategies to implement projects and bring them to fruition, ensuring their success ⁶.
- ✓ **Enhancing Knowledge Assets and Intellectual Capital:** It contributes to building knowledge communities, promoting scientific expertise, and facilitating the global spread of knowledge. Entrepreneurial education also creates more opportunities for technological advancements based on knowledge ⁷.
- ✓ **Increasing the Rate of Idea Ownership and Technological Ventures:** It encourages business projects based on advanced technologies that support knowledge-building and address employment challenges by producing creative and innovative entrepreneurs who drive economic growth with fresh ideas ⁸.

Key objectives of entrepreneurial education include:

- ✓ **Equipping Students Early with Entrepreneurial Knowledge:** It introduces students at an early age to entrepreneurship, teaching them its characteristics and behaviors such as motivation, initiative, self-confidence, risk-taking, resilience, and independence, thereby enabling them to draft business plans for future projects.
- ✓ **Encouraging New, Stable, Financially and Administratively Independent Investment Opportunities:** Entrepreneurial education promotes national economic development by fostering independent ventures. According to Joseph Schumpeter, a pioneer in innovation theory, the entrepreneur plays a central role in economic development through innovative work ⁹.

Second Branch: Institutions and Agencies Supporting Entrepreneurship

As part of its strategy to revitalize private investment and bolster the national economy, particularly in the small and medium enterprise (SME) sector, Algeria has established several supportive agencies:

- ✓ **National Agency for Microcredit Management (ANGEM):** This agency provides training for project holders and microcredit recipients, covering financing and management techniques for income-generating activities. It also keeps beneficiaries informed of available announcements relevant to their projects.
- ✓ **National Agency for Investment Development (ANDI):** This agency assists and supports investors at all project stages, including post-implementation, and facilitates cooperation with relevant authorities. ANDI simplifies the

procedures and requirements for establishing businesses, improves the investment climate, and ensures that its services align with international standards by working with global institutions and bodies ¹⁰.

- ✓ **Other Supporting Entities for SMEs:** Algeria has additional bodies that support and promote SMEs, such as the National Agency for Industrial Land (ANFI), the National Investment Council (CNI), and the Chambers of Commerce and Industry (CCI). Secondary funds also aid project owners, such as the National Fund for Promoting Handicrafts and Traditional Industries ¹¹.

Conclusion:

Like other countries, Algeria has committed to promoting entrepreneurial initiatives, mobilizing all necessary political, strategic, managerial, and legal resources. This commitment includes establishing active and supportive agencies in the field, further bolstered by scientific and research institutions under the Ministry of Higher Education and Scientific Research. Business incubators play a key role in helping to market innovations, reflecting an optimal investment in student talents and creative capabilities. By supporting these initiatives, Algeria aims to drive the growth of the circular economy, a crucial international demand, particularly given the escalating environmental challenges we face today.

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