



Activating the Role of the University Professor in Implementing Ministerial Decree 1275 (Amended and Supplemented) at Algerian Universities: Towards Strengthening the University Economic Institution

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Abstract:

The research investigates how Algerian university professors adapt their roles to implement Ministerial Decree 1275 which transforms graduation projects into economic enterprise initiatives that now encompass both start-ups and small and medium enterprises. The research demonstrates how professors now play essential roles in promoting innovation by leading students through university incubators and accelerators and linking academic research to practical entrepreneurial results. The paper examines both the possibilities of digitalization and national startup platforms and foreign student engagement and the difficulties of administrative constraints and limited funding and specialized training requirements. The research demonstrates that Algeria must integrate innovation with governance and university-industry collaboration to build its knowledge economy and meet its goal of creating 20,000 startups by 2029. The research adds to entrepreneurial university literature while offering practical policy recommendations for Algerian higher education institutions to become national economic development catalysts.

Keywords: Resolution1275, University Degree, Economic Enterprise, Business Accelerators.

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Introduction:

Higher education systems worldwide have experienced fundamental changes during the past twenty years because of knowledge economy requirements and globalization demands. Algeria joins other nations in implementing reform initiatives which focus on connecting universities to socio-economic development through entrepreneurial education and innovation-driven policies (Halilem, 2011; Bedaida et al., 2022). The latest major reform emerged through Ministerial Decree 1275 which requires students to base their graduation projects on real-world economic needs (Khoualed, 2024; Benchaa et al., 2024). The university now functions beyond its traditional academic role to become a strategic national innovation ecosystem participant. (Etzkowitz, 2002; ElObeidy, 2014).

University professors play an essential role in implementing these reforms according to current understanding. Professors must perform their duties of teaching and research alongside their responsibilities to facilitate innovation and supervise projects and drive institutional transformation (Torelló, 2011; Sahid, 2020). The Algerian educational system faces structural obstacles which prevent professors from performing their expected role because of inadequate governance systems (Abada et al., 2023) and weak deontology enforcement and limited innovation incentives (Solovyova, 2023). The national charters and frameworks issued for ethical and professional accountability (ZINE, n.d.; Briam, n.d.) fail to eliminate existing gaps between institutional requirements and actual practical involvement.

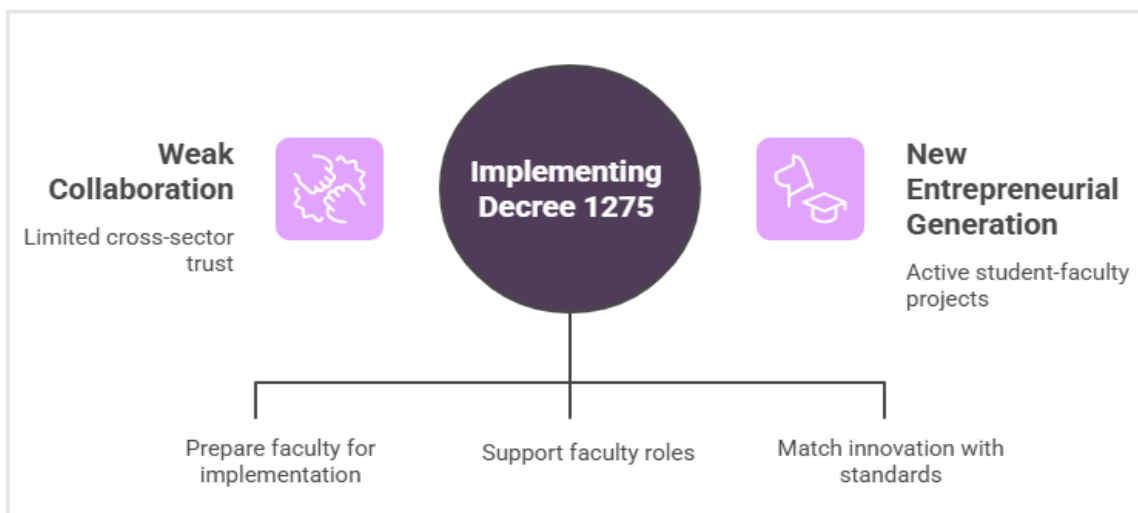


Figure.1 : Strengthening Algerian Entrepreneurial Transformation

The core pillar of entrepreneurial transformation which is university-business collaboration continues to encounter barriers in Algeria because of weak incubator networks and administrative rigidity and limited cross-sector trust (Nahla, 2023; Mekimah, 2022). The proper implementation of Decree 1275 can foster a new generation of entrepreneurial students when supported by active and well-prepared faculty according to pilot studies from universities like Ghardaia and Annaba (Khoualed, 2024; Benchaa et al., 2024). University-linked economic enterprise projects now focus on green marketing and corporate social responsibility and applied technical feasibility studies as their main themes. (Haouari & Bendine, n.d.; Bourhli & Zaraa, n.d.).

The international literature provides essential knowledge about how to activate academic professionals for reform-oriented results. The frameworks about academic productivity and monitoring and university governance demonstrate that systemic support for faculty roles is essential (Kano, 2015; López, 2014). The knowledge management practices and quality assurance in Algerian public universities continue to develop as challenges (Bouafia & Abdelhady, n.d.) yet they present opportunities to match local innovation with worldwide standards (Benamara, 2022). The professor must redefine their role as a bridge between policy and practice during this transitional period. (ZINE, n.d.; Sahid, 2020).

This paper examines the strategic value of university professor activation in implementing Ministerial Decree 1275. The paper consists of four main sections which include the theoretical framework of the decree and its amendments, the changing role of professors, their practical involvement in economic enterprise projects, and the discussion of challenges and recommendations. This structure enables the study to contribute to the discussion on educational reform and institutional entrepreneurship in Algeria.

1. Literature Review

Higher education institutions have undergone a significant transformation into entrepreneurial universities during the last twenty years. (Etzkowitz, 2004) states that the entrepreneurial university now extends beyond academic functions by uniting teaching with research and direct economic involvement. (Etzkowitz, Leydesdorff, 2000) explain how the "Triple Helix" model generates innovation through university-led knowledge creation that supports entrepreneurial ventures through university-industry-government interactions. The university professor now functions beyond education to actively participate in innovation ecosystems by converting research findings into economic and social value. (Etzkowitz, 2002; Gibb & Hannon, 2006).

The recent models expand this vision through their focus on creating systematic entrepreneurial frameworks. (Sam, Van der Sijde, 2014) highlight the need for institutions to adopt flexible governance models that support innovation-driven education. The IPOO model proposed by (Salarnzadeh et al., 2011) provides a systematic framework for the entrepreneurial university mission through its integration of inputs, processes, outputs and outcomes. The empirical study by Chang et al. (2016) shows that ambidextrous research which combines academic exploration with

commercial exploitation stands as the key factor for entrepreneurial success. Universities need to establish entrepreneurship education as a fundamental component of their academic programs and organizational frameworks. (Davey et al., 2016; Jacob et al., 2003).

The Algerian government has established major initiatives to match international developments. The 2022 Ministerial Decree 1275 established a program to encourage university students through the connection of their graduation projects to new business ventures (Khoualed, 2024). The reform received additional backing through university business incubators that offer institutional support and mentoring services to student-led innovations (Benchaa et al., 2024). The Algerian professors according to (Sahid,2020) ;Mekimah,2022) serve as essential guides for students through complex entrepreneurial processes while also providing academic supervision. The progress made in these areas still faces obstacles related to institutional governance and resource allocation and capacity-building. (Abada et al., 2023).

The quality of governance and institutional planning directly affects how faculty members engage with entrepreneurship. (Haouari and Bendine, 2024.) The new national guide requires proper implementation of internal quality standards to develop research culture and improve faculty member roles. (Sahid,2020) stresses that teaching productivity needs effective monitoring and evaluation systems to achieve both institutional targets and national development planning objectives. Professors face challenges in fulfilling their expanded innovation facilitation roles because of insufficient institutional backing. (Mekimah, 2022; Abada et al., 2023).

The literature demonstrates that Algeria participates in the worldwide entrepreneurial university movement by executing Decree 1275 and creating business incubators. The successful maintenance of this transformation needs a complete strategy which includes improving governance systems and faculty capacities and developing a strong innovation ecosystem within universities. The following part of this paper examines how these dynamics affect the changing position of university professors in Algerian higher education reform.

2. Theoretical Background

3.1. The Legal and Institutional Framework of Entrepreneurial Reform

Article 61 of the Algerian constitutional amendment of 2020 states: "Freedom of trade, investment and entrepreneurship is guaranteed, and is exercised within the framework of the law."

In light of the developments in entrepreneurship and entrepreneurship, university students have increased interest in establishing emerging institutions that innovate creative solutions and provide products or services that receive important demand from customers and achieve significant profits, and these companies are usually fast-growing and flexible in adapting to changes that occur in the market, which gives them preference with competitors in the long term.

Start-up institutions are classified as a basis for upgrading the national economy and attracting investors, with large profits, and according to Resolution 1275 , dated September 27, 2022, the Ministry of Higher Education determined the modalities for preparing a draft graduation note for obtaining a university degree - an emerging institution by students of higher education institutions, which was amended by Resolution No. 008 of 23 February 2025 This amended decision aims to determine the modalities for the student to prepare a graduation note to obtain a university degree - an economic institution project" This project aims to create entrepreneurship and create jobs.

The student enrolled in this endeavor receives training courses and field workshops, especially on business model preparation, marketing, management, accounting and finance, and specialized training courses according to the nature of innovative ideas."

professor or researcher represents the main pillar of the university and is responsible for the quality of teaching and research services, and for this the professor requires care from the concerned authorities to provide a suitable environment for work, motivation, and care. Determines the role of the professor in carrying out creative research and granting a contemporary education of

a high level and openness to the outside world and a sense of responsibility and what has been achieved through scientific research and creativity, i.e. the results of the research must reach the learner by improving the performance of scientific research in universities.

The startup label aims to legalize startups in Algeria that fall within the framework of the economic institution, which has been imposed in light of the great developments that the market is currently witnessing, and this mark also allows startups to obtain many tax and quasi-tax facilities.

The main legal frameworks governing student economic enterprise projects at Algerian universities appear in **Table 1**. The decrees and laws establish the institutional basis for connecting higher education to national entrepreneurship objectives. The policy demonstrates its commitment to inclusivity and flexibility through its expansion from startup-focused initiatives to economic enterprise programs. The formal operational environment for professors and students becomes clearer through comprehension of these legal instruments which define their requirements and responsibilities and innovation possibilities.

Table 1: Summary of Ministerial and Executive Decrees Relevant to Economic Enterprise Projects

Legal Reference	Main Focus	Key Provisions
Ministerial Decree 1275	Graduation projects as economic enterprise projects	Defines student graduation projects as economic enterprise initiatives, aims to foster entrepreneurship and job creation
Resolution No. 008 (2025)	Amendment to Decree 1275	Broadens project scope from “start-up” to include all economic enterprises, addressing prior limitations
Executive Decree No. 24-103	Role of research professors	Outlines professors’ responsibilities in supporting research, innovation, entrepreneurship, and student guidance
Investment Law No. 22-18	National investment framework	Establishes Algerian Agency for the Promotion of Investment, introduces digital platform for investment support, outlines sector-based and regional incentive systems

Source: Created by author based on Ministerial Decree 1275, Resolution No. 008 (2025), Executive Decree No. 24-103, and Investment Law No. 22-18.

3.2. Analysis of University Support Mechanisms

The main institutional actors that support students pursuing economic enterprise projects are presented in **Table 2**. These structures — including business incubators, entrepreneurship development centers, and innovation hubs — play critical roles in providing resources, mentorship, and technical assistance. The success of entrepreneurial education and the transition from academic projects to market-ready ventures largely depend on the coordinated efforts of these university-based entities. These mechanisms highlight the importance of institutional infrastructure in fostering a robust entrepreneurial ecosystem.

Table 2: University Support Structures for Student Economic Enterprise Projects

Support Structure	Role in Supporting Students
University Business Incubators	Provide workspace, training, mentorship, assistance with business plans, market studies, and prototype development
Entrepreneurship Development Centers	Guide students in entrepreneurial skills, provide connections to investors, assist with registration and legal setup

Technology Support and Innovation Centers	Offer technical advice, innovation support, and assist in transforming patents into commercial ventures
Artificial Intelligence Houses	Focus on cutting-edge technological projects, provide digital innovation resources

Source: Created by author based on analysis of university incubator frameworks, entrepreneurship centers, and institutional mandates.

3.3. The Professor's Role in Economic Enterprise Projects

Start-up companies are known for their high potential to grow for greater market share with their focus on innovation. It strives to develop new products, services or business models that offer unique value propositions, and this is what the Ministry of Scientific Research in Algeria wanted to embody by encouraging students to prepare graduation notes to obtain a university degree-startup to change the name to University Degree - Economic Enterprise Project" (A) The University Business Incubators Department also ensures that the projects of economic institutions are accompanied by university students (B)

The comparison in **Table3** shows the main distinctions between traditional universities and entrepreneurial universities through their approaches to knowledge creation and organizational design and their core activities and results. The summary demonstrates the necessity of adopting entrepreneurial practices for contemporary higher education institutions.

Table 3: Comparative Table — Traditional University vs Entrepreneurial University

Feature	Traditional University	Entrepreneurial University
Knowledge Production	Main Focus	Focus + Application
Organizational Structure	Department-Based	Functional Units + Incubators
Main Activities	Teaching + Research	Teaching + Research + Innovation Promotion
Outputs	Graduates, Research	Startups, Patents, Applied Research

Source: Made by the author based on Etzkowitz (2004) and Gibb & Hannon (2006)

Researchers in the entrepreneurial university field have developed multiple frameworks to describe the systematic relationships between inputs and processes and outputs that generate innovation and socio-economic value. The IPOO framework serves as a notable model which represents Inputs, Processes, Outputs, and Outcomes (Salarnzadeh et al., 2011). The framework demonstrates the need to match human resources with funding and digital tools to educational activities and research and external societal interactions. The entrepreneurial university functions beyond knowledge generation to produce practical outputs which include trained graduates and patents and startups and extensive knowledge networks (Sam & Van der Sijde, 2014).

Table 4: Entrepreneurial University Framework

Input Factors	Processes	Outputs
Human Resources, Funding, ICT Tools	Education, Research, Interaction with Society	Skilled Graduates, Patents, Startups, Knowledge Networks

Source: Made by author based on Salarnzadeh et al. (2011) and Sam & Van der Sijde (2014).

The entrepreneurial university framework contains its essential components which demonstrate how institutional processes convert input factors into concrete outputs that support national innovation systems

3.4. The Shift from Start-Up to Economic Enterprise in Algerian University Policy

The Ministry of Higher Education and Scientific Research linked the professor's job to university charter of deontology and ethics states that higher education institutions should ensure access to the professor-researcher and researcher profession, only, on the basis of the required university qualifications and experience. It must also take all measures capable of ensuring that professor-researcher and permanent researcher, who respects the principles of university deontology and ethics, have the right to teach and practice his activity without any interference.. All matters relating to the identification and operation of education and research programmes, semi-university activities and resource allocation must be relied, within the framework of the established regulation, on transparent mechanisms.

The charter aims to: "Enable the university family to assume its responsibilities in its functions, tasks and roles, collective work to build trust between professors, students and administrative bodies, especially between the university institution and its surroundings:"¹

'Article 1 of the amended and supplemented Resolution 1275 states that this decree aims to determine the modalities of the student's preparation of a graduation memorandum to obtain a university degree - economic enterprise project.' Article 2 states that:" The graduation memorandum project for a university degree - economic enterprise project, aims mainly to create a generation of entrepreneurial students with the desire and ability to move towards increasing business, creating start-ups, micro-enterprises or any other form of economic enterprises that create wealth and jobs."²

The amendment of this decision came to amend the deficiency that existed in the previous name to become an economic institution, which includes the startup and the small and medium enterprise because students were always afraid that they would not be able to reach the startup, because the goal of the decision for the first time in 2022 is to establish future institutions that carry the ideas of emerging institutions such as creativity and innovation, and the difference is not great in terms of content and a way to prepare the memorandum because any project, whatever its nature, whether an emerging institution Or a mini that needs several studies, there is a conflict between the designation of the graduation certificate - an emerging institution and the nature of the Apple that they obtain, which is an innovative project and not a start-up, and therefore most of the students' applications are rejected. And this amendment provisions appropriate and respond to the objectives of the importance of the idea and the extent of its application in the field and did not graduate students with the same idea n were institutions of a different nature and therefore the new decision came to unify the name whatever the nature of the institution to be established.

An economic enterprise is defined as a business entity owned or associated with associations or foundations, offering commercial, industrial and agricultural services and products. It should be noted that economic enterprises do not include entities such as capital companies, joint stock companies, limited liability companies or cooperatives. The establishment of an economic enterprise by an association is permissible under certain circumstances, such as the necessity to generate additional income to achieve its objectives, beyond that received from its primary activities.³

3.5. Understanding Economic Enterprises and Graduation Project Models

An economic company is a company that is often newly established, and is in the process of growing and searching for markets. Economic companies and entrepreneurship are similar. However, entrepreneurial spirit refers to all new businesses, while these companies refer to new companies that intend to surpass the sole founder, have employees, and intend to grow exponentially with fantastic profits.⁴ However economic enterprises are as any type of economic activity producing or trading in goods originating in the Territory, whether carried out by individuals or through agencies, branches, companies or other legal entities.⁵

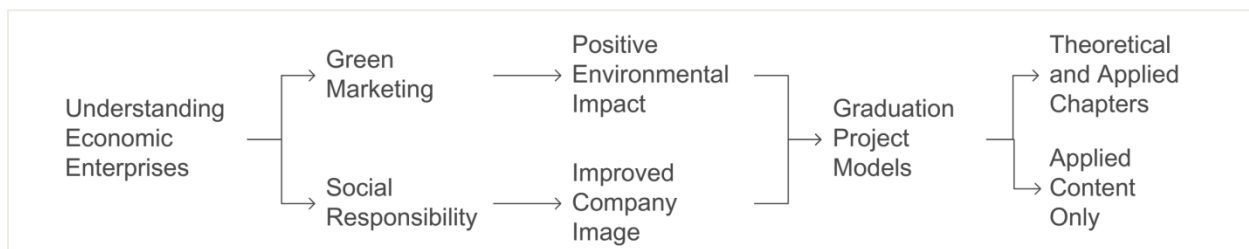


Figure.2: Economic Enterprises and Graduation Project Models

Most enterprises consist of one legal unit. Eurostat estimates that only a very small proportion of enterprises consist of more than one legal unit. However, in terms of employment or value added, these enterprises cover a large part of the economy. Many of the large quoted enterprises are at the top of a chain of control over a large number of legal units.

One legal unit may own a second legal unit, and the second legal unit may carry out activities exclusively for the first legal unit. For example, legal unit A, a limited liability company, produces certain goods and legal unit B, also a limited liability company, only sells these goods. Both units have the same management. In this case, they are considered to be one enterprise.⁶

One of the activities promoted in economic institutions is the Green marketing which is any marketing activity by a particular organisation that aims to create a positive impact or eliminate the negative impact of a product on the environment. Green marketing is an integrated process aimed at influencing customer preferences in such a way as to encourage them to order products that are not harmful to the environment, to adjust their consumption habits accordingly and to work towards providing products that meet this trend, so that the end result is the preservation of the environment and the protection of the consume⁷

Social responsibility is one of the components of the strategy of economic companies, which they voluntarily adopt when they want to improve their image in order to obtain positive economic results, despite the resources that have to be allocated for this purpose, but with the aim that these companies obtain a higher return than the social costs. The company should continue to pay attention to social responsibility, which increases the loyalty of its employees and through which the company can obtain competitive advantages. The institution must promote social responsibility according to what it believes, not according to what its workers and social environment do⁸.

According to Article 3 of the above-mentioned ministerial decision, the graduation note for obtaining a university degree – an economic enterprise project can be prepared according to one of the following two forms:

- The first version: a graduation note that includes two chapters, one theoretical and another applied in the form of a commercial model or a technical and economic card for an economic institution project.

- Second version: a graduation notes with full applied content in the form of a commercial model or a technical and economic card for an economic institution project".

3.6. Professor's Role in Supervision and Incubators in Executive Decree No. 24-103

Article 3 of Executive Decree No. 24-103 states: "Research professors must be subject to the rights and duties provided for in the General Organic Law of the Civil Service and to all the texts adopted for its implementation. They are also subject to the Code of Ethics and Ethics of the University Profession", while Article 4 of the Code of Ethics states: "Research professors, through teaching and research, perform the function of public service to higher education and scientific research. As such, they must:

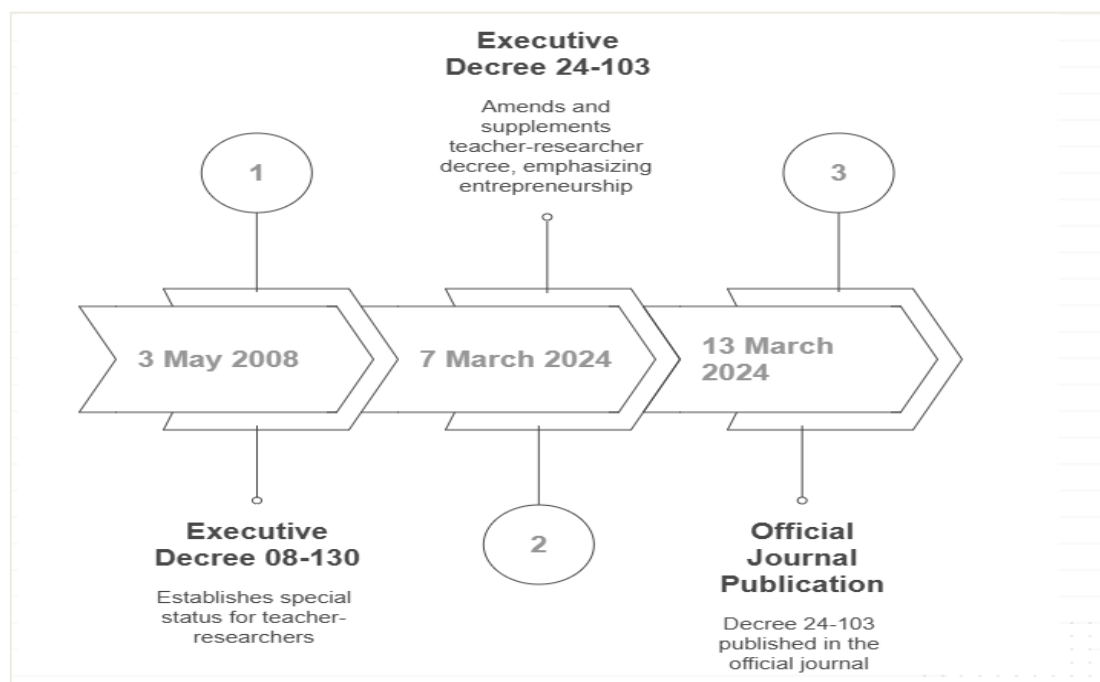


Figure.3: Key Milestones in Algerian University Entrepreneurship Reform

- Giving qualitative and up-to-date teaching, in person or remotely, in the pedagogical subjects specified by the institution, taking into account the developments of science, knowledge, technology, pedagogical and educational methods, and conforming to literary and professional standards.
- Participate in the development of knowledge and ensure the transfer of knowledge in the field of initial and continuous training, through the introduction of advanced technologies in the field of information and communication.
- Contribute to the movement of scientific research at the national and international levels.
- Engage in scientific research entities in their institutions.
- Accompany, assist and guide students, and contribute to the preparation of their professional integration.
- Promoting the spirit of entrepreneurship in the university community aimed at creating wealth through the valorization of innovation"

The above-mentioned executive decree also confirmed the contribution of professors of various scientific ranks in promoting the spirit of entrepreneurship in the university environment, by contributing to the development of research and innovation and valuing their results, contributing to the promotion of the spirit of entrepreneurship in the university environment, accompanying and supervising students holding innovative and entrepreneurial projects, and accompanying his institution in the establishment of sub-institutions of an economic nature (study offices). Start-ups and small and medium enterprises...)⁹

In order to value the role of the university professor according to this decree, it must be linked to the mechanisms set by the National Coordinating Committee for the Follow-up of Innovation and University Business Incubators to implement Resolution 1275 in terms of supervision, as the supervisory committee can be formed according to the following possible cases:

- One supervisor (professor) who specializes in the main topic of the project, i.e. the essence of the idea
- A main supervisor who specializes in the main topic of the project, i.e. the essence of the idea, with an assistant supervisor specialized in the supporting aspects of the project, who can be a trainer of the business incubator or the entrepreneurship house.

- Key supervisors If the idea needs the integration of two different specializations with an assistant supervisor specialized in the supporting aspects of the project, it can be from the trainer of the business incubator or the entrepreneurship house.

A distinction must be made between granting the mark of a startup and granting the mark of an innovative project and granting the mark of a business incubator, so that every structure of the public sector or the private sector or in partnership between the two sectors is eligible to obtain it and proposes support for startups and holders of innovative projects and applications for the "business incubator" mark are submitted to the National Committee through the National Electronic Portal for Startups, and those wishing to obtain a business incubator must have employees with required qualifications Or sufficient professional experience in the field of accompanying institutions, and the business incubator nominated to carry a business incubator undertakes the tasks of accompanying the emerging institutions that are incubated during the incubation period. As such, it undertakes,

- to domicile the incubated start-ups and to offer them a workspace.
- to support project leaders during the process of setting up the company.
- assisting start-ups in the preparation of business plans, market studies and financing plans.
- to provide specific training, particularly in business management and on legal and accounting obligations.
- to provide project promoters with logistical resources, such as meeting rooms, computer and office equipment and high-speed Internet connection.
- assisting start-ups in the production of prototypes.
- to support incubated start-ups in the search for sources of funding and deployment on the market.¹⁰

What is noted about the amended and supplemented Ministerial decision is that it amended the second paragraph of Article 9, which stated: "..... The administration of university business incubators ensures that the projects that have been marked "Label" by the National Committee for the Granting of the "Label" mark have been deleted to be replaced by the composition of the discussion committee, which consists of : the supervisor, a representative of the incubator, a representative of the Entrepreneurship Development Center, or a representative of the Technology Support and Innovation Center, as the case may be, and a representative of the economic and social partners. which was mentioned in the previous resolution.

Business incubators may be public or private, an industrial or commercial institution for profit or non-profit, where the number of small enterprises within the incubator is determined between 20 to 50 institutions, the more institutions the more difficult they are managed, but at the same time contributes to raising the productivity of the incubator and the incubated institution graduates after 18 to 36 months As for the process of financing these institutions through business incubators in Algeria, it has several forms, including public aid (local) National International) Income related to real estate (rent) Revenue related to certain services.¹¹

Algeria hopes to double the number of incubators, which currently stands at more than 38 that have obtained a label mark, many of which are under study, especially after the progress in developing an appropriate ecosystem that encourages their establishment, especially in the university environment, which is the most suitable environment and counts more than 1,600 research laboratories, 40,000 research professors and 2,200 permanent researchers.¹²

It is worth mentioning that Article 10 of the aforementioned amended and supplemented decision stipulates the encouragement of student entrepreneurs, where distinguished projects are registered in a national competition for the best economic institutions and the winning projects are valued with appropriate financial support by the Ministry of Higher Education and Scientific Research and economic and social partners interested in the field.

3. Professor's Role in Supporting Economic Projects and Accelerators

We have previously mentioned the pivotal role of the university professor in helping and guiding students who attend a university degree - Economic Institution Project According to the mechanisms mentioned in the ministerial decision, of which we have analyzed several of its articles above, and in cooperation with other structures, the role of the university professor will be more profitable and effective in supporting and promoting the university support of economic institutions After the student hand in his final dissertation of his memory of the economic enterprise project (A) and the most important of these institutions University Foundation "University Business Accelerator to help innovative project holders and economic institutions(B)

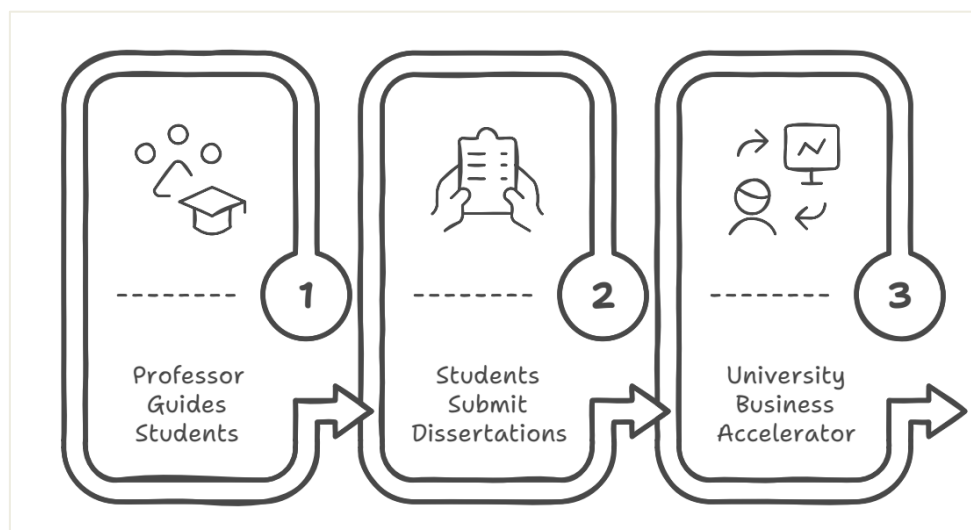


Figure.4: Professor's Role in Economic Project Support

4.1. The need to activate the field accompaniment of the university professor

A student who prepares the dissertation for a "university degree – economic enterprise project", after presenting his or her project and defending it before a committee of specialized experts, receives a certificate of completion of university studies, in addition to a certificate of "economic establishment project, aimed at the creation of an economic establishment".

A student with an idea of an economic institution, including a foreign student enrolled in an Algerian higher education institution, especially in the last year of his academic career, can benefit from support at the level of university facades such as the business incubator, the Center for the Development of Entrepreneurship, the Center for Technology Support and Innovation.

A "guidance cell" will be set up at the university to guide students with business ideas and projects to the appropriate university interface for their project idea, in order to help them set up their business (start-up, micro-enterprise, national or international patent that can be converted into a business).

This cell is created by a decision of the director of the university. It is composed of

- The vice-rector in charge of first and second cycle higher education, continuing education and certification, and graduate higher education, or the deputy director in charge of education, certification and continuing education at the higher education institution, or the deputy director in charge of graduate studies, continuing education and certification at the university centre, as the case may be.
- Director of the University Business Incubator, - Director of the Entrepreneurship Development Centre, - Director of the Technology Support and Innovation Centre, - Director of the House of Artificial Intelligence,
- a representative of the National Agency for the Support and Development of Entrepreneurship or a representative of any economic and social partner of the higher education institution.

Article 18 of Law No. 22-18 on Investment states: "The National Agency for Investment Development shall

be called..... From now on the Algerian Agency for the Promotion of Investment." The organization and functioning of the Algerian Agency for the Promotion of Investment was defined by Executive Decree No. 22-298, amended by Executive Decree No. 24-111 of March 13, 2024. This decree dealt with the digital platform that will open the way for students who own projects of university economic institutions.

The development of the digital platform for the investor will contribute to stimulating university economic institutions to invest in the digital field - innovation - and this is as we have noticed a new trend for the Algerian economy based on modernization and digitization and the adoption of an economic and commercial system based on the elements of technological and digital development We also find that the Algerian legislator in the Investment Law for the year 2022 in Article 24 thereof on the possibility that investments benefit, within the meaning of Article 4 of this law., at the request of the investor, from one of the incentive systems mentioned below: – The incentive system for priority sectors, called in the body of the text the "Sector System", – The incentive system for areas to which the State attaches special importance, called in the body of the text the "system of regions", – The incentive system for structured investments, called in the body of the text "structured investment system". This will attract investors.

In implementation of the instructions of the Minister of Higher Education and Higher Research, and in order to consult and enrich the ministerial decision on the certificate - an economic company, the National Committee held working sessions in coordination with the three regional seminars, culminating in the design of a roadmap that will contribute to the embodiment of this decision according to several axes, some of which we mentioned above, and among the encouraging axes we find the third axis on the relationship with the external environment that made it one of the mechanisms set by the amended and complementary ministerial decision on the projects of university economic, in which the role of the university professor is essential and essential, through:

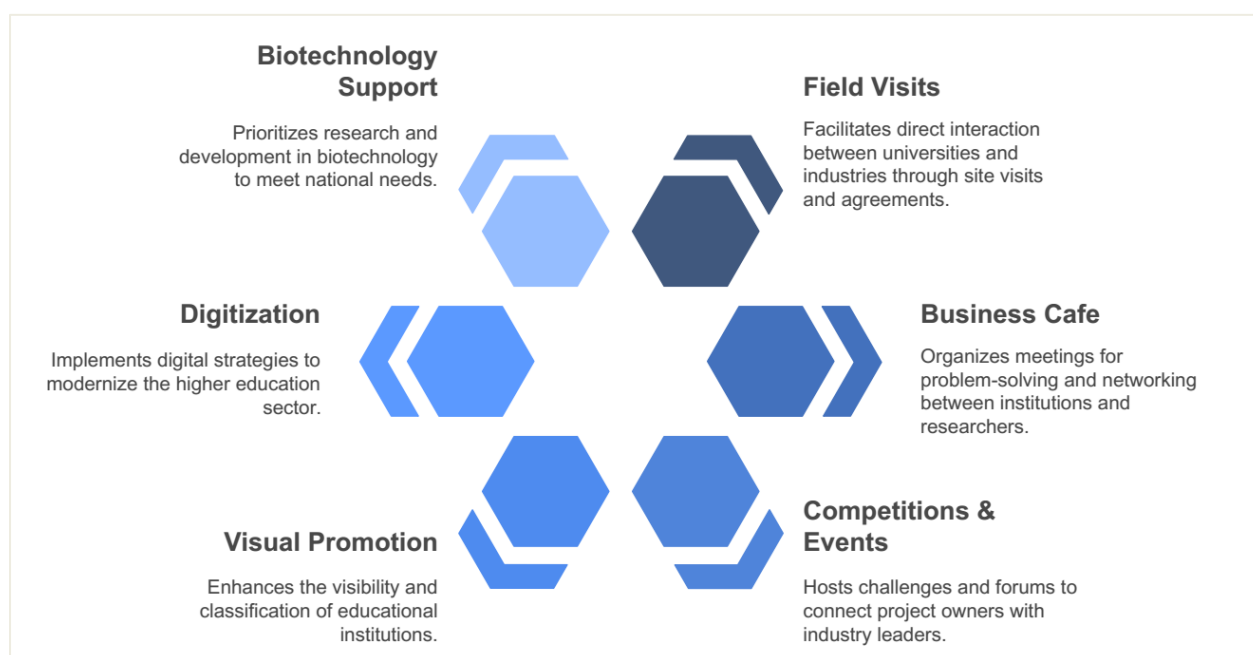


Figure.4: Strengthening University-Industry Ties

- **Field visits:** in which a role is activated between the institution and the university, and the office of the former students, while making sure to sign symbolic loyalty agreements with them (students graduating in previous years). Ensuring the signing of agreements and partnership with any institutions and bodies that are actually committed to sponsoring the various activities of the incubator and are committed to attracting graduate students and concluding agreements with them. The university institution organizes visits to major institutions to identify some field problems. Organizes visits to national and international exhibitions, especially industrial ones.

- **Business Cafe** (Business Meeting Business Seminars): Organizing meetings that bring together some institutions and project holders in business sessions in which the difficulties and problems faced by the

social and economic partners are presented on the one hand, and on the other hand, researchers and students from higher education and scientific research institutions are working to propose solutions in the form of graduation notes of the type of certificate - economic institution / patent certificate. Pre-promotion through various promotional media local radio, official social media pages of higher education institutions, good preparation for these sessions and giving them the utmost importance in the strategy of higher education institutions.

- **Competitions, challenges, Hackathons, forums and scientific events:** in which the owners of institutions and businessmen are invited to the university and linked directly with the owners of projects. Holding local and national competitions and challenges and providing incentives for outstanding projects. Inviting the owners of previous experiences, especially those that passed through business fortifications, to exchange experiences.

In addition to the aforementioned accompaniment by the university professor to some structures through various mechanisms, there are other structures, there is a national committee for the visual promotion and classification of institutions of higher education and scientific research under Ministerial Resolution No. 1400, which is charged in particular:

- Contribute to the development of a sectoral policy for the visual promotion and classification of higher education and scientific research institutions.
- Proposing organizational and technical mechanisms for the visualization of university and research institutions.
- Develop measures and mechanisms to improve the classification of university and research institutions in various regional and international classifications in the near future.
- Accompany higher education and scientific research institutions to improve the visibility of their research and pedagogical work The National Committee can also seek the assistance of scientific and technical experts inside and outside the country.

A National Committee for Digitization was also established by Resolution No. 1406 and is tasked with following-up, implementing and enriching the digitization master plan for the higher education and scientific research sector in coordination with the regional committees.

The development of biotechnology requires increased support for research structures in Algeria and the establishment of mechanisms to transform research into products, which requires a clear vision and a roadmap that prioritizes research according to Algerian needs, and that it carries out an activity that is included in the list of activities eligible to benefit from the organic law of self-entrepreneurs.

Moreover, Algerian law grants a public official the possibility of establishing an institution under the amended and supplemented General Basic Law of the Civil Service, since an employee is entitled to leave to establish an enterprise, which is unpaid, and this leave is granted only once during the employee's career.

4.2. University Professor's Role in University Business Accelerators

The tasks of the university are training, research and innovation and make it a commercial market This is considered a danger to the future of scientific research and **university Professor's Role**, because there are fields of research that must be preserved from the marketing process, so Resolution No. 005 was issued, which stated in the first article of it: This decision aims to determine the modalities for establishing, managing and functioning a subsidiary institution called the Higher Education and Scientific Research Institution, "University Business Accelerator".

Article 2 of the resolution also states: "University accelerator means all programs designed to help holders of mature innovative projects and early-stage start-ups grow faster, by providing a range of specialized services, career counseling and intensive programs for a limited period, which usually range from 3 to 6

months. These services include:

- Provides experienced "mentors" who provide advice and advice in developing business plans and economic models for the rapid growth of university startups.
- Provide equipped group workspaces that enable teams to work collaboratively and develop their projects in a stimulating environment.
- Organizing training workshops and training courses according to the needs of students, researchers with innovative projects and university start-ups.
- Providing technical, scientific and practical support by utilizing the resources of research centers, research laboratories and subsidiary institutions established in higher education and scientific research institutions.
- Connecting innovative entrepreneurs and start-ups with investors and funding funds through the networking process: business cafes, events, national and international exhibitions...
- Seeking to provide initial (initial) funding against..... Small shares of the startup, not less than 02% and not exceeding 05 % .
- Provide national and international programs aimed at product development, marketing, financing, legal and administrative procedures.

The "University Business Accelerator" aims to improve the entrepreneurial and innovation environment within academic and research institutions, accelerating the market entry of innovative projects and academic startups, and also supports innovation and entrepreneurship to contribute to the creation of new job opportunities and the strengthening of the local economy. The academic business accelerator is also incorporated as a subsidiary, either in the form of a limited liability company (SARL) or a joint stock company (SPA).

The accelerator established in accordance with the provisions mentioned in the provisions of the Algerian Commercial Code is and is subject to other provisions, as appropriate, and the accelerator of university works may, in accordance with the legislation and regulations in force, and according to its needs, include a diversified human composition and different specializations of the following categories:

- Permanent professors, teacher-researchers, permanent researchers, contract professors with an unpaid doctorate, specialized in the fields of management, marketing, technology, science and computer science....
- University students of various cycles or holders of higher education degrees,
- Professional and technical workers.

The Board of Directors of the Higher Education and Scientific Research Institution shall determine the percentage to be allocated in the establishment of the university business accelerator as a subsidiary institution, of the share that belongs to the institution and resulting from the resources collected from the activities it performs secondarily in addition to its basic tasks. The University Business Accelerator is committed to preparing a detailed annual financial and literary report to be communicated to the Board of Directors and the Director of the University and Research Institution on its activities, including, in particular:

- The results of its operation, financial income and expenditure,
- Conformity of its activities to the tasks of the public service, scientific research and technological development,
- Prospects for its development,

The size of the activity of the university business accelerator established within the framework of the provisions of this resolution shall be taken into account within the criteria for distributing annual financial funds to institutions of higher education and scientific research.¹³

What can be said about the above is that it first applied to set up a subsidiary for the marketing of products, and then turned into an accelerator of university companies in institutions of higher education and scientific research and the professors will be shareholders and partners, so that the university professor has the right to enter companies SARL and SPA, but he has no right to a company. EURL

The University Business Incubator accompanies the projects of emerging institutions for university students that are incubated during the incubation period and is especially committed to accompanying project holders during the procedures for establishing the institution and assisting it in completing the business plan, market studies, financing scheme, providing qualitative training, assisting in the formation of models, etc. While the university business accelerator has a complementary work to the university incubator, i.e. the business accelerator, it begins its work after the work of the incubator, whose role comes in order for the university to benefit from these projects instead of these students who carry the projects of economic institutions to the private sector, the Algerian university within the framework of the accelerator benefits from these innovative projects that contributed to training and financing, and it must also be taken into account the commercial aspect that the university and professors have a percentage of the profits that benefit the university as a means of financing and developing scientific research in universities.

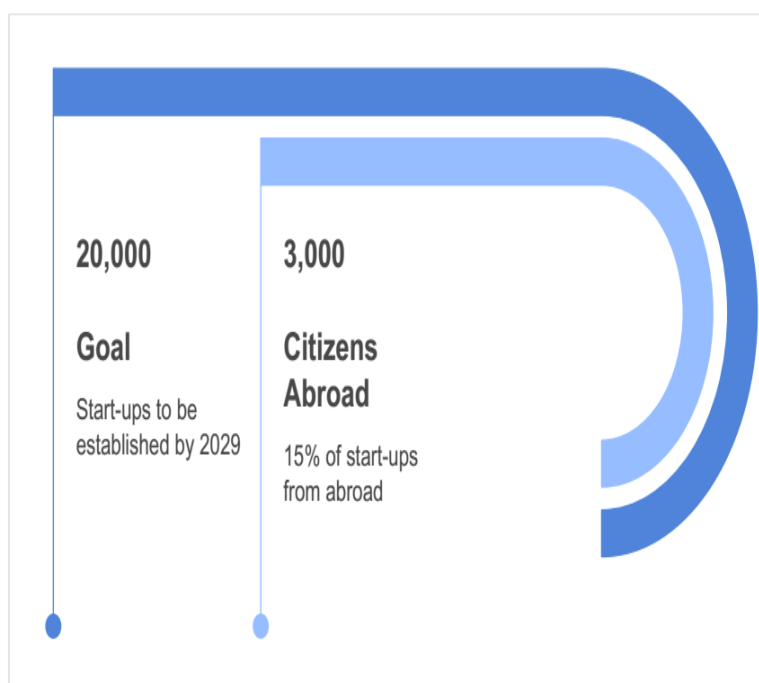


Figure.5: Algerian Start-up Ecosystem Growth 2025-2029

The work of the accelerator also came as a continuation of the support structures in the field of innovation and entrepreneurship in the university environment, and to devote the economic role of the university, and to achieve the aspirations of the highest authorities in Algeria to achieve the goal of establishing 20,000 start-ups by 2029.

The Minister of Knowledge Economy, Startups and Small Enterprises announced a project to launch a national map of startups in Algeria, accompanied by an electronic guide that allows them to be searched online using keywords.

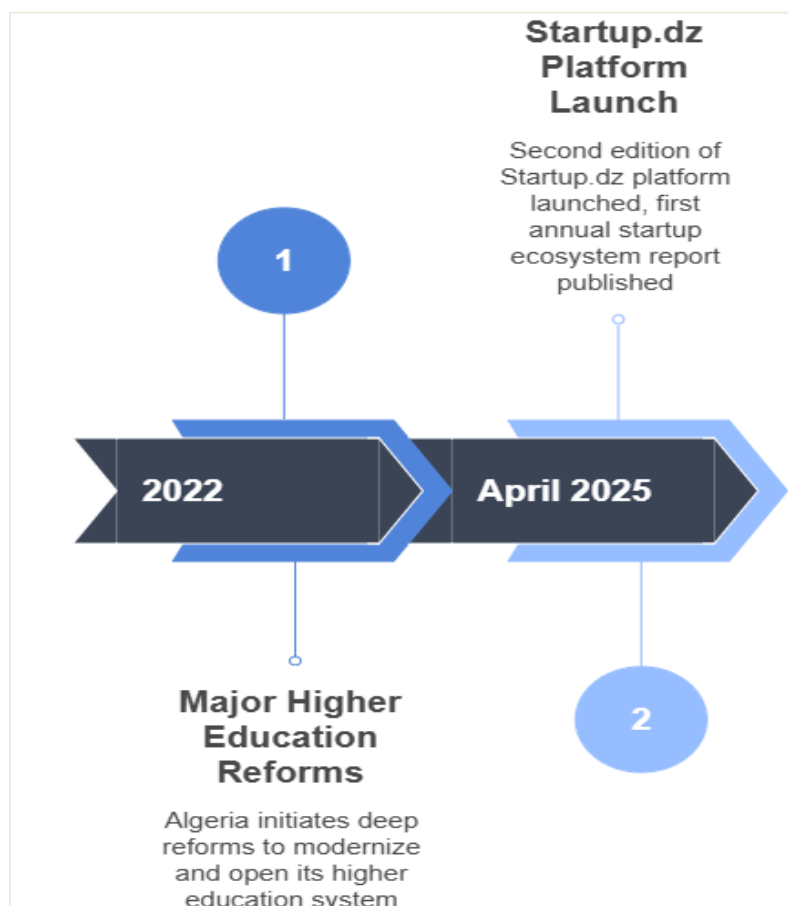


Figure.6: Key Milestones in Algeria's University Innovation and Entrepreneurship Reform

The move will coincide with the launch of the second edition of the **Startup.dz platform** in April 2025, through which the first annual report on the startup ecosystem will be published and promoted nationally and internationally. By supporting the establishment of start-ups in universities and vocational training centers, expanding their presence in the national economy, and enabling them to go to overseas markets.

Diversify these companies' sources of financing, especially through specialized investment funds and contribution financing, in addition to facilitating the creation of online companies without the need to move.

The success of this endeavor requires a supportive environment based on scientific research, valuation of intellectual property, technology transfer and digitization of services, as well as qualified human competencies and effective governance mechanisms.

There are initiatives aimed at the national community abroad and vocational training centers, through innovation competitions aimed at engaging more Algerian capacities in supporting the national economy. 15 to 20 per cent of Algerian start-ups belong to citizens residing in foreign countries.¹⁴

The official launch of the "Study in Algeria" digital platform for foreign students wishing to study in Algeria, the launch of this platform, which comes in application of the presidential decree, relating to the admission of foreign students to Algerian higher education institutions,

Algeria "is now a real promising destination in higher education and scientific research through the dynamics of foreign students thanks to the deep reforms undertaken since 2022 as well as the efforts made for the development, modernization and opening of the higher education system in Algeria".

The Algerian University "opens its doors today to foreign students to offer them quality education in accordance with the directives of the country's high authorities, led by the President of the Republic.

The commitment of the Algerian State to strengthen the place of the university as a catalyst for

development and innovation, capable of making Algeria, "a promising academic destination for foreign students."¹⁵

The launch of this platform came as a confirmation of what we said in our analysis of the amended and complementary ministerial report in question of this study, which stated that the student in the place of the idea of an economic institution, including the foreign student enrolled in the Algerian educational institution, especially in the last year of his academic career, can benefit from accompaniment at the level of university interfaces.

4. Opportunities and Challenges

The shift toward an entrepreneurial university model brings promising prospects together with substantial obstacles for Algerian higher education institutions.

The fast-moving digitalization trend allows universities to obtain innovative ICT tools and online learning platforms and digital entrepreneurship spaces which speed up innovation and knowledge transfer. University business accelerators and incubators provide students with structured environments that offer mentorship and resources and market access which significantly boosts their startup success rates. Through government-backed national startup ecosystem development and legal framework support Algeria can develop entrepreneurial graduates who will drive national economic diversification.

The existing opportunities face multiple ongoing challenges. The main obstacle stems from administrative rigidity which creates slow decision-making and restricted institutional flexibility. The current funding constraints include both startup capital for student ventures and continuous financial backing for university innovation centers and startup development initiatives. The startup environment requires specific entrepreneurial competencies and business acumen which students and faculty members lack because training programs are insufficient.

The complete potential of entrepreneurial reforms in Algerian higher education depends on universities and government bodies and private sector partners working together to resolve existing challenges.

The implementation of Ministerial Decree 1275 in Algerian higher education institutions faces the main opportunities and challenges which are presented in Table 3. The combination of digitalization and legal reforms and the expanding national startup ecosystem creates favorable conditions for student entrepreneurship yet several ongoing challenges including administrative rigidity and limited funding and insufficient training continue to block progress. The dual perspective demonstrates the requirement for complete strategies which use opportunities while establishing systematic solutions to overcome barriers for achieving sustainable entrepreneurial success.

Table 5: Key Opportunities and Challenges in Implementing Decree 1275

Opportunities	Challenges
Expansion of digital tools and platforms	Administrative rigidity and bureaucratic delays
National startup ecosystem development	Insufficient funding for startups and incubators
Strong institutional and legal framework	Lack of training and entrepreneurial competencies among students/faculty
Availability of incubators and accelerators at universities	Limited coordination among stakeholders and fragmented support structures

Source: Created by author based on synthesis of study findings and institutional analysis.

5. Recommendations

The following recommendations build on the analysis of the Algerian university system, Ministerial Decree 1275, and the evolving role of the university professor in promoting economic enterprise projects,

several targeted recommendations are proposed:

- **Empower University Professors in Innovation Leadership:** The institution should establish clear support systems with incentives and training for professors to act as mentors and innovation facilitators who can properly direct students toward developing practical economic enterprise projects.
- **Improve Administrative Coordination and Clarity:** The universities and incubators and national committees and economic partners need to improve their coordination by streamlining procedures and defining responsibilities and eliminating bureaucratic overlaps especially when supervising graduation projects and granting startup or innovation labels.
- **Invest in Digital Platforms and Infrastructure:** The development and deployment of digital platforms should advance to connect students with professors and incubators and national innovation agencies for project tracking and resource allocation and national-level data on entrepreneurship outcomes.
- **Ensure students who develop economic enterprise projects:** Students who work on economic enterprise projects should receive complete information about national investment incentives which include sector-specific funding and regional development programs and structured investment opportunities.
- **Promote a Culture of Entrepreneurial Mindset Across Campuses:** The integration of entrepreneurship training and interdisciplinary collaboration and innovation challenges into regular academic activities should help students from all levels and fields develop the mindset and skills required for successful economic ventures.
- **Establish Robust Evaluation and Feedback Systems:** The evaluation system should include regular assessment tools to evaluate Decree 1275 initiatives while measuring university–industry collaboration quality and student-led economic project success rates for ongoing improvement.

6. Conclusion

The research investigates how Algerian university professors execute Ministerial Decree 1275 and associated legal frameworks to enhance the relationship between higher education and national innovation and entrepreneurship ecosystem. The expansion of economic enterprise projects beyond start-ups has created fresh opportunities for students to practice applied innovation through university incubators and business accelerators and dedicated support systems.

The study shows that the professor's role is not only limited to teaching and research but also includes mentoring, project supervision and active participation in entrepreneurial initiatives. These responsibilities are crucial in order to ensure that student-led economic projects are not only launched but also scaled up successfully and in line with the national goals of creating 20,000 startups by 2029.

The Algerian university system currently finds itself at an encouraging juncture which unites innovation with research and education to propel socio-economic development. The transformation of Algeria into a competitive knowledge-based economy and an attractive destination for students requires two essential steps: enhancing professorial influence and integrating entrepreneurial projects into university operations.

Through the study, we found the need to activate the role of the university professor as a mentor and companion for students when establishing and establishing the various institutions established by the Ministry of Higher Education and Scientific Research under Resolution 1275 , amended and supplemented in February 2025, which determines the modalities for preparing a draft graduation note to obtain a university degree - an economic institution after it was limited to the emerging institution only by students of institutions Higher education. We explained his role as a companion and assistant alongside various university bodies or outside the university environment for students holding projects after

discussion and practical and actual launch in the labor market or searching for opportunities.

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