

Enhancing Entrepreneurial Experience in Higher Education: Lessons Learned from Case Studies

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Abstract:

In recent years, fostering an entrepreneurial mindset has become essential in education and professional environments, with universities playing a strategic role. This paper examines how education influences entrepreneurial mindset development, with a entrepreneurial programs, significantly impacts students' attitudes and abilities towards entrepreneurship. Universities create supportive environments through dedicated programs and partnerships, enhancing (Anon n.d.) students' entrepreneurial capabilities. Case studies from Finland, Germany, France, the USA, and South Africa demonstrate successful implementation of entrepreneurial programs, each tailored to local needs and contexts.

Algeria has made notable progress in promoting entrepreneurship through numerous awareness activities and support structures like the CATI and university entrepreneurial centers. These initiatives provide essential training, resources, and networking opportunities, preparing students for entrepreneurial careers and contributing to economic growth. Overall, these global examples underscore the critical role of educational institutions in nurturing the next generation of entrepreneurs.

Keywords: Entrepreneurship; Entrepreneurial Mindset; University Education.

JEL Classification Codes: A22; I23; L261

Introduction

In recent years, fostering an entrepreneurial mindset has become increasingly important in academic and professional settings. Numerous studies highlight the significant role education plays in developing this mindset, emphasizing the importance of creativity, innovative thinking, and solution-oriented attitudes. Universities, in particular, have taken a strategic role in this development by creating supportive environments and offering dedicated programs to encourage students to pursue entrepreneurial endeavors. This paper explores various aspects of entrepreneurial mindset development, the impact of education on fostering this mindset, and showcases successful case studies from around the world, by referring to the case of Algeria in promoting and developing an entrepreneurial mindset.

1- The Background of the Research

1-1 The Term Entrepreneurship

The term "entrepreneurship" originated from the French term "Entrepreneur," which means "undertaker" (Akbari K, 2005). Entrepreneurship is defined as an activity that involves the discovery, evaluation, and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, processes, and raw materials through organizing efforts that previously did not exist (Venkataraman, S, 1997).

Barot (2015) stated that entrepreneurship is key to success, and every individual that creates a new organization or business enters into a new paradigm of entrepreneurship. Nevertheless, entrepreneurship is an activity that shifts old habits into new ones with full discipline and independence (Barot, H, 2015). Chang also referred to entrepreneurship as a relatively new topic of research, and the focus areas explore the management process of entrepreneurship, such as creativity, autonomy, capacity for adaptability, and creating artistic as well as economic and social value (Chang, W.J., Wyszomirski, M, 2015).

There are many definitions of entrepreneurship; each researcher defines it according to their point of view:

- According to Schumpeter (1983), an entrepreneur is someone who has only contributed will and action and has only carried out the new combination of existing productive factors (Schumpeter, J, 1983). This means that entrepreneurship is about creating new goods and services, which he refers to as a new combination, indicating innovation as a precondition for entrepreneurship.

- Venkataraman (1997) states that entrepreneurship, as a scholarly field, seeks to understand how opportunities to bring into existence "future" goods and services are discovered, created, and exploited, by whom, and with what consequences (Venkataraman, S, 1997). Kirzner (1997) also stated that the entrepreneur is an individual who is alert to opportunities for trade (Kirzner, I.M, 1997). This definition indicates that entrepreneurship is linked to discovering opportunities in the markets to identify the gaps that allow organizations to produce goods and services that do not exist in those markets.

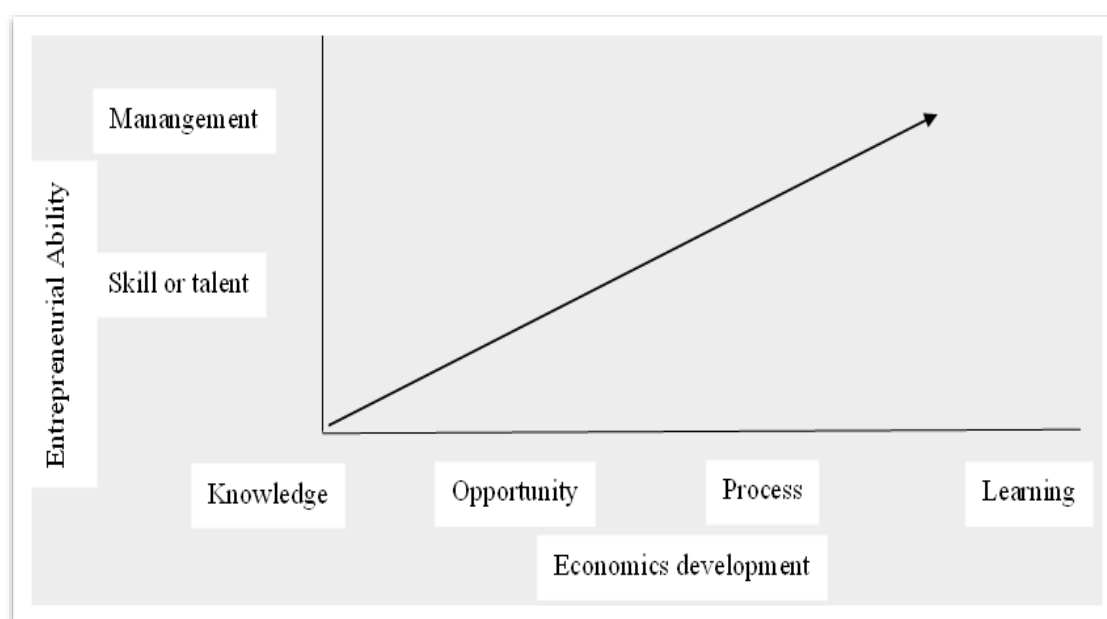
- Blundel and Locket (2011) describe entrepreneurship as an elusive concept, as it primarily depends on the temperament and personal qualities of the entrepreneur (Blundel, 2011). This definition establishes the central role of the personality of the entrepreneur in a new venture context. Therefore, it is important to know the characteristics that should be found in an entrepreneur.

- Nieva (2015) suggests that the meanings of entrepreneurship imply that an enterprise is at work whenever an individual takes risks and invests resources to make something unique or new, designs a new way of doing something that already exists, or creates new markets (Nieva.F.O, 2015, p. 05). According to Nieva's point of view, taking a risk is considered the most important element in entrepreneurship, whether by creating new products and entering them into the markets or risking capital to start a new project, etc.

Hessels (2019) describes entrepreneurship as intersecting with development economics. Then, the theory is developed by researchers as shown below: Hessels (2019) describes entrepreneurship as having a set of abilities as shown below: (Hessels, J., & Naudé, W, 2019)

- Talent
- The ability to manage the new project
- Possession of knowledge
- The ability to seize opportunities
- The ability to learn throughout the creation of the new project.

Figure N°1. Entrepreneurship Process toward Economic Development



Source: (Diandra, D., Azmy,A, 2020)

Entrepreneurial ability is crucial for whether and how entrepreneurship generates externalities. Entrepreneurship generates externalities through knowledge and vice versa. Specifically, talented entrepreneurs will bring innovation to the market, creating knowledge that can underpin further innovations. For example, the introduction of the iPad created externalities in terms of opportunities for the development of apps. More generally, the 'knowledge spillover theory of entrepreneurship' describes entrepreneurs as thriving on the ideas (knowledge) developed by universities and private firms by commercializing and incentivizing it at the same time. Entrepreneurship is thus not only the generator of but also the outcome of a 'knowledge spillover.' In the 'knowledge-spillover theory,' entrepreneurial ability is central, which resonates with the emphasis on human capital or ability in development economics (Braunerhjelm, P., Cs, Z., and Audretsch, D, 2010, p. 109).

Consequently, the entrepreneurship is closely linked to opportunity recognition and emphasizes the importance of knowledge and skill as the basic entrepreneurial ability. As cited by Hessels (2019), entrepreneurial ability will bring innovation to the market through

the entrepreneurship process and learning. Ultimately, the management of entrepreneurship will create sustainability to promote economic growth.

1-2 The Definition of Entrepreneur

The question is, "Who is an entrepreneur?". An entrepreneur is one who creates a new business in the face of risk and uncertainty to achieve profit and growth opportunities and assembles the necessary resources to capitalize on those opportunities (Chapter 1, p. 02). This indicates that the entrepreneur must have certain characteristics, such as a high level of motivation for success, internal control, and the ability to bear ambiguity. It doesn't seem that these characteristics are just characteristics of one entrepreneur; indeed, they may help recognize different kinds of entrepreneurial categories (Roghaieh, F, 2014). While we may not be able to teach entrepreneurship, we can teach the skills of small business management. This is an important distinction to make for students. Noted psychologist David McClelland characterized high achievers/entrepreneurs as possessing these traits: (Chapter 1, p. 02)

- Desire for responsibility
- Preference for moderate risk (risk eliminators)
- Confidence in their ability to succeed
- Desire for immediate feedback
- High level of energy
- Future orientation (serial entrepreneurs)
- Skill in organization

Other characteristics of entrepreneurs include:

- High degree of commitment
- Willingness to accept risk, work hard, and take action
- Flexibility

It doesn't seem that these characteristics are just characteristics of one entrepreneur. In fact, they may help recognize different kinds of entrepreneurial categories. Smith & Miller determine four kinds of entrepreneurs that include: (Mohammadian M., Mohammedan Moslem, 2010)

- ❖ Entrepreneurs who emphasize bold movements and motivation for success.
- ❖ Entrepreneurs who emphasize innovation and technology.
- ❖ Those who are motivated by power and have a tendency toward leadership.

Indeed, a person may exist in more than one category.

1-3 The Importance of Entrepreneurial Mindset

The term "entrepreneurial mindset" describes a specific mentality that encourages people to pursue entrepreneurial careers and outcomes. It involves a tendency to look for technical opportunities (Shane, S, 2001), fostering innovation, and creating new value. Entrepreneurs with this mindset exhibit a willingness to take calculated risks and embrace change and uncertainty. Such a mindset signifies a commitment to entrepreneurial activities (Kuratko, D. F., et al, 1997). The entrepreneurial mindset involves a confluence of risk

propensity, accomplishment orientation, and the impetus to build and structure enterprises to accomplish entrepreneurial objectives (Bosman, L., & Fernhab)

Moreover, an entrepreneurial mentality is distinguished by an inclination towards imaginative and inventive thinking (Günzel-Jensen, F., et al., 2017). Nadelson, L. S. et al. (2018) found that constrained knowledge of entrepreneurship and the teaching elements of an entrepreneurial mindset are barriers to fostering entrepreneurial thinking. On the other hand, Lynch, M. P., & Corbett, A. C. (2023) describe the entrepreneurial mindset as an elusive concept composed of dual aspects: finding solutions and implementing those solutions. The entrepreneurial mindset is a goal-oriented process involving dispositional beliefs and opportunity beliefs, resulting in entrepreneurial behavior. Numerous studies reveal a strong correlation between an individual's attitude and entrepreneurial behavior and their entrepreneurial mindset. A dynamic perspective that views uncertainty as an opportunity is what defines an entrepreneurial mindset. It encourages people to recognize possibilities, develop creative solutions to problems, and seize these chances with a positive outlook (Senges, M., 2007).

2- Education and Entrepreneurial Mindset

Many studies have reported the impact of entrepreneurial education on students' mindsets in academic colleges and other educational institutions (Larsen, I. B., 2022). Rizvi, S. A. A., et al. (2023) demonstrated that mentality is the sole factor driving entrepreneurship. A robust entrepreneurial attitude is one of the main forces behind entrepreneurial activity (Shetty G, S., et al., 2024). Lindberg, E., et al. (2017) emphasized that understanding individual behavior and entrepreneurial actions is essential to the entrepreneurial mindset. According to many researchers, implementing entrepreneurship programs through educational perspectives can help foster an entrepreneurial attitude (Cui, J., et al., 2019). The core idea is that entrepreneurial education enables students to develop the necessary capability, understanding, attitude, and drive for entrepreneurship (Handayati, P., et al., 2020). Furthermore, Fayolle, A., & Gailly, B. (2015) stated that entrepreneurship education at all levels fosters two main roles:

- Education allows students to cultivate a culture and have a thorough understanding of entrepreneurship.
- Entrepreneurial education encourages students to gain experience before becoming entrepreneurs.

Preliminary research has also revealed that entrepreneurship education substantially influences the ambition to become an entrepreneur. For example, Westhead and Solesvik (2016), Maresch et al. (2016), Fayolle and Gailly (2015), and Shinnar et al. (2018) demonstrate a strong relationship between entrepreneurship education and entrepreneurial inclinations.

3. Role of Universities in Developing Entrepreneurial Mindset

Universities play a strategic role in inducing an entrepreneurial mindset by creating a supportive environment and acting as catalysts for young people in the UAE to choose

entrepreneurship as their first employment choice (Fauzia J., M. Katsioloudes, F. M., 2017). Davey, T., et al. (2016) found that universities can contribute to entrepreneurship development through education, entrepreneurial support, and network functions, fostering entrepreneurial mindsets. In this context, Zobnina, M., et al. (2019) noted that universities develop entrepreneurial mindsets and skillsets through entrepreneurship education courses, which ingrain an entrepreneurial mindset and attract entrepreneurs and business angels for mentoring and project development. As previously mentioned, entrepreneurial education encompasses ideas related to starting new businesses and produces a wide range of results, such as cultivating entrepreneurial attitudes and skill sets for business owners as well as customers, suppliers, and policymakers (Fayolle A., & Gailly B., 2015). In many circumstances, graduates with an entrepreneurial perspective are more receptive to new prospects. In addition to providing clubs and activities for entrepreneurship to the broader entrepreneurial community, student initiatives started in the classroom can fill local incubators and accelerators. Even if a small percentage of students go on with their projects and start their own businesses, it can still be helpful in identifying turning points where entrepreneurial ecosystems are formed. Enough participants are needed for "entrepreneurial recycling" to occur (Mason C., & Brown R., 2014).

According to research by Saadat, S., et al. (2013), students' entrepreneurial self-efficacy is shaped by their perceived educational support, which is followed by concept development, company development, and institutional support. This, in turn, affects the students' intention to pursue entrepreneurship. By encouraging entrepreneurial thinking, offering experience in starting new businesses, and introducing students to entrepreneurs through entrepreneurial retreats, universities play a critical role in helping students acquire an entrepreneurial attitude (Boyle, T. J., 2007). As a result, along with new venture formation, technology transfer, and other activities, entrepreneurial education becomes an essential component and, in a way, the engine of the university entrepreneurial ecosystem (Zobnina, M., et al., 2019).

4. Case Studies: Successful Implementation of Entrepreneurial Mindset Programs

4.1 Business Succession Schools in Finnish Universities of Applied Sciences (Finland)

- **Rationale and General Information:** The Business Succession School (BSS) was founded in 2005 by the Lahti University of Applied Sciences and FINPIN. Established in 2002 at the suggestion of the Rectors Association, FINPIN aims to encourage knowledge- and innovation-based entrepreneurship in Finnish higher educational institutions. FINPIN's goals include providing attractive teaching opportunities horizontally among Finnish institutions of applied sciences and raising awareness about the relevance of entrepreneurship education and its impact on the Finnish economy, particularly regarding business succession. The program involves 26 out of 28 applied science universities as partners. The effort was launched to address the nation's need for business successors.
- **Activities:** BSS teaches business successors and assists retired entrepreneurs in organizing the handover process. The first BSS was formed at Lahti University of Applied Sciences after a year of research into the role of universities of applied sciences (UAS) in business

succession. A pilot program selected 32 students from 600 initial respondents. During 2006–2008, seven other UASs developed their own business succession support schemes. Graduates receive a nationally acknowledged certificate provided by FINPIN, the relevant university, and the Finnish Ministry of Employment and Economics (15 credits). The pilot program ran from October 2005 to April 2008, and since then, BSS activities have been included in the curriculum.

- **Budget and Funding Sources:** The total expenses during the trial program amounted to roughly EUR 264,000, funded by the European Social Fund, the Finnish Ministry of Trade and Industry, and participating UASs.
- **Human Resources:** The pilot program involved one project manager, two private consulting firms, over 30 professors from eight UASs, specialists from business support organizations, and entrepreneurs.
- **Partners:** The primary partners include the eight participating UASs, FINPIN, regional representations of the Ministry of Labour and Economics, entrepreneurs/business associations at various levels, business incubation centers, business support organizations, and individual entrepreneurs and firms.
- **Success Factors:** Key success factors include students' multidisciplinary backgrounds, cooperation, and networking, as well as the involvement of representatives from the corporate and public sectors.

4.2 SMILE: Entrepreneurship Support at the University of Leipzig (Germany)

- **Rationale and General Information:** SMILE began in 2006 as a cooperative project between the University of Leipzig and the Leipzig Graduate School of Management, aimed at fostering an entrepreneurial spirit among students and faculty. SMILE promotes entrepreneurship, provides start-up support, manages innovation, and transfers knowledge and technology. The initiative collaborates with partners throughout Saxony and Germany to assist young entrepreneurs, start-ups, and existing businesses.
- **Budget and Funding Sources:** SMILE's annual budget is around EUR 500,000, plus an additional EUR 260,000 for SMILE Medibiz, supported by the European Social Fund, the Federal Ministry of Economy and Technology, and Saxony's Ministry of Economy, Technology, and Traffic.
- **Human Resources:** The program is managed by an interdisciplinary team of 13 employees.
- **Activities:** SMILE's activities include entrepreneurship education and coaching, and the LIFE Business Idea Competition.
- **Partners:** Main partners include the University of Leipzig's International Sept Programmer, the Institute for Service and Relationship Management, the Leipzig Graduate School of Management, the Academy for Engineering, Economy, and Culture, and the Helmholtz Center for Environmental Research (UFZ Leipzig).



- **Success Factors:** The SMILE team combines diverse entrepreneurial backgrounds, skills, and experiences, operating in a highly professional and flexible manner to bring the best ideas to market.
- **Achievements:** More than 3,000 participants and close to 250 business start-ups have been supported.

4.3 “Educating Entrepreneurs for the World”: Entrepreneurship Education at the EM Lyon Business School (France)

- **Rationale and General Information:** Launched in 2003 by Patrick Molle, President of EM Lyon Business School, the "Educating Entrepreneurs for the World" project is based on the idea that entrepreneurship can generate economic and social wealth. The program prepares students to work as entrepreneurs, social entrepreneurs, or entrepreneurial managers across various cultural and geographical contexts.
- **Budget and Funding Sources:** The program's annual budget of around EUR 1.5 million is funded by the EM Lyon Foundation, private enterprises, and state sources.
- **Human Resources:** The program employs nine full-time professors of entrepreneurship and one in small business management.
- **Activities:** The program includes education and teaching (seminars, Master's degree courses, and extracurricular activities), entrepreneurship research, and start-up support through business incubators, support programs, and network access.
- **Partners:** Key partners include alumni, professional networks, and the Rhône-Alpes Region.
- **Success Factors:** Strategic commitment, vision, and leadership are critical success factors. Achievements: Regular evaluations reveal that the effort has helped students acquire an entrepreneurial mindset and orientation, leading to business start-up and firm growth.

4.4 Concept2Venture: The Business Plan Competition at the University of Illinois, Chicago (United States)

- **Rationale and General Information:** Concept2Venture (C2V) was established in 2005 by Prof. Rod Shrader of the University of Illinois at Chicago (UIC) as an annual event to identify student-created business start-ups with high potential for success. This initiative allows the university to strategically invest resources to assist students who are likely to succeed as entrepreneurs, to solicit resources from the business community, and to showcase the best work of top students. The focus is on student-created businesses. However, students often work with professor-inventors to create companies that commercialize the inventions of professors, leading to a special focus on biotechnology firms.
- **Budget and Financing Sources:** The annual budget of USD 100,000 is primarily covered by corporate sponsors, with the university contributing about USD 30,000 each year.
- **Human Resources:** Prof. Shrader serves as director of C2V. He is assisted part-time by a graduate student and a professional event planner.

- **Activities:** A one-day business plan competition is organized annually. Winners of the morning semi-finals advance to the afternoon finals. A formal luncheon featuring a keynote address and a fast pitch contest takes place between the semi-finals and finals. The day ends with a reception and an awards ceremony. The event gives students an opportunity to compete for awards exceeding USD 55,000 for their business ideas (cash plus in-kind services). A series of workshops help students prepare for the day of the event.
- **Partners:** Venture capital firms, angel investment groups, law firms, consulting firms, and industrial groups.

4.5 Entrepreneurship Stream: Entrepreneurship education at the University of the Western Cape (South Africa)

Rationale and general information: The University of the Western Cape began offering courses in entrepreneurship in the late 1980s. The University of Western Cape's Department of Management Studies launched the Entrepreneurship Stream program in 2001. The goal of this intense one-year program is for student teams to launch an on-campus microbusiness in four semesters. Theory, opportunity identification, business plan creation, marketing research, and methods for business growth and survival are all included in the curriculum.

Activities: The Entrepreneurship Stream runs in 4 terms of 7 weeks each over the duration of one year.

- First term: A theoretical introduction and its application in practice. The purpose is to impart the fundamentals of business plan creation and to increase interest in entrepreneurship as a feasible professional path.
- Second term: Developing a strong team and getting ready for intense teamwork. Every team establishes a set of rules and assigns duties to its members under a "Charter." Members of the team may keep an eye on each other's and the team's performance via a consensus-based evaluation. A business strategy and contacts with possible investors should be established before the conclusion of the semester.
- Third term: The real business launch is possible. The students are expected to obtain firsthand experience in managing a firm, learn how to recognize success factors and potential hazards, and set short- and long-term development and growth goals.
- Fourth term: The teams work on developing their businesses for an entire semester.

Elements for success: wide strategy assisting all stages of entrepreneurship willingness to modify one's entrepreneurial philosophies, particularly with regards to self-worth, success orientation, creativity, and locus of control."

5. Promoting entrepreneurship in Algerian universities

Increasing awareness is critical since university education often prepares graduates for careers as employees rather than business owners. As a result, the number of awareness-raising or training activities at colleges is skyrocketing. Algeria placed top with 2,187 organized activities for Global Entrepreneurship Week 2022, according to the Global Entrepreneurship Network. Regular awareness-raising events provide students with a plethora of experience and genuine chances to establish a network of connections that will be

invaluable for the development and accomplishment of their projects (Lounes. H., Mancer. I, 2024).

Algerian government had provided a large number of specialised business support structures that provide a variety of services including money, training, guidance, accommodations, and knowledge about how to create and start a new business.

The CATI (Centre d'Appui à la Technologie et l'Innovation), the incubator, and the entrepreneurship center (Known as CDE) are examples of the university's support systems.

A 2013 agreement between the labor and higher education ministries led to the initiative's creation of an entrepreneurial center at each university. On the other hand, Constantine University and Pierre Mendès-Grenoble University collaborated to develop the first pilot structure in 2007. This structure's primary goals are: (Lounes. H., Mancer. I, 2024)

- To increase awareness and promote the entrepreneurial culture;
- To provide students with training in entrepreneurship;
- To provide students with project pre-coaching.

The center hosts contests, round tables, seminars, information days, summer universities, and more in collaboration with NESDA (National Entrepreneurship Support and Development Agency).

The incubator was listed as one of the common services offered to institutions for scientific research in 2012 by the Ministry of Higher Education. The legislator's 2020 definition of the duties and procedures for the University Incubator includes the following:

- Offer business management training;
- Helping project owners establish their companies and assisting them in raising money and creating business concepts;
- Offering business management training;
- Assigning office and logistical resources to project holders;
- Assisting startups in creating prototypes.

The primary responsibility of CATI is to promote research findings, It helps educators and learners copyright their creative ideas and raises awareness of industrial property rights.

Conclusion

The successful implementation of entrepreneurial mindset programs across various universities globally underscores the vital role of educational institutions in fostering entrepreneurship, these case studies demonstrate how tailored initiatives can significantly impact students' entrepreneurial capabilities and career trajectories.

In Finland, the Business Succession Schools (BSS) exemplify a targeted approach to addressing the nation's need for business successors, ensuring the continuity of existing businesses through well-structured support and training programs. The collaboration among universities, the government, and the private sector has created a robust ecosystem that nurtures future business leaders.

Germany's SMILE program at the University of Leipzig highlights the importance of interdisciplinary support and extensive collaboration with regional and national partners. The program's success in supporting over 250 start-ups and engaging more than 3,000 participants

showcases the effectiveness of comprehensive entrepreneurship education and practical support mechanisms.

In France, the EM Lyon Business School's "Educating Entrepreneurs for the World" project illustrates the significance of a strategic vision and leadership in cultivating an entrepreneurial culture. The program's focus on diverse entrepreneurial contexts and the integration of practical experiences have equipped students with the skills and mindset necessary for business success.

The University of Illinois at Chicago's Concept2Venture (C2V) competition highlights the potential of student-created businesses and the importance of providing platforms for innovation and commercialization. By involving corporate sponsors and industry experts, the competition offers valuable resources and recognition to budding entrepreneurs.

The University of the Western Cape's Entrepreneurship Stream in South Africa emphasizes the need for a holistic educational approach, combining theoretical knowledge with practical business experience. The program's structure allows students to develop, launch, and grow their ventures, fostering a hands-on learning environment.

Finally, Algeria's proactive measures in promoting entrepreneurship through extensive awareness-raising activities and specialized support structures reflect a strong commitment to developing a vibrant entrepreneurial ecosystem. The establishment of entrepreneurial centers and collaboration with various stakeholders provide students with the necessary tools and opportunities to succeed as entrepreneurs.

Overall, these diverse programs demonstrate that with the right support, resources, and strategic partnerships, universities can play a pivotal role in shaping the next generation of entrepreneurs, driving economic growth, and fostering innovation globally.

Recommendations:

- **Expand Entrepreneurial Programs:** Universities should continuously develop and expand dedicated entrepreneurial programs that cater to the specific needs of their students. These programs should include practical workshops, mentorship opportunities, and access to resources that support entrepreneurial activities.
- **Strengthen University-Industry Partnerships:** Establishing strong partnerships with industry stakeholders can provide students with real-world insights and opportunities for hands-on experience. Collaborations with successful entrepreneurs, businesses, and incubators can enhance the learning experience and bridge the gap between theoretical knowledge and practical application.
- **Incorporate Interdisciplinary Approaches:** Entrepreneurship education should not be confined to business schools alone. Integrating entrepreneurial thinking into various disciplines can encourage innovation and creativity across different fields. This interdisciplinary approach can help students from diverse backgrounds develop an entrepreneurial mindset.
- **Promote a Supportive Ecosystem:** Universities need to create an environment that supports entrepreneurial initiatives. This includes providing funding opportunities, networking

events, and incubation spaces where students can collaborate and develop their business ideas. A supportive ecosystem can significantly enhance students' ability to launch successful ventures.

- Focus on Continuous Learning: Entrepreneurship education should emphasize the importance of lifelong learning and adaptability. Encouraging students to continuously update their skills and knowledge can help them stay competitive in a rapidly changing market.
- By adopting these recommendations, universities can play a pivotal role in nurturing the next generation of entrepreneurs, driving economic growth, and fostering sustainable development. The insights provided in this article offer a valuable roadmap for educational institutions aiming to cultivate an entrepreneurial spirit within their communities.

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