


THE ROLE OF ENTREPRENEURSHIP EDUCATION IN GUIDING UNIVERSITY STUDENTS TO CREATE THEIR PERSONAL AND PROFESSIONAL PROJECTS WITHIN THE FRAMEWORK OF A STARTUP

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January, 02nd 2024 Accepted: February, 26th 2024</p>	<p>Objective: This resvalueearch paper aims to shed light on the role of entrepreneurship education in realizing the personal and professional project of a university student within the framework of a startup. This is considering that entrepreneurial learning or (entrepreneurship education as some call it) is one of the basic courses that help the university student form a vision about future projects and professions.</p>
<p>Keywords: Entrepreneurship Education; University Student’s Personal Project; University Student’s Professional Project; Startup.</p>	<p>Theoretical Framework: Entrepreneurship education is a set of formal education methods that is based on informing and training any individual who wishes to participate in social economic development, through a project aimed at enhancing entrepreneurial awareness, establishing business projects or developing small business projects.</p> <p>Method: In order to be able to become familiar with this topic and address the problem at hand, we relied in this study on the descriptive and analytical approach, by describing entrepreneurship education, and analyzing the extent of the role that entrepreneurship education plays in guiding and assisting university students in establishing a startup project.</p>
	<p>Results and Discussion: The study reached several results, the most important of which is that entrepreneurship education plays a major role in creating personal and professional projects for university students and transforming them into a startup capable of finding innovative solutions to the problems at hand. The study also found that building a university student’s personal and professional project requires many acquisitions and skills that qualify him to establish a startup enterprise, such as: teamwork and team building skills, leadership skills, effective communication skills, and problem-solving skills.</p> <p>Originality/Value: This study contributes to the literature by emphasizing the importance of entrepreneurship education in realizing the personal and professional project of a university student especially in the form of startups, which would lead to its itegration in Higher education programmes.</p> <p>Doi: https://doi.org/10.26668/businessreview/2024.v9i4.4623</p>

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O PAPEL DA EDUCAÇÃO PARA O EMPREENDEDORISMO NA ORIENTAÇÃO DE ESTUDANTES UNIVERSITÁRIOS NA CRIAÇÃO DE SEUS PROJETOS PESSOAIS E PROFISSIONAIS NO ÂMBITO DE UMA STARTUP

RESUMO

Objetivo: Este artigo resvalueasearch visa lançar luz sobre o papel da educação para o empreendedorismo na concretização do projeto pessoal e profissional de um estudante universitário no âmbito de uma startup. Isso considerando que an aprendizagem empreendedora ou (educação para o empreendedorismo, como alguns chamam) é um dos cursos básicos que ajudam o estudante universitário a formar uma visão sobre projetos e profissões futuras.

Enquadramento Teórico: A educação para o empreendedorismo é um conjunto de métodos de educação formal que se baseia na informação e formação de qualquer indivíduo que pretenda participar no desenvolvimento socioeconómico, através de um projeto que visa aumentar a consciência empreendedora, estabelecer projetos empresariais ou desenvolver projetos de pequenas empresas.

Método: Para nos familiarizarmos com este tema e abordarmos o problema em questão, baseámo-nos neste estudo na abordagem descritiva e analítica, descrevendo a educação para o empreendedorismo e analisando a extensão do papel que a educação para o empreendedorismo desempenha na orientação e auxiliar estudantes universitários no estabelecimento de um projeto de startup.

Resultados e Discussão: O estudo alcançou vários resultados, o mais importante dos quais é que a educação para o empreendedorismo desempenha um papel importante na criação de projetos pessoais e profissionais para estudantes universitários e na transformação deles numa startup capaz de encontrar soluções inovadoras para os problemas em questão. O estudo também constatou que a construção do projeto pessoal e profissional de um estudante universitário requer muitas aquisições e habilidades que o qualificam para estabelecer uma empresa startup, tais como: habilidades de trabalho em equipe e de formação de equipes, habilidades de liderança, habilidades de comunicação eficaz e habilidades de resolução de problemas.

Originalidade/Valor: Este estudo contribui para a literatura ao enfatizar an importância da educação para o empreendedorismo na concretização do projeto pessoal e profissional de um estudante universitário especialmente na forma de startups, o que levaria à sua integração em programas de ensino superior.

Palavras-chave: Educação para o Empreendedorismo, Projeto Pessoal de Estudante Universitário, Projeto Profissional de Estudante Universitário, Startup.

EL PAPEL DE LA EDUCACIÓN EN EMPRENDIMIENTO PARA ORIENTAR A LOS ESTUDIANTES UNIVERSITARIOS EN LA CREACIÓN DE SUS PROYECTOS PERSONALES Y PROFESIONALES EN EL MARCO DE UNA STARTUP

RESUMEN

Objetivo: Este artículo de revalorización tiene como objetivo arrojar luz sobre el papel de la educación empresarial en la realización del proyecto personal y profesional de un estudiante universitario en el marco de una startup. Esto considerando que el aprendizaje emprendedor o (educación emprendedora como algunos lo llaman) es uno de los cursos básicos que ayudan al estudiante universitario a formarse una visión sobre proyectos y profesiones futuras.

Marco Teórico: La educación para el emprendimiento es un conjunto de métodos de educación formal que se basa en informar y capacitar a cualquier individuo que desee participar en el desarrollo económico social, a través de un proyecto destinado a mejorar la conciencia emprendedora, establecer proyectos empresariales o desarrollar proyectos de pequeñas empresas.

Método: Para poder familiarizarnos con este tema y abordar el problema en cuestión, en este estudio nos basamos en el enfoque descriptivo y analítico, describiendo la educación empresarial y analizando el alcance del papel que desempeña la educación empresarial en la orientación. y ayudar a estudiantes universitarios a establecer un proyecto de inicio.

Resultados y Discusión: El estudio llegó a varios resultados, el más importante de los cuales es que la educación emprendedora juega un papel importante en la creación de proyectos personales y profesionales de los estudiantes universitarios y su transformación en una startup capaz de encontrar soluciones innovadoras a los problemas que tienen entre manos. El estudio también encontró que construir el proyecto personal y profesional de un estudiante universitario requiere muchas adquisiciones y habilidades que lo califican para establecer una startup, tales como: habilidades de trabajo en equipo y formación de equipos, habilidades de liderazgo, habilidades de comunicación efectiva y habilidades de resolución de problemas.

Originalidad/Valor: Este estudio contribuye a la literatura al enfatizar la importancia de la educación empresarial en la realización del proyecto personal y profesional de un estudiante universitario, especialmente en forma de startups, lo que conduciría a su integración en los programas de educación superior.

Palabras clave: Educación para el Emprendimiento, Proyecto Personal de Estudiante Universitario, Proyecto Profesional del Estudiante Universitario, Startup.

1 INTRODUCTION

Today, project culture has become strongly present in all fields and levels, as it has received the attention of researchers in the field of educational guidance to confront the challenges facing the economic, social, and cultural environment. It is moving from a community project with its economic, social, and political dimensions to a personal project. The projects have diversified and their fields have varied. From talking about the entrepreneurial project and the enterprise project, to talking about the university student's personal and professional project.

It is known that the university is among the information institutions that rely primarily on human energy, which makes it the most influential because it deals with the most important element of production, and the organization's resources are most vulnerable to influence by internal and external environmental changes. In this context; Entrepreneurship education embodies the most important methods and systems that generate the quality of its outputs, which are linked to the competence of its students, the level of their knowledge, their professional capabilities, and their skills, which have a characteristic of a cumulative nature on the one hand, and are difficult to imitate on the other hand to create startups (Shuwaiheb & Jalal, 2023, p. 119).

In light of the growth of innovative ideas and the entrepreneurial spirit, the concept of startups has become one of the concepts that has been widely circulated in recent years, as well as in conjunction with the increasing intensity of the creation of institutions that rely on technology and the knowledge economy and what these institutions contribute to increasing the rates of economic development of various countries (Bisar, 2022, p. 390).

Algeria is considered among the countries that have moved towards establishing startups in various sectors, most notably in the higher education and scientific research sector, where "The Ministry of Higher Education and Scientific Research in Algeria has adopted a policy of encouraging students and researchers to engage in entrepreneurship, especially innovative entrepreneurship and supporting the establishment of startups that support the technological transition, and have adopted many measures that reflect their involvement in this

trend, the most important of which is supporting the establishment of university business incubators to accompany startups” (Houtia & Doumi, 2022, p. 107).

2 RESEARCH PROBLEM

The problem of preparing a university student for his personal and professional project has become one of the basic concerns of educational institutions. This is what was found in the study of Lazhar et al. (2022) calling on the Ministry of Education to reconsider the education policy system, with the need to adapt academic subject programs to the requirements of the new reality. Therefore, it is necessary for them to keep pace with the developments taking place in the world in the field of study and work on the one hand, and the challenges and changes that this era is experiencing on the other hand, and to reconsider their educational system and the quality of pedagogical inputs and scientific materials which nourishes the entrepreneurial culture within the educational curricula for university students. This can only be achieved through entrepreneurship education, as it has become a factor that helps the learner choose the appropriate guidance and appropriate academic specialization that guarantees his professional future and the building of his personal project. This research paper came to reveal the role of entrepreneurship education in building the personal and professional project of the university student within the framework of a startup. This leads us to ask the following questions:

- What is meant by entrepreneurship education? What are its characteristics and objectives?
- What are the stages of building a university student’s personal and professional project?
- What is meant by a startup project?
- What role did entrepreneurship education play in helping the university student to establish his personal and professional project within the framework of a startup?

3 HYPOTHESIS

Entrepreneurship education is education based on knowledge, skills, and abilities that qualify the university student to build his personal and professional project through a set of stages, starting from the exploration stage and reaching the completion stage.

- A startup is a project based on creative, entrepreneurial ideas that provide innovative services, products, or solutions to various problems facing society.

- Entrepreneurship education plays a major role in creating personal and professional projects for university students and transforming them into a startup through acquired skills such as teamwork skills, goal setting, effective communication skills, and problem-solving skills with creative ideas.

4 AIMS OF THE STUDY

Through this study, we seek to achieve the following goals:

- The theoretical foundation of entrepreneurship education, personal and professional projects, and startups;
- Identifying the stages of building a university student's personal and professional project;
- Identifying the role of entrepreneurship education in guiding students to create emerging startups.

5 STUDY METHODOLOGY

In order to be able to become familiar with this topic and address the problem at hand, we relied in this study on the descriptive and analytical approach, by describing entrepreneurship education, and analyzing the extent of the role that entrepreneurship education plays in guiding and assisting university students in establishing a startup project.

5.1 ENTREPRENEURSHIP EDUCATION

5.1.1 The concept of entrepreneurship education:

Several definitions of entrepreneurship education have been presented, the most important of which are as follows:

Entrepreneurship education is a set of formal education methods that is based on informing and training any individual who wishes to participate in social economic development, through a project aimed at enhancing entrepreneurial awareness, establishing business projects or developing small business projects, or it is that educational process that aims to providing students with the necessary knowledge and skills, and arousing and

enhancing their motivation, in order to motivate and encourage entrepreneurial success on a large scale and at many levels (Al-Joudi, 2015, p. 143).

Entrepreneurship education is a set of educational tools, methods, and activities concerned with instilling the entrepreneurial spirit in students, enhancing their entrepreneurial awareness, and providing them with the knowledge and skills necessary to establish their own projects and institutions (Qassas & Qaddour, 2021, p. 819).

Entrepreneurship education seeks to encourage individuals, especially youths, to be responsible, ambitious individuals who go on to become entrepreneurs or entrepreneurial thinkers who contribute to economic development and sustainable communities. According to the European Commission communication, entrepreneurship education may be characterized as giving students the skills and mindset they need to turn creative ideas into entrepreneurial action. (Chorfi & Hamouti, 2023, p 187).

Based on the above, the researchers define entrepreneurship education as the scientific techniques and methods used in education in the field of entrepreneurship, which are based on teaching individuals and university students' various skills, abilities, and knowledge to enhance their entrepreneurial spirit and stimulate their motivation to complete their own projects, which often amounts to startups that contribute to the economic and social development of the country.

5.2 CHARACTERISTICS OF ENTREPRENEURSHIP EDUCATION:

Entrepreneurship education basically focuses on the creation of entrepreneurial culture. It helps potential entrepreneurs to identify and pursue opportunities. It is thus not limited to boosting start-ups, innovative ventures and new jobs. Entrepreneurship is a competency for all, helping young people to become creative and self-confident in whatever they undertake. The basic characteristics of entrepreneurship education as follows: (Ferhat, 2018, p. 25)

- It is a function of innovation.
- It is a function of fostering leadership.
- It is an organizational building function.
- It is a function of high achievement.
- It involves creation and operation of an enterprise.
- It is a process of creating value for customers by exploiting untapped opportunities.
- It is a strong and a positive orientation towards growth in wealth, knowledge employment.

- It is concerned with attitudinal change, risk taking abilities and turning idea in to actions.

Thus, as a discipline, entrepreneurship education always tries to inculcate some skills, so that one can play a role of catalyst for socio-economical change. It simultaneously gives force to shape the future of society as well as one's own life.

5.3 AIMS OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship learning generally aims to provide individuals at different age stages with entrepreneurship traits and behavioral characteristics, such as initiative, risk-taking, internal core control and independence in order to create a new generation of entrepreneurs. Hence, the objectives of entrepreneurship learning are as follows: (Abu Hafs, 2019, pp. 09-10)

- Enabling students to prepare work plans for their future projects;
- Focusing on critical and important issues and topics before implementing and establishing the project, such as market research and studies, competitor analysis, project financing, legal issues and procedures, and issues of the tax system in the country;
- Enabling students to develop the attributes and characteristics of entrepreneurial behavior in them, such as independence, risk-taking, initiative and acceptance of responsibilities, that is, focusing on entrepreneurial work skills and the necessary knowledge related to how to start a project and manage it successfully;
- Empowering students to be able to create advanced technical projects or more technology-based organizations, and- Develop managerial skills and the ability to solve problems, the ability to organize, the ability to plan, make decisions and take responsibility;
- Develop social skills: cooperation, teamwork, ability to learn new roles independently;
- Personality development: self-confidence, constant motivation, critical thinking, ability to self-reflect, endurance and perseverance;
- Developing entrepreneurial skills: the ability to learn independently, creativity, the ability to take risks, the ability to embody ideas, the ability to manage, and stimulate business relationships;
- Improving the ability of recipients of entrepreneurship education to achieve personal achievements and contribute to the progress of their communities;

- Preparing individual entrepreneurs to achieve success throughout the stages of their future careers and raising their abilities to plan for the future;
- Providing knowledge related to business entrepreneurship;
- Building the necessary skills to manage entrepreneurial projects and to formulate and prepare business plans;
- Identifying motivations for the university students, motivating them to develop entrepreneurial talents;
- Working to change the trends of all segments of society and instilling a culture of self-employment in its various fields. to work on establishing their own projects and entrepreneurial initiatives.

5.4 STAGES OF ENTREPRENEURSHIP EDUCATION

The entrepreneurship education process goes through five basic stages, and these stages aim to create an entrepreneur capable of establishing and managing his project himself, and these stages are represented as follows: (Ben Issa & Nasri, 2019, p. 235-236)

5.4.1 Learn the basics of entrepreneurship

Students must learn and practice various business ownership activities in the primary, middle, and secondary school grades. At this stage, students learn the basics of economics, and the resulting career opportunities and options, and master the basic skills for success in the gig economy, which encourages their motivation to learn.

5.4.2 Awareness of competence

Students learn to speak the language of business, and see problems from the point of view of employers, and this is an essential aspect of the profession and technical education, as the focus is on the initial competencies and their discovery, which can be learned in a special entrepreneurship course or that other courses and curricula related to it contain. For example, sales presentations can become part of communication skills curricula.

5.4.3 Creative applications

The field of business is complex, so education efforts give an opportunity to individuals at this stage to explore ideas and business planning by attending many seminars, which include many creative applications. From here, they gain deep and broad knowledge about the previous stages. These stages encourage ideas, innovation, and creating the business idea that's followed by the creation decision.

5.4.4 Project initiation

After adult individuals gain entrepreneurial work experience and applied education, many of them need special assistance to translate the idea of entrepreneurial work into practical reality and create a job opportunity. This can be done by providing support and assistance in technical and vocational education programs, and support and assistance programs provided to individuals in colleges and universities, in order to promote projects initiation and develop policies and procedures for new and existing projects.

5.4.5 Growth

When the company grows, it will eventually face many challenges at this stage, a series of ongoing seminars or support groups can help the entrepreneur to identify and distinguish potential problems, deal with them in a timely manner, and solve them effectively, enabling the project to develop.

5.5 PERSONAL AND PROFESSIONAL PROJECT OF THE UNIVERSITY STUDENT

5.5.1 Project concept

It is simply an involvement in the future, opening up to its horizons, and projecting oneself into its path by setting the desired goal. It is a plan that a person adopts to achieve his specific goals and objectives by anticipating them and providing the necessary means to achieve them. It is a predictive representation of a future outcome through which a person

aims to achieve his goals, aspirations, desires and needs. Thus, this concept appears to be based on two dimensions:

- **The first is time related**, based on the fact that the concept of any project must be linked to the process of time, as it indicates openness to the future to achieve a specific goal. However, this tendency towards projecting oneself into the process of future time often raises some problems related mainly to the blockage of future horizons due to the crisis of values, the phenomenon of unemployment, and other shocking and stressful events, causing distress, anxiety and tension. Therefore, the success of any project depends, on the one hand, on the nature of the goals, values, and ethics that guide it, and on the other hand, on the quality of the relationship that exists between its three basic parties, which are the self, the company, and society.
- **The second is individual and subjective**, which means that the concept of the project, especially in its educational perspective, is based on the pedagogy of providing the learner and teaching him a set of central competencies, the most important of which are:
 - Self-responsibility; So that the learner takes himself as the source of his actions and the results of these actions.
 - Initiative and decision making; So that the learner himself determines his main goals, and chooses the plans necessary to achieve those goals.
 - Predictability; So that the learner determines the time limits for achieving his project and its potential benefits.
 - Adaptation and adjustment, so that the student adapts to the developments in the reality he faces by employing new strategies for learning and acquisition, especially at the level of managing the changes accompanying those developments (Aharshaw, 2010, p. 108).

5.6 PERSONAL PROJECT OF THE UNIVERSITY STUDENT

The French researcher "J-P. Boutinet" defines it as a procedural prediction of a desired future, that is, the future that the individual aspires to. (Boutinet, 1993, p. 26).

As Bemartin defines the project as an emotional and educational entity that the learner adopts, engages him psychologically and emotionally, and links him to a broader future horizon.

While Abdul Aziz Sinhaji defines it: The learner's project is based on a plan based on a methodology for managing academic, social, and life problems, based on analyzing the data of the self and reality, proposing solutions, controlling the means of work, and programming activities and processes to achieve the desired goals within the horizon of transcending the self and the constraints of reality with the greatest possible effectiveness, rationality, and planning. (Sanhaji, 2019).

The personal project also has many definitions, including what was presented by the specialized researcher Bernadette DUMORA, who believes that the student's personal project results from power relations between three poles:

- **The motivational pole:** It is the pole of representations about the self (excessive focus on it drowns the individual in illusions).
- **The professional pole:** It is the pole of representations about the economic environment and about professions (excessive focus on it plunges the individual into exaggerated conformism and submission to the socially dominant classes).
- **The self-evaluation pole:** This pole relates to the educational world (excessive focus on it leads to curbing all attempts related to projecting oneself into a professional future and every dynamic of tendencies) (Chorki, 2013).

The personal project is distinguished from the rest of the other projects by its specificity and personal dimension. The general meaning of the personal project is the group of projects that pertain to the set of roles that the individual plays in his life, as the life project is the general one that gives meaning to the sequence of small projects of the individual and expresses his goals (Mansouri, 2019, pp. 59- 60).

5.7 PROFESSIONAL PROJECT OF THE UNIVERSITY STUDENT

Considering that the concept of the professional project is new in the social sciences, there is no unified concept, as there are those who define it as: the action that we want to achieve in the future, which is the type of selection and selection of past and current facts for future service. It is also defined as the aspiration to practice a profession, job, work or specific interest that suits abilities and desires and provides means of livelihood. This often occurs after studying and may be late, meaning that the student can succeed in studying without having this project. (Charpentier et al., 1993, p. 35).

The student's professional project falls within the framework of the profession that he would like to practice in the future, which expresses the position that this student takes towards the future, which occupies a large area of his thinking, and is concerned with an explicit definition that represents a prediction of a future result through which the person (the student) aims to achieve his goals, aspirations, desires, and his needs. The professional project represents the greatest challenge that characterizes the previous stages of selection and decision-making, which places a degree of responsibility on the individual and the extent to which he benefits from organized and structured experiences that help the student prepare for a sound professional life. (Mansouri, 2019, pp. 60-61).

5.8 STAGES OF BUILDING A UNIVERSITY STUDENT PROJECT

The university student's project is formed in a group of stages, which are: (Bin Khaled, 2018, p. 9)

5.8.1 The exploration stage

This is the stage in which the individual departs from his childhood world by searching for the elements of his personality and the determinants of his economic and social environment. When the individual discovers, he begins researching, observing, experimenting, questioning, and formulating assumptions.

5.8.2 Crystallization stage

During this stage, the individual begins to highlight new areas of interest after exploratory contexts. The individual categorizes the data he has previously accumulated into homogeneous groups and according to specific criteria.

5.8.3 Customization stage:

It is a stage in which the individual determines his choices and becomes able to integrate his various personalities by recalling his inclinations and values that constitute criteria that guide

him in building his personal project. It is a stage in which the individual enters into objective and realistic considerations such as his academic profile and his social and economic data.

5.8.4 Completion stage

This is the stage in which hesitation disappears by focusing on the academic or professional choice or planning for its completion, while recalling the difficulties that may hinder its implementation and clinging to the final project that he has kept. In other words, it is the process of qualifying the individual and bringing him to the level of ability to develop a conscious strategy that guarantees him the realization of the personal project. What is envisioned is through preparing him to face the problems and difficulties that confront him by himself, and making him at the level of ability to choose and make decisions that he deems appropriate to his abilities, ambitions, inclinations, and desires, and guaranteeing him success in all the steps he has taken.

5.9 STARTUPS IN ALGERIA

5.9.1 Definition of a startup project

Despite the abundance of research and studies that have addressed the subject of startups in recent times, there is no unified definition. It varies from one country to another and from one sector to another, which has led to each country having its own definition. This is due to the different classification standards adopted in each country as a result to the differences in capabilities, resources, and levels of technological and economic development in each country (Zeinat, 2022, p. 208) (Bisar, 2022, p. 390).

A startup is any project that was created based on a creative, entrepreneurial idea, and has great potential for rapid growth and prosperity, in order to provide a product or service or provide solutions to the problems of a specific audience (Houtia & Doumi, 2022, p. 102). This represents the essence of entrepreneurship education, which always seeks to guide university students to create their projects within the framework of a startup.

The researchers define the startup project as the innovative idea by the university student entrepreneur who during his university training received everything related to entrepreneurship education, which helped him transform this innovative idea into a pioneering project to become

an institution characterized by a high degree of rapid growth and development, and working to find solutions to the problems presented.

With regard to Algerian legislation, a set of conditions have been set to determine a startup, according to Article 11 of Executive Decree 152-11 dated 15 Muharram 1221, corresponding to September 15, which includes the establishment of a national committee to grant the label “Startup,” “Innovative Project,” and “Business Incubator.” By determining its tasks, formation, and functioning, every institution considered as a “Startup” is subject to Algerian law, and respects the following standards: (Official Journal No. 55, 2020) (Bissar, 2022, p. 391)

- The company's age must not exceed eight (8) years;
- The organization's business model should be based on innovative products, services or a business model.
- The annual turnover must not exceed the amount determined by the National Committee.
- The company's capital must be owned at least 51% by natural persons, approved investment funds, or by other institutions holding the “emerging institution” label;
- The growth potential of the enterprise must be large enough;
- The number of workers must not exceed 151 workers.

5.10 CHARACTERISTICS OF A STARTUP

There are many important points that distinguish startups, which are: (Jabrit & Aishoush, 2023, p. 2023)

- **Temporary:** What is meant by the term temporary for a start-up indicates that it is only a launch stage. The goal is greater than that, so it cannot remain like this throughout its life. The goal stated and specified by the entrepreneur, according to Peter Thiel, is to move from (0) to (1) and transform the idea and embody it in the form of a commercial product from by creating new value.
- **Searching or finding a business model:** To create a startup means finding and building a business model that matches it through a new and innovative look at a product or service that was not offered before and providing new value to customers.
- **Caution:** The expression of caution is due to the confusion between the concept of the business model and the business plan on the part of novice entrepreneurs. In simple

terms, the business model is the road map of the startup, and the business model is all the mechanisms that allow the company to generate income.

- **Repeatability:** The organization focuses on expanding its reach whenever it can, and this is due to its ability to grow and innovate, and the process of repetition is intended to introduce the aspect of innovation by generating innovative ideas and introducing them to the product or service that were not available in it before.
- **Developability:** The basic thing that makes a startup company capable of development is its desire to increase its customers and sensitivity to problems on the part of the owner of the institution or the work team; because the emergence of problems necessarily leads to thinking about the solution, and this thinking leads to the creation of new innovative solutions, which leads to the expansion of the organization and the increase of customers.

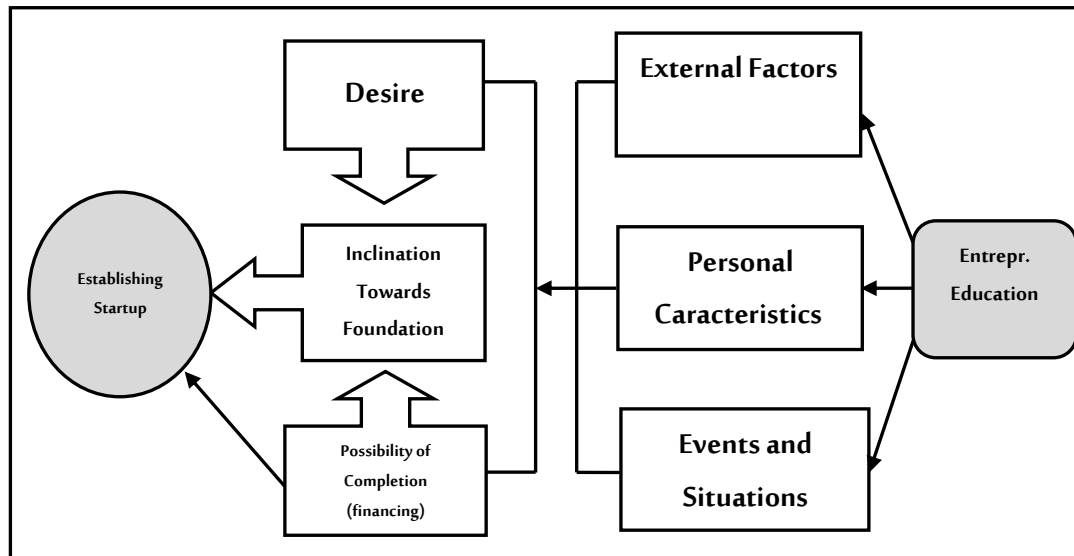
5.11 THE ROLE OF ENTREPRENEURSHIP EDUCATION IN GUIDING STUDENTS TO CREATE STARTUP PROJECTS

Entrepreneurship education is of great importance in the process of influencing and creating the desire among students to move towards establishing startups. This is done through the university training of students in the entrepreneurship standard, in addition to the activities of the role of entrepreneurship in each university and its awareness-raising operations within the universities about entrepreneurship and the establishment of startups, so that the role of incubators comes in the process of embracing and directing students' ideas and following them up to reach these ideas to the point where they can transform into startups on the ground (Bashir & Zaidi, 2020, p. 206).

The impact of the entrepreneurship education process on university students' orientation towards establishing start-up enterprises can be illustrated in the following diagram:

Figure 1

The role of entrepreneurship education in expressing the desire and direction towards establishing a startup



Source: Bashir and Zaidi, 2020, p. 207

We notice from the previous figure that the entrepreneurship education process, with all its operations and actors, influences the individual through external factors such as education, training, and teamwork through the training and awareness process, as well as through influencing the individual’s personal traits and creating his desire for self-realization or achievement, in addition to Influencing an individual’s attitudes and the events surrounding him by changing his orientation toward society, its institution, his social status...etc. In turn, this influence on the individual through the entrepreneurship education process leads to creating a desire in the individual, as well as looking at the capabilities available to him, stimulating them and directing him towards optimal financing mechanisms, which leads the individual to direct this desire towards an internal direction to create a startup, and finally achieve the embodiment of this desire through creating a start-up on the ground (Bashir & Zaidi, 2020, pp. 207-208).

The bottom line is that entrepreneurship education based on education, training, and various other skills works to motivate university students to express a desire and move towards establishing a successful startup based on a clear, specific, and thoughtful entrepreneurial idea, which would encourage entrepreneurial thought in general among universities and university centers.

6 ANALYSIS OF RESULTS AND DISCUSSION

Through this study, it became clear to us that entrepreneurship education has a major role in helping the university student achieve his personal and professional project, and this is what was indicated by the study of Shuwaiheb and Jalal (2023), which concluded that there is an important, statistically significant effect of university entrepreneurship education on the development of entrepreneurship competencies. This reflects the extent to which university students realize the importance of this type of education and the extent of its effective role in directing them to establish a startup.

Entrepreneurship training programs through lectures, scientific seminars, workshops, and training courses all helped the university student to create new ideas and move towards establishing a startup to find innovative solutions to the problems prevailing in society. This result was confirmed by a study by Bahbah and Aayeb (2023), which found a correlation between the training programs offered and students' desire to establish startups.

In order for a university student to achieve his personal and professional project within the framework of a startup, he must acquire the following skills:

- That the university student acquires the ability to set goals, possess a strategic vision for his professional project, draw up the plans required for it, predict the risks he will face in the future, and be well prepared to manage them.
- The university student must acquire teamwork skills and the ability to integrate into the work team. Move individuals towards the desired goal.
- That the university student acquires effective communication skills with the work team and the ability to create new mechanisms and means of communication that help build his future project.
- The university student must acquire leadership skills to influence others, and must have a sense of responsibility in taking initiatives to solve the problems he faces.
- That the university student acquires the ability to face risks, challenge crises that hinder his personal and professional projects, and find appropriate opportunities to confront them. This is according to a study (2023) by Lazhar Belkacemi, M., et al. It requires holding training courses for directors of higher education institutions, professors, and students to raise their competencies and develop their skills in using modern methods of crisis management.
- That the university student acquires the ability to solve problems in creative ways and the ability to make decisions in situations that require speed of implementation.

7 CONCLUSION

This study sought to highlight the role of entrepreneurship education through various educational programs in supporting university students' orientation toward completing their personal and professional projects in the form of startups that rely on innovation to find creative and innovative solutions to the various problems presented, through the skills acquired during their university training that guarantees them entering the world of work and achieving their professional future.

8 RESULTS

After studying various aspects of the research, we reached the following results:

- Entrepreneurship education is the process of providing the university student with concepts and knowledge that enable the student to acquire the skills of analyzing problems using creative methods and finding appropriate solutions to them with new ideas.
- The personal and professional project is one of the modern concepts in the field of entrepreneurship education, and it represents the perception that the university student forms about his professional future during his academic path through his determination of the type of specialization that is compatible with his perceptions and capabilities or the training that he aims to join and the profession that he would like to practice in the future.
- A startup is a modern organization characterized by an accelerated growth rate and adopting innovative ideas to create a product, service, or find solutions.
- Entrepreneurship education works to help university students create their personal and professional projects and often turn them into a startup, through various skills, knowledge and abilities acquired from university training in the field of entrepreneurship.
- Building a university student's personal and professional project requires many acquisitions and skills that qualify him to establish a startup, such as: teamwork and team building skills, leadership skills, effective communication skills, and problem-solving skills.

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