

Terms of Reference PCB21ALG01

Project information	
Project purpose	The purpose of this project is to inspire, support and build the capacity of three knowledge institutes (KI's) in Algeria, the University of Constantine and the Universities of Oran 1 & 2, by developing and implementing context specific entrepreneurship strategies and/or other activities. This capacity building plan will also support and encourage students through practical teaching methods to increase their understanding of entrepreneurship, inspire them and to prepare them in their quest to become successful young entrepreneurs.
Strategic embedding	<i>General strategic embedding</i> This project aligns with the Dutch Minister for Trade and Development Cooperation, Sigrid Kaag's policy note "Investing in Global Prospects". Youth, education and entrepreneurship are important themes within its private sector development strategy. The project at hand aims to combine to these three themes by developing tailor-made entrepreneurship education for students in partnership with local universities in Algeria. <i>Country specific strategic embedding</i> Facilitation of youth entrepreneurship is a focus area in the Strategic Multiannual Plan and in the annual plan for 2021 of the EKN Algiers. Since 2020 the Orange Corners programme in Algiers has been launched and is currently running. Besides this programme that focuses on incubation; practical entrepreneurship education is another focus point of both the EKN Algiers and the Algerian Minister of Knowledge Economy and Start-ups. This project is a result of an earlier visit to Algeria in 2020 by the PSD Coach and the OC advisor, and builds on the ecosystem mapping done in 2019 and the Orange Corners incubation programme. After the implementation of the incubation programme, education and raising awareness are next steps to stimulate the act of entrepreneurship under young students. By this, the pool of applicants to the OC incubation programme can be enlarged. In addition, the Shiraka programme Ecosystem for Entrepreneurs' has been extended to Algeria and will be rolled out in 2021, the minister of Higher Education might take part in this training.
Institutional setting	<i>Orange Corners Algiers</i> In general, Orange Corners is initiated in each country by the Netherlands Embassy in collaboration with a local service provider, Dutch and local knowledge institutes and local, Dutch and multinational companies. In collaboration with its partners(Djezzy, Unilever, Bellat, Netherlands Business School & MLA), Orange Corners launches platforms for Algerian youth to become entrepreneurs. They are offered an incubation programme in an existing local incubator or co-working space that is provided by the local service provider (ACSE) , who understands the dynamics of the local context. This unique public-private partnership aims to foster entrepreneurship by providing a vibrant network and training programme. Besides the incubation programme, the Orange Corners team has identified other fields for cooperation, for example education and awareness raising, to strengthen the entrepreneurial ecosystem in Algeria which is currently still in its infancy. One of the main focus areas is strengthening practical entrepreneurship education. Within the current K2K project a possible collaboration can be formed with the Orange Corners programme student ambassador component.

	<i>University of Oran (1 et 2):</i> University of Oran (Arabic: جامعة وهران, French: Université d'Oran), or Es Sénia University (Arabic: جامعة السانية), is a university located in western Algeria in the wilaya of Oran. It was established in November 1961 as part of the University of Algiers. On 13 April 1965, Oran 2 was made a separate campus, and on 20 December 1967 it became an independent university. It was the first university established after the independence of Algeria. The University of Oran 1 focusses on technology and technical studies, while the University of Oran 2 offers more social and historical studies in the direction of law, journalism, political sciences and languages. During a first meeting with the Universities of Oran in March 2020 on the topic of entrepreneurship, the universities emphasized their interest in a capacity building project. They stressed at this time that they would like to have a context conscious approach that takes the current progress of entrepreneurship activities in the university in consideration. In recent conversations (2021) held with the universities, they continued to show their interest for the suggested approach. In the past year, the universities have invested a lot in entrepreneurship and several activities (e.g. in collaboration with L'Agence nationale de soutien à l'emploi des jeunes, l'ANSEJ) but mentioned, among other, a need for a comprehensive strategy on this topic and further capacity building. <i>University of Constantine:</i> The Université Constantine 1, formerly the University of Mentouri, is a university located in Constantine, Algeria. A first meeting with the Orange Corners team was held in 2019 during the ecosystem mapping of the entrepreneurial ecosystem in Algeria. During this time, the interest for collaboration was already identified. In March 2020, further conversations were held about possible collaborations. The University of Constantine emphasized to be interested in a project that would directly support the students. They further mentioned they have Entrepreneurship high on the agenda and organized several activities (such as Fablab) around the university to foster the entrepreneurship spirit in the University. In the needs assessment, students will also be consulted through surveys and focus groups.
Project background and problem analysis	The problem you would like to solve / the reason for this proposed intervention Youth unemployment is one of the biggest problems many African countries are facing today, with Algeria being no exception. Only about 60% of the graduates manage to get a job after graduation and numbers are expected to get worse given the rising demographics of the country's population. Entrepreneurship can positively contribute to the solution of this problem, as entrepreneurs can respond quickly to new economic opportunities and trends, can innovate, bring change and create jobs, often for other young people.

Education is crucial for entrepreneurship development. In this phase of their lives young people can gain the knowledge and experience to increase their aspirations and capabilities to start and grow their businesses. With the appropriate practical skills and knowledge (like using the business model canvas methodology) they can discover the world of entrepreneurship and possibly become successful entrepreneurs.

However, the quality of entrepreneurship education at Knowledge Institutes (KI's) in countries like Algeria is often not sufficient. Most KIs do not offer any entrepreneurship courses, and the courses that are offered often lack practical skill training and are therefore not suitable for the challenges these would-be entrepreneurs face. The information is disseminated via lectures and books instead of interactive workshops and practical assignments. Professors are not trained to motivate students and researchers to think about their socio-economic challenges as business opportunities. There is no broad understanding of the dynamics of entrepreneurship and therefore there are challenges with motivating and inspiring the students. A training/seminar for these professors to understand the dynamics of entrepreneurship is often needed.

Education system: skills & entrepreneurial mindset

Entrepreneurial skills could make a difference for both the economic development of Algeria and for offering solutions to local challenges. Education is one of the key vehicles to spark the entrepreneurial mindset and teach young budding entrepreneurs about business skills and entrepreneurship. However, there seems to be a mismatch between university supply of human capital and market absorption and demand. An entrepreneurial mind-set and skills are much appreciated by employers. The ability to think out-of-the box and seeing opportunities rather than challenges is something many employers are currently missing among the university graduates. Teaching students these entrepreneurial mind-set and skills will make them more attractive for employers and will make them aware of the different opportunities to create their own employment through starting a business.

Position of women

In Algeria, the woman remains marginalized, with a status that is increasingly weakened today by the socio-political situation. Algeria scores quite low on the UNDP Gender Development Index (0,858) and takes position 91 out of 185 countries in the 2020 index. Some socio-cultural factors perpetuate traditions that are harmful to girls and women. Also in entrepreneurship women stay behind, although their positions and opportunities are better in the cities than in the rural areas, the number of female entrepreneurs remains very low. In 2019, only 20% of the labour force was female, according to the World Bank. This probably indicates that the percentage of female entrepreneurs will be even lower.

That is why female entrepreneurship is an area that needs extra support. In 2018, the Dutch Ministry of Foreign Affairs set gender equality and improving the position of women and girls as one of the key cross-cutting priorities in the Dutch

	foreign policy (BHOS agenda). This is highly relevant; for instance, on the African continent, only 9% of startups have women as leaders in startups. Women are thus in the minority when it comes to starting a business, which implies a huge source of human potential that has been largely untapped until now. Dutch involvement & this project One of the main priorities for The Netherlands in Algeria is to improve employment opportunities, mainly for youth and women. In this framework, an Orange Corners incubation programme for Algiers was launched in 2020. The programme offers a training and support programme for around 40 entrepreneurs per year. Also, a Roadmap2Startup is being developed in 2021 to make the rules and regulations with regard to setting up a business in Algeria more accessible. During the Orange Corners mapping in 2019, the need for incorporating entrepreneurship in the education system was already identified. The University of Constantine indicated that it was interested to cooperate with The Netherlands on this topic. In March 2020, meetings on this topic with the University of Oran and the University of Constantine were held. The need for a capacity building project on entrepreneurship was discussed thoroughly by the Universities, the NL embassy in Algiers, the OC advisor and the PSD coach. Based on these meetings, the idea for a capacity building project arose, consisting of two steps. - Phase 1 First, a needs assessment should be conducted to identify the specific needs for each university. This needs assessment will lay the foundation for three individual capacity programs (1 for each of the 3 participating universities) which will introduce and strengthen the entrepreneurship components within the university. Cooperation between the universities will be stimulated whenever relevant. - Phase 2 Second, a follow up programme should consist of a tailor-made capacity programme based on the identified needs in the needs-assessment.
Results	<i>Phase 1: Inception Phase</i> <i>Result 1: Needs Assessment</i> A thorough needs assessment of each Knowledge Institute to map the context specific needs that can be used in the follow-up programme and formulates a needs driven training and coaching path specific to each participating institution. This consists of:

	• A selection report outlining the level of commitment of the participating Knowledge Institutes, their current state of entrepreneurship education and ambitions. • A research of the possibility for the Knowledge Institutes to invest in entrepreneurship post-curriculum by linkage to the private sector. • A local entrepreneurship curriculum needs report developed, with input from the students, the local Orange Corners and some private sector parties. This can for example be achieved through surveys, interviews and roundtable discussions, by the Knowledge Institutes individually with support from the implementing party, as input for the needs assessment; • A needs assessment report for each participating Knowledge Institutes for curriculum development and training needs; • A stakeholder engagement plan towards the Ministry of Education /board of rectors for accreditation or validation; • An overview of which meetings have been held with whom, including the most important outcomes of the discussion. <i>Result 2: Implementation plans</i> A strategic Entrepreneurship implementation plan, based on the needs assessment, for each individual KI, consisting of: • Plan for development of a holistic entrepreneurship strategy per KI (including a suggestion of a timeline for implementation), based on the needs assessment which can consist of (among others) the following activities,: • ToT and capacity building plan • Pre- and extracurricular activities • Plan for integration and roll out the newly developed capacity building suggestions. • Other suggestions of activities for the needs that are identified in the needs assessment (in consultation with RVO) • Monitoring, Evaluation and Learning plan, which includes the indicators mentioned below. • A communication plan on both external (outreach, press, etc.) and internal (platforms and coordination) This implementation plan should take into account the “entrepreneurship-niche” of the participating KI’s, including an analysis whether the curriculum needs to be updated or whether the focus should be on specific other aspects. Also, the implementation plan should clarify the foreseen results of the capacity building per university. Creating awareness about social entrepreneurship and/or CSR should be included in the implementation plan as well. The implementation plan should be discussed with and approved by the KI. After this phase, a GO/NO-GO decision will be taken by RVO in cooperation with the embassy, based on the needs assessment and the implementation plans. Criteria for the decision will be: - Level of commitment from the knowledge institute - The extent to which the implementation plan seems to address the needs of the university
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- Feasibility of the implementation plan
- Budget
- The extent to which students will benefit from the programme

Phase 2: Implementation Phase

The implementation phase will consist of capacity building for the three universities. The foreseen results are the following:

1. Three universities have been supported intensively in their efforts to integrate entrepreneurship in their practices during 1 year. Depending on the specific needs of the university, the activities can focus on (the combination of) strategy development, pre- or extracurricular development or student-led activities.
2. Entrepreneurship has been integrated in the DNA of the University
3. Teachers and students see the value of entrepreneurship
4. Students see entrepreneurship as a realistic opportunity for their future
5. Students are able to gain entrepreneurial tools and knowledge,
6. Teachers have gained insights in Entrepreneurial Teaching Methods, and are aware of the importance of entrepreneurship

These results will be further specified per university in phase 1, after the needs assessment.

Reporting

Throughout the year, RVO and the NL embassy will receive regular reporting on the project. After phase 1, an inception report (including the 3 implementation plans) will be shared with RVO and the NL embassy in Algiers for go/no go decision. Six months after the start of the implementation phase, a midterm report should be written and sent to RVO and the NL embassy in Algiers.

At the end of the project, a final report should be sent to RVO and the NL embassy. This report should cover the results, the activities and recommendations for follow-up, and it will pay extra attention to the project indicators as described in the section below.

Requirements implementing party:

- The implementing party (or at least one of its employees involved in the project) should master the French language;
- The implementing party should have experience in the development of entrepreneurship capacity building programmes for universities;
- The implementing party should have experience in the training of trainers (ToT) in entrepreneurship education;
- Experience with developing activities for female entrepreneurship;
- The implementing party should include a local expert with knowledge of the local education sector and accreditation processes;
- The implementing party should have expertise or knowledge on the accreditation process;

	Preferably, the implementing party has experience in the MENA region,
Activities	COVID 19 As we are currently going through a global pandemic that may restrict travel, the implementing party will provide a plan that takes the possibilities of travels restrictions and public safety of its staff as well as the target groups into account. Gender As gender and the position of girls is a transcending theme, the implementing party will be asked to make this an integral part of the proposal and make a plan incorporating female entrepreneurship in the activities. We propose that the implementing party will undertake at least the following activities, but will also provide a more detailed plan of action in the offer. Suggestions for improvement for the proposed plan and approach are welcomed. The implementing party will undertake the following activities: Phase 1: Inception Phase 1.1 <i>Gathering first information:</i> Exploring the current status of entrepreneurship for the participating KI's on the basis of the following information: a. Mapping of the current state of entrepreneurship strategy of the KI's: What is their strategy (if any) relating to entrepreneurship (in their curriculum, extracurricular or other)? What are their ambitions? Have they already included this ambition in their strategic plans? What gaps can be identified? b. The possibility for the universities to invest in entrepreneurship post-curriculum (e.g. by linkages to markets/private sector). This step could be combined with step 1.2. 1.2 <i>Conducting a Needs Assessment (in Algeria*):</i> For each of the selected Knowledge Institutes a thorough needs assessment will be conducted to map the context specific needs that can be used in the follow-up programme and formulates a needs driven training and coaching path specific to each participating institution. At least the following information should be gathered: The following activities will be included: A. The implementing party arranges a venue for the assessment programme; B. The implementing party develops needs assessment tools and workshop to be checked and approved by RvO; C. The implementing party develops an entrepreneurship needs assessment survey for students that is checked and approved by RvO;

	Dissemination of this survey to the participating KIs; KIs and implementing party individually conduct this survey locally with their students and other stakeholders and develop a report with outcomes that is signed by their rector and/or board as input for the needs assessment. D. The implementing Party will arrange and hold sessions with several groups of students and relevant stakeholders of the local KI's to gain input from them for the needs assessment. E. The implementing party develops a specific and individual entrepreneurship (curriculum) needs report per participating KI. 1.3 <i>A detailed and strategic Entrepreneurship implementation plan for each participating KI:</i> The implementing party will, based on the needs assessment of each KI, develop a tailor made entrepreneurship strategy implementation plan together with input from the relevant local stakeholders, students and university staff members to come to a broad carried implementation plan. The implementation party will take the ambition of the university, the capacity of the university and the effectiveness of activities in consideration in the development of the implementation plan. In addition, the implementing party should clarify the foreseen results of the suggested activities per university. The implementation plan should include an M&E framework, which includes the indicators mentioned below, to be able to assess the output and outcomes of the project. A communication plan should be included as well. *in case COVID-19 hampers the possibility of conducting the needs assessment in Algeria, alternative effective solutions are suggested by the implementing party and approved by RVO. After the needs assessment and the co-creation of the implementation plan (by implementing party and KI), RVO and the embassy will take a GO/NO-GO decision per university, based on the criteria mentioned above. Once the decisions have been taken, the implementation plan is shared with the Ministries of Higher Education, the rectors and boards of KIs and the Association of KIs. Phase 2: Implementation phase 2.1 The implementing party will start the activities mentioned in the implementation plan, in close cooperation with the KI's, during one year. 2.2 activities will be tailor-made per university, but will focus on (a combination of) entrepreneurship strategy, pre- of extracurricular development or student-led activities. Concrete activities could entail seminars, workshops, strategy reviewing & adapting, general advice, trainings, study visits and co-organizing the setting up of new activities. An easy to use structure for the creation of a Community of Practice will be set up, so the participating KIs can keep sharing experiences after the project. 2.3 KI's will be brought in contact with each other regularly in order to learn from each other's progress. 2.4 During the programme, attention should be paid to monitoring, evaluation and learning to see whether the foreseen results are being achieved.
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	2.5 During the programme, there should be a focus on participation of women and encouragement of female entrepreneurship. At least 30% of the participating staff should be female. 2.6 Where possible, the implementing party should make sure a connection is being made with the local private sector. 2.7 The local Chambers of Commerce (at least the one in Oran) should be involved in the programme where possible, including other relevant parties engaged in entrepreneurship. Reporting The implementing party will make sure RVO and the NL embassy in Algiers are updated regularly on the progress of the project. The embassy should be informed before every visit well in advance. Furthermore, the implementing party will be responsible for writing the reports mentioned in the result section.
PSD Toolkit Programme monitoring and evaluation	Phase 1: needs assessment • PSD 7b: Number of people reached. 1) 0 Dutch and 2) 30 Local. Within these categories, distinguish between A) Direct and B) Indirect; • PSD 7c: Number of identified opportunities for investment and/or follow-up PSD projects: 3 identified opportunities (3 implementation plans) Phase 2: Implementing party will provide a detailed M&E (and Learning) framework including at least the following PSD indicators: • PSD 2a: <i>Description of changes achieved in laws, regulations, policy plans, outcomes of social dialogue or development strategies enacted or adopted by local government or social dialogue partners in the reporting period due to direct intervention by the programme, yielding tangible benefits to the business climate; not expected directly, but could follow after as a spin-off.</i> • PSD 2b: <i>Number of registered changes achieved in laws, regulations and policy plans, yielding tangible benefits to the business climate; not expected directly, but could follow as a spin-offs.</i> • PSD 3a: Number of strengthened organisations for a sustainable business climate. Distinguish between: 1) Government 2) Semi-government and 3) Other; Universities (3) • PSD 7a: Number of people trained. Distinguish between 1) Government officials 2) Semi-government employees 3) University employees Distinguish between A) Male B) Female and C) Unknown. Measure number of youth per category; • PSD 3b: Number of members/employees of supported institutions;

	• PSD 3d: Number of courses/trainings developed/adopted for local dissemination; (ToT on entrepreneurship and extracurricular course). • PSD 7b: Number of people reached Distinguish between 1) Dutch A / B 2) Local students (measure A/B - participating students/registered students) Within these categories, distinguish between A) Direct and B) Indirect; • PSD 7c: Number of identified opportunities for investment and/or follow-up PSD projects: recommendations for follow-up Implementing party will be asked to provide a project specific monitoring and evaluation strategy and framework. <i>For instance;</i> <i>At student level;</i> • <i>Participation rate in module (M/F)</i> • <i>Applications</i> • <i>Satisfaction</i> • <i>Proneness to start a business at beginning of course</i> • <i>Proneness to start a business at end of course</i> • <i>Etc.</i> <i>At KI level;</i> • <i>How many applications after project ends</i> • <i>How often module offered per year</i> • <i>How many staff trained</i> • <i>Etc.</i>
CSR Opportunities and Risks	The implementing party will be asked to provide a thorough context specific risk analysis (including mitigation) in its proposal on both the risks of the project and iCSR. This project provides an opportunity to make students aware of the importance of CSR when starting a business. Topics like employees' rights, discrimination and sustainability (for example with regard to water use) should be addressed. We can also show the potential of including social and female entrepreneurship in their curricula, as the importance of sustainability and social innovation increasingly becomes a key element in order to ensure future adaptive, innovative businesses that stakeholders are attracted to. We can furthermore illustrate Dutch cases where social entrepreneurship is instrumentalised for solving real life community challenges, thereby creating win-win situations for multiple stakeholders.

	For the implementing party, it is important to be aware of the following facts: - According to The Africa Competitiveness Report, the most problematic risks for entrepreneurs in Algeria are inefficient government bureaucracy, access to finance and corruption. <i>World Economic Forum, The Africa Competitiveness Report, 2015</i> Challenges surrounding freedom of association in Algeria revolve around the employee code, which has been drawn up since 2011 but has not been completed. In addition, the government clones existing independent trade unions, suppresses existing trade unions and there is police violence. <i>ITUC, Countries at risk, 2019</i> - According to the Corruption Perceptions Index, Algeria has a score of 36 on a scale from 0 ("highly corrupt") to 100 ("very clean"). This means that the risk of corruption in Algeria is high. <i>Transparency International, Corruption Perceptions Index 2020, 2021</i>
Observations for further development	This project is linked to three other projects in Algeria: - The Orange Corners incubation programme in Algiers, through which young Algerian entrepreneurs can join a six-month incubation programme which consists of training, business development, and masterclasses. The project started January 2020 and will last until January 2023. Algeria – Orange Corners . - The Roadmap2Startup project, which will outline which steps an aspiring entrepreneur should take in order to start a business. This project starts in March 2021 - The Shiraka training program 'Ecosystem for Entrepreneurs', a one year training programme in which Algerian civil servants and 2 entrepreneurs will learn how the government can facilitate a thriving ecosystem for entrepreneurs. This training will start in June 2021. During the project, observations for further cooperation will be monitored closely.
Communication Strategy	Implementing party will be charged with providing us with an plan for communication on both external (outreach, press, etc.) and internal (platforms and coordination). EKN and RVO will be closely in the loop to see if government platforms (website and/or social media) can support. The final report will not be for publication, since it will concern (sensitive) internal assessments, recommendations and follow-up opportunities.