

Booklet 1 & Appendix

# Methodologies, Tools and Impact of the *Sustainable Business Management (SBM)* Training Program

*InNoVativE Sustainable sTart-ups for the MEDiterranean (INVESTMED) Project*  
- Work Package (WP) 3



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# Project information and Acknowledgements



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Cooperating across borders  
in the Mediterranean

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The Project is led by BUSINESSMED in partnership with, BRD, CCE, CEEBA, EMEA, IED, IEMed and LUMSA (see p. 1).

Please visit the website <https://www.enicbcmed.eu/projects/investmed> to access updated information about the Project.

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The views expressed in the booklet are those of the authors only.



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# The InNoVativE Sustainable sTart-ups for the MEDiterranean (INVESTMED) Project

The *InNoVativE Sustainable sTart-ups for the MEDiterranean* (INVESTMED) Project was funded by the **ENI CBC Mediterranean Sea Basin Programme** (ENI CBC Med), the largest **Cross-Border Cooperation** (CBC) initiative implemented by the **European Union** (EU) under the **European Neighbourhood Instrument** (ENI). The **long-term objective** of the **partnership** between the **EU** and its **Southern Neighbourhood** was to promote **economic integration** in the **Euro-Mediterranean area**, removing barriers to trade and investment between both the EU and the Southern Neighbourhood countries and among the Southern Neighbourhood countries themselves. Particularly, **the 2014-2020 ENI CBC Mediterranean Sea Basin Programme** brought together the **coastal territories of EU and partner countries** to foster fair, equitable and sustainable development across the region.

The **INVESTMED Project** started on September 15, 2020. It has a duration of 39 months. It involved Egypt, Greece, Italy, Lebanon, Spain and Tunisia. 3 are the targeted countries: Egypt, Lebanon and Tunisia. The members of the **Partnership** were:

- **Union of Mediterranean Confederations of Enterprises** (BUSINESSMED);
- **Beyond Reform and Development** (BRD);
- **Chamber of Commerce of Spain** (CCE);
- **Confederation of Egyptian European Business Associations** (CEEBA);
- **Euro-Mediterranean Economists Association** (EMEA);
- **Institute of Entrepreneurship Development** (iED);
- **European Institute of the Mediterranean** (IEMed);
- **Libera Università Maria Ss. Assunta** (LUMSA).



The Project addressed **9 out of 17 Sustainable Development Goals** (SDGs), launched by the United Nations in 2015 (through the *UN 2030 Agenda*) and aimed at transforming our world into a better place by 2030:

- **SDG 4** - Quality Education;
- **SDG 5** - Gender Equality;
- **SDG 8** - Decent Work and Economic Growth;
- **SDG 9** - Industry, Innovation and Infrastructure;
- **SDG 10** - Reduced Inequalities;
- **SDG 12** - Responsible Consumption and Production;
- **SDG 13** - Climate Action;
- **SDG 14** - Life Below Water;
- **SDG 17** - Partnerships for the Goals.





Its **priority** was the creation of an **enabling environment** for **start-ups** and newly established **Micro and Small-Medium Enterprises** (MSMEs) from **Egypt, Lebanon and Tunisia** in the **Green, Blue Economy, Renewable Energy, and Creative & Cultural sectors**. Indeed, both start-ups and new established MSMEs are key drivers of development: they play an essential role as they can generate jobs and stimulate technological, managerial and operational innovation processes.

These were, on the other hand, the **INVESTMED Project's specific goals**:

- to **meet regional challenges effectively** – **particularly** those concerning high levels of **unemployment among young people** (age group 24-35, preferably graduates) **and women** (who, based on socio-economic context analyses, suffer the most from the economic downturn and have difficulty entering the work cycle);
- to **facilitate** participants' **access to both venture capitals and new markets** through capacity building, coaching and mentoring, and Intellectual property Rights (IPR) campaigns.

For this purpose, **INVESTMED Partners implemented** a series of **coordinated activities** included in **5 Work Packages (WP)**:

- **WP1** - Coordination and Management (led by **BUSINESSMED**);
- **WP2** - Communication (led by **EMEA**);
- **WP3** - Creating a supporting environment for Sustainable Business Management (led by **LUMSA**);
- **WP4** - Facilitating access to markets for businesses led by youth and women (led by **IEMed**);
- **WP5** - Capacity building on Intellectual Property Rights (IPR) for public authorities and entrepreneurs (led by **BRD**).



**SCAN ME**



## WP3 - Creating a supporting environment for Sustainable Business Management

The *INVESTMED* Work Package led by LUMSA University

As said, the aim of the *INVESTMED* WP3 - led by LUMSA University - was to create a supportive environment for Sustainable Business Management in the Green, Blue Economy, Renewable Energy, and Creative & Cultural sectors of the 3 target countries (Egypt, Lebanon and Tunisia). The focus was, above all, on start-ups and newly established MSMEs, particularly on those managed or founded by youth and women.

With this goal in mind, the *INVESTMED* WP3 called for the design and implementation of 21 specific *Training Editions* to be delivered in the 3 target countries (i.e., 7 *Training Cycles* per country). The 21 *Training Editions* should have provided the beneficiaries of the project actions with the skills they needed to start and manage their own businesses.

These *Training Editions* were preparatory to the selection of 21 *Business Ideas* to be supported in the scouting phase through an online *Coaching and Mentoring Program*.

The delivery of these specific *Training Events* was preceded by a 6-month preparatory phase which included:

- 1 a *Territorial analysis* of the socio-economic and environmental challenges of the area.
- 2 *Consultation sessions with Business Support Organisations (BSOs)* in order to define training priorities.
- 3 an *Online survey on the level of skills, competencies, needs, and challenges faced by young and women (would-be) entrepreneurs*

with the aim of identifying and determining the skills and needs in the Green, Blue Economy, and Creative & Cultural sectors of the 3 target countries.

## RESULTS

The *Online survey* was distributed among start-ups and recently established MSMEs of Egypt, Lebanon and Tunisia. This was made in accordance with two of the principles of the *INVESTMED* Project (i.e. consultative processes and local ownership).

After five months of promoting the survey among the target countries, IED, with the support of CEEBA, BRD and BUSINESSMED, managed to collect answers from 55 of start-ups and recently established MSMEs active in the Green, Blue and Creative & Cultural sectors.

The main skills and competencies that interviewees thought start-ups / junior managers should possess

(in general) to start and operate their own businesses are: Planning & Management, Sustainable Business Model, the Innovative Business Model, Business Model, Business Plan, Team Dynamics, Networking, Open Innovation, IPR, Export strategies, Financial & Economic literacy, Fundraising, Risk Management.

Furthermore, respondents provided the Project with some additional needs that start-ups and junior managers may have in their countries: the change management, the virtual networking, and the marketing planning.

Cf. IED, *Needs and skills assessment report*, 2021.

# Methodologies and Tools of the Sustainable Business Management (SBM) Training Program

The **rationale** of the *Sustainable Business Management (SBM) Training Program* was to **provide** the beneficiaries of the project actions with the **skills** they needed **to start and manage** their own **businesses**. At the same time, it tried to **promote cross-border relations**.

These were its **fundamental characteristics**:

1

## Blended learning approach

The *SBM Training Program* adopted both **synchronous face-to-face** (albeit online - because of the Covid-19 restrictions) and **asynchronous self-study sessions**.

Thus, Trainees were able to **learn at their own pace** through the **e-lessons** available on an **e-learning Platform** and **interact with** their **Colleagues, Tutor** and **field Experts**, setting in motion a virtuous circle of **continuous improvement** as well as **engagement and socialization dynamics**.

2

## Practical orientation

Trainees were divided into **groups**. A **real Business Case** (either in the Green, or Blue Economy, or Creative & Cultural, or Renewable Energy sectors) was **assigned** to each group **to be analysed** based on **Guidelines** during the training weeks.

The teamwork required:

- the **application of the Contents learned** on the e-learning Platform,
- the **use of**
  - the **Cooperative Learning and Peer Education Methodologies** and
  - the **Strengths-Weaknesses-Opportunities-Threats (SWOT) Analysis tool** - which allowed for the **activation of Trainees' critical thinking**.

Particularly, groups were asked to analyse (through the SWOT Analysis) the impact of the UN *2030 Agenda* on the real *Business Case* assigned, by using SDGs, Targets and Indicators as internal/external factors of the matrix.

These analyses were **presented during a synchronous online face-to-face event** before an **Evaluating Committee** exploiting the **Flip Class Methodology**. In this way, **Trainees** became the **center of the learning process**.





Specifically, **7 Training Cycles (TC)** (with **20 Training Editions\***) were organized for the **INVESTMED Project**. Each TC was:

- **8 training weeks equivalent;**
- **focused on either Green, or Blue, or Creative & Cultural, or Renewable Energy real Business Cases.**

\*Training Cycles were supposed to be 7 per Country, but 1 edition in Lebanon was cancelled.



Each *Training Edition* admitted **15 Trainees per Country**.

Applications were initially open to young (24-35 years old) and women (age limits did not apply to them) graduates, potential entrepreneurs, start-uppers and MSMEs’ staff members.

Following the local **advertising of the (first) Call for Trainees** by CEEBA, BRD and BUSINESSMED, **interested Applicants** were asked to **submit** through an **online Platform**:

- a **Motivation Letter** - indicating their **suitability** for the *SBM Training Program* and in particular **highlighting relevant experience and interest** in either **Green, or Blue, or Creative & Cultural, or Renewable Energy sectors** - and
- their **Curriculum Vitae (CV)**.

Due to the availability of posts, age limits for men were cancelled during the **second Call for Trainees**.

Some of the Trainees were **later recruited** by CEEBA, BRD and BUSINESSMED through **personal channels** without delivering neither their Motivation Letter nor their CVs.

These were the **SBM Training Program specific** (synchronous and asynchronous) **tools in the box**:

- 1 Inauguration Day**

A **synchronous online face-to-face event** of 2 hours to **introduce** both **the SBM Training Program** (its Structure, Calendar, Platform and Contents) **and the Trainees**. During the event, the 15 Trainees were divided into **groups**. A **real Business Case** (either in the Green, or Blue Economy, or Creative & Cultural, or Renewable Energy sectors) was **assigned to each group to be analysed** based on **Guidelines** (available in 3 languages [Arabic, English and French]) during the training weeks and presented on the **Graduation Day**. The teamwork was **14 hours equivalent**.
- 2 Tutoring Sessions**

During the training weeks, Trainees could rely on **Weekly synchronous online face-to-face meetings** (1 hour) **with a Tutor** to

  - discuss their **needs**;
  - be **guided** throughout the learning process and
  - be **supported** in the **real Business Case analysis activity**.

On such occasions, Trainees could also **interact with their Colleagues**.

### 3 Asynchronous e-lessons

During the training weeks, a **set of asynchronous e-lessons** provided the Trainees with the **skills** they needed in the field of **Sustainable Business Management**.

The **e-lessons** (see below) were made **available on an e-learning Platform** (<https://academy.ied.eu>) created by iED. To help those who were less familiar with the English language, **Transcripts** of the **e-lessons** were made **available in 3 languages** [Arabic, English and French].

**Lesson 1:** *From MDGs to SDGs - Changing the Business Environment*

**Lesson 2:** *How to Define a Corporate Mission and Vision*

**Lesson 3:** *Introduction to Business Model Canvas*

**Lesson 4:** *SWOT Analysis*

**Lesson 5:** *Project Management Principles*

**Lesson 6:** *The use of Big Data for Sustainable Development*

**Lesson 7:** *Take Urgent Action to Combat Climate Change and its Impacts*

**Lesson 8:** *Achieve Gender Equality and Empower All Women and Girls*

**Lesson 9:** *Ensure Sustainable Consumption and Production Patterns*

**Lesson 10:** *GRI and the Main Non-financial Reporting Standards*

**Lesson 11:** *What is ESG and How can we Measure it*

**Lesson 12:** *Financial Tools to Support Recently Established Enterprises*

**Lesson 13:** *Entrecomp Framework*

**Lesson 14:** *Introduction to Circular Economy and Eco-Design*

### 4 Final Test

At the end of the training weeks, Trainees were asked to **test their knowledge through a Final Test** with **27 items** and **3 answer options each** - only one of these options was 100% correct. The minimum score to pass the Final Test was 13 correct answers out of 27. To help those who were less familiar with the English language, the **Final Test** was made **available in 3 languages** [Arabic, English and French].

### 5 Graduation Day

A **synchronous online face-to-face event** of 2 hours to **conclude** the training weeks.

During the event, the **groups created** during the **Inauguration Day** presented their **real Business Case analysis** in front of an **Evaluating Committee**.

The **Certificate of completion** was **assigned to Trainees who:**

- **attended at least 80%** of the **SBM Training Program** (including **Tutoring Sessions**);
- **successfully passed** the **Final Test**;
- **actively worked** on the **real Business Case analysis activity** assigned on the **Inauguration Day** and **held the presentation of the analysis** on the **Graduation Day**.

### 6 Webinars

From September 2021 to November 2022, 11 **online face-to-face Webinars** (see below) with **key Experts** from around the Euro-Mediterranean region were organized to **complement** the **SBM Training Program** and **bring the whole Community** (Trainees and Partnership) **together**.

**Webinar 1:** *Sustainable Energy Transition*

**Webinar 2:** *Energy Transition as a Driver for the Green Economy*

**Webinar 3:** *Business Models and the Human Centred Business Model*

**Webinar 4:** *How can your business integrate circular economy principles?*

**Webinar 5:** *Industrial Symbiosis and Life Cycle Analysis in Businesses*

**Webinar 6:** *Social Innovation in Business*

**Webinar 7:** *Capacity Building on Sustainability Leadership*

**Webinar 8:** *Internationalization Strategies*

**Webinar 9:** *Blue economy business ecosystem*

**Webinar 10:** *Sustainable finance and entrepreneurship*

**Webinar 11:** *Environmental Impact Assessment of Industries*





# Appendix

## *Who are the young talents for sustainable entrepreneurship in Egypt, Lebanon and Tunisia?*

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# Introduction and main findings

To outline the main characteristic of the young talents for sustainable entrepreneurship in Egypt, Lebanon and Tunisia, this paper makes a statistical analysis of the data of Applicants who delivered their CV and motivational letter to attend the *INVESTMED Sustainable Business Management (SBM) Training Program*.

Although the **total number of Applicants was 317**, the **total number of Curriculum Vitae received and analysed was 301**.

From a **gender perspective**, **64% (192)** of Applicants with CV were **women**, and **36% (109) men**.

Egypt was the only country where the number of men was higher than the number of women.

From the point of view of **age**, Applicants showed a **considerable scattering** considering that there was no age limit for women.

The age as of 2021 went **from 19 to 71**.

More specifically, **44% of Applicants** were in the **age range 26-35**, but **Tunisia was the only country where the age range 19-25 was higher** than the others.

Data show that **women and men** were **concentrated in the age range 26-35**.

Through the analysis of CVs, it was possible to **design a scoring system** able to offer an **overview of the education level of applicants**.

**The highest educated person has 15 points**, while **the least educated 0 points**.

- **34% of Applicants** have **at least a Bachelor's degree and have completed other training or are still studying**.
- **30% of Applicants** have **completed their Master's degree and other training or are still studying**.
- **7% of Applicants** have a **Doctorate**.

Of course, there were a **positive correlation between age and level of education**.

**Women** had a **slightly higher average scoring** than men.

As per countries, the **highest** average was in **Lebanon**, and the **lowest** in **Tunisia**.

Based on the analysis of CVs, it was possible to outline the **sector of study of Applicants**. The results of the analysis show that, among the Applicants that disclosed the name of their qualification, the **categories most represented** are:

- **Professional studies** under **Diploma**,
- **Science** under **Baccalaureate**,
- **Engineering** under **Bachelor degree**,
- **Business administration, Economics, Finance** and **Law** under **Master degree**,
- **Finance** under **Research master**,
- **Business management, Economics** and **Commerce** under **Doctorate**.

The **Applicants** who were **working** are **almost 90%** of whom **11%** was working as **Intern**, and **33%** in **top-level positions**.

Almost one third (**31%**) of the **total number of Applicants** had **already an entrepreneurial experience**.

Finally, analysing **Motivational Letters of Applicants**, it was evident how the word **Entrepreneurship** was **predominant**, followed by **Sustainability, Green economy and Management**. Their Motivational Letters fully manifested the **desire for self-emancipation** not only for selfish ends, but also **for the creation of development in their country of origin**.

It was evident the **desire to approach an entrepreneurship that respects the environment** (land and sea) and the **social issues**, like the support for women, young people, refugees or the disabled.

There was also a **desire to exploit an educational opportunity to create cross-border relationships**.

# The Application Process

**Applications** were initially **open to young** (24-35 years old) and **women** (age limits did not apply to them) **graduates, potential entrepreneurs, start-uppers** and **MSMEs' staff members**.

Following the local **advertising of the (first) Call for Trainees** by CEEBA, BRD and BUSINESSMED, **interested Applicants** were asked to **submit** through an **online Platform**:

- a **Motivation Letter** - indicating their **suitability** for the *SBM Training Program* and in particular **highlighting relevant experience and interest** in either **Green**, or **Blue**, or **Creative & Cultural**, or **Renewable Energy sectors** - and
- their **Curriculum Vitae (CV)**.

Applicants were included in the *SBM Training Program* by a **selection panel**.

A **first deadline** was set on **July 21, 2021**.

To gather more applications, a **second deadline** was set on **September 8, 2021**. Due to the availability of posts, age limits for men were cancelled during the **second Call for Trainees**.

Some of the Trainees were **later recruited** by CEEBA, BRD and BUSINESSMED through **personal channels** without delivering neither their Motivation Letter nor their CVs.

Although the **total number of Applicants was 317**, the **total number of Curriculum Vitae received and analysed was 301**.

- The **total number of Applicants in Egypt** was **105** but the **total number of CVs received** was **92**.
- The **total number of Applicants in Lebanon** was **52**, but the **total number of CVs received** was **50**.
- The **total number of Applicants in Tunisia** was **160**, but the **total number of CVs received** was **159**.

It is possible that the **severe crisis in Lebanon** has had an **impact on the underperformance** of Lebanon.

	<b>Applicants with CV</b>	<b>Other applicants</b>	<b>Total applicants</b>
<b>Egypt</b>	92	13	105
<b>Lebanon</b>	50	2	52
<b>Tunisia</b>	159	1	160
<b>Sum</b>	301	16	317

# Statistical data of the Applicants

According to the data of the **301 Applicants with CV**, it is possible to **analyse the characteristics of the people** in Egypt, Lebanon and Tunisia who were **interested in the SBM Training Program** under the *INVESTMED Project*.

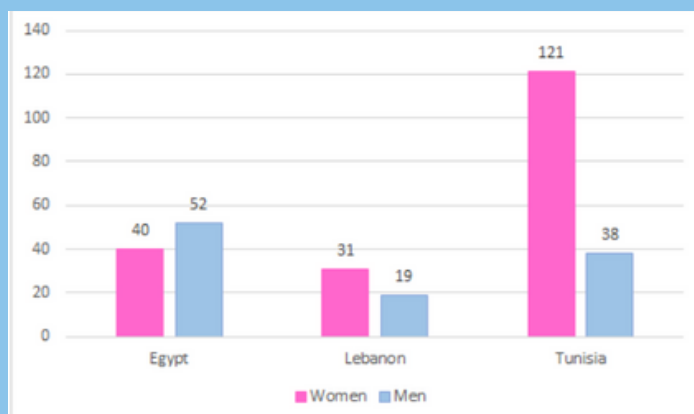
## Gender

A first analysis shows a **prevalence of women**, who are **64%** (192). **36%** are men (109).

By making a **breakdown per country**,

- **Egypt is the only country where the number of men was higher than the number of women.** In fact, the number of Egyptian **men** was **52** (56%), and the number of **women** was **40** (43%).

- In **Lebanon**, **men** were **19** (38%) and **women** were **31** (62%).
- In **Tunisia**, **most of the Applicants were women.** In fact, the number of Tunisian **men** was only **38** (24%), and the number of **women** was **121** (76%).

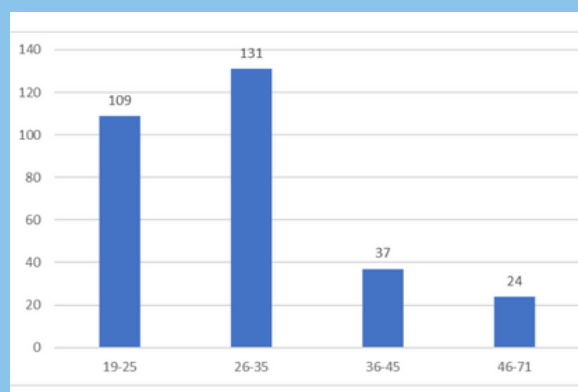


## Age range of Applicants

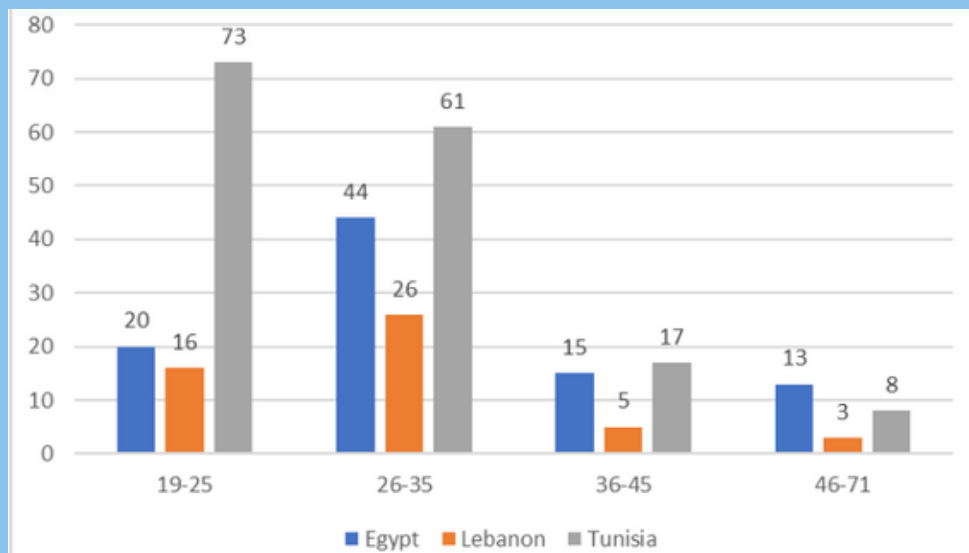
**Applicants** showed a **considerable scattering** considering that there was no age limit for women. **Not all the dates of birth were available on CVs.** In some cases, the **age was estimated** according to the year of completion of the Baccalaureate or Bachelor's degree.

The **age** as of 2021 went **from 19 to 71**.  
More specifically,

- **131 Applicants** (44%) were in the **age range 26-35**,
- **109 Applicants** (36%) were in the **age range 19-25**,
- **37 Applicants** (12%) in the **age range 36-45** and
- **24 Applicants** (8%) in the **age range 46-71**.



- In **Egypt**
  - **44 Applicants** (48%) were in the **age range 26-35**,
  - **20 Applicants** (22%) were in the **age range 19-25**,
  - **15 Applicants** (16%) in the **age range 36-45** and
  - **13 Applicants** (14%) were in the **age range 46-71**.
- In **Lebanon**
  - **26 Applicants** (52%) were in the **age range 26-35**,
  - **16 Applicants** (32%) were in the **age range 19-25**,
  - **5 Applicants** (10%) were in the **age range 36-45** and
  - **3 Applicants** (6%) were in the **age range 46-71**.
- **Tunisia** is the **only country** where the **age range 19-25** was **higher** than the others. In fact,
  - **73 Applicants** (46%) were in the **age range 19-25**,
  - **61 Applicants** (38%) were in the **age range 26-35**,
  - **17 Applicants** (11%) in the **age range 36-45** and
  - **8 Applicants** (5%) were in the **age range 46-71**.



## Gender per age range

Data show that women were particularly concentrated in the age range 26-35. In fact, we have

- **74 women** (39%) in the **age range 26-35**;
- **70 women** (36%) in the **age range 19-25**;
- **30 women** (15%) in the **age range 36-45** and
- **18 women** (9%) in the **age range 46-71**.

Likewise, men were particularly concentrated in the age range 26-35. In fact, we can find

- **57 men** (52%) in the **age range 26-35**;
- **39 men** (36%) in the **age range 19-25**;
- **7 men** (6%) in the **age range 36-45** and
- **6 men** (6%) in the **age range 46-71**.

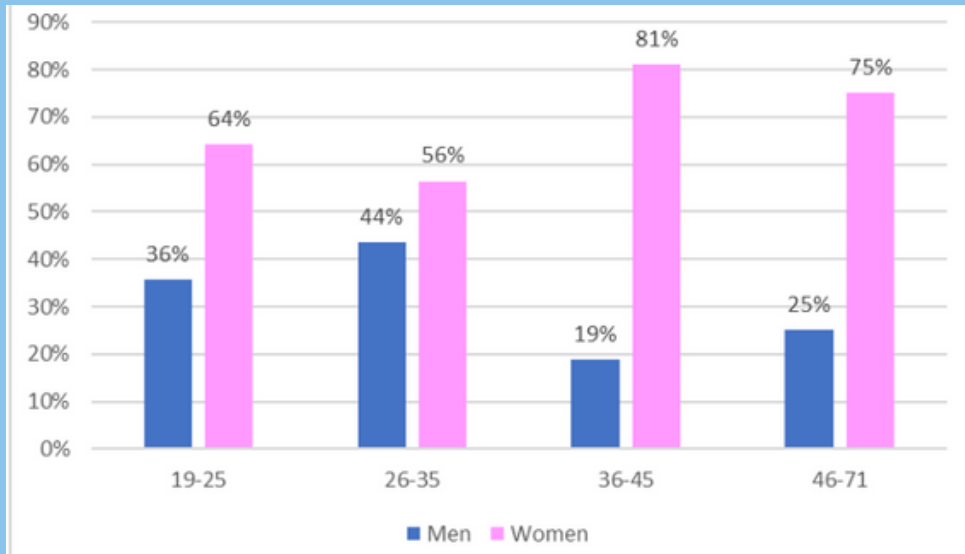
**Men in the age range 36-71** were **exceptions** since the requirements for eligibility did not permit the enrolment of men older than 35. Nevertheless, due to the availability of posts, they were accepted.



In the **three countries**,

- the **age range 19-25** is **64%** represented by **women** and **36%** by **men**;
- the **age range 26-35** is **56%** represented by **women** and **44%** by **men**;
- the **age range 36-45** is **81%** represented by **women** and **19%** by **men** and
- the **age range 46-71** is **75%** represented by **women** and **25%** by **men**.

The **higher gap between men and women** is, of course, in the **age range 36-45 and 46-71** due to the fact that men over the age of 35 were (in theory) not eligible for applying.

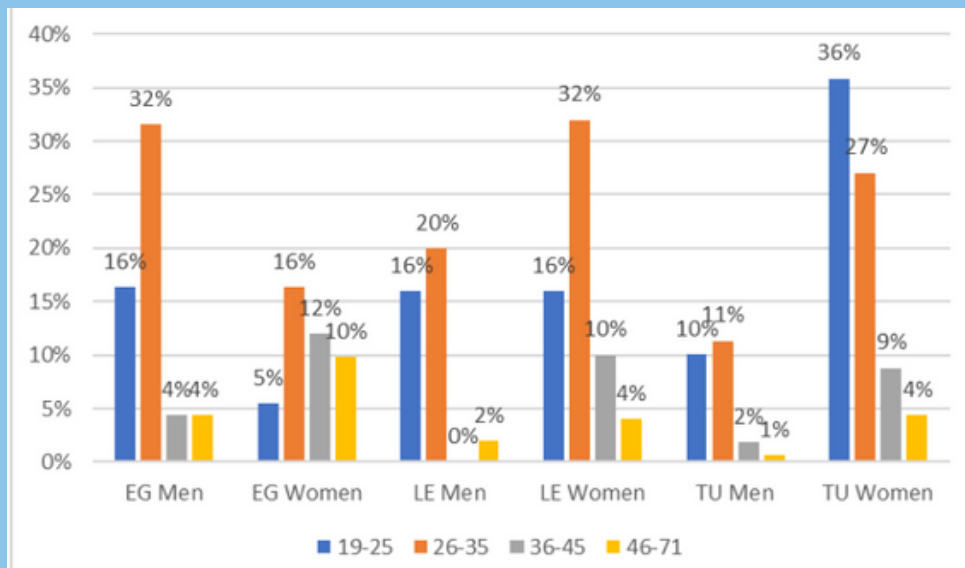


## Gender per age range and per country

A full overview of the age groups shows some differences between the three countries.

While **Tunisian women** were **mostly present** in the **age group 19-25** (36%), **Egyptian** and **Lebanese women** were **mostly present** in the **age group 26-35** (16%; 32%).

At the same time, while **Egyptian** and **Lebanese men** were **mostly present** in the **age group 19-25** (16%; 16%), **Tunisian men** were **mostly present** in the **age group 26-35** (11%).



## Qualifications

In terms of qualification, it must be pointed out that **Egypt, Lebanon and Tunisia have three different scholar systems.**

The **Egyptian scholar system** foresees that **secondary education** (generally concluded at the age of 17 years) is **followed by a Bachelor's Degree** of 4 years.

Level of education	School	Age	Duration of the education
Secondary	Secondary school	15-17	3 years
Tertiary	Bachelor		4 years
Tertiary	Master		2 years
Tertiary	Doctorate		3-5 years

**Lebanon scholar system** foresees that **secondary education** (generally concluded at the age of 18 years) is **followed by a Baccalaureate** that gives access to **tertiary education**, that is a **Bachelor's degree** of 4 or 5 years.

Level of education	School	Age	Duration of the education
Secondary	General Secondary school	15-18	3 years
	Baccalaureate		
Tertiary	University first stage		4-5 years
Tertiary	University second stage		1-4 years
Tertiary	Doctorate		2-5 years

In **Tunisia**, there is a system similar to Lebanon. **Secondary school** is usually completed at the age of 19. The secondary school is **followed by a French Baccalaureate** with a dual function of school leaving and university entrance examination.

Level of education	School	Age	Duration of the education
Secondary	Upper secondary	15-19	4 years
	Baccalaureate		
Tertiary	University first stage		2 years
Tertiary	University second stage		1-3 years
Tertiary	Doctorate		3-5 years

According to the **descriptions of Applicant's qualifications** (that were not homogeneous), the **following classification** was applied:

- **Qualification\_0: High School Diploma.**
- **Qualification\_1: Baccalaureate**, which is a graduation that students can obtain at the completion of the secondary education by meeting certain requirements (only relevant for Lebanon and Tunisia).
- **Qualification\_2: Bachelor's Degree**, an undergraduate academic degree awarded by colleges and universities. The Bachelor of Science is awarded to those who study Mathematics or Natural Science. The Bachelor of Arts is awarded to those who study subjects within the Liberal Arts, Humanities, Social Sciences, Languages and Culture, and Fine Arts. In some cases, Applicants called the Bachelor's Degree "Major" that is simply the "major area of focus" of their studies.
- **Qualification\_3: Master's Degree or Professional Master's.** The first is an academic degree awarded upon completion of a course of study demonstrating mastery or a high-order overview of a specific field of study or area of professional practice. Master's Degrees are also called Master of Science in case they are in the field of Science, and Master of Arts in case they focus on Humanities. The second is a postgraduate scientific qualification for first or second cycle graduates continuing their studies. Professional Master Programmes run for at least one year.
- **Qualification\_4: Research Master** which is a postgraduate level research training designed to prepare students for Doctoral Research and Post Graduate Diploma that is commonly awarded to students who have completed the Master's Program and continuing a one-year advanced course similar to the first year of a Ph.D. Program.

- **Qualification\_5: a Doctoral Research Degree** that is the highest level of academic qualification. The degree normally takes between three and four years of full-time work towards a thesis offering an original contribution to a subject. Doctoral Research can also be called Ph.D. or DBA. The second is a Professional Doctorate in Business Administration.

## Scoring system

According to the different education systems, **the following scoring system was used.**

- In the case of **Egypt**:
  - **Diploma (Qualification\_0)** gets zero points;
  - **Baccalaureate (Qualification\_1)** is **not relevant** for Egypt, as it is not present in the local scholar system;
  - **Bachelor Degree (Qualification\_2)** gets 2 points;
  - **Master Degree (Qualification\_3)** gets 3 points;
  - **Research Master (Qualification\_4)** gets 4 points;
  - **Doctorate (Qualification\_5)** gets 5 points.
- In the case of **Lebanon and Tunisia**:
  - **Diploma (Qualification\_0)** gets zero points;
  - **Baccalaureate (Qualification\_1)** gets 1 point;
  - **Bachelor Degree (Qualification\_2)** gets 1 point;
  - **Master Degree (Qualification\_3)** gets 3 points;
  - **Research Master (Qualification\_4)** gets 4 points;
  - **Doctorate (Qualification\_5)** gets 5 points.

Through this method, Applicants graduated with a Bachelor's degree get a sum of 2 points both in Egypt, Lebanon and Tunisia.

Moreover, **1 additional point was assigned to Applicants that had completed or were completing other training or education courses** (e.g., Professional Masters, continuous training, or those who were enrolled in other academic studies).

## Applicants' education scoring

According to the aforementioned methodology, **the highest educated person would have had 15 points, while the less educated 0 points.**

As a result, it was **possible to enumerate the Applicants in the three countries for each scoring, from the highest to the lowest.**

### 15 points

Applicants with 15 points in the three countries were **1** (a female); she was **from Lebanon** representing **0.3% of the total.**

### 11 points

Applicants with 11 points in the three countries were **18** (4 males, 14 females), **5** in Egypt, **6** in Lebanon and **7** in Tunisia, representing **6% of the total.**

### 10 points

Applicants with 10 points in the three countries were **7** (3 males, 4 females), **4** in Egypt, **1** in Lebanon and **2** in Tunisia, representing **2% of the total.**

### 9 points

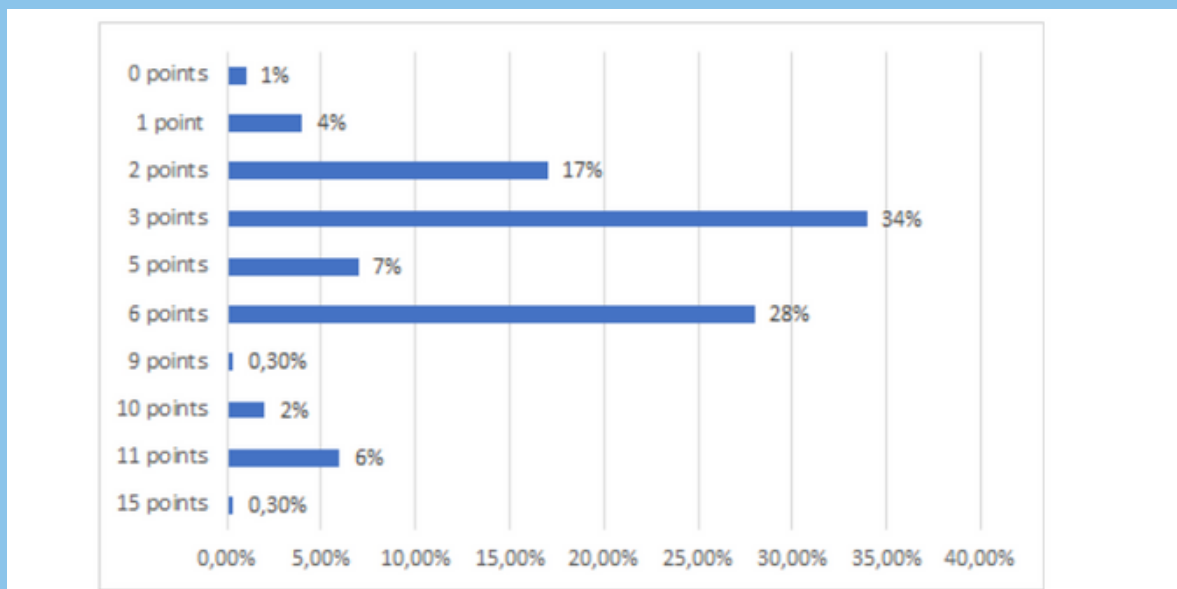
Applicants with 9 points in the three countries were **1** (female) and she was from Tunisia, representing **0.3% of the total.**

### 6 points

Applicants with 6 points in the three countries were **85** (23 males, 62 females), **21** in Egypt, **14** in Lebanon and **50** in Tunisia, representing **28% of the total.**

### 5 points

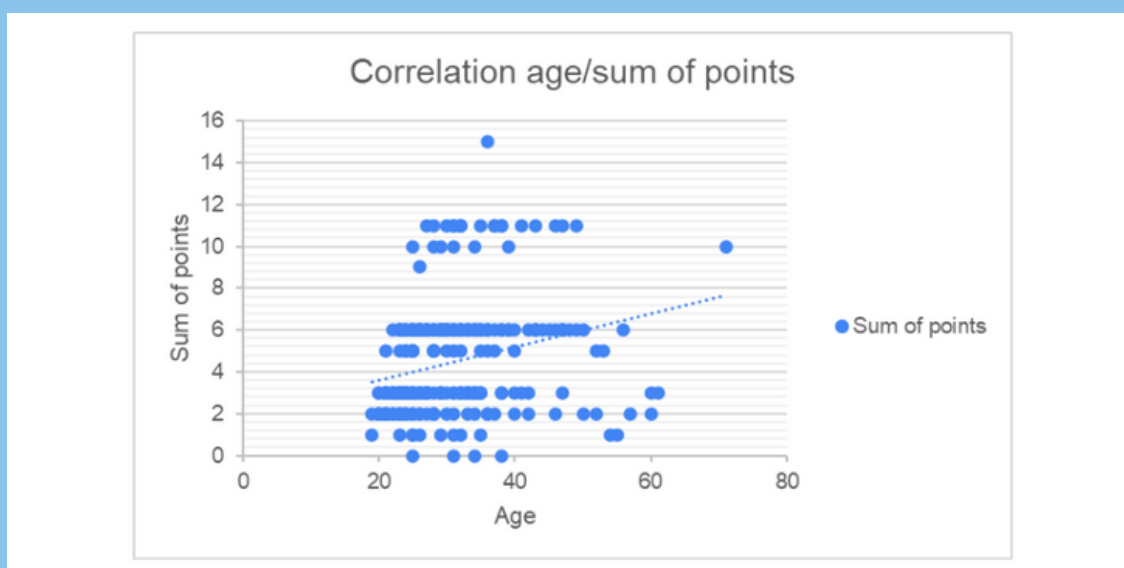
Applicants with 5 points in the three countries were **22** (10 males, 12 females), **5** in Egypt, **3** in Lebanon and **14** in Tunisia, representing **7% of the total.**



According to the analysis,

- the scoring of **3 points** has **the highest concentration in terms of qualification (34% of applicants)**, meaning that **Applicants had at least a Bachelor's degree (2 points) and had completed other trainings / were still studying (1 additional point);**
- the scoring of **6 points** is **the second highest concentration in terms of qualification (28% of Applicants)**, meaning that **Applicants had completed their Master's Degree (2 points for the Bachelor's and 3 points for the Master's) and had completed other trainings / were still studying (1 additional point);**

- the scoring of **2 points** is the **third highest concentration** in terms of qualification (**17% of Applicants**), meaning that **Applicants have completed their Bachelor's Degree** (2 points) but they had **not mentioned other training courses / had completed their Baccaulaureate** (1 point) and they had **completed other trainings / were still studying** (1 additional point);
  - the scoring of **5 points** is in **fourth position** (**7% of Applicants**), meaning that **Applicants had completed their Bachelor's Degree** (2 points) and their **Master's Degree** (3 points) but they were **not in other training or education**;
  - in **fifth position**, we could find the **11 points** (**6% of Applicants**), meaning that **Applicants had completed their Bachelor's Degree** (2 points), their **Master's Degree** (3 points), a **Doctorate** (5 points) and they had **completed / were completing other trainings or education courses** (1 point);
  - in the **sixth position** we could find the scoring of **1 point** (**4% of Applicants**), meaning that **Applicants had completed a Baccaulaureate** (1 point) / they had a **diploma** but they were in **other trainings/education courses** (1 point);
  - the scoring of **10 points** was represented by a **2% of Applicants** (**seventh position**), meaning that they had **completed their Bachelor's Degree** (2 points), their **Master's Degree** (3 points) and, alternatively, a **Doctorate** (5 points) / a **Research Master's** (4 points) plus **additional trainings or education courses** (1 point);
  - only **1% of Applicants** had a **Diploma as their unique graduation**, with **0 points** of scoring (**eight position**);
  - finally, at the **bottom of the ranking** we could find **0.3% of Applicants** that had either **9 points or 15 points**. In the case of **9 points**, it meant that they owned a **Bachelor's Degree** (2 points), a **Master's Degree** (3 points) and a **Research Master's** (4 points). In the case of **15 points**, it meant that they owned a **Bachelor's Degree** (2 points), a **Master's Degree** (3 points), a **Research Master's** (4 points), a **Doctorate** (5 points) and they were still in **other trainings / education courses**.
- Of course, the age of applicants is positively correlated with qualification; the higher the age, the higher is the possibility of raising one's education.



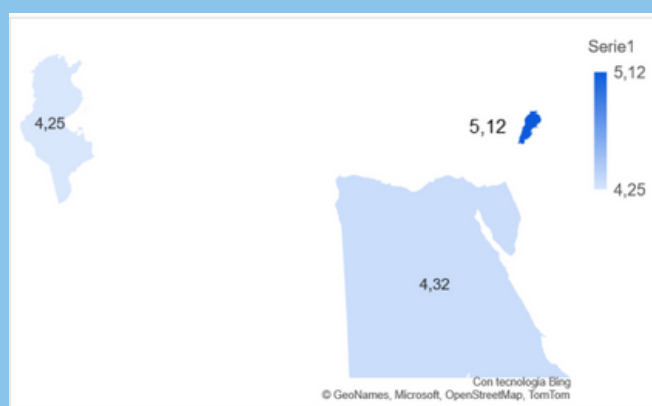
## Gender per education scoring

Women had a slightly higher average education scoring than men, as their average scoring was 4.6146, while men had an average scoring of 4.0642.

	Number of	Sum of points	Average scoring
Women	192	886	4.6146
Men	109	442	4.0642

## Country per education scoring

In terms of average scoring, the highest average was in Lebanon with 5.12, the lower in Tunisia with 4.25 and in the middle, we could find Egypt with 4.32.



## Qualifications of Applicants

The following analysis provides an overview of each qualification gained by Applicants.

It has to be pointed out that in some cases, Applicants only mentioned their highest level of education. In this case, the lowest level of education was taken for granted.

- **Diploma:** the total number of Applicants with a secondary school diploma (Qualification\_0) was 301 (**100% of applicants**). 92 in Egypt, 50 Lebanon, 159 Tunisia.
- **Baccalaureate:** the total number of Applicants with a Baccalaureate (Qualification\_1) was 199 (**66% of applicants**). 49 of them were from Lebanon (98% of the Lebanese Applicants) while 150 were from Tunisia (94% of the Tunisian Applicants). **Baccalaureate was not relevant for Egypt.**
- **Bachelor Degree:** the total number of Applicants with a Bachelor degree (Qualification\_2) was 266 (**88% of Applicants**). 88 of them were from Egypt (96% of Egyptian Applicants), 47 were from Lebanon (94% of Lebanese Applicants) and 131 were from Tunisia (82% of Tunisian Applicants).
- **Master Degree:** the total number of Applicants with a Master Degree (Qualification\_3) was 134 (**44% of Applicants**). 35 of them were from Egypt (38% of Egyptian Applicants), 25 in Lebanon (50% of Lebanese Applicants) and 74 in Tunisia (46% of Tunisian Applicants).
- **Research Master:** the total number of Applicants with a Research Master (Qualification\_4) was 8 (**3% of Applicants**). 3 of them were from Egypt (3% of the Egyptian Applicants), 2 of them were from Lebanon (4% of the Lebanese Applicants) and 3 of them were from Tunisia (2% of the Tunisian Applicants).
- **Doctorate:** the total number of Applicants with a Doctorate (Qualification\_5) was 20 (**7% of Applicants**). 6 of them were from Egypt (6% of the Egyptian Applicants), 7 of them were from Lebanon (14% of Lebanese Applicants), 7 of them were from Tunisia (4% of the Tunisian Applicants).

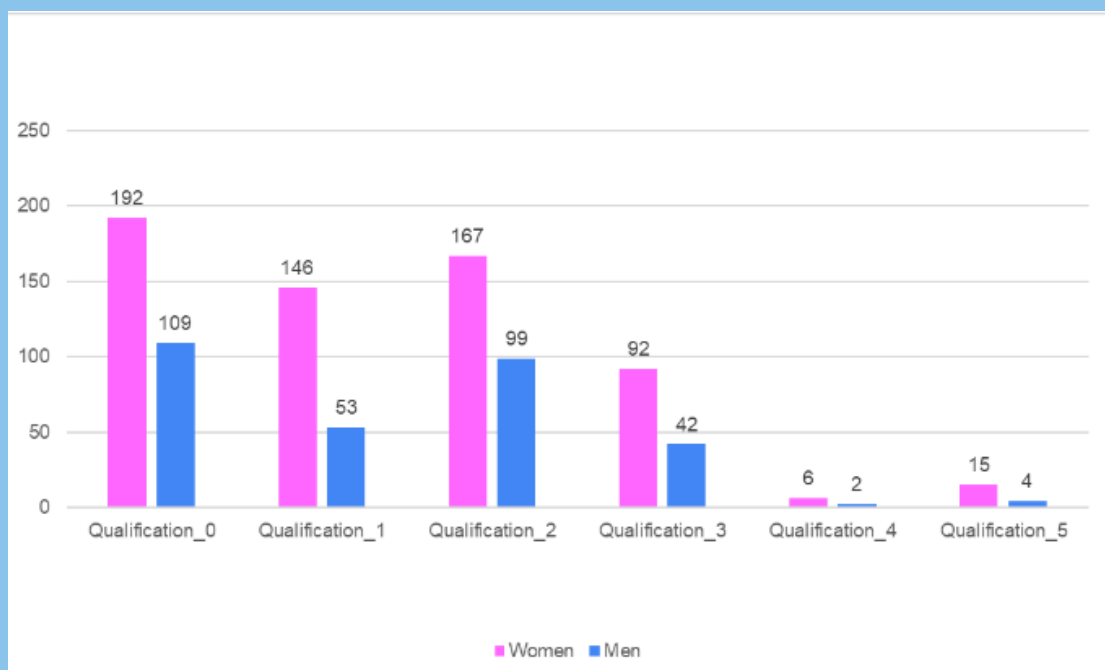
The number of **Applicants that had completed / were completing additional trainings or education courses** were 251, which means **83% of applicants**. 85 of them were from Egypt (92% of Egyptian Applicants), 41 of them were from Lebanon (82% of Lebanese Applicants), and 125 were from Tunisia (79% of Tunisian Applicants).

## Gender per qualification

According to the data, **women were the gender most present in each category of qualification**.

Women were:

- 192 under the category Qualification\_0 (Diploma) versus 109 men;
- 146 under the category Qualification\_1 (Baccalaureate) versus 53 men;
- 167 under the category Qualification\_2 (Bachelor Degree) versus 99 men;
- 92 under the category Qualification\_3 (Master Degree) versus 42 men;
- 6 under the category Qualification\_4 (Research Master) versus 2 men and
- 15 under the category Qualification\_5 (Doctorate) versus 5 men.



## Sectors of studies

Based on the analysis of CVs, it was possible to **outline the sectors of studies of Applicants**. **Under each type of Qualification, an aggregation under a similar concentration was made.**

### Diploma (Qualification\_0)

According to this definition, Applicants with Qualification\_0 that disclosed the name of their Qualification\_0 were 18, and they were distributed in the three countries as follows.

**Technical studies** are 4 (**22%** of those who disclosed the name of their Qualification\_0) and they were 3 in Tunisia and 1 in Egypt, Economic Sciences are 2 (11% of those who disclosed the name of their Qualification\_0), namely 1 in Lebanon and 1 in Tunisia.

**Professional studies** are 6 (**33%** of those who disclosed the name of their Qualification\_0), namely 1 in Egypt, 2 in Lebanon and 3 in Tunisia. It was the most represented category.

**Humanistic studies** are 2 (11% of those who disclosed the name of their Qualification\_0) and they were in Tunisia.

**Experimental Sciences** are 2 (**11%** of those who disclosed the name of their Qualification\_0), namely 1 in Egypt and 1 in Tunisia. Studies in the Communication field were 2 (11% of those who disclosed the name of their Qualification\_0) and they were in Tunisia. 283 Applicants (94% of Applicants) did not disclose the name of their Qualification\_0.

**Technical studies and Humanistic studies showed a slightly higher preference from women Applicants.**

### Baccalaureate (Qualification\_1)

82 Applicants disclosed the name of their Qualification\_1.

7 applicants with Qualification\_1 chosen **Technical studies** (**8%** of those who disclosed the name of their Qualification\_1), namely 1 in Lebanon and 6 in Tunisia.

44 preferred the **Science subject** (**54%** of those who disclosed the name of their Qualification\_1), namely 2 in Lebanon and 42 in Tunisia. It was the most represented category in Qualification\_1.

20 were in the field of **Mathematics, Economics and Sociology** (**24%** of those who disclosed the name of their Qualification\_1), namely 3 in Lebanon and 17 in Tunisia.

1 from Lebanon had a Qualification\_1 in **Life Science** (**1%** of those who disclosed the name of their Qualification\_1).

2 Tunisian and 1 Lebanese Applicants chose **Informatics** (**4%** of those who disclosed the name of their Qualification\_1).

1 **Engineering** (**1%** of those who disclosed the name of their Qualification\_1).

6 **Art and Literature** (**7%** of those who disclosed the name of their Qualification\_1).

118 applicants did not disclose the name of their Qualification\_1.

### Qualification\_1 was not relevant for Egypt.

The categories Technical studies, Informatics, and Engineering were those with a higher number of men if compared to that of women in the same sector of studies. Instead, we can find a **higher number of women in the Science field as well as in the sector Mathematics, Economics and Sociology, Life Science and Art and Literature.**

### Bachelor degree (Qualification\_2)

234 Applicants disclosed the name of their Qualification\_2.

Applicants with Qualification\_2 were 39 in the **Medical Science, Biology, Pharmaceutical Sciences, Psychology** field (**17%** of those who disclosed the name of their qualification\_2), namely 6 in Egypt, 4 in Lebanon and 29 in Tunisia.

1 Egyptian Applicant had a Qualification\_2 in **International Relations** (**0.4%** of those who disclosed the name of their qualification\_2), while 7 Tunisian Applicants in **Informatics** (3% of those who disclosed the name of their Qualification\_2).

61 chose the **Engineering** sector of studies (**26%** of those who disclosed the name of their qualification\_2), namely 31 in Egypt, 14 in Lebanon and 16 in Tunisia.

27 preferred the **Chemistry, Physics, Mathematics, Natural Sciences and Agricultural Science** sector (**11%** of those who disclosed the name of their qualification\_2), namely 5 in Egypt, 7 in Lebanon and 15 in Tunisia.

65 Applicants chose **Business Administration, Economics and Social Sciences, Finance, Law** (28% of those who disclosed the name of their qualification\_2), namely 29 in Egypt, 14 in Lebanon and 22 in Tunisia. It was the most represented category in Qualification\_2.

28 Applicants were in the sector of studies of **Art, Literature, Communication and Languages** (12% of those who disclosed the name of their Qualification\_2), namely 11 in Egypt and 17 in Tunisia.

Finally, 6 Applicants were in the field of **Architecture** (3% of those who disclosed the name of their Qualification\_2), 1 in Egypt, 1 in Lebanon and 4 in Tunisia.

32 Applicants did not disclose the name of their Qualification\_2



In terms of gender, **there was a higher number of men in the sectors of Wngineering and Informatics. A higher number of women** was present in the sectors of **Medical Sciences, Biology, Pharmaceutical Sciences, Psychology** as well as in **Chemistry, Physics, Mathematics, Natural Sciences** and **Agricultural Science, Business Administration, Economics** and **Social Sciences, Finance, Law** and **Art, Literature, Communication** and **Languages**. In **International Relations** and **Architecture**, we only had **one woman**.

### Master degree (Qualification\_3)

132 Applicants disclosed the name of their Qualification\_3.

14 Applicants with Qualification\_3 preferred the sector of studies of **Medical Sciences, Biology and Pharmaceutical Sciences” (11%** of those who disclosed the name of their Qualification\_3), namely 3 in Egypt and 11 in Tunisia.

27 were in the **Engineering** sector (**20%** of those who disclosed the name of their Qualification\_3), namely 6 in Egypt, 7 in Lebanon and 14 in Tunisia.

8 chose the sector of **Communication, IT and Languages” (6%** of those who disclosed the name of their Qualification\_3), namely 1 in Egypt, 3 in Lebanon, and 4 in Tunisia.

11 Applicants preferred **Chemistry, Physics and Natural Sciences (8%** of those who disclosed the name of their Qualification\_3), namely 3 in Egypt, 3 in Lebanon and 5 in Tunisia.

The sector of studies of **Business Administration, Economics, Finance and Law** was the most populated under Qualification\_3, with 62 preferences (**47%** of those who disclosed the name of their qualification\_3). 21 of them were in Egypt, 10 in Lebanon and 31 in Tunisia.

6 Applicants were in the **Architecture** sector (1 in Egypt, 1 in Lebanon and 4 in Tunisia), which were the **4%** of those who disclosed the name of their Qualification\_3.

Finally, we could observe 4 Applicants that chose **Agronomics (3%** of those who disclosed the name of their qualification\_3), namely 1 in Lebanon and 3 in Tunisia.

2 Applicants did not disclose the name of the Qualification\_3.

According to the breakdown per gender, we could observe **a higher number of men under the Engineering sector of study** (17 men versus 10 women). **In all the other fields, women are prevalent.** Moreover, under the sector of studies of **Agronomics, Qualification\_3 is populated only by women.**

### Research Master (Qualification\_4)

A few applicants owned a Qualification\_4. They were 8 and all of them disclosed the name of their Qualification\_4.

1 is in the sector of **Renewable energies** (Lebanon), 1 in **Private Law** (Tunisia), 1 in **Nutrition** (Tunisia), 1 in **Intelligent and Communicating Systems”** (Tunisia), 1 in **Healthcare Management** (Egypt) and 1 in **Geophysics** (Egypt). **Each represented 13% of Applicants** with a Qualification\_4.

2 chose the **Finance** subject (1 in Egypt and 1 in Lebanon), representing the 25% of those who own a Qualification\_4. It was the most represented category under Qualification\_4.

In terms of gender, **men** chosen the **Private Law** and **Geophysics** subject, while **women Renewable energies, Nutrition, Intelligent and Communicating Systems, Healthcare Management and Finance.**

### Doctorate (Qualification\_5)

Applicants with Qualification\_5 were a small number. 19 Applicants disclosed the name of their Qualification\_5, 1 did not.

1 (Egypt) had a Doctorate in **Pharmaceutics (5%** of those who disclosed the name of their Qualification\_5), 1 (Egypt) in **Microbiology (5%** of those who disclosed the name of their Qualification\_5), 1 (Lebanon) in **Languages (5%** of those who disclosed the name of their Qualification\_5), 1 (Egypt) in **Informatics (5%** of those who disclosed the name of their Qualification\_5), 1 (Tunisia) in **Humanistic studies (5%** of those who disclosed the name of their Qualification\_5), 2 (1 in Lebanon and 1 in Tunisia) in **Geography and landscape (10%** of those who disclosed the name of their Qualification\_5), 4 in **Energy** (Tunisia) representing the **21%** of those

who disclosed the name of their Qualification\_5, 1 (Tunisia) in **Chemistry (5%** of those who disclosed the name of their Qualification\_5), 6 (2 in Egypt and 4 in Lebanon) in **Business Management, Economics and Commerce (32%** of those who disclosed the name of their Qualification\_5) and 1 (Tunisia) in **Agriculture (5%** of those who disclosed the name of their Qualification\_5). The **Business Management, Economics and Commerce** category was the most represented category under Qualification\_5.

According to the gender breakdown, we had **5 men** with Qualification\_5. 1 of them chose the **Microbiology** subject, 1 the **Energy** subject and 3 the **Business Management, Economics, Commerce** sector of studies, *ex aequo* with **3 women**.

**All the other sector of studies/subjects were populated only by women.**

## Applicants in employment

Another interesting information that we could extract from CVs was the number of Applicants **in employment**.

They were 266 in total (**88.37% of Applicants**). Only 35 Applicants did not report employment in their CV.

**The 61% of the Applicants in employment were women** (162) and the 39% were men (104).

As per countries, 89 **Egyptian Applicants** were **in employment** (39 women, 50 men), representing **33%** of the Applicants in employment.

In **Lebanon**, they were 47 (29 women and 18 men), representing **18% of the Applicants in employment**.

In **Tunisia** they were 130 (94 women and 36 men) representing **49% of the Applicants in employment**.

By making **an analysis on the career level** of the Applicants in employment, it was possible to note that 32 of the Applicants in employment (**11%**) were working as **intern** (25 in Tunisia and 7 in Egypt).

88 (**33%**) were working in **top level positions** (32 in Egypt, 17 in Lebanon and 39 in Tunisia).

146 (**54.88%**) were working in **other positions** (66 in Tunisia, 30 in Lebanon and 50 in Egypt).

**Egyptian men and Tunisian women were the highest number of people in top positions of employment.** Nevertheless, **Lebanese men were the category with the highest percentage in top position employment among the Applicants per country.** The highest number of interns were **Tunisian women**, both as number and as percentage over the Applicants per country.

	Female	Male
<b>EGYPT: 89 (100%)</b>		
Intern (7)	3 (3%)	4 (4%)
Other position	17 (19%)	33 (37%)
Top position (32)	21 (7%)	15 (8%)
<b>LEBANON: 47 (100%)</b>		
Other position	21 (45%)	9 (19%)
Top	8 (17%)	9 (19%)
<b>TUNISIA: 130 (100%)</b>		
Intern	19 (15%)	6 (5%)
Other position	45 (35%)	21 (16%)
Top	30 (23%)	9 (7%)

## Applicants with entrepreneurial experience

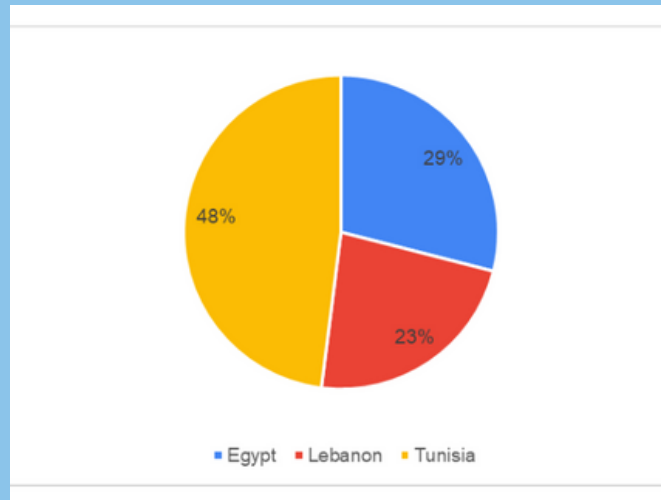
A very relevant information was the **presence of entrepreneurial experience**.

94 Applicants (**31%** of the total number of Applicants) **had already an entrepreneurial experience as a founder or co-founder of a company or start-up**.

29% (27) of them were in Egypt, while 23% (22) in Lebanon and 48% (45) in Tunisia.

**Egypt was the only country where we could find a higher number of men Applicants with entrepreneurial experience** (16 men/59% versus 11 women/41%).

In **Lebanon and Tunisia**, we could find a **higher number of women with entrepreneurial experience**, namely 12 in Lebanon (38%) versus 10 men (31%) and 33 in Tunisia (73%) versus 12 men (27%).



## Applicants' motivation for applying

The *Call for Trainees* of the *Sustainable Business Management Training Program* under the *INVESTMED Project* required the Applicants to submit a **Motivational Letter**.

Reading all the Motivation Letters submitted made it possible **to infer why they asked to be enrolled in the SBM training**.

For each Motivational Letter, the **key words** were highlighted to create a word cloud to provide an **immediate perception of their interests**.

In some cases, **an aggregation of similar words/synonyms was done to have a lower dispersion of words**.

The result was a **wordcloud** where the word **Entrepreneurship** is **predominant**, followed by **Sustainability**, **Green economy** and **Management**.

One can conclude that the INVESTMED Project's Applicants were **mainly motivated by self-empowerment**, and **by the desire to walk on a sustainable pathway through the learning of management techniques and green economy best practices**.



# Impact of the *SBM Training Program*

Over the 317 applications received, **192 Applicants participated at the Inauguration Day** (62% of Applicants), while **115 renounced** (38%).

**After the Inauguration Day, 41%** of trainees decided to **abandon** the *SBM Training Program*.

**114 participants** (71 women and 43 men) received a **Certificate of completion** (36% of 317 Applicants; 59% of 192 people who participated at least at the first day of the *Training Editions*).

During the **11 Webinars**, there were an **average of 60 attendees per Webinar** (659 attendees in total).

**68%** of attendees were **women**, and **54%** were **under 35**.

About the **Final Test** at the end of the training weeks, the **average scoring is 67% of correct answers** (27 questions in total).

By the finalization of the *INVESTMED SBM Training Program*, **trainees** that participated in the process, **were asked to fill out an Evaluation Questionnaire to provide feedback** on:

- the **way** that the *Training Program* was **structured**;
- the **tools** that were **used**,
- the **trainers** that were **engaged** in the process and their **guidance/support**,
- the **content** of the *Training Program*,
- its **objective** and **duration**,
- the **impact** that it had to them **and other parameters** (see *Tables*).

In total, by the preparation of the Evaluation Report, **131 trainees filled out this survey** and **the results were in most cases above average**, which indicates a **good satisfaction rate of the participants**.

It seems that the way that **the INVESTMED SBM Training Program** was developed and launched, helped the project to **achieve its objectives** and also to **positively impact the Trainees**.

By considering the most important **negative observations and training gaps**, the words **No time** are **predominant**. This is **coherent with the analysis of CVs** that showed a high engagement in academic and employment duties.

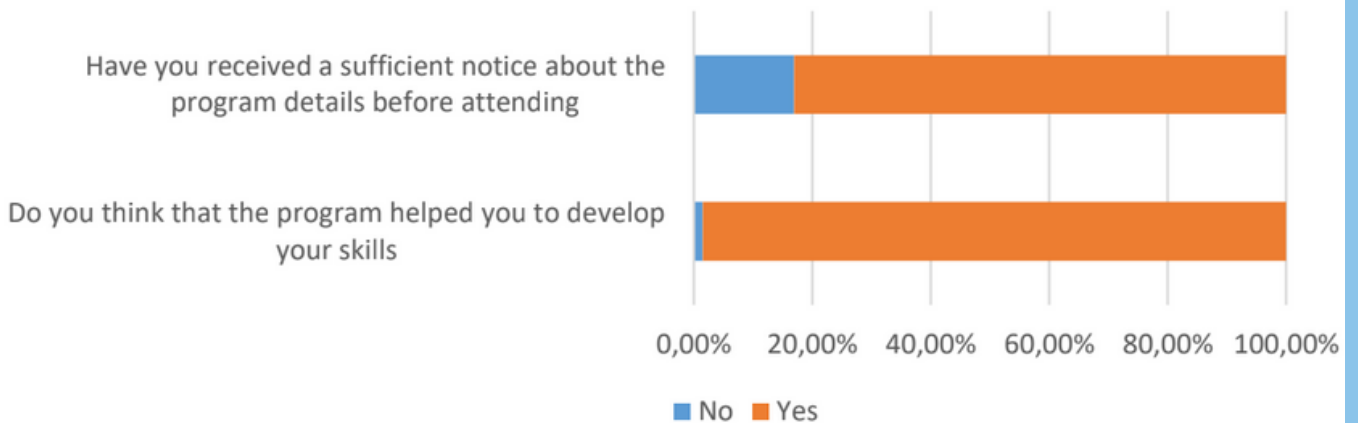
**No time** can be also the **explanation of the high abandon rate at the beginning of the INVESTMED SBM Training Program**.



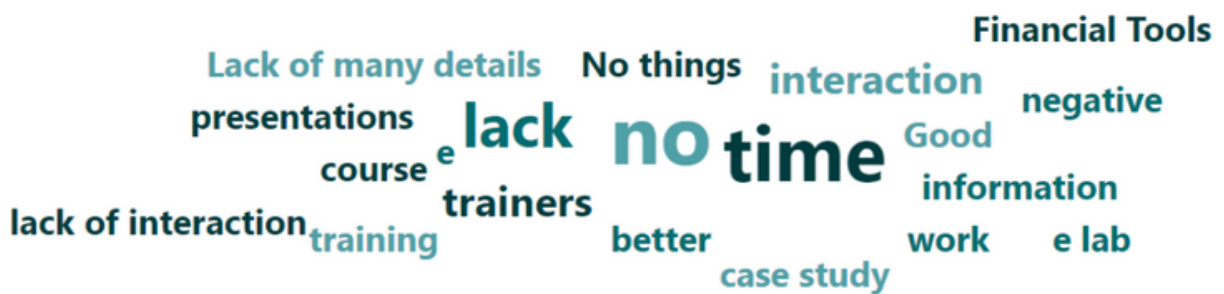
# OVERALL EVALUATION OF THE TRAINING



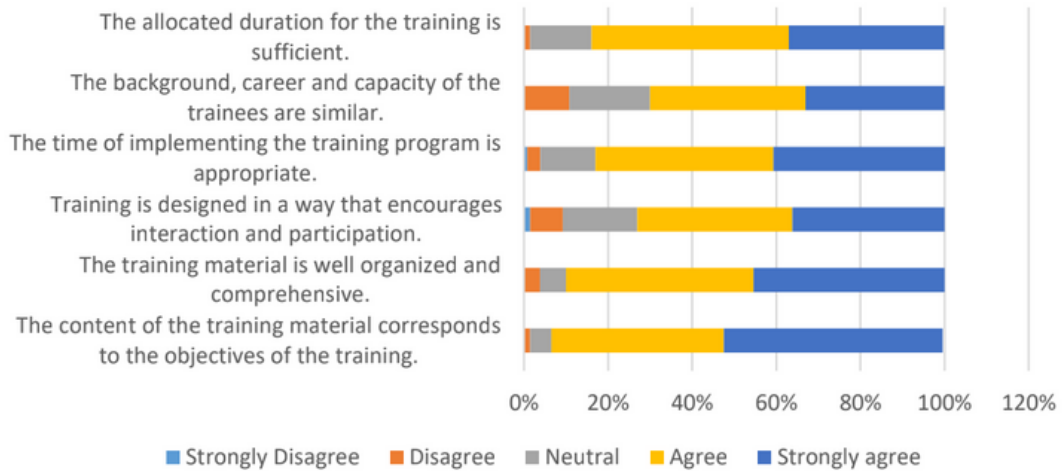
## General Data



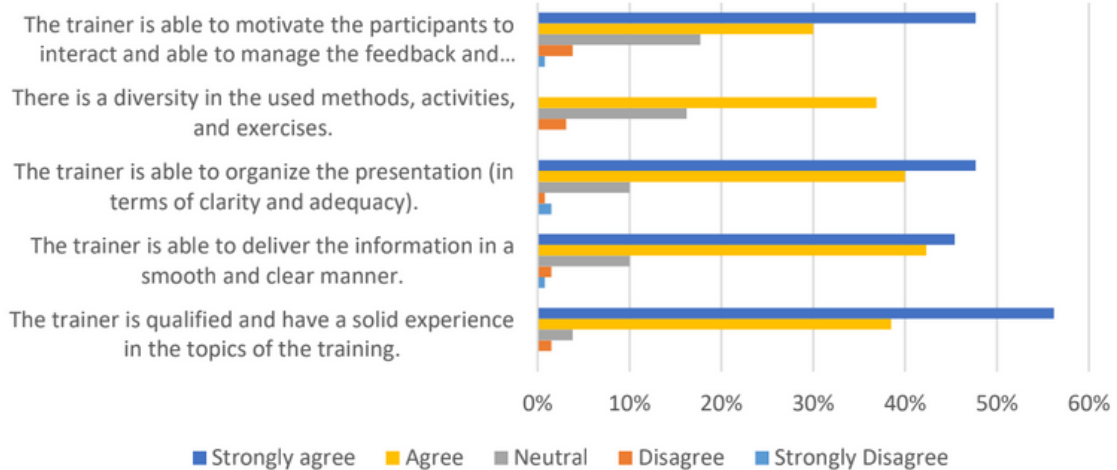
## The most important negative observations and training gaps:



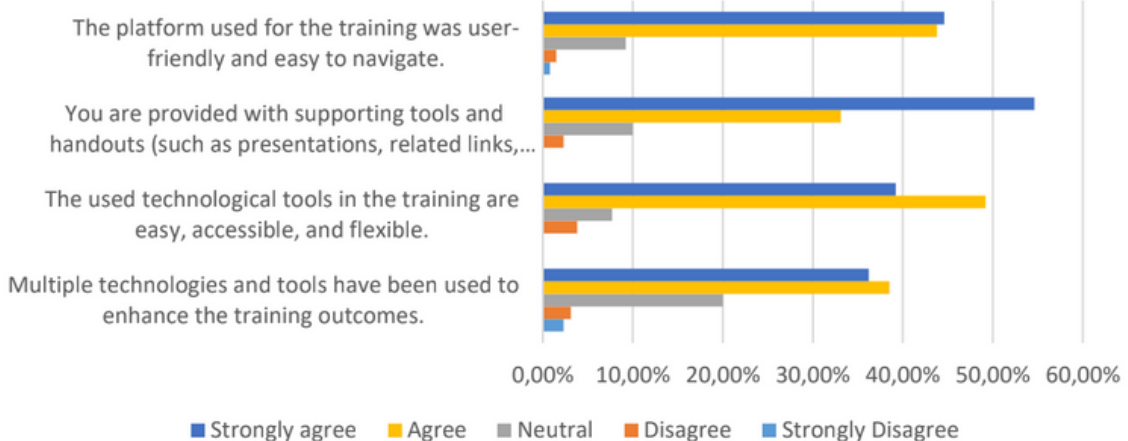
## Evaluation of the Training Material



## Trainer Evaluation



## Training Tools





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