Business Plan Competition

Case Study: TUNISIA

Affiliation: National Agency for Employment and Independent Work (ANETI)

Speaker: Mr Mohamed Charfeddine, Director General of ANETI
Objectives:
- Encouraging entrepreneurship among young graduates

Program Activities:
- Six key elements constitute the competition’s value chain

Starting the program:
- The program was launched as a pilot activity in Tunisia during the academic year 2009-2010

Main institutions, key partners
- Ministry of Vocational Training and Employment
- Ministry of Industry and Technology
- Ministry of Higher Education and Scientific Research

Funding:
- Ministry of Vocational Training and Employment

WebSite of the program: www.cnentrepreunariat.mes.rnu.tn
Program Coverage

<table>
<thead>
<tr>
<th>Year</th>
<th>How many people have benefitted from this program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men (%)</td>
</tr>
<tr>
<td>2010</td>
<td>33%</td>
</tr>
<tr>
<td>2011</td>
<td>37%</td>
</tr>
<tr>
<td>2012</td>
<td>35%</td>
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Objectives of the program

- The Dissertation Contest “Starting a Business and Winning” is an integrated project aiming at improving the corporate culture of university students in the short term and at avoiding unemployment of graduates in the long term.
- The project combines writing a dissertation on a business project (including a business plan) and submitting it in a contest whose winners will receive a financial reward consisting of a cash prize offered as seed money contribution.
Description of the program

Program Activities:
- Awareness raising, selection, training, coaching and awards

• Target Population:
  - All the students in the second semester of B.A (L3)

• Targeting method:
  - Randomisation (or random selection)

• Selection Criteria:
  - Obtaining the expected undergraduate degree at the end of the concerned academic year
  - Registration in one of the selected licensing programs.
  - Registration for the contest on http://www.cnentrepreunariat.mes.rnu.tn/
Description of the program - Continued

- Key stakeholders and partners and their roles
- MESRST: Awareness raising and selection of students
- ANETI: Training students to develop business plans, providing coaching, declaring the results and distributing prizes.
- API: Providing coaching for students
- BTS: Participating in projects financing
- Benefits package ...
- Conditionalities (if applicable):
- Academic year
Description of the program - Continued

- Coordination with other public / private institutions,
  - For the implementation of this program the MFPE invites public and private companies to sponsor the prize
  - Giving the awards to winners in collaboration with the BTS and the BFPME

- Markets, contracts and payment:
  - The payment of training, and coaching fees as well as the prize amount is assumed by the ANETI
  - The API supports the payment of its coaches fees

- Monitoring:
  - The project is supervised by a steering committee
Key Challenges

The main challenges encountered in the implementation of the program are the following:

• Law awareness of the teachers and heads of institutions
• The non-availability of students for training in the determined periods
• Lack of professional coaches

• Means of resolution:
  • The organization of awareness raising workshops for supervisors
  • Adapting the organization to the students’ situation
  • The ANETI uses facilitators to replace coaches
Results and conclusions

- Evaluation of the program:
  - This program was evaluated once jointly by the World Bank and the National Observatory of Employment and Skills (ONEQ)

- The main indicators used to measure the program's success:
  - The impact of the entrepreneurial path on the employment indicators for graduates.
  - The program's impact on business knowledge, networks, and the change in students behavior

- The main results and conclusions that can be attributed to the program:
  - The three starting assumptions were that the intervention would increase the rate of self-employment, promote the students entrepreneurial culture (including skills and attitudes), and improve the employment rate of graduates
Results and conclusions

- Presentation of the evaluation results:
  - The program increased the level of self-employment.
  - The program strongly influenced graduates business knowledge and changed their behavior.
  - The program has demonstrated positive attitudes towards women entrepreneurship.
  - The evaluation shows that the entrepreneurial path does not increase the chances of graduates to find paid employment.
  - The program has helped strengthen the participants networks.

- The means of evaluating the impact of the program:
  - An evaluation has been developed to determine the impact of the program on the target population.
  - The idea was to compare, after the implementation of the program, the situation of the beneficiaries of the program to that of others who have not participated in the program.
  - The survey was conducted on two groups before, during and at the end of the program.
  - The assessment ensures that the two groups were similar at the start.
Lessons and future priorities

- Starting early an extensive information campaign among students and teachers
- Establishing a monitoring system after graduation
- Focusing more on the choice of teachers and coaches in the private sector
- Evaluating the reasons why some students withdraw from the program before its completion
- Solving the problem of access to credits
- It is desirable that the decision makers launch reforms so that the higher education sector provides university students with the skills they need to create their own jobs after graduation
Any Advices to Other Countries?

- The best resources to help countries formulate their thoughts in these areas
  - Establishing a good communication operation to educate candidates
  - Developing the program by including also students from the engineering section and the B.A level.

- The best resources to help countries formulate their thoughts in these areas
  - The support of the World Bank
  - The tunisian experience