

**THE KEY COMPETENCE**

# LIGHTHOUSE

PARTNERING FOR A MORE ENTREPRENEURIAL TUNISIA



The contents of the report are the sole responsibility of the ETF and do not necessarily reflect the views of the EU institutions.

© European Training Foundation, 2023

Reproduction is authorised, provided the source is acknowledged.



# Preface

This report is dedicated to everyone who is striving to think and act more entrepreneurially, working to make their organisations and communities more agile and creative. It summarises the experience of a large group of innovative stakeholders, who began collaborating seven years ago to build an entrepreneurial vocational education system in Tunisia. Our intention is to share the lessons learned, for those elsewhere who are embarking on the same journey.

For the past seven years, the Tunisian Ministry of Employment and Vocational Training and the European Training Foundation have been working with many actors from across the Vocational and education training (VET) system. This report presents the insights and lessons learned from 2015 through to 2021, in building policy and practices: firstly, to drive change within vocational training provision and assessment at system level; secondly, to promulgate a cultural shift at VET centre level. It highlights the integrated approach adopted, bringing together actions within the dimensions of policymaking, pedagogical/training design and governance. Firmly inspired by the EntreComp model<sup>1</sup>, it shows the clear shift away from a focus on entrepreneurship as business skills (only), towards a broader focus on entrepreneurship as key competence skills and as a mindset needed throughout education, life and work. This draws from the well-established approach of a set of key competences as the core competences required throughout life and work, developed by the European Union in 2006<sup>2</sup>.

The report has been prepared within the framework of the ETF's Creating New Learning (CNL)<sup>3</sup> initiative. It aims to assist experts in the countries surrounding the European union (EU) to interpret and implement entrepreneurship as a key competence by offering insights into the most recent ETF-supported reforms in Tunisia. The study offers policymakers, education leaders and practitioners a window into the actions taken in Tunisia, while drawing out the lessons learned to help others following similar paths in other countries.

As with the previous Key Competence Lighthouse covering key competence-based reforms in Ukraine and Georgia<sup>4</sup>, the study does not intend to provide a set of prescriptive recommendations. Instead, it is intended as inspiration and guidance, by sharing practical experiences of entrepreneurship key competence development across Tunisian VET.

The report consists of six chapters.

Chapter 1 outlines the drivers for change in Tunisia. It explains why and how the development of an entrepreneurial mindset came to be a policy priority for VET, and the inclusive approach adopted to engage actors from across the VET system.

Chapter 2 shares the rationale and value of using EntreComp as a compass to guide entrepreneurship key competence development in VET, and describes how this approach is supported by EU flagship policy actions.

Chapter 3 presents the roadmap of the journey taken in Tunisia to build the policy vision, and the diverse stakeholder engagement needed to support the cultural shift towards an entrepreneurship key competence-based approach, with its new focus on skills and mindset. It emphasises the importance of engagement via the annual forum, and shares insights into key actions taken to establish a practice baseline in the country and the first measures to support trainers in delivering entrepreneurial learning.

---

<sup>1</sup> For more information on EntreComp see [The European Entrepreneurship Competence Framework \(EntreComp\) - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](#)

<sup>2</sup> For more information on the European framework of key competences see <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>

<sup>3</sup> For more information on the ETF Creating New Learning initiative, see <https://www.etf.europa.eu/en/what-we-do/creating-new-learning>

<sup>4</sup> The first ETF Key Competence Lighthouse publication covered developments in Ukraine and Georgia. For more information see [The key competence lighthouse: Key-competence-driven reforms in Ukraine and Georgia | ETF \(europa.eu\)](#)

Chapter 4 outlines the next stage of the roadmap, where the policy vision is formalised into a national strategy and actions implemented across the VET system in Tunisia. A series of milestones within the provision of teaching and learning support are described, including support and training for trainers, the assessment toolkit, and introducing a compulsory module for all students in initial VET. The next stage sees a shift towards an integrated VET centre approach, with the development of a conceptual framework for Entrepreneurial VET Centres in Tunisia based on input from stakeholders across the country. The report describes how this framework is used to underpin a national label to recognise Entrepreneurial VET Centres in Tunisia, with the pre-label award piloted in 2021. All these actions are supported by a series of annual fora, to engage and inspire VET actors.

Chapter 5 identifies the steps now being taken in Tunisia to build on the work of the previous seven years, and highlights potential areas where actions could be strengthened and consolidated.

Chapter 6 provides a summary of the lessons learned, so readers from other countries may see which might be inspiring or informative for their own context. Mapped across a series of action areas, each one maps key priorities and provides a narrative rationale.

The document is completed by a series of detailed annexes. These firstly include copies of all the key documents and tools developed throughout the seven years, as referred to in the chapters. The annexes then bring together useful summaries and analyses which add valuable insights into Tunisian and EU policy and context, as collated and developed through the research process.

# ACKNOWLEDGEMENTS

This Key Competence Lighthouse was co-led by Olena Bekh and Mariavittoria Garlappi, Senior Experts in Human Capital Development at ETF. The ETF would like to express its gratitude to the international experts Elin McCallum, who provided a major content contribution to this publication and supported the ETF's work on entrepreneurship key competence development in Tunisia, and Lassaad Mezghani, who substantially contributed to both the development of the Charter for the promotion of entrepreneurial learning and of the Pedagogical toolkit. Grateful to Nicolas Le Quesne for his editorial guidance and to Dmitrijs Kulss from CEDEFOP, for his valuable peer review of the manuscript.

A special thank goes to Mohamed Bettaieb Deputy Director at the Tunisian Ministry of Employment and Vocational Training (MEFP) for his continued good collaboration along the seven years of the project. The ETF would also like to recognise the valuable strategic guidance provided by Youssef Naouar, General Director, and Aicha Zemni, Policy Officer, from the same Ministry, and the innovative pedagogical insights by Mustapha Lakehal, Director of the Tunisian Agency for Vocational Training.

# Contents

---

|                |          |
|----------------|----------|
| <b>PREFACE</b> | <b>4</b> |
|----------------|----------|

---

|                         |          |
|-------------------------|----------|
| <b>ACKNOWLEDGEMENTS</b> | <b>6</b> |
|-------------------------|----------|

---

|                 |          |
|-----------------|----------|
| <b>CONTENTS</b> | <b>7</b> |
|-----------------|----------|

---

|                          |          |
|--------------------------|----------|
| <b>EXECUTIVE SUMMARY</b> | <b>9</b> |
|--------------------------|----------|

---

|   |           |
|---|-----------|
| <b>CHAPTER 1: A NEW IMPETUS FOR ENTREPRENEURIAL LEARNING IN TUNISIA</b>   | <b>12</b> |
| Placing a policy priority on the entrepreneurship key competence approach | 13        |
| Building long-term collaboration to drive change                          | 15        |

---

|   |           |
|---|-----------|
| <b>CHAPTER 2: ENTRECOMP AS A COMPASS</b>                        | <b>16</b> |
| Entrepreneurial skills and mindset – optional or essential?     | 16        |
| Entrepreneurship as a means to create value for others          | 16        |
| Using EntreComp as a key competence approach                    | 17        |
| EntreComp is highlighted across European policy and initiatives | 18        |

---

|   |           |
|---|-----------|
| <b>CHAPTER 3: A POLICY SHIFT TO DEVELOP THE ENTREPRENEURIAL MINDSET</b> | <b>21</b> |
| EntreComp as a common model   | 21        |
| Annual fora as the roadmap of change in Tunisia                         | 22        |
| 2015: Identifying existing practice as a first step                     | 22        |
| 2016: Shaping priority actions to drive forward change                  | 23        |
| 2017: A policy vision for entrepreneurial learning in VET               | 24        |

---

|   |           |
|---|-----------|
| <b>CHAPTER 4: IMPROVING TRAINING PROVISION AND REINFORCING TRAINING PROVIDERS</b> | <b>27</b> |
| 2018: Consolidating support and training for trainers                             | 27        |
| 2019: Developing assessment of entrepreneurial competences                        | 28        |
| 2020: Towards a focus on the <i>Entrepreneurial VET Centre</i>                    | 29        |
| 2021: From framework to national label  | 33        |
| Building a body of experience and practice through an integrated approach         | 36        |

---

|  |           |
|--|-----------|
| <b>CHAPTER 5: NEXT STEPS FOR TUNISIA</b>   | <b>38</b> |
| Expanding the VET policy priority and reinforcing cross-institutional links for entrepreneurial learning | 38        |
| Recognising the <i>Entrepreneurial VET Centre</i> label: strengthening the national network              | 38        |
| Charter for the Tunisian Network of Entrepreneurial VET Centres  | 38        |
| Launching a 2023 Call for <i>Entrepreneurial VET Centres</i> Label                                       | 40        |
| Looking outward  | 40        |

---

|   |           |
|---|-----------|
| <b>CHAPTER 6: LEARNING FROM THE TUNISIAN EXPERIENCE</b> | <b>42</b> |
| Identifying key take-aways for policy and practice      | 42        |

---

|   |    |
|---|----|
| ANNEX 1: OVERVIEW OF EUROPEAN KEY COMPETENCE FRAMEWORKS                                 | 46 |
| ANNEX 2: RECORDINGS OF TUNISIAN ANNUAL FORA FOR PROMOTION OF THE ENTREPRENEURIAL SPIRIT | 47 |
| ANNEX 3: TUNISIAN FRAMEWORK FOR <i>ENTREPRENEURIAL VET CENTRES</i>                      | 48 |
| ANNEX 4: LEARNER SELF-REFLECTION TOOL   | 57 |
| ANNEX 5 GUIDELINES ON ENGAGING SOCIAL PARTNERS  | 58 |
| ANNEX 6: GUIDELINES ON ENGAGING ECONOMIC PARTNERS                                       | 61 |
| ANNEX 7: THE ENTREPRENEURIAL PROJECT MODULE   | 64 |
| ANNEX 8: THE ASSESSMENT TOOLKIT   | 65 |
| ANNEX 9: JURY MEMBERS - PRE-LABEL FOR ENTREPRENEURIAL VET CENTRES                       | 66 |
| ANNEX 10 : RESULTS - 2021 PRE-LABEL FOR ENTREPRENEURIAL VET CENTRES                     | 67 |
| ANNEX 11: SUMMARY OF EUROPEAN FLAGSHIP POLICIES   | 68 |
| ANNEX 12: OVERVIEW OF TUNISIAN SOCIAL AND ECONOMIC CHALLENGES                           | 69 |
| ANNEX 13: CONTRIBUTORS TO THE PROJECT AND THIS PUBLICATION                              | 71 |
| ACRONYMS  | 73 |
| GLOSSARY  | 75 |
| REFERENCES  | 77 |

---

# Executive summary

## The changing face of skills for life and work

As life changes exponentially in the 21st century, so do the competences people need to navigate their way into the future through personal, community and working life. Lifelong learning takes centre-stage as the need to up-skill and re-skill becomes prevalent, in response to changing societies and labour markets; it also fundamentally calls into question the competences that need to be developed through both formal education and training and all forms of non-formal lifelong learning.

Communities around the world see that they now need young people with entrepreneurial capacity to ideate and drive change in our societies. European and international policies pinpoint the priority on skills for digital and green transition, while public administrations are embedding the United Nations Sustainable Development Goals (SDGs) into their culture, work and impact. Employers are increasingly realising that it is entrepreneurial competences – such as vision-building, creativity, initiative, teamwork, planning - that workers need to ensure Small and Medium Enterprises (SMEs) and businesses survive and thrive in our challenging social, environmental and economic realities. Recruitment is changing, with global corporates making formal degrees non-essential, prioritising key competences and transversal skills, and setting up in-house vocational training to develop talent<sup>5</sup>.

This study gives readers a glimpse into Tunisia's drive to embed entrepreneurship as a key competence – via a new entrepreneurial culture and curricula within vocational education and training – in order to respond to the changing nature of skills for life and work.

## Entrepreneurial skills and mindset as one of the solutions to social and economic challenges

Tunisia is facing social, environmental, and economic challenges that are common to countries around the world, but through the lens of a decade of exponential change following the Arab Spring and the democratic transformation that followed. A new spirit imbued national policy and VET actors with the energy and vision to imagine a more inclusive society, in which all young people were equipped with the entrepreneurial skills and mindset needed to create and sustain their own futures. A commitment to opportunity for all has seen a real shift in perspective, allowing VET actors to envision providing VET graduates with the entrepreneurial skills and mindset needed to overcome some of the sometimes-hard realities they face in life and the labour market: high youth unemployment, low quality jobs, gender imbalances, outward migration, and skills supply-demand mismatch.

Considering the push towards this from national policy – backed up by evidence and recommendations from EU and international institutions – embedding the development of entrepreneurial skills and mindset into both the culture and curriculum of the VET sector was a logical next step. The Ministry for Employment and Vocational Education embarked on VET reforms from the early 2010s onwards, and the growing collaboration with the European Training Foundation from 2015 opened up new opportunities. This saw Tunisia make the shift from using a business lens (only) for entrepreneurship education (previously prevalent across VET centres), to the broader key competence vision of entrepreneurial skills and mindset for all.

This shift is a civic and political response emerging from a collective national awareness that reshaping Tunisia calls for the inclusion of all citizens, and that revitalising the country requires a national entrepreneurial spirit: to rebuild a new Tunisian democracy from its roots, and to create better socio-economic conditions for all. The shift was seen as one solution that could help open up new opportunities for young people, by helping to support youth employment and equip employable VET

---

<sup>5</sup> This is an increasing global trend for corporates such as IBM, Accenture, PWC and more. See Harvard Business Review on skills-based hiring here <https://hbr.org/2022/02/skills-based-hiring-is-on-the-rise>; a GALLUP article on the new approach to hiring and in-house up-skilling here <https://www.gallup.com/workplace/344621/why-ibm-chooses-skills-degrees.aspx>; and a video on skills-based hiring through an interview with CEO of Accenture here <https://www.youtube.com/watch?v=XjBaqih7yC4>.

graduates with the entrepreneurial skills needed to find and keep higher quality jobs, to create their own via a new start-up, or to be self-employed in a more efficient way.

## **System-level action empowered by deepening engagement among VET actors and stakeholders**

Throughout this the emphasis has been on co-creation and building collective ownership for this programme of change. The nature of the work has blown apart the expected project-based approach, to build strong multi-stakeholder collaboration at national level that is becoming an engine for system-level change while highlighting systemic governance issues. The spirit of co-creation has evolved through different stages: developing a joint stakeholder vision via the policy framework in the first Charter for Promotion of Entrepreneurial Mindset; providing support to trainers and training with the Entrepreneurial Project Module; driving change via the co-design of the conceptual framework for the Entrepreneurial VET Centre; and implementing it practically via a national recognition award. This seven-year journey has been supported by ETF, drawing on its expertise.

Deepening engagement has been critical. This has been achieved thanks to the yearly gathering of key organisations and professionals at the Annual Fora for Development of Entrepreneurial Spirit [*Forum pour le Développement de l'Esprit Entrepreneurial*], held every year since 2015. Led by the Ministry for Employment and Vocational Training and supported by Tunisian VET stakeholders and ETF, these fora have drawn people in, building broad ownership, involving people in the co-creation, and ensuring the strong sense of this being a truly Tunisian vision and process. Through the actions within this project, diverse stakeholders from across the VET ecosystem have been involved: learners, families, trainers, VET leaders, VET centres, industry and SMEs, business networks, social partners, and the public sector.

## **Underpinned by the European EntreComp model**

This energy for change has embraced EntreComp - the European framework for the entrepreneurship key competence<sup>6</sup>. Using this common model – now prevalent in education systems and VET centres across the world – has brought unexpected advantages beyond its function as an evidence-based competence model to guide national actions. Chapter 2 presents EntreComp and explains the model and its potential, while chapters 3 and 4 share how this European model has been adapted and put to work in the Tunisian context.

EntreComp has acted as a bridge. It has made it possible to share experiences beyond borders, building the confidence and expertise of those involved in Tunisia, and increasing the potential for wider VET internationalisation. Using the framework has broken down the traditionally centralised approach to VET, by empowering individual VET centres to connect and share with international partners. With this study, Tunisian practice is being showcased to the world, and the value of EntreComp as a pathway to increasing international collaboration is clearly demonstrated.

## **Offering lessons for others to use in their own contexts**

This study provides a roadmap of the success of Tunisian initiatives, mapping the milestones achieved and punctuated by the annual *Fora for the Development of Entrepreneurial Spirit*. Each forum is an illustration of the growing depth and breadth of vision and ambition (see Chapters 3 and 4). The narrative spotlights key aspects to deep dive into key learning points, shaping a final reflective stage that identifies learning that can inspire others.

Indeed, there are deep and significant lessons to inform, accelerate and inspire similar actions being considered in other national contexts. In the final chapter of this study, these are mapped across key action areas that include recommendations and insights into which Tunisian experiences these are drawn from. This final section in Chapter 6 offers the building blocks to shape pathways in other

---

<sup>6</sup> For more information see Chapter 2, and see information from the European Commission here <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

countries, and accelerate their development through the insights gained here. The five action areas are:

**Action Area 1: Using EntreComp as an internationally recognised reference model for the entrepreneurship key competence**

This set of suggested actions focuses on promoting EntreComp as a guiding model for work in other national contexts.

**Action area 2: Cross-government policy commitment to drive and sustain change**

This presents actions needed to build policy commitment and visibility, along with a framework to ensure progress and identify solutions to the barriers from a policy and governance perspective.

**Action Area 3: *Entrepreneurial VET Centres as key actors for regional development***

The insights here emphasise the importance of empowering VET centres as agents of change, to be actors at regional level involved in social and economic transformation.

**Action Area 4: Prioritise support to trainers and training**

It is critical to innovate and transform the learning experience of VET students. This section highlights the key aspects to be addressed to achieve this change, including actions to support trainers as well as driving change in curriculum development, pedagogy, and assessment.

**Action Area 5: Engaging VET stakeholders to support entrepreneurial learning development**

Engagement of diverse stakeholders has been a driving force behind the development in Tunisia, and this area showcases the best characteristics that can be transferred.

# Chapter 1: A new impetus for entrepreneurial learning in Tunisia

Tunisia is a lower-middle income country of 12.2 million people<sup>7</sup> in the northmost tip of Africa, with a rich history and cultural heritage. It has diverse cultural influences drawn from Africa, Asia and Europe, while its strategic location at the crossroads of the Mediterranean and Africa means that Tunisia has played a pivotal role in shaping our world.

## A changing Tunisia

Tunisia is currently experiencing specific contexts of post-revolution democratic instability, along with high dependency on the service sector, exacerbated by the COVID-19 pandemic. Over the past decade, since the Arab Spring of the early 2010s, Tunisia has moved through significant democratic transformation that had implications for society and the economy. These profound changes have created scope for new ideas and approaches, driven by the strong belief that opportunity needs to be open to all and the conviction that the country needs to be rebuilt from the roots up.

The complex and multiple challenges cannot be underestimated, and are familiar to many countries: high levels of youth unemployment with regional imbalances; increasing numbers of young people who are not in education, employment or training, particularly women; low quality jobs; high levels of outward migration; persistent issues of improving skills matching and supply within the labour market. But Tunisia's long heritage is testimony to ingenuity and resilience, and this spirit shines through efforts to overcome the adversity of more recent times.

## Driving reforms in the vocational education and training system

In response to these ongoing and growing challenges, the Tunisian Ministry of Employment and Vocational Training [MEFP] embarked on a reform of vocational training focused on improving the quality of training, building social inclusion and strengthening the employability of graduates. It is in this context that the project “*Support for the development of the entrepreneurial spirit in the Tunisian system of vocational training*” was conceived, and has been implemented by the MEFP – with the support of the ETF – since 2015. Inspired by practices from Europe and the rest of the world, the VET system has sought to find the right approach for Tunisia and shape a new entrepreneurial spirit throughout the VET sector.

“We cannot answer the needs of job seekers without developing an entrepreneurial mindset.”

Amjed Mahmoud, General Director, Tunisian Ministry of Employment and Vocational Training, 2022

## Entrepreneurial learning as a tool to empower people

Following the Arab Spring in the early 2010s, the focus was firmly on opening up and shaping the democratic process, through building opportunities for all and ensuring that voices are heard. This spirit of equality and opportunity has been a strong force driving developments within the VET system. Entrepreneurship education shifted from being only relevant to business skills, to empowering all people with an entrepreneurial mindset and skills.

Tunisia had been a centre of commerce and trade for thousands of years, and in the years before the revolution it was the spirit of business that firmly underpinned the original understanding of entrepreneurship education in Tunisia. This was not unusual – a focus on business skills was common to many countries. But the years following the revolution in Tunisia saw the shift from a narrow business focus to embracing the broader understanding of entrepreneurial skills for life and work. The

<sup>7</sup> <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=TN>

trigger for change was the recognition that developing an entrepreneurial mindset and skills among young people can be a tool to inspire and build inclusive and democratic transformation in Tunisia.

### **Entrepreneurial learning as a tool to support employability and employment**

Growing and visible youth unemployment had long been a significant challenge, with far-reaching impacts on both society and the life chances of individuals. To help young people find and keep jobs is a primary function of the VET system, and entrepreneurship as a key competence was seen as having the potential for real impact in this area, by helping to support learners to be employed or self-employed. It was seen as crucial for improved employability, in particular for young men and women, who are the most penalised in the labour market.

MEFP identified that this route had the potential to provide labour market entrants with the entrepreneurial skills to create their own SME, or to help grow already established businesses. Growing the SME base is critical to increasing economic stability and the creation of quality jobs, through a workforce who have the entrepreneurial skills and mindset needed to innovate as employees.

### **Entrepreneurial learning as a tool to inspire and engage the VET ecosystem**

Skills for business creation had already been prioritised across successive government VET policies as one solution to overcome the severe and long-standing employment and economic challenges in the country. But a cultural shift within the sector was still required. This took the form of a hope that building an entrepreneurial mindset and can-do spirit among VET actors could revitalise the sector itself, and empower graduates through improvements in how VET training is designed and delivered. The policy leadership from MEFP offered the space to reach out across the VET ecosystem, shifting this reform from being project-based to becoming a more sustainable system-level process of change.

The VET entrepreneurial learning ecosystem in Tunisia is an evolving network of learners, their families, trainers, VET leaders, VET centres, industry and SMEs, business networks, social partners, and the public sector. This project aimed to highlight the importance of engaging across this ecosystem, testing and using different channels to bring these actors into the centre of the debate about how to improve VET and VET graduate outcomes in Tunisia, and creating social and economic impact through its actions.

## **Placing a policy priority on the entrepreneurship key competence approach**

### **International evidence has underpinned the priority placed on entrepreneurial learning**

International bodies have made successive policy recommendations for system level change in Tunisia, supporting MEFP actions towards a new approach to entrepreneurial learning. A key element from multiple sources emphasised the need to prioritise entrepreneurship key competence development in VET<sup>8</sup>, a sector that is a key contributor to employability, labour market needs and economic growth.

### **Recommendations from the SME Policy Index**

In 2014, the first SME Policy Index by OECD and ETF found that a policy framework for entrepreneurship and skills development in Tunisia was present; the Law on Vocational Education of 2008<sup>9</sup> was evidence of a supportive policy framework, having introduced a commitment to skills for entrepreneurship in formal education. However, the 2014 SME Policy Index analysis found that practical implementation of the law had been weak, with no evidence of national dialogue to bring

<sup>8</sup> This refers to initial vocational education and training i.e. general or vocational education and training carried out in the initial education system, usually before entering working life. Definition sourced from CEDEFOP glossary <https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary>.

<sup>9</sup> Law 10/2008 on Vocational Training [SMEPI 2018] [ETF 2009]

stakeholders together (OECD, EU and ETF 2014). This offered a rationale for increased commitment to developing entrepreneurship education in VET, with an initiative to commence a collaborative approach working in partnership with ETF. The subsequent SME Policy Index for the region in 2018 saw positive feedback on the progress made in Tunisia in the area of entrepreneurship key competence development (OECD, EU and ETF 2018).

### Echoed through the ETF Torino Process

The Torino Process, led by the European Training Foundation<sup>10</sup>, examines a range of factors specific to VET through the lens of policies for human capital development, via a biannual analysis of the state-of-play in each ETF partner country and where entrepreneurial skills feature strongly. The last Torino Process in Tunisia took place for the period 2018-2020, and its recommendations included increasing VET centres' autonomy to empower local decision-making and for centres to display their own entrepreneurial spirit to shape their development and engage with local stakeholders. It highlights that VET graduates still lack the entrepreneurial and work-related skills that would support improved employability or start-up potential, and that this is a challenge linked to the relevance and content of the qualifications offered through VET. Across the South Mediterranean region, low levels of collaboration and partnership with the private sector are blamed for this ongoing need to improve relevance with regard to entrepreneurial and work-related skills.

### National policy highlights the importance of this action

The policy framework from both the formal education system and wider strategy documents has continued to highlight the importance of the entrepreneurial and creative spirit for learners in Tunisia. Entrepreneurship and entrepreneurial education can be seen within policies covering all areas of the education and training system, including schools, universities, and VET.

For the vocational sector, the law of 2008<sup>11</sup> and the subsequent Ministerial Order of 2 August 2010 establishing the general reference framework for vocational training diplomas emphasised the need for VET to develop entrepreneurship education. However, it was not until the National Strategy for Entrepreneurship (MEFP 2019) was launched, that a stronger policy focus was placed on promoting entrepreneurial spirit in VET. Identified actions included partnerships between the education system and external stakeholders such as banks or start-ups, annual competitions across schools, universities, and VET institutions<sup>12</sup>, and national campaigns. This was under the banner of the Edupreneuriat initiative<sup>13</sup>, one of five flagship programmes to implement the strategy with allocated budget and specific targets spread over 3 years. Indeed, its targets included training 1,800 educators and reaching 2,000 young men and women outside education, 6,500 higher education students, 7,000 school pupils and 4,000 vocational training learners<sup>14</sup>. The importance of developing a culture of entrepreneurship is also evidenced in government annual work programmes for vocational training and employment<sup>15</sup>, confirming the commitment to implementing the Edupreneuriat actions outlined in

---

<sup>10</sup> The Torino Process, led by the European Training Foundation (ETF), is a continuous cycle of analysis, dialogue and action aimed at improving the vocational education and training (VET) systems in the European region. The process is based on a self-assessment methodology and involves stakeholders from government, social partners and the VET sector. The goal of the Torino Process is to enhance the quality, relevance and effectiveness of VET, and to promote lifelong learning. The process results in the development of National VET Systems Reports, which are used as a basis for discussions and recommendations for improvement. See <https://www.etf.europa.eu/en/publications-and-resources/publications/torino-process>

<sup>11</sup> *Law 10/2008 on Vocational Training* [SMEPI 2018] [ETF 2009] (see [https://www.ilo.org/dyn/natlex/natlex4.detail?p\\_lang=en&p\\_isn=78125](https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=78125)) and the *Order of the Minister of Vocational Training and Employment of 2 August 2010* establishing the general reference framework for vocational training diplomas (see [https://www.ilo.org/dyn/natlex/natlex4.detail?p\\_lang=en&p\\_isn=94091](https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=94091))

<sup>12</sup> For information on this initiative, led by UNDP, see <https://www.undp.org/fr/tunisia/press-releases/edupreneuriat-et-objectifs-de-d%C3%A9veloppement-durable>

<sup>13</sup> For more information on the Edupreneuriat initiative, see text within the 2018 National Strategy for Entrepreneurship - <http://www.emploi.gov.tn/fr/99/strategie-nationale-de-lentrepreneuriat>.

<sup>14</sup> For information on targets for the National Strategy for Entrepreneurship see <http://www.emploi.gov.tn/fr/99/strategie-nationale-de-lentrepreneuriat>

<sup>15</sup> See <http://www.emploi.gov.tn/ar/10/alrwyf>

the strategy<sup>16</sup>. The VET reform strategy running 2014-2020 further included entrepreneurial mindset development as a key activity<sup>17</sup>, and this is reflected in the annual work programmes of the MEFP.

For the compulsory education system, the 2015-2020 Strategic Plan for Education highlights the importance of nurturing entrepreneurship and innovation through the formal education system, including developing learners who are enterprising, creative, and active<sup>18</sup>, and training to support teachers to be more entrepreneurial and innovative. In higher education, there is a strong emphasis on entrepreneurial education, and within the 2015-2025 Tunisian Strategic Plan there is a call for higher education institutions to reinforce entrepreneurial education through curricular reforms at all levels of university education, including doctoral and extra-curricular programmes such as entrepreneurship clubs for students. From the employment perspective, the ANETI Vision 2030 launched in 2019 has confirmed its commitment to developing entrepreneurial spirit as well as practical pathways to start up as an entrepreneur, via its entrepreneurship spaces across the country.

These are important policy drivers towards the practical implementation of entrepreneurship. However, it is clear from the story that has emerged in Tunisia that it was not only policy that has driven change. The impetus towards entrepreneurial learning has been the joint energy of many partners.

## Building long-term collaboration to drive change

Within this process, the ETF has been an important partner. It has had a long-standing cooperation with Tunisia across different areas, working closely on reforms of the education and training systems, skills development, VET governance, quality assurance and migration. It brings this breadth of experience in both Tunisia and other EU partner countries to its contribution to developing entrepreneurship as a key competence in the country. It acts as a supporter of change within the VET system and can thus bring insights into practices from across Europe, and contribute to evidence-based decision-making through its monitoring and evaluation of education and training systems. It is an important collaboration because of the ETF's long-term commitment to working with Tunisian partners, supporting and accompanying change year-on-year with a view to introducing change at system level (as opposed to a project-based approach).

During these seven years, supported by ETF, the VET focus has evolved into a broad-based commitment to the importance of entrepreneurial competences for all areas of life, as a tool to help young people achieve their full potential with positive effects for employment/start-ups. There has been a tangible move away from the traditional narrow vision of entrepreneurship focused on start-ups – and of the entrepreneurship curriculum as business skills development – towards a sharper focus on a key competence approach, with its emphasis on inclusivity aimed at creating social/economic opportunities for young people.

Policy priorities focusing on employability and entrepreneurship are not unusual, but the evolution seen in Tunisia demonstrates a significant learning curve. It brings together VET actors, partners and stakeholders from across the VET system in a true spirit of collaboration. While this has not yet impacted the very pressing and systemic challenges facing Tunisia, it can be seen to have had an impact on developing entrepreneurial culture, collaboration and new learning experiences within VET in Tunisia.

Through the quality and depth of multi-stakeholder engagement, a strictly policy vision has moved to become a collaborative community vision, which is being implemented at VET system level. While the journey is still very much in progress, the distance travelled offers powerful lessons and insights for others.

---

<sup>16</sup> See [http://www.finances.gov.tn/sites/default/files/2020-02/chap\\_28\\_1.pdf](http://www.finances.gov.tn/sites/default/files/2020-02/chap_28_1.pdf)

<sup>17</sup> See Ministry of Education 2016 - Plan stratégique sectoriel de l'éducation 2016–2020. The activity 2.4.1.4 is to adopt pedagogies and activities that develop training environments that are favourable for the anchoring of the entrepreneurial spirit among learners.

<sup>18</sup> See p.63 (Ministry of Education 2016) <https://planipolis.iiep.unesco.org/en/2016/plan-strat%C3%A9gique-sectoriel-de-%E2%80%99%C3%A9ducation-2016-2020-6227>

## Chapter 2: EntreComp as a compass

### Entrepreneurial skills and mindset – optional or essential?

It is widely acknowledged that an entrepreneurial mindset and skills are key attributes in the changing world of today. Uncertainty brought on by complex societal, economic, technological, and environmental changes is shattering conventional understanding of our present and our future, exacerbated by the pandemic and persistent humanitarian crises. Entrepreneurial skills and mindset will help support individuals, young and older, in navigating their way through this challenging reality. It is clear that we need the imagination and vision to help us understand our challenges, and work towards new opportunities and solutions; we can practice and develop our creativity, motivation, resilience and perseverance to invent and innovate our ideas; and, of course, the self-efficacy, initiative and agency to plan and take action.

“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social. ...”

EntreComp 2016 <sup>19</sup> (Definition developed by the Danish Foundation for Entrepreneurship and Young Enterprise, 2012)

Entrepreneurial skills and mindset are no longer optional attributes. Globally, learning that helps us to re-imagine a green and digital future is fast becoming universal policy because it is acknowledged that innovation and transformation is needed to tackle national and global inequalities, embedding the changes brought on through green and digital transition across all spheres of society and the economy. Looking at the specific skills and attitudes within the entrepreneurship key competence, it is clear that these are relevant to supporting learners to be future-capable.

### Entrepreneurship as a means to create value for others



Entrepreneurial skills and mindset thus continue to be essential to power social and economic innovation from the earliest stages of education and training. There has been a European-wide shift in understanding of entrepreneurship competence. Over the past two decades, it has moved from a term equated purely with business and enterprise creation, to being used within a vision of developing entrepreneurial competence to create value for others across social, cultural and economic spheres.

Research shows that students can become deeply motivated when they see that their ideas or actions are of value to peers, educators, families, or wider audiences (Lackéus, 2020). The following are examples of different types of actions:

- creating social value for others: social entrepreneurship projects generating innovative solutions to environmental challenges, generating ideas for campaigns on social issues, establishing a sports club, actions to address loneliness in the community using digital solutions or setting up a student parliament;

<sup>19</sup> See Bacigalupo et al, 2016.

- creating cultural value for others: promoting intercultural awareness and learning, identifying and creating solutions for cultural challenges in the local community, youth perspectives and involvement in building design, or new activities supporting theatre, music or cultural heritage;
- creating economic value for others: designing economic incentives to mobilise climate change action, creating and coding a new app, running mini-enterprises, fundraising activities for local charities, or generating ideas to solve specific challenges faced by local businesses.

This is about the increasing recognition that it is important for all young people to think and act entrepreneurially, and to develop this mindset and these competences across all stages of education and training. Through its focus on ideas to create value for others, this key competence encompasses the ability to have creative ideas and how to turn those ideas into action. This is crucial to enable young people to contribute to developing the new solutions needed in the global transition towards a just, digital and greener future.

“...Entrepreneurship is a transversal key competence, which every citizen needs for personal fulfilment and development, active citizenship, social inclusion and employment in the knowledge society”

Bacigalupo et al., 2016

## Using EntreComp as a key competence approach

EntreComp is the European reference framework that provides a common understanding of entrepreneurship. It focuses on the skills and mindset that individuals and groups need in order to be entrepreneurial, bridging the worlds of education and work.

The EntreComp model breaks down the entrepreneurship key competence into building blocks of learning: there are 3 competence areas with 15 competences, across an 8-level progression model and supported by a comprehensive table of learning outcomes. This helps policymakers, educators, and industry professionals to both understand and relate to the concept, purpose and skills within the entrepreneurship key competence.

Within each of the 3 competence areas are 5 competences – 15 in total. Each competence is of equal importance, with no starting or finishing competence to develop. All are different, but connected through the entire key competence framework. EntreComp is designed to be a flexible and adaptable tool for learning. For example, depending on where it is used and for what purpose, not all the competences might be important in a particular activity. In some cases, only one or two may be highlighted.



## EntreComp is highlighted across European policy and initiatives

### Emphasised in flagship European initiatives for digital and green transition

The European Union is supporting European Member States and partner countries to make the rapid shifts needed for a digital and green future. Flagship initiatives are shaping and steering the way that citizens work, learn, take part in society and lead their lives. Skills development, including entrepreneurial skills and mindset, are critical if our societies are to make these changes. These actions form an integral part of flagship policy initiatives at EU level, as highlighted below across five major flagship policy initiatives in Europe:

1. European Skills Agenda<sup>20</sup> and the recently announced 2023 European Year of Skills<sup>21</sup> are explicit in including actions on developing entrepreneurial learning;
2. Digital Education Action Plan<sup>22</sup> highlights entrepreneurship as enabling skills for the digital economy;
3. European Green Deal<sup>23</sup> addresses the skills, including entrepreneurial skills, needed for green transition and a green economy;
4. European Innovation Strategy<sup>24</sup> includes a focus on a strong supply of talent equipped with entrepreneurial skills and mindset<sup>25</sup>;
5. European Industrial Strategy<sup>26</sup> emphasises the need for an entrepreneurial spirit.

### Supported by the ETF Creating New Learning initiative

ETF has been pivotal in supporting the development of key competences, including EntreComp, across partner countries in all regions. This work has now been brought together under the Creating New Learning (CNL) initiative, working across multiple themes to encourage the development, implementation and dissemination of innovative teaching and learning practices in the ETF partner countries. The initiative embraces research, practice and community, impacting on innovative teaching and learning, including development of key competences. A central pillar has been the READY model<sup>27</sup>, providing an adaptable reference model of the key characteristics relevant for 21<sup>st</sup> century educators.

---

<sup>20</sup> For more information see <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

<sup>21</sup> For more information see

<https://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=10431&furtherNews=yes#navItem-2>

<sup>22</sup> For more information on DEAP see <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

<sup>23</sup> For more information see [https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal\\_en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en)

<sup>24</sup> See <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022DC0332&from=EN>

<sup>25</sup> See p.69 of the Commission Staff Working Document accompanying the European Innovation Agenda <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022SC0187&from=EN>

<sup>26</sup> See European Industrial Strategy (2020): [https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-industrial-strategy\\_en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-industrial-strategy_en)

<sup>27</sup> For more information on the READY model see <https://view.genial.ly/6243253217ac64001885c67e/guide-the-etfs-ready-model> and (please note this requires a login) <https://openspace.etf.europa.eu/pages/ready-model>

Supporting this vision, this study is the latest in a series of actions including the first ETF Key Competence Lighthouse publication<sup>28</sup> – which examines the key competence developments in Ukraine and Georgia – and the Teacher Booster talk series<sup>29</sup>, which brings together nine short films of educators, training and learners sharing their different perspectives on why and how to develop the entrepreneurship key competence.

CNL channels offer events, discussions and knowledge exchange accessible through a multi-stakeholder and multi-lingual community of education professionals, within the ETF Community of Innovative Educators hosted in ETF Open Space<sup>30</sup>. The first annual ETF Innovative Teaching and Learning Award<sup>31</sup> was launched in 2022, gathering a wealth of practices showcasing exciting education in ETF partner countries. The opportunities and experiences gathered through this initiative have been shared throughout the journey of ETF’s collaboration with Tunisian partners.

### Inspired the partnership under the ETF European Network of Excellence (ENE)<sup>32</sup>

Centres of excellence in vocational education and training are vocational institutions recognised for excellence in identifying and imparting relevant, high-quality, specialised technical skills. In contributing to regional skills strategies, they promote employment and regional development. They work closely with employers, including small and medium-sized enterprises, to foster innovation, applied research, entrepreneurship and reskilling. ENE is led by ETF as the network for VET centres for Partner countries, mirroring the EU initiative on centres for vocational excellence. It includes a Partnership of 5 VET centres on the entrepreneurial dimension of vocational excellence<sup>33</sup>: Tunisia is a founding member, and has contributed practice that has informed the design of a European self-assessment tool for the entrepreneurial dimension in VET centres.

<sup>28</sup> See <https://www.etf.europa.eu/en/publications-and-resources/publications/key-competence-lighthouse-key-competence-driven-reforms>

<sup>29</sup> See <https://www.etf.europa.eu/en/what-we-do/teacher-booster>

These teacher booster videos have also been further developed into micro-learning resources hosted within The EntreComp Community – see below for direct links:

| Teacher Booster micro-learning resource  | Accessible weblink  |
|--|---|
| Teacher Booster: The Power of Mentoring with Shadi Zatar                         | <a href="https://entrecomp.thinqi.com/go/bghrb1">https://entrecomp.thinqi.com/go/bghrb1</a> |
| Teacher Booster: A chat about entrepreneurial teaching with Marika Zakareishvili | <a href="https://entrecomp.thinqi.com/go/x72vww">https://entrecomp.thinqi.com/go/x72vww</a> |
| Teacher Booster: Learning to let go of fear with Eva Stojanovska                 | <a href="https://entrecomp.thinqi.com/go/p6t86g">https://entrecomp.thinqi.com/go/p6t86g</a> |
| Teacher Booster: Reforming education with Roman Shyyan                           | <a href="https://entrecomp.thinqi.com/go/6wywwe">https://entrecomp.thinqi.com/go/6wywwe</a> |
| Teacher Booster: Promoting collaboration with Kornélia Lohynova                  | <a href="https://entrecomp.thinqi.com/go/6k4ytw">https://entrecomp.thinqi.com/go/6k4ytw</a> |
| Teacher Booster: Sustainable development with Mervi Jansson                      | <a href="https://entrecomp.thinqi.com/go/f93eed">https://entrecomp.thinqi.com/go/f93eed</a> |
| Teacher Booster: Unlocking students' potential with Paz Fernandez de Vera        | <a href="https://entrecomp.thinqi.com/go/f45ghx">https://entrecomp.thinqi.com/go/f45ghx</a> |
| Teacher Booster: The Future of Education with Märt Aro                           | <a href="https://entrecomp.thinqi.com/go/zdcko1">https://entrecomp.thinqi.com/go/zdcko1</a> |

<sup>30</sup> See the following link (please note this requires a login)

[https://openspace.etf.europa.eu/innovativeeducators?field\\_etfcomm\\_language\\_target\\_id=All&created\\_op&login\\_op&page=1](https://openspace.etf.europa.eu/innovativeeducators?field_etfcomm_language_target_id=All&created_op&login_op&page=1)

<sup>31</sup> See <https://www.etf.europa.eu/en/news-and-events/news/etf-innovative-teaching-learning-award-2022>

<sup>32</sup> See <https://www.etf.europa.eu/en/projects-campaigns/projects/vocational-excellence>

<sup>33</sup> See <https://openspace.etf.europa.eu/events/kick-meeting-entrepreneurial-centres-vocational-excellence-coves>

## A European Key Competence Framework to guide competence-based teaching and learning

To guide education and training systems, the European Union introduced the European Key Competences Framework in 2006 (EC 2006), and this was revised in 2018 to reflect advances in understanding<sup>34</sup>.

Key competences are a dynamic mix of knowledge, skills, and attitudes that all individuals need throughout their lives. They are transversal, with relevance across all areas and levels of education, and for each learner regardless of life circumstances or where they live. European Member States agreed that these key competences should, at minimum, be explicitly developed within learner experiences across compulsory education and training.

Of the 8 key competences seen in the diagram below, five have now been operationalised through detailed guidance and learning outcomes frameworks, breaking down the building blocks of each competence and opening up how they can be practically implemented through teaching and training. See annex 1 for information on the key competences and associated frameworks. GreenComp<sup>35</sup>, an additional framework which is not aligned to a specific key competence, was launched in 2022 to address how green competences should be integrated into lifelong learning systems.

GreenComp<sup>36</sup> responds to the urgent need to address the green transition across all functions and actions within society and economy. It reflects the European Union's commitment to provide guidance on how competences to support the green transition are defined, and can be embedded across learning. It opens up the knowledge, skills and attitudes needed to be sustainable, to think, plan and act with empathy and responsibility, and care for our planet and public health.

**Figure 1: The European Key Competences**



<sup>34</sup> For more information on European Key Competence Framework, see <https://education.ec.europa.eu/education-levels/school-education/key-competences-and-basic-skills>

<sup>35</sup> For more information on GreenComp see [https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework\\_en](https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en)

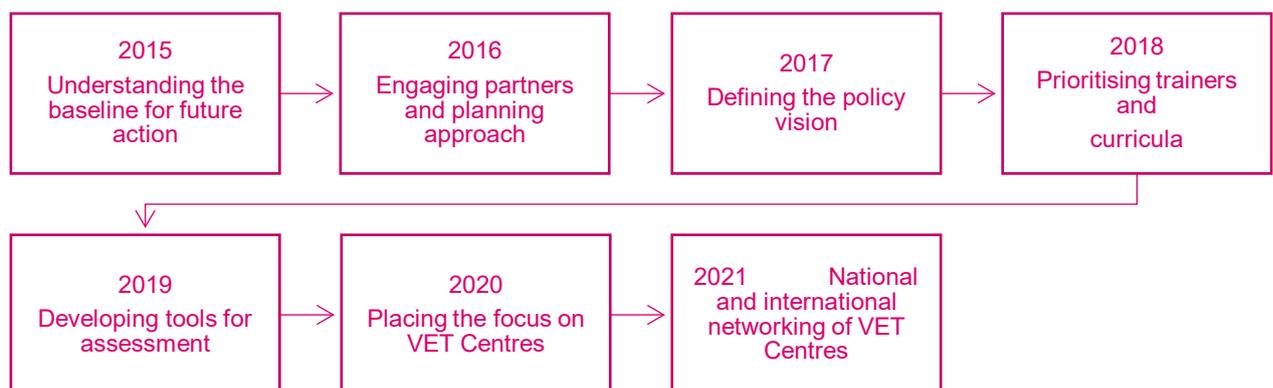
<sup>36</sup> For the full GreenComp guidance and framework, see <https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en>

## Chapter 3: A policy shift to develop the entrepreneurial mindset

The journey taken in Tunisia has seen key milestones that support and advance the country's development through the seven years from 2015 until 2021. These milestones illustrate the evolution towards mainstreaming entrepreneurial development within the VET system.

MEFP, supported by ETF and working in collaboration with VET actors, implemented a series of engagement and development actions. The first phase of these focused on involving more VET actors into the collaboration and shaping the policy vision that could provide the policy rationale for long-term implementation. In the first years of development, there was an emphasis on creating a common policy message around the focus on developing entrepreneurial mindsets as a route to social and economic inclusion. This was implemented through efforts to build system-wide engagement of key stakeholders, supported by an annual forum celebrating the entrepreneurial mindset and the common vision of developing this in Tunisian VET.

**Figure 2: Thematic development of entrepreneurship key competence-based approach in Tunisia 2015-2021**



### EntreComp as a common model

For Tunisia, EntreComp was identified as a model of entrepreneurial skills and mindset that worked for the Tunisian context. It offers both a ready model, and an entry point for the many wider actors using this common model in both Europe and across the world. Launched in 2016, it was quickly picked up and used via the collaboration with ETF; the different illustrations of the Tunisian experience in this chapter show EntreComp in action.

To support this use, the framework was translated into both French and Arabic, allowing actors to fully access the framework. It went on to underpin the design of teacher training and assessment design, as well as the work to support development of *Entrepreneurial VET Centres*. When stakeholders highlight the most useful elements coming from Europe, it is the EntreComp model that is mentioned as the tool that helped everyone understand why and how entrepreneurial learning could be more fully integrated into the culture, leadership, curriculum and learning experiences of VET centres in Tunisia.

## Annual fora as the roadmap of change in Tunisia

From the beginning of the initiative in 2015, there was the emphasis on adopting an inclusive approach. While the reform was led by MEFP, there was a desire to engage and involve people from across the VET system to create a truly multi-stakeholder approach. This ecosystem engagement has included learners, trainers, leaders, industry and SMEs, business networks, social partners as well as the public sector. The primary and most visible channel to develop this has been the annual *Forum for the Development of the Entrepreneurial Mindset* [*Forum pour le Développement de l'Esprit Entrepreneurial*].

This forum has been held each year since 2015 and is now a tradition in the sector. It is viewed as a highlight in the annual calendar, engaging an increasing number of stakeholders across the VET ecosystem year-on-year and offering a fixed point of reflection and forward-planning. Each forum provides a space to connect and reconnect, to celebrate progress as well as to identify next steps.

The annual fora have used participatory methods, with interactive workshops to share the results achieved and co-create activities for the next year. These fora have ensured that the voices of diverse stakeholders are heard, from government ministers through to VET trainers, from students to employers, as part of a broad-based and inclusive collective space. Over the years, the fora have been the stepping-stones taking this work from policy vision to collaborative implementation, with VET institutions and their learners as the central priority and focus, and an evolving focus on digitalisation. The fora have also seen an increasing international dimension, with growing participation of EU and partner countries through in-person as well as digital engagement.

Even the location of the eight fora has evolved, moving from being held in MEFP buildings in Tunis to diverse spaces inside VET centres across the country, thus sending an important message of inclusion and visibility to regional and national stakeholders. As the fora grew, so did the diversity of their audience, embracing new VET network actors and bringing in students to demonstrate their work or share their testimonies of entrepreneurial learning experiences.

## 2015: Identifying existing practice as a first step

### Creating a baseline

In 2015, understanding the baseline or starting point for this work was an important consideration at the outset of the MEFP/ETF collaboration in 2015. The first year was dedicated to collecting and analysing different practices from across Tunisia, to form a clear picture of what progress had been achieved through the range of interventions at policy and practice level. The insights gained through this collection process were complemented by the analysis<sup>37</sup> provided in the 2014 SME Policy Index (OECD, EU and ETF, 2014).

### Using established good practice methodology

A first step in 2015 saw a call for good practices gather multiple examples from across the sector, refined using the ETF's established good practice methodology<sup>38</sup> based on specific criteria and a peer review process. Importantly, MEFP, with the help of ETF, provided a preparatory workshop to support VET stakeholders shape their practice submissions. Seventeen practices were chosen from 22 submitted, and these were used as the basis of the first annual forum.

## 2015 Forum as a tool to build sustainability and ownership

The first forum was held in Tunis and its importance can be seen in three ways: firstly, to celebrate existing practices; secondly, to inform and inspire others in their own work; and thirdly, as an

<sup>37</sup> See discussion of SME Policy Index 2014 findings in Chapter 2

<sup>38</sup> [C01E597D93F146C4C1258154003AF679 ETF\\_EL\\_GP2017\\_application\\_guide\\_final.pdf \(europa.eu\)](#)

opportunity to explore how these can shape a new Tunisian approach to entrepreneurial skills and mindset development in VET.

While the priority was to understand the starting point, the approach offered a first step for sharing and the basis of a community built on policy-practice partnership. Key actors including Ministers and VET network leaders attended the forum and used it as a high-level policy platform, while additional profile was provided by linking the event to Global Entrepreneurship Week to form part of the wider global calendar of events taking place worldwide.

### **Experience 1: Linking to international events for increased visibility and engagement at both national and global level**

From the very first year of the project, the national forum has been identified as a key event within the Tunisian contribution to Global Entrepreneurship Week<sup>39</sup>, a week-long celebration of entrepreneurship that takes place every year in November. Established by the Kauffman Foundation in 2008, it now spans 200 countries and has engaged 10 million people each year, profiling events and national activities at global level. In subsequent years, added value has been created by including the event in European Vocational Skills Week<sup>40</sup>. Linking to these international platforms enables the forum to add branding to its communication and publicity materials.

This additional profile raises visibility, and can increase overall engagement through the use of branding and links with the wider themes involved, such as VET internationalisation. It can also increase the potential to bring in high-level speakers, who receive more visibility at international level through their participation. Any interactive or visual content, such as the video on this project created in 2015, can be shared as publicity through the international event platforms.



**Figure 3: Showcasing partnership – a 2015 video on collaboration with ETF to strengthen regional participation in vocational education and training systems and to promote entrepreneurial learning.**

#### **Key take-aways:**

- Profiling activity through international platforms can motivate engagement at national level
- Creating visual testimony of actions being undertaken can increase engagement and impact of communication efforts
- Time your events to coincide with international events or weeks.

## **2016: Shaping priority actions to drive forward change**

### **Towards priority action lines**

2016 development saw the recommendations from the first forum start to be further developed, using an integrated approach:

1. Policy: Developing a Tunisian Charter for the development of entrepreneurial spirit
2. Pedagogy: Testing pedagogical approaches for teaching, learning, and assessment
3. Network/governance: Creating a platform to exchange good practices and reinforce VET centres

### **Creating ownership through co-creation**

<sup>39</sup> See <https://www.genglobal.org/>

<sup>40</sup> See [https://vocational-skills.ec.europa.eu/index\\_en](https://vocational-skills.ec.europa.eu/index_en)

Throughout the year, three working groups undertook research and analysis based on one of these axes and presented action plans to follow in 2017. The development process provided a space to develop stakeholder ownership of the three priorities, while the forum offered a public platform for them to share their involvement, confirm the validity of their actions and express their commitment to developing the work in the coming year.

## 2016 Forum as a catalyst to increase engagement

The 2016 forum offered an important space to consolidate the engagement of existing actors and bring new ones in. With each forum, engagement grew as more people became aware. Feedback from those involved in the first fora revealed that more work could have been done to engage more people earlier, which could have deepened engagement from an earlier stage. Nevertheless, the forum was a catalyst for more and deeper involvement each year.

## 2017: A policy vision for entrepreneurial learning in VET

### Establishing a common policy vision

2017 focused significantly on developing the policy perspectives to underpin the progress needed in entrepreneurial learning. The work undertaken in 2016 evolved into establishing a working group to draft the *National Charter for the Development of Entrepreneurial Spirit*, a ground-breaking document for Tunisia that laid out a vision for advancing the key competence approach across the VET sector. It was a valid source of celebration at the third forum that such a consensus had been achieved among Tunisian stakeholders. This showed the growing commitment to collective action, with an emphasis on democratising access to entrepreneurial learning across the Tunisian vocational training system.

“The charter made it possible to introduce the actors and open up the discussions.”

Mustapha Lakehal, ATFP project team member, ATFP [Agence Tunisienne de la Formation Professionnelle]

Yet circumstances resulted in the Charter remaining unsigned. While this could be seen as a failure, the work became a key influence for the design and contents of the human capital-related pillars within the 2019 National Strategy for Entrepreneurship. Importantly, the spirit of collaboration had deepened through new alliances and actions between VET stakeholders, consolidated through annual fora.

### Experience 2: Influencing policy through the 2017 *Charter for the Development of Entrepreneurial Spirit*

The development of the charter from 2016-2017 was a collaborative action between MEFP, the Ministry of Higher Education Science and Research, ATFP [Agence Tunisienne de la Formation Professionnelle], APII [Agence de promotion de l'industrie et de l'innovation] and social partners. A working group reached consensus on the areas that should be addressed through the Charter to make it work for all the partners involved in entrepreneurial learning in VET. However, the development progress demonstrates the need for flexibility in how work is implemented to maximise impact.

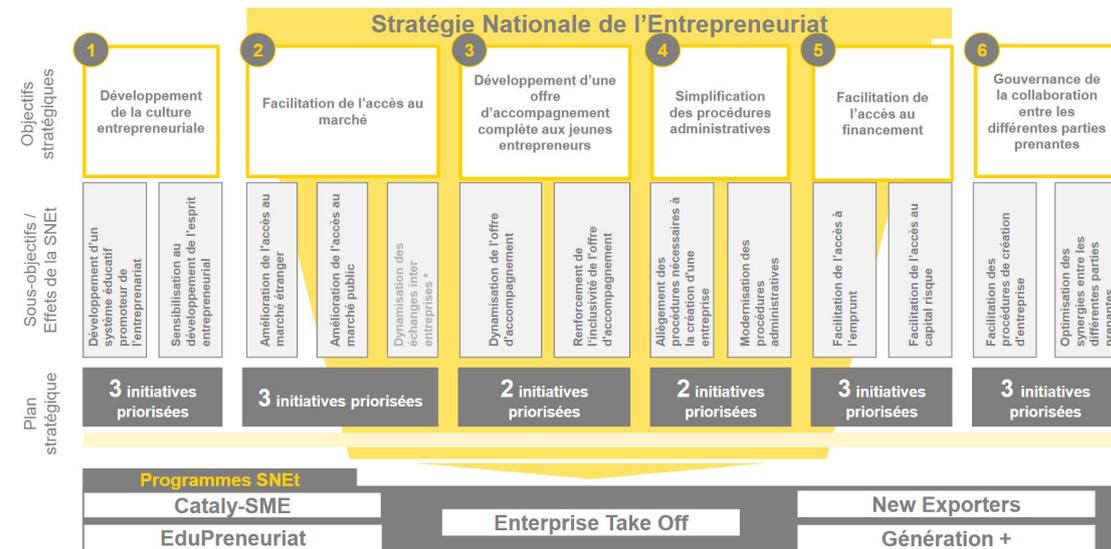
The original vision focused on a charter to support development of entrepreneurial spirit. However, as the work progressed, it became clear that there was policy impetus to develop a new entrepreneurship strategy covering a broader spectrum of actions. To align, the working group adapted and developed a draft for a *Charter for the Development of Entrepreneurial Spirit and Enterprise Creation*. The charter broadened the guiding principles to encompass both strands and expanded a set of identified actions areas, while the objectives became:

- Adoption of a common vision for the development of entrepreneurial spirit and enterprise creation

- Commitment to a collaborative approach aimed at building continuous improvement and a favourable environment for the vision
- Sharing experiences and good practices

The end-product of this working group did result in the charter outlining a joint vision at VET system level, but it is evident that there was significant value in clearly defined policy support for the new and strong emphasis placed on developing entrepreneurial culture and spirit at the national policy level – to be adapted also to the VET system.

**Figure 4: Six pillars of the Tunisian National Strategy for Entrepreneurship 2019<sup>41</sup>**



**Key take-aways:**

- Adapt to changing circumstances to keep your work relevant – it can bring unexpected results
- While work developed through multi-stakeholder collaboration can take more time, it will be more valuable for long-term commitment between stakeholders
- EntreComp influenced the common understanding of the entrepreneurship key competence and its importance in supporting the development of entrepreneurial culture
- Balancing the broader focus on entrepreneurial skills and mindset for life and work with the narrow focus on SMEs and enterprise creation, to ensure both are considered within the strategic approach
- Celebrate unexpected successes!

**Innovative pedagogies for entrepreneurial training**

To open up access to entrepreneurial learning across VET, stakeholders recognised that they needed to help trainers deliver differently. This would allow progress in the move away from entrepreneurship training for business start-ups, towards training to develop entrepreneurial spirit.

In collaboration with ETF, a working group of VET stakeholders guided the development of an entrepreneurial project module for learners. It was accompanied by a structured train-the-trainer toolkit to build understanding, knowledge, and confidence in how to deliver this module with their learners. To drive take-up, the toolkit is supported by guidelines for the dissemination of the pedagogical approach in the national vocational training system.

The value of stakeholder input into the design and implementation of this module was significant. Many VET trainers were involved, supporting both the design phase but also instrumental within the

<sup>41</sup> P.16 - Tunisian National Strategy for Entrepreneurship, December 2018

cascading of the training to different centres. This involvement of educators brought real-life relevance to the approach and design taken, supporting its authenticity for the Tunisian VET context.

### **Experience 3: Training trainers to design and deliver an entrepreneurial project module**

The Entrepreneurial Project module (see Annex 7) was a training-for-trainers course developed in 2017, offering educators the chance to understand how to practically develop entrepreneurial competences by implementing an entrepreneurial project with their students. Three days of in-person training of trainers focused on clear learning objectives and outcomes, practical implementation and presentation of results, including evaluating the learners progress and results. This was supported by a structured toolkit that provided:

- Syllabus
- Comprehensive PowerPoint for use or adaptation by the VET trainer with learners
- Tools and examples of active teaching techniques - peer learning, flipped classroom, De Bono's six hats and world cafe
- Learner worksheets – project objectives, action planning, budgeting, risk management and learner assessment

The training of trainers took place twice in 2017, reaching 31 trainers. In 2018 the module was further evolved and became the first tool in Tunisia aligned to EntreComp; its influence was particularly seen in the learner self-assessment tools, where learners are asked to reflect on their progress across each of the 15 competences. Students who had been through the entrepreneurial project experience, as a result of their trainer being trained, made presentations at the annual fora. The student voice was seen as a powerful tool to encourage others to get involved.

#### **Key take-aways:**

- Important to develop practical tools that provide guidance on what trainers can deliver in the classroom
- Involve trainers in the design of trainer training to build ownership and support for roll-out
- Adapt the training to new evolutions – this training was adapted in 2018 to make it more relevant and aligned to EntreComp
- Trainer or student stories can be a powerful tool to share the impact and value of introducing new training modules
- Bring students in to share their voice and ideas in stakeholder events!

### **2017 Forum as a tool to place the learning focus on being entrepreneurial for life**

The 2017 forum showcased the positive results of reaching consensus through the Charter, and the real impact of entrepreneurial learning shared through the voice of young people. Learner testimonials at the 2017 forum offered real insight into the impact on learners and their experience, and this can be seen in the video: a recording of the 2017 Forum: *En Vie D'Entreprendre*. This play on words, meaning that entrepreneurial learning is about skills for life, reflected the spirit of this work in Tunisia, with its passionate focus on ensuring access for all across society, drawing on the spirit of the revolution which had taken place only a few years before.

## Chapter 4: Improving training provision and reinforcing training providers

The next years of progress focused on provision and governance areas, from building on the trainer support actions of 2017 to developing the VET centre approach and the national label for *Entrepreneurial VET Centre*, in recognition of VET entrepreneurial excellence.

### 2018: Consolidating support and training for trainers

In 2018, the focus was firmly placed on the trainer as the main actor in developing learners' entrepreneurial spirit, supported by a new policy commitment to developing entrepreneurial spirit and culture via the Tunisian National Strategy for Entrepreneurship.

#### Training and mentoring VET trainers

The priority was to disseminate entrepreneurial learning pedagogies in the national vocational training system through the training of trainers, building on the activity that had been tested in 2016: firstly, through coaching and training trainers; and secondly, through training and support for learners. Upscaling use of the Entrepreneurial Project module and toolkit was the driving force behind this, and it was further improved and aligned with the EntreComp model. Sixty trainers were trained across 12 VET centres, with the involvement of those trained previously as mentors to support newly trained colleagues in applying the module to their teaching practice. The idea was to have cascaded training via peer-to-peer learning from those already trained, within the local setting.

Feedback on the toolkit was positive, evidenced through inspiring testimonies from learners shared in the 2017 and 2018 fora. Stakeholder feedback for this study suggests that it offered a simple and practical way to deliver entrepreneurial projects, and inspired next steps in developing assessment guidance. However, stakeholders highlighted that a more sustainable route would have been to design and implement entrepreneurial learning modules through CENAFFIF [Centre National de Formation de Formateurs et de l'Ingénierie de Formation / National Centre for Training of Trainers and Training Design] – the agency responsible for qualifications and training VET trainers – in collaboration with ATFP, the biggest VET network. Implementation through CENAFFIF would offer the most impact in the medium and longer term, but this channel has not yet been deployed.

#### 2018 Forum as a tool to encourage educators to get entrepreneurial

The Forum theme, *Educators: get entrepreneurial*, clearly showed the years' emphasis on supporting educators to get more entrepreneurial in their teaching and learning. The discussions centred on how trainers can best access and use the support and training they need to change their practice at classroom level, alongside an exhibition of tools and methods. On next steps, it sought to crowd-source ideas about which levers could be most effective for stimulating the development of entrepreneurial spirit across the vocation training system, linked to efforts from stakeholders including the Tunisian Ministry of Vocational Training and Employment to improve youth employability and active citizenship.

It was a showcase of training and practice, taking inspiration from the achievements of the train-the-trainer programme. It presented the results of implementing the entrepreneurial project module into VET classrooms – illustrating the increasing reach of the entrepreneurial project module – alongside an exhibition of good practices.

## 2019: Developing assessment of entrepreneurial competences

2019 saw the focus on teaching and learning developing into a priority on exploring how the assessment of new approaches could drive entrepreneurial skills and mindset.

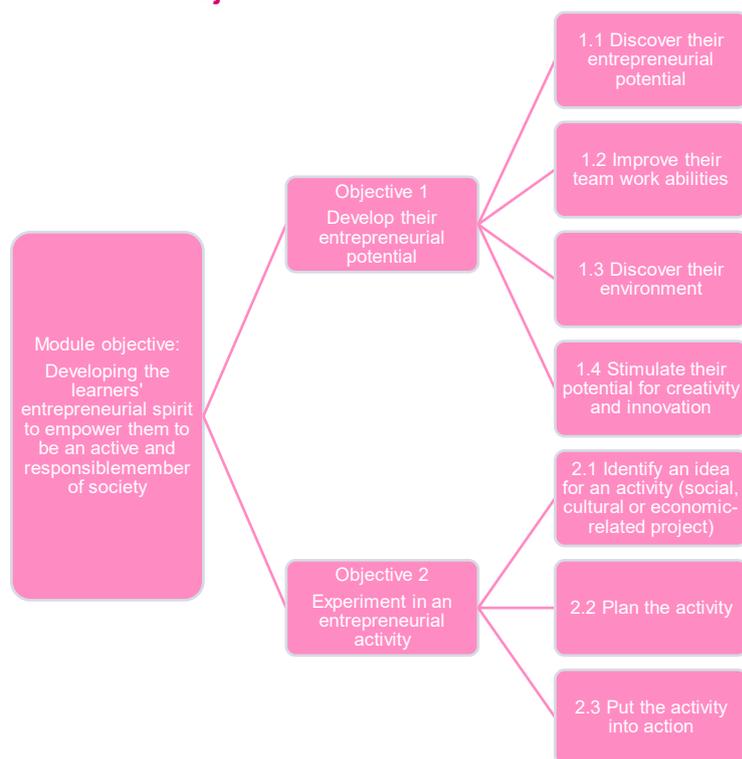
### Co-creating a Tunisian toolkit for entrepreneurial formative assessment

A group of stakeholders, including education representatives from multiple VET centres, worked together to explore why and how to introduce entrepreneurial formative assessment methods into the VET curriculum to support entrepreneurial learning development. This collaborative action resulted in the production of a Practical Guide for Assessment of Entrepreneurial Competences, an assessment toolkit that focused on EntreComp and shared practical tips through formative assessment as learning approaches. The toolkit provided the building blocks for trainers to understand and use methods of introducing entrepreneurial assessment through the VET curriculum, such as including reflection as a learning activity. The toolkit was made up of sections addressing six principles of implementing entrepreneurial learning and assessment, EntreComp Competence Cards – a hints and tricks card for each of the 15 competences – and practical activity examples that demonstrate how assessment can provide learning. See Annex 8 for a copy of the toolkit.

### Introducing a compulsory entrepreneurship module into initial VET education for all students

In 2019, colleagues from CENAFFIF Centre National de Formation de Formateurs et de l'Ingénierie de Formation / National Centre for Training of Trainers and Training Design] and AFTP (Tunisian Agency for Vocational Training) created an experimental module to develop entrepreneurial spirit among VET students. This was an indirect result of the project, significant through its integration of the insights and resources shared through the project as well as principles of the toolkit designed and tested with VET trainers from 2016-2018. The module is entrepreneurial in approach and content and, while not fully aligned to EntreComp, it does include a range of interactive exercises intended to build a set of entrepreneurial competences, including self-confidence, motivation, initiative, autonomy, understanding of risk, teamwork, perseverance, and leadership.

**Figure 5: Overview of module objectives**



### **2019 Forum: Inspired by EntreComp: broadening engagement across VET centre networks through the annual Forum**

The forum, called ‘*Towards an Entrepreneurial VET Centre*’, aimed to present the progress and results of the project, with a view to disseminating them to a wider network of vocational training centres in different regions of Tunisia and sharing the toolkit inspired by the "EntreComp" framework. Looking forward, the forum opened discussions on future priorities, specifically actions to develop *Entrepreneurial VET Centres*: change-maker centres at regional level to drive social and economic development.

### **2020: Towards a focus on the *Entrepreneurial VET Centre***

2020 was the sixth year of cooperation and saw a significant shift towards embedding this work into the fabric of the VET system, through the development of a comprehensive framework that identified a more holistic centre-focused approach to developing an *Entrepreneurial VET Centre*.

“Over six years of intensive cooperation with our Tunisian partners, we have moved from seeing the entrepreneurial mindset as something that vocational schools should teach to seeing it as something that should be part of their DNA. Vocational schools have to respond to the needs of the communities and businesses they serve, and an enterprising outlook is vital to succeed in this.”

Mariavittoria Garlappi, Entrepreneurial learning expert, ETF <sup>42</sup>

<sup>42</sup> See <https://www.etf.europa.eu/en/news-and-events/news/supporting-entrepreneurial-revolution-tunisia>

## Supporting VET centres in driving regional social and economic development

The shift to a holistic approach recognised the need for a more complete vision of how to develop entrepreneurial spirit among learners, and built on the introduction of the compulsory module. This approach aimed to embed entrepreneurial spirit across the culture, leadership, stakeholders, staff and learning experience of a centre. The *Entrepreneurial VET Centre* concept had been widely advocated at previous fora, and became the focus to connect the work completed so far with a fuller understanding of actions needed by stakeholders across the VET system.

This evolution matches the regionalisation agenda taking place in Tunisia, supporting centres to drive social and economic development at regional level and establish closer contacts with the regional labour markets most likely to be the destination for their VET graduates.

The project was forced online by the onset of the COVID-19 pandemic. While challenging, the online engagement brought unforeseen benefits to the co-design process, which would otherwise have been implemented through physical meetings in Tunis. More stakeholders took part from more VET centres across the country, involving a wider range of staff-members linking in remotely than would otherwise have been able to participate in Tunis-based meetings. Stakeholders accomplished a comprehensive process of reflection – working from the perspectives of leaders, staff and students – to explore existing practices, barriers to change and opportunities to develop culture, teaching and learning. Through the one-year co-design process, nine dimensions were identified by VET stakeholders as being of importance for the entrepreneurial leadership, culture and actions of a VET centre.

**Figure 6: The nine domains for the Tunisian Entrepreneurial VET Centre**

| Area                   | Domain  | Description   |
|------------------------|---|---|
| Centre                 | Leadership and engagement by the VET director or manager:     | Centre management is committed to demonstrating and developing an entrepreneurial culture throughout the centre, seeking to involve all staff and stakeholders in creating a Centre vision and entrepreneurial values. This encourages entrepreneurial leadership and the importance of co-creating vision and values with international and external stakeholders. |
|                        | Income generation by the centre                               | Centre is actively looking for opportunities to diversify new or innovative revenue generation sources to boost sustainability, through providing services, supporting business and seeking new project opportunities at national or international level.   |
| Stakeholder engagement | Centre as partner in the skills development ecosystem         | Engagement and participation within the education and skills/competences development multi-stakeholder ecosystem – engaging and responding to the needs of people, learning organisations and businesses interested in the development of education and learning in the locality or region.   |
|                        | Active participation of stakeholders in training and learning | Stakeholders are involved in the design and delivery of training, learning and evaluation, through collaboration in design and delivery of teaching and learning  |
| Teaching and learning  | Entrepreneurial training                                      | Entrepreneurial learning methods, pedagogies and assessment recommended for design and delivery of training programmes, including experiential-, real-world-, collaborative-, creative-, value creation-, reflective- and digital learning  |
|                        | Support for staff and trainers                                | All types of staff are supported to understand and actively engage in the entrepreneurial development of the Centre. Teaching staff are trained in and recognised for teaching entrepreneurial competences and how to use entrepreneurial pedagogies/tools for their teaching and training.   |

| Area                          | Domain   | Description  |
|-------------------------------|--|--|
| Learner                       | Building understanding and competences of learners through entrepreneurial learning and assessment | Developing awareness, understanding and practical application of EntreComp competences through learner-led training and assessment across the curriculum, ensuring that learners are at the centre of learning design and delivery and are aware of their entrepreneurship competence development. |
|                               | Career development support   | Recognition of entrepreneurial competences for employability and support for entrepreneurial learners, including information, orientation and signposting to external start-up support   |
| Sustainable Development Goals | Inclusion and promotion of sustainable development   | Develop awareness of sustainable development among learners and staff in all areas of the Centre's activities and participate in its dissemination in the Centre and in society  |

These dimensions are the basis of the framework that underpins the Tunisian *Entrepreneurial VET Centre* Label. The depth of each dimension is illustrated through 4-5 sub-dimensions, and these are mapped across three progression levels to show the pathway that a VET centre can follow through each sub-dimension.

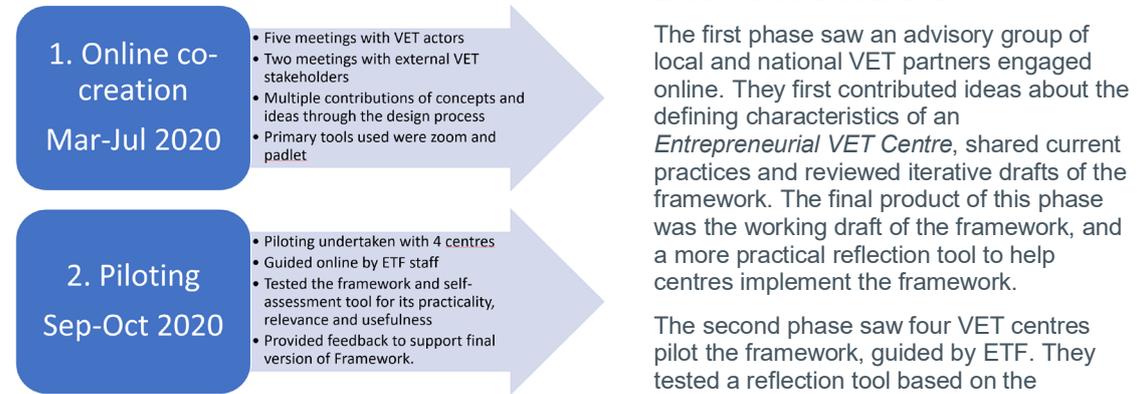
“The conceptual framework made the centres and directors conscious of the value of what they are doing, with value creation happening also outside of the centres, with positive effects on the civil society.”

Mustapha Lakehal, ATPF project team member

The collaboration developed through this work has created more transparency of practice across centres, increasing discussion of actions that work for them and the barriers that work against them. The dialogue being shared is shaping national discourse on the future of the VET sector, proposing and opening up new flexibility for VET centres to think and act entrepreneurially. The co-creation approach was critical to the usefulness and relevance of the framework, and ensured that it was scaled nationally in 2021. The process is described in the Experience box below.

## Experience 4: Online co-creation to build the Tunisian Framework for the Entrepreneurial VET Centre

The framework was a result of the experience and knowledge gained throughout Tunisia's collaboration with ETF, gathered and refined into a single framework during a one-year co-design process. The co-design process brought the voice and experience of the VET community in Tunisia to the fore, and the online process meant that more actors from more VET centres could be involved in the conceptualisation and content of the framework.



The first phase saw an advisory group of local and national VET partners engaged online. They first contributed ideas about the defining characteristics of an *Entrepreneurial VET Centre*, shared current practices and reviewed iterative drafts of the framework. The final product of this phase was the working draft of the framework, and a more practical reflection tool to help centres implement the framework.

The second phase saw four VET centres pilot the framework, guided by ETF. They tested a reflection tool based on the framework, consulting across management,

stakeholders, staff (pedagogical and administrative) and learners to collate insights and feedback.

The framework offers a comprehensive overview of the domains and actions relevant to an *Entrepreneurial VET Centre* in Tunisia. Not all centres can be at the same starting point, but each domain offers three stages of progression – starting, developing and transforming. The self-assessment tool used the stages of progress as a guiding path to help centres generate ideas about how to continue to improve and innovate.

### Key take-aways:

- Use a co-creation process to co-design new ideas, actions, or tools because this will increase the relevance and usefulness of the work developed.
- A multi-stakeholder approach involving government ministries, VET stakeholders and VET centres created common agreement on why and how centres can become entrepreneurial.
- A simple framework with progression stages helps everyone to see what the vision is and how to work towards it.

## 2021: From framework to national label

The conceptual framework was transformed into the basis for the national recognition label in 2021. This marked a firm shift towards building a network of *Entrepreneurial VET Centres*, consolidating efforts and actions across policy and providing teaching and learning guidance and resources. It also contributed to addressing the centre-level challenges which were often governance-related.

“An entrepreneurial VET centre is, first of all, a centre that has a vision, seizes opportunities in its ecosystem, innovates and generates value for learners, the centre and its economic and social environment. It is also a centre that puts the learner at the heart of its interests.”

Aicha Zemni, Policy Officer, Ministry of Employment and Vocational Training, 2020

### Creating national recognition for *Entrepreneurial VET Centres*

There was a clear impetus at national level to formalise recognition for those VET centres which excelled in their work to develop entrepreneurial spirit. From a strategic perspective, a new national label offered a channel to strengthen the role of vocational training establishments as actors in economic and social development, and to encourage initiative, creativity, and innovation across the centres at all levels. This vision was intended to empower a network of *Entrepreneurial VET Centres* to become “locomotive centres”, driving the development of entrepreneurial culture in the national vocational training system.

### Using core principles to show purpose

Overarching principles were defined to allow VET centres to see the purpose of the national label:

- An Entrepreneurial VET Centre implements a strategic vision that allows it to identify opportunities in its own ecosystem. This includes active research and the establishment of relevant and innovative partnerships with economic and social actors,
- An enterprising centre adopts a leadership model based on participatory management that involves administration, trainers, learners, and stakeholders. This type of management and leadership encourages creativity, innovation, initiative, collaboration, integration of advanced technology, high quality training and environmental preservation and development,
- An enterprising centre generates value for its learners, for its socio-economic environment and for the centre itself. The centre must put learners at the heart of its objectives and missions,
- An enterprising centre develops formal and non-formal entrepreneurial training activities, while motivating staff, trainers and learners and ensuring their development,
- An enterprising centre adopts active and innovative training methods to develop entrepreneurial spirit in learners, trainers, and staff.

Using the framework, an application call was designed. See the experience box below for insight into the implementation process. Through this first call, from 43 initial expressions of interest, 9 centres were finally awarded the coveted pre-label as an *Entrepreneurial VET Centre*. It was called a pre-label because it was the first pilot for the whole approach, and the successful centres would be able to apply for the full label when the full programme was implemented later.

## Experience 5: The process of implementing a national Label for the *Entrepreneurial VET Centre*

In 2021, the government issued the first call for applications to VET centres to be awarded the pre-label as a Tunisian *Entrepreneurial VET Centre*. This was a pre-label as the government wanted to pilot the national scheme before moving to a full label. The call targeted 43 centres including both public and private training providers, and received 24 applications, 9 of which 9 were awarded the pre-label (see Annex 10 for full list).

The application process took place in two phases. In the first phase, the VET centre expressed its interest in a letter of application and a deliberation on the nine dimensions – 24 centres applied to this phase. A pre-selection took place based on these submissions, to assess the level of commitment of each centre and identify those to be taken to the second phase.

In the second phase, 20 pre-selected centres were invited to complete a more comprehensive deliberation on the nine dimensions and provide evidence to support their submissions. Alongside this, centres were asked to create a 3-minute video to be judged on its creativity, innovation, diversity of actors and key messages.

A multi-stakeholder evaluation jury decided which centres should receive the Pre-Label of *Entrepreneurial VET Centre*, and the award ceremony was held during the annual forum. Nine centres were chosen.

To add value to the award process, the certificates were signed by both the Tunisian Minister for Employment and Vocational Training, Mr Nasreddine Nsibi and Mr Cesare Onestini, Director of the European Training Foundation.

### Key take-aways:

- Government initiated process but with full transparency through co-design process and broad-based stakeholder engagement
- Stakeholder jury involvement generated positive feedback, visibility and increased subsequent stakeholder engagement
- Including a video as part of the submission ensured that multimedia content animated the review process for jury-members and was available to share publicly as part of the award celebrations and communications efforts
- Sessions on how to prepare applications could have helped more centres to present their work effectively in the application process, and ensure that appropriate evidence was provided to back up their submissions.
- Ensure the award is recognised and announced by prominent VET policy and training actors
- Opportunity to collate and share practice between centres and stakeholders

## Added value through the engagement of multi-stakeholder jury members

The value of the framework and the national pre-label has been highlighted by all types of stakeholders during the consultation process undertaken for this study. The awards process placed new recognition on the role of VET centres as vectors for entrepreneurial development, with each application evidencing the range of work being undertaken. Feedback from jury-members indicated that their involvement led to new understanding of the role of VET in supporting entrepreneurial learning, and generated new ideas to increase their own stakeholder involvement in VET training.

“We are now more aware of the many efforts of VET centres in the field of entrepreneurial development.”

Faten Ayari Jury-member, ANETI

## Supported by practical guidance on how to engage stakeholders

The project also undertook innovative action to explore the why and how of engaging more diverse social and economic actors in developing Entrepreneurial VET Centres. Working in partnership with VET operators and centres, MEFP and ETF ran a series of workshops to create practical guidance for centres. A workshop series focused firstly on bringing together social actors - including parents, students and community organisations – and secondly economic actors, including banks and local enterprise agencies. The workshops initiated dialogue between each group and VET representatives, enabling them to explore why and how such actors could become more engaged into future work, and the best methods to sustain that engagement and make them feel valued.

The results of these workshops were collated into specific guidance, offering a roadmap for VET centres to take this forward. The MEFP/ETF collaboration worked with stakeholders and centres to ensure that new voices were heard, – such as those of banks, sector-based networks or clusters, parents and learners – and that their perspectives were translated into practical guidance on how to engage economic or social partners to support *Entrepreneurial VET Centres*.

The guidance frameworks produced can be seen in Annex 8.

### Experience 6: Developing guidance to assist more and better engagement of social and economic partners as part of the VET ecosystem

In order for a VET centre to be entrepreneurial, it must listen to, understand and involve the different stakeholders in the ecosystem in which it operates. Only active and continued engagement can lead to innovative solutions with the best chance of success, through centres engaging with and listening to the viewpoints of the diverse partners involved in its work.

In Tunisia, many VET centres had already started to involve businesses in training or management boards, but this remained under-developed across a full range of regional businesses, sector organisations, banks, financing organisations or technical partners. The involvement of social partners was limited: learners were involved to some extent, but there was less evidence of engagement from families, civil society organisations or community-based bodies.

- Practical guidance was co-created with representatives of these groups from across Tunisia via two online consultation groups. This resulted in guidelines for VET centres, addressing the challenges of engaging these two groups of partners in VET centre development by answering the following questions:
- What interests them?
- What types of actions do these partners suggest?
- What support can these partners provide?
- How to create engagement channels for active involvement of these partners?

See Annex 8 for the guidelines developed for each of these stakeholder groups.

#### Key take-aways:

- Ensure that VET centres develop practical and easy-to-access channels through which they can involve partners in a range of actions
- Use effective communication methods to build engagement and encourage participation
- Ask stakeholders how best to engage them in VET actions, and how to sustain their engagement

## Using the annual forum as a showcase – profiling links to the ETF ENE Network

The 2021 edition of the forum was an opportunity to share the commitment of the Tunisian government and international partners in strengthening and expanding the network of *Entrepreneurial VET Centres*. The forum was a celebration of the progress made over seven years, and of how the Tunisian experience was contributing to tools being developed for an international audience. The audience was opened up to include VET centre members from the *ENE Network of Entrepreneurial*

VET Centres, which has used the Tunisian framework as inspiration to support the development of a self-assessment framework on this theme for all ETF partner countries.

For Tunisia, this forum emphasised the importance of centre-level development to support VET governance – in line with the country's regionalisation agenda – in driving relevance and alignment between the VET offer and the skills needs of regional labour markets. At national level, development of Entrepreneurial VET Centres in Tunisia contributes to priorities for innovation and supports socio-economic development. The guidance frameworks produced can be seen in Annex 8.

### **Experience 7: CFA Bizerte: demonstrating the value of the pre-label to build regional engagement and support internationalisation**

The CFA Bizerte is a VET centre with 800 students and more than 500 partnerships with economic stakeholders such as local and national companies, and civil society (youth centres, universities, NGOs, etc). The centre's culture and innovative training reflects the willingness to develop entrepreneurial mindsets, with people as drivers of change. The centre gained the national pre-label of "*Entrepreneurial VET Centre*" in 2021, after more than 10 years of fostering new collaborations with regional and national actors, involving students, pedagogical staff as well as administrative staff in a transformative entrepreneurial journey.

"This is an active centre with reactive people as drivers"

Managing Team, CFA Bizerte

The centre sees significant value in being a labelled institution – the Tunisian pre-label of an *Entrepreneurial VET Centre*. These benefits can be seen across different areas. Internationally, they were able to form new international partnerships and are now a member of two international networks linked to ETF. At regional level, they are able to show the label as an indicator of quality.

They see their increased visibility in the regional context, enhancing the opportunities for both staff and students: e.g. via collaboration with chamber of commerce, universities, training centres. They have increased their training offer through an expansion into natural gas sector professional training, responding to a regional workforce shortage. The centre states that their commitment to entrepreneurial culture and learning, as recognised by the pre-label, has supported this expansion.

The pre-label is visible evidence that the centre is an innovator, and supports its role as a regional leader ready to initiate and foster change, despite being hampered by an ongoing lack of autonomy.

## **Building a body of experience and practice through an integrated approach**

Thanks to these seven years of development, a considerable body of connections, experience and practice now exists. The emphasis on involving stakeholders and VET actors has been fundamental in developing this work, and has been maintained since 2015. Each year, the network of stakeholders grows, and building blocks of tools and guidance are created to support forward progress.

The table below demonstrates the integrated approach across the three spheres of policy, provision and governance. These actions and outputs, seen together, illustrate the journey taken in Tunisia and highlight significant potential to replicate in other local, national or regional VET contexts.

**Figure 7: Illustrating the different actions taken each year [POTENTIAL FOR CHANGE TO GRAPHIC / VISUAL]**

|      | <b>Policy</b>  | <b>Provision:<br/>Trainers and curricula</b>  | <b>Governance:<br/>Fora and VET centres</b>  |
|------|--|---|--|
| 2015 |  |   | <ul style="list-style-type: none"> <li>■ Call for good practices</li> <li>■ Forum: For good practices</li> </ul>   |
| 2016 | National platform for good practices                           |   | <ul style="list-style-type: none"> <li>■ Forum: For the development of the entrepreneurial spirit</li> </ul>   |
| 2017 | National Charter for the Promotion of Entrepreneurial Learning | <ul style="list-style-type: none"> <li>■ Teacher training – phase 1</li> </ul>  | <ul style="list-style-type: none"> <li>■ Forum: Being entrepreneurial for life</li> </ul>  |
| 2018 |  | <ul style="list-style-type: none"> <li>■ Teaching Manual for the Entrepreneurial Project Module</li> <li>■ Teacher training – phase 2</li> </ul>        | <ul style="list-style-type: none"> <li>■ Forum: Trainers – get entrepreneurial!</li> </ul>   |
| 2019 |  | <ul style="list-style-type: none"> <li>■ Practical Guide for Assessment of Entrepreneurial Competences</li> <li>■ Teacher training – phase 3</li> </ul> | <ul style="list-style-type: none"> <li>■ Forum: Towards the Entrepreneurial VET Centre</li> </ul>  |
| 2020 | Framework for the Entrepreneurial VET Centre                   |   | <ul style="list-style-type: none"> <li>■ Framework for the Entrepreneurial VET Centre Forum: Towards the Label for Entrepreneurial VET Centres in Tunisia!</li> </ul>  |
| 2021 |  | <ul style="list-style-type: none"> <li>■ Workshop on VET centre internationalisation</li> </ul>   | <ul style="list-style-type: none"> <li>■ Guidelines for the engagement of social and economic partners</li> <li>■ Pre-label – Entrepreneurial VET Centre</li> <li>■ Forum: Entrepreneurial centres of Vocational training: birth of the national Tunisian network</li> </ul> |

## Chapter 5: Next steps for Tunisia

### Expanding the VET policy priority and reinforcing cross-institutional links for entrepreneurial learning

Cross-institutional coordination remains an area for development in Tunisia, so a strong coordination mechanism is still needed involving representatives from all relevant Ministries working in partnership with stakeholders. Recent progress has seen, within the development plan for 2023-2025<sup>43</sup>, a new budget allocated to entrepreneurial learning to establish the status of student entrepreneur, to support small enterprises within VET centres and to set up entrepreneurial clubs.

### Recognising the *Entrepreneurial VET Centre* label: strengthening the national network

Through the consultation process to support this study, all stakeholders who mentioned the Entrepreneurial VET Centre Framework also stated their support for this as a practical tool to drive VET system change in Tunisia. Developing the Framework has provided a clear vision and entrepreneurial development pathway for individual centres. Perhaps more importantly, the co-creation of this framework by MEFP, VET stakeholders and VET centres themselves has fostered a common understanding of why and how centres can develop and action their entrepreneurial capacity.

The ambition of the *Entrepreneurial VET Centre* label was not for a centre to reach a specific standard, but to show improvement over each award cycle. It therefore showed evolution, relevant for centres at different starting points, and was intended as a recognition channel for which any VET institution can apply. The involvement of different stakeholders from other Ministries, ANETI and UNDP in the jury reviewing applications for the label proved important to raise broader awareness on the innovative actions already happening in the VET system to support entrepreneurial learning and development.

The collaboration involved has created more transparency of practice across centres, increasing discussion of actions that work for them and the barriers that work against them. That dialogue is shaping national discourse on the future of the VET sector, opening up new flexibility for VET centres to think and act entrepreneurially. Most of all, when the first labelling process was carried out, the level of stakeholder interest and engagement increased dramatically.

### Charter for the Tunisian Network of Entrepreneurial VET Centres



The next stage of development will see the launch of the national *Tunisian Network for Entrepreneurial VET Centres*. This has been initiated by MEFP and is supported by all partners, with a formal charter at draft stage with all involved stakeholders.

The intention is to bring together the nine centres which were awarded the pre-label in 2021 to create a strong network of centres to lead entrepreneurial innovation in the VET sector. Each year they would be joined by the new

*Entrepreneurial VET Centres* that are awarded the label annually. Together, they would work to improve the quality of VET training and create VET-based solutions to mitigate the SDG-related

<sup>43</sup> Development Plan 2023-2025 – not yet publicly available

challenges of poverty, unemployment, social exclusion and climate change seen across Tunisian society.

“This network has to be the anchor and lead to a national entrepreneurial culture”

Youssef Naouar, General Director, MEFP 2022

The network would be solely for *Entrepreneurial VET Centres* and its objectives<sup>44</sup> would be:

- to give a unique identity to Entrepreneurial VET Centres and distinguish them from wider centres which have not yet been awarded the label
- to develop and implement joint initiatives, experiments, and projects
- to exchange practices, experience, and knowledge
- to create and share value between the centres and their stakeholders – including administrative and pedagogical staff, stakeholders, partners, social and economic partners,
- to provide a network that is conducive to innovation, creativity and new development, and for conducting pilot projects, especially in the field of entrepreneurship development,
- to spread the culture of initiative, sustainability, openness and participatory working among the employees, cadres and constituents in centres, and between the initiative centres, partners, and the rest of the intervening parties.

The network is in development, awaiting confirmation of all VET centres' commitment to this action. When this takes place, the first task of members will be to review the principles and values of the network. The MEFP is supporting the launch of this initiative, although the intention is for the network of centres to be autonomous. A guiding document is available to explain the network, but this has not yet been developed into a roadmap.

[The charter aims at giving the network] “an identity, reinforcing its openness, as well as promoting its core principles such as collaboration, entrepreneurship and sustainability, between and within centres. This will contribute to solving social and economic issues and moving towards an entrepreneurial society.”

Mohamed Bettaieb, Deputy Director, Ministry of Employment and Vocational Training, 2022

While the MEFP vision is to strengthen this network of centres by supporting them towards new collaborations and opportunities, there is a significant risk that centres will not be incentivised to join. The network has the potential to provide significant value for the VET system, and thus a key task for MEFP and VET networks must be to explore how they can provide additional incentives to those centres that take an active role in leading this important network. This might be via the network as an avenue to access new and innovative opportunities – such as international conferences via the ETF ENE Network of the EU COVEs, collaboration opportunities developed through access to Erasmus+, or other project funding sources. Additionally, it will be important to gather and share the benefits that centres have already experienced or gained through the award, and to understand how each member can contribute to the network.

<sup>44</sup> Translated from the unpublished draft charter (original in Arabic).

## Launching a 2023 Call for *Entrepreneurial VET Centres Label*

Network membership is not expected to be static. 2023 will be the first iteration of the full *Entrepreneurial VET Centre Label*, expected to attract more applicants and result in a larger number of centres being awarded.

“As a centre, we have seen real advantage of being a 2021 Entrepreneurial VET Centre. The award has given us more recognition from industry partners at regional level and contributed to being invited into new international collaborations.”

Managing team, Centre Bizerte 2022

This new award scheme should aim to review progress made in the two years since the first nine centres were named. The label was intended to show progress at a fixed point in time as part of a longer journey towards being more entrepreneurial, rather than provide an end point.

Consideration can also be given to three other aspects. The first would be to support applicants through development workshops, resulting in higher quality applications that give more depth and insight into the state-of-play across VET centres. The second would be to create tailored impact measures at the label level, providing a snapshot of the progress shown across the centres, including internationalisation. A third would be to consider shaping the criteria even more towards centres that are applying entrepreneurial spirit to sustainable development goals.

## Looking outward

The framework is already driving internationalisation in centres. CFA Bizerte has now become a member of two networks linked to ETF, the first being the network for the entrepreneurial dimension of VET centres and the second linked to assessment: involvement is linked to previous interaction on the specific topic of assessment within online workshops.

Tunisia is represented in ETF's 'European Network of Excellence' [ENE], an innovative network of VET centres from across EU Member States and partner countries working on specific themes related to VET excellence. The framework has been included as an example of excellence to inspire and inform the ENE Working Group on the entrepreneurial dimension of VET, with the Tunisian national approach featuring in the opening workshop for this new working group.

VET sector actors have been invited into new European collaborations on entrepreneurial learning and are active participants in workshops and conferences through The EntreComp Community<sup>45</sup>, a global network of educators and organisations interested in entrepreneurship key competence-based policy and practice. At regional level, this network building has led to the creation of bilateral links with VET and higher education representatives from Palestine, to exchange practices as part of an Arabic-speaking EntreComp Community.

Through the work of the MEFP/ETF collaboration, new channels of international engagement have been created and are being encouraged by leading partners. From Erasmus+ to regional development, from Horizon to donor funded actions, many of the labelled centres are aware of and actively seeking these funds, most for the first time.

This network is about continuing to create a truly Tunisian vision, contextualising entrepreneurial learning and developing it to support the social and economic fabric of the country. The project is directly related to the country's experience: entrepreneurial learning is a way of enabling all learners to

<sup>45</sup> For more information on The EntreComp Community, see [www.entrecomp.com](http://www.entrecomp.com) or for member data insights see <https://lookerstudio.google.com/u/0/reporting/dd1d62ff-f5fd-426c-8198-6a8f6ff19c63/page/qgR>

develop an entrepreneurial mindset and skills, resulting in a democratisation of opportunities for everyone in society.

# Chapter 6: Learning from the Tunisian experience

## Identifying key take-aways for policy and practice

The experiences since 2015 in Tunisia open up significant learning opportunities for other countries, alongside European and international organisations seeking to develop entrepreneurship key competence across VET policy, training provision and governance. These lessons can be put to use in other countries to provide the basis for comparing and contrasting ideas for development, speeding up the research process and providing insights into how best to achieve impact.

### Action Area 1: Using EntreComp as an internationally recognised reference model for entrepreneurship key competence

#### Key indicators for progress

- **Raise awareness** on new concepts
- **Use an international guiding standard** to develop new content, methods and global references
- **Mobilise international financial support and good practices**
- **Support networking** with European partners for future collaboration.

Tunisia has used EntreComp as the model for its approach to developing entrepreneurial mindsets in the VET sector. This has proven to be a powerful tool to bring Tunisian partners together around a common vision of entrepreneurial learning, but has also provided a platform on which to take the Tunisian VET system to the world.

Across the world, EntreComp is increasingly being used to shape the key competence approach to entrepreneurial learning, and using this common model offers an evidenced-based framework to underpin new development. It can also support networking and financing. CFA Bizerte in Tunisia is now represented in several international networks led by ETF, supported by their use of EntreComp at VET centre level. It is also evident that European sources of funding such as Erasmus+<sup>46</sup> or the EIT HEI Initiative<sup>47</sup> value understanding and alignment to EntreComp within new funding proposals linked to entrepreneurial learning. At global level, the EntreComp Community<sup>48</sup> brings together over 1,000 members in one network to connect, learn and share around use of EntreComp to underpin entrepreneurial learning in VET and across lifelong learning.

### Action area 2: Cross-institutional policy commitment to drive and sustain change

#### Key indicators for progress

- **Identify the policy link** for entrepreneurial learning as a starting point to underpin development of entrepreneurial learning e.g. Lifelong learning policy, VET reform programme or Strategy for Entrepreneurship
- **Ensure high level and cross-institutional policy support** from key ministries and agencies, and ensure clear alignment between potential of entrepreneurial learning development and specific policy or ministerial priorities
- **Use external policy drivers** to trigger change, such as policy evidence and analysis, as well as recommendations elaborated jointly by the Government and international partners through policy dialogue in the frameworks of the SME Policy Index and the ETF Torino Process.

<sup>46</sup> See <https://erasmus-plus.ec.europa.eu/>

<sup>47</sup> See <https://eit-hei.eu/>

<sup>48</sup> See [www.entrecomp.com](http://www.entrecomp.com) to access The EntreComp Community

- **Work within or towards a cross-government policy framework** to bring together the relevant actions from all strategies linked to entrepreneurial learning, with a clear policy lead responsibility.
- **Define and get into cooperation** with the policy lead responsible to bring together Ministries and agencies and VET centres working on entrepreneurial learning and development.
- **Confirm annual targets and ensure budget allocations** for strategy actions through annual work programmes for each Ministry.
- **Prioritise monitoring and evaluation** to understand baseline and evaluate progress.

Starting points and areas of potential across these key factors in different countries will differ. Tunisia demonstrates a strong priority for the development of entrepreneurial culture and spirit, but there was limited evidence of coordination and coherence between related strategies. Sustained commitment at the level of the Ministry of Employment and Vocational Training over many years, supported by the collaboration with ETF, has been critical to progress. Developments can be seen at the level of the vocational training sector because of this strong lead by the Ministry since 2015, which was supported by explicit commitment within the Ministry annual work programmes, supporting specific actions to be taken year on year. Successive annual fora provided the opportunity for visible support from the Minister, and successive international policy tools such as the SME Policy Index provided clear recommendations for action.

Monitoring and evaluation should be a priority. In the previous Key Competence Lighthouse for Ukraine and Georgia (ETF 2021a), this was identified as a vital measure to ensure the availability of structured data as well as qualitative reflections to improve design and implementation of actions. This is not yet the case in Tunisia, for example there are no statistics available on the implementation of the new module on entrepreneurial mindset while monitoring and evaluation data for the National Strategy for Entrepreneurship is not publicly available.

### **Action Area 3: Entrepreneurial VET Centres as key actors for regional development**

#### **Key indicators for progress**

- **Emphasise VET centres as drivers for social and economic development**, supporting entrepreneurship within regional and national entrepreneurial ecosystems
- **Focus on an Entrepreneurial VET Centre approach** to develop entrepreneurial culture, actions and mindset as primary drivers of change at teaching and learning level.
- **Use EntreComp as a common model** for broader-based understanding of the entrepreneurship key competence and its importance in supporting the development of entrepreneurial culture
- **Break down barriers to centre innovation** by identifying the roles and actions each actor within a VET centre can adopt to support entrepreneurial change
- **Identify solutions to governance challenges** that can undermine VET centre efforts, such as the autonomy of centres or the need for more curriculum flexibility.

The value of the Entrepreneurial VET Centre approach to developing entrepreneurial culture and curriculum in VET is recognised across many countries and regions<sup>49</sup>. Inspiration can be taken from the actions in Tunisia (see chapter 3), and how they are being adapted to provide a guiding framework for the ETF ENE Network for the Entrepreneurial Dimension of VET Excellence, part of the EU initiative on Centres of Vocational Excellence<sup>50</sup>. Others can take inspiration from actions suggested

<sup>49</sup> Wider examples include UNESCO-UNEVOC Entrepreneurial TVET - see here for more information [https://unevoc.unesco.org/pub/entrepreneurial\\_learning\\_guide\\_en.pdf](https://unevoc.unesco.org/pub/entrepreneurial_learning_guide_en.pdf)

<sup>50</sup> See [https://ec.europa.eu/social/main.jsp?catId=1501#:~:text=Centres%20of%20Vocational%20Excellence%20\(CoVEs, specialisation%20strategies%20and%20social%20inclusion](https://ec.europa.eu/social/main.jsp?catId=1501#:~:text=Centres%20of%20Vocational%20Excellence%20(CoVEs, specialisation%20strategies%20and%20social%20inclusion).

within a single dimension or implemented across several dimensions, such as introducing student representation onto the centre's management board, or building industry stakeholder involvement in learner assessment.

It is important to emphasise the role of the VET centre as a driver for regional social and economic development. This would see the VET centre represented in regional steering groups, SME skills networks, advisory boards and regional economic clusters, and acknowledged as a required and active partner in regional development actions, regional smart specialisation strategies or other actions funded by national government or donor agencies. The involvement of VET centres can be critical, due to their proximity to local industry and their resulting understanding of the needs of the local labour market, alongside their role in providing training pathways for young people at risk of being NEETs. In Tunisia, centres who received the Entrepreneurial VET Centre pre-label shared how they have used this to demonstrate their commitment to thinking and acting entrepreneurially, which in turn increases the centres' attractiveness as a regional partner for new projects and development opportunities.

The focus on the *Entrepreneurial VET Centre* emphasises the teamwork needed across all staff and stakeholders involved in the centre, giving everyone a shared responsibility to think and act entrepreneurially in their work and to support learners. In Tunisia, centres commented that it enabled them to engage pedagogical and non-pedagogical staff in actions to transform the centre: firstly, through the reflection involving all staff implied by applying for the label; and secondly, to work on the ongoing culture change needed to be an Entrepreneurial VET Centre. EntreComp can be a tool to help different audiences see their role in developing entrepreneurial skills and mindset. It contributes to an understanding of what being entrepreneurial means for staff as well as learners.

## Action Area 4: Prioritise support for trainers and training provision, contents and methods

### Key indicators for progress

- **Provide clear rationale and guidance** on entrepreneurial pedagogy and assessment
- **Create simple, replicable and adaptable models** of entrepreneurial learning and assessment
- **Use co-creation to ensure relevance and usefulness** of actions and tools developed
- **Share inspiring practices and celebrate progress**
- **Adopt peer-learning as a teaching and learning method** for staff and students
- **Encourage and celebrate grassroots initiatives** to support trainers and training, especially where grassroots actions can overcome governance-related barriers to developing national approaches to training VET trainers.

Creating and sharing guidance and examples of how to implement entrepreneurial learning methods and practices can increase practical implementation by trainers, and this should be supported by training where possible. Upskilling all VET trainers is a considerable task within any VET system, yet training can be targeted at specially selected trainers to create vectors of pedagogical change within centres or regions. Online training now offers a valid route to support trainers, while introducing entrepreneurial learning can also be achieved through centralised in-service training provision provided by VET networks, or pre-service training provision for new VET trainers. In Tunisia, targeted training for VET trainers has encouraged trainers to become more involved in development through the MEFP/ETF collaboration. However, efforts to build more sustainable training routes via CENAFFIF, the national agency for training VET trainers, have been limited.

Co-creation can be a powerful tool to increase engagement and ownership, making stakeholders the leading actors in designing new actions, initiatives, or tools. In Tunisia, a co-creation approach was used to design new actions such as the teacher training toolkit, or the guidance on how to engage economic or social partners in VET centre activities. This can also overcome barriers caused by

governance issues, such as difficulties in engaging the national actors responsible for training trainers or designing a new curriculum.

Co-creation of resources and tools is a method that includes the different audiences who might use or benefit from what is developed. Learners can provide valuable feedback on the content and experience of learning. Staff and trainers can help shape tools that will have real relevance within teaching and learning. Involving community or industry stakeholders can ensure the fit for the local labour market and the needs of enterprises, with the added benefit of bringing industry closer to the activities of the centre. Sharing practice can be an important tool to show what can be introduced in similar contexts in other countries. A call for practices can be used as the means to collect and share practices, as well as a useful means to showcase the progress made and interesting actions taking place in a region or country.

## Action Area 5: Engaging VET stakeholders to support entrepreneurial learning development

### Key indicators for progress

- **Develop multi-stakeholder collaboration** to build openness, understanding and shared policy vision
- **Focus on broad-based engagement** using accessible and transparent channels such as an annual forum and digital communications
- **Take a long-term approach** to building and engaging the entrepreneurial learning ecosystem
- **Provide guidance for VET Centres** on how to engage stakeholders with their work
- **Recognise excellence** to strengthen and empower VET actors and network through formal recognition channels such as an Entrepreneurial VET Centre label

The VET entrepreneurial learning network is an ecosystem of trainers, education leaders, VET centres, industry and SMEs, business networks, social partners, and the public sector. It is necessary to continue to develop this network over time, building engagement and commitment from increasing numbers of diverse actors. Long-term commitment is paramount. In Tunisia, while the political landscape has changed during the period of the project, there has been a large degree of consistency in terms of people and organisations involved in this work. This has been led by MEFP alongside the primary VET networks, while supported by ETF and anchored to the annual *Forum on the Development of Entrepreneurial Spirit* each November. The forum provided a space for dialogue among policy makers and practitioners, with the yearly fixture offering an opportunity to share progress and plan future actions together in an open and transparent environment of equals working throughout the VET ecosystem.

Formalising the network can be a powerful means to create ownership, though it may also run the risk of expecting too much from partners: an equilibrium should be sought. In Tunisia, MEFP is the lead organisation. However, MEFP and VET partners – particularly VET centres which have been recognised via the label – have developed a Charter for *Entrepreneurial VET Centres*; this will be signed to support more formal recognition of the network of *Entrepreneurial VET Centres* and VET system partners.

Clear and accessible channels through which diverse stakeholders can engage are vital to build the common vision and joint actions needed. Providing clear guidance on engagement pathways for different stakeholders supports and encourages centres to actively engage them in dialogue, particularly for hard-to-reach actors such as SMEs, social partners or even learners when they are not engaged in centre governance. Using centre recognition awards offers one potential tool. In Tunisia, the Entrepreneurial VET Centre label encourages centres to improve engagement and relationships with VET actors at regional, national, and international levels.

## Annex 1: Overview of European key competence frameworks<sup>51</sup>

| Name                      | DigComp 2.2   | EntreComp   | CEFR  | RFDCDC   | LifeComp  | GreenComp   |
|---------------------------|---|---|---|--|---|---|
| <b>Key Competence</b>     | Digital   | Entrepreneurship  | Multilingual  | Citizenship  | Personal, Social, Learning to Learn   | Not included as a key competence  |
| <b>Full Name</b>          | Digital Competence framework for citizens   | Entrepreneurship Competence framework   | Common European Framework of Reference for Languages: learning, teaching and assessment   | Reference Framework of Competences for Democratic Culture  | Personal, Social, Learning to Learn Competence Framework for Individuals  | GreenComp: the European sustainability competence framework   |
| <b>Launched</b>           | 2014  | 2016  | 2001  | 2017   | 2020  | 2021  |
| <b>Led by</b>             | European Commission   | European Commission   | Council of Europe   | Council of Europe  | European Commission   | European Commission   |
| <b>Progression levels</b> | Eight reference levels of proficiency   | Eight reference levels of proficiency   | Six reference levels of proficiency   | Three reference levels of proficiency representing 5-8 sub-levels  | No reference levels yet<br>Three stages of progression.<br>Three facets of deployment: awareness, understanding, action | No progression levels   |
| <b>Content</b>            | 5 competence areas<br>21 competences<br>168 learning outcomes across progression levels<br>User guide<br>Case studies | 3 competence areas<br>15 competences<br>442 learning outcomes across progression levels<br>User guide<br>Case studies | 5 competence areas<br>Learning outcomes across progression levels<br>Further guidance on: Learning, teaching, assessment<br>Relating examinations to the CEFR Levels, descriptors and content specifications: | 5 competence areas<br>20 competences<br>Learning outcomes across progression levels<br>Guidance documents on: Curriculum/ pedagogy<br>Assessment<br>Teacher education<br>School level implementation | 3 competence areas<br>9 competences   | 4 competence areas<br>12 competences<br>Statements of knowledge, skills and attitudes for each competence.              |
| <b>No. of versions</b>    | Three (2014 / 2017 / 2022)  | One   | Two   | One  | One   | One   |
| <b>Weblink</b>            | <a href="https://ec.europa.eu/jrc/en/digcomp">https://ec.europa.eu/jrc/en/digcomp</a>                                 | <a href="https://ec.europa.eu/jrc/en/entrecomp">https://ec.europa.eu/jrc/en/entrecomp</a>                             | <a href="https://www.coe.int/en/web/common-european-framework-reference-languages/home">https://www.coe.int/en/web/common-european-framework-reference-languages/home</a>                                     | <a href="https://www.coe.int/en/web/education/competences-for-democratic-culture">https://www.coe.int/en/web/education/competences-for-democratic-culture</a>  | <a href="https://ec.europa.eu/jrc/en/lifecomp">https://ec.europa.eu/jrc/en/lifecomp</a>                                 | <a href="https://joint-research-centre.ec.europa.eu/greencomp">https://joint-research-centre.ec.europa.eu/greencomp</a> |

<sup>51</sup> Extracted from The Key Competence Lighthouse: Ukraine and Georgia p. 14 (ETF 2021).

## Annex 2: Recordings of Tunisian Annual Fora for Promotion of the Entrepreneurial Spirit

2017 Forum: En Vie d'Entreprendre',

*Forum 3.0 pour le Développement de l'Esprit Entrepreneurial*

Maison d'Entreprise, Tunis

Link: <https://www.facebook.com/etfeuropa/videos/bonjour-tunisie-aujourd'hui-cest-le-jour-de-en-vie-dentreprendre-le-forum-30-pour/10155147621025677/>

2018 Forum 4.0: Formateurs – entrepreneurs!

*Forum pour le Développement de l'Esprit Entrepreneurial, 14/11/19*

Ben Arous Vocational Education and Training Centre for Construction, Tunis

Link: <https://www.youtube.com/watch?v=8LAS2x1E9vo>

2019 Forum 5.0: Towards an entrepreneurial training centre

*Forum pour le Développement de l'Esprit Entrepreneurial, 21/11/19*

Nabeul Centre Sectoriel de Formation aux Metiers d'Arts

Link: <https://www.youtube.com/watch?v=KravmoGxzM4>

2021 Forum 7.0: Birth of a Tunisian National Network

*Forum pour le Développement de l'Esprit Entrepreneurial, 10/11/2021*

Link: [https://www.youtube.com/embed/vftnNX6J\\_dY?feature=oembed](https://www.youtube.com/embed/vftnNX6J_dY?feature=oembed)

## Annex 3: Tunisian Framework for *Entrepreneurial VET Centres*

Click for online link to document in [French](#) and [English](#).

Below are the nine dimensions of the framework and their sub-dimensions. For each sub-dimension, the available progress descriptors can be seen across the three levels from (1) starting to (2) developing to (3) transformational.

### 1. Leadership and engagement by the VET director or manager

The Centre's management is committed to demonstrating and developing an entrepreneurial culture throughout the centre, seeking to involve all staff and stakeholders in creating the Centre's vision and entrepreneurial values.

|   | 1 Starting  | 2 Developing  | 3 Transformational   |
|---|---|---|--|
| <b>Development phase</b>  | Management is not yet aware of the importance of entrepreneurial development to the Centre, including its administrative and educational staff and learners.              | Management actively encourages the Centre's entrepreneurial development, including its administrative and educational staff and learners.   | Management has adopted a work strategy to respond to the Centre's entrepreneurial development, including its administrative and educational staff and learners.  |
| <b>1.1 Awareness of importance of entrepreneurial development</b> | Director/management is not yet aware of the importance of entrepreneurial competences for teaching and learning.  | Director/management is aware of the importance of entrepreneurial competences for teaching and learning. The Director supports innovation in the way teaching and learning are designed and delivered and encourages staff to involve stakeholders in teaching and learning activities. | Director/management leads a recognition/award programme for staff (administrative and educational) and learners recognising their commitment to the development of entrepreneurial competences (entrepreneurial programmes/actions or individual entrepreneurial achievements) |
| <b>1.2 Participatory and entrepreneurial leadership</b>           | Director/management does not yet have channels to understand the needs of administrative and educational staff and learners   | Director/management brings together the ideas and/or perspectives of administrative and teaching staff and learners to help inform decision-making at the Centre level  | Director/management uses a participatory and entrepreneurial approach to Centre-level decision-making with active channels to include ideas and perspectives of administrative and educational staff and learners  |
| <b>1.3 Direction engaged with stakeholders</b>                    | Director/management does not yet have access to channels to listen to the needs of external stakeholders (local community, business, civil society, family, youth, etc.). | Director/management involves external stakeholders in decision-making at the centre level.  | Director/management has set up a unit responsible for relations with external stakeholders.  |

|   |  |  |   |
|---|--|--|---|
| <b>1.4 Co-creation of the PSC's vision and values</b> | The Centre has a vision, but staff (administrative and pedagogical) and learners do not participate in its development.  | Staff (administrative and pedagogical) and/or learners contribute to the development of the Centre's common vision and values. The vision and values are reflected in a set of actions or strategies | Staff (administrative and pedagogical) and learners feel ownership and share the common vision and values. The Centre provides training to all staff to help them develop the entrepreneurial competences they need to design and help achieve this vision. The vision and values are reflected in a set of actions or strategies |
| <b>1.5 Communication</b>                              | The Centre does not yet have channels to communicate effectively with staff (administrative and pedagogical) or learners | The Centre communicates the centre's entrepreneurial vision and actions to external stakeholders as well as staff (administrative and pedagogical) and learners                                      | The Centre has a communication strategy that shares the Centre's vision and actions the wider competences development ecosystem and includes a focus on entrepreneurial development   |

## 2. Income generation by the centre

The centre is actively looking for opportunities to diversify new or innovative revenue generation sources to boost sustainability.

|   | <b>1 Starting</b>   | <b>2 Developing</b>  | <b>3 Transformational</b>  |
|---|---|--|--|
| <b>Development phase</b>                    | The Centre occasionally organise actions to generate or diversify revenues  | The Centre can provide evidence of different sources of income generation  | The Centre has a sustainability strategy, the focus is on generating revenue through a series of measures  |
| <b>2.1 Services for businesses</b>          | The Centre does not provide any services to local businesses  | The Centre has a range of paid services and access to the centre's resources made available to businesses.   | The Centre has a strategic approach to sharing resources and providing fee-based services to local businesses, often involving learners.                       |
| <b>2.2 Support from businesses</b>          | The Centre does not receive business support  | The Centre receives in-kind support from businesses to support training  | The Centre is cooperating with the sectors to develop new training and a la carte services and generate revenue for the Training Centre                        |
| <b>2.3 Participation in funded projects</b> | The Centre is not involved in funded actions or projects related to innovation or entrepreneurship competences                      | The Centre is actively involved in innovation or entrepreneurship competences development projects at the local or regional level                            | The Centre is represented in funded actions or projects related to innovation or entrepreneurship skills - to create economic, social or cultural value        |
| <b>2.4 VET centre-based businesses **</b>   | The VET Centre does not have "centre-based enterprises" run by learners (linked to the professional areas of their apprenticeship). | The Centre is in the early stages of developing VET centre -based businesses (e.g. linked to course areas) to provide hands-on work experience for learners. | The Centre has created "learner-led businesses" in more than one area of expertise covered by the curriculum to provide hands-on work experience for learners. |

### 3. Partner in the skills development ecosystem

This means engagement and participation within the education and skills/competences development ecosystem - the people, learning organisations and businesses interested in the development of education and learning in the locality or region.

|   | 1 Starting  | 2 Developing   | 3 Transformational  |
|---|---|--|---|
| <b>Development phase</b>  | The Centre may have established relationships with local or regional partners, but this does not yet focus on developing innovation or entrepreneurship skills. | The Centre has established relationships with local and/or regional partners related to the development of innovation or entrepreneurship skills.  | The Centre is a leader in a local, regional or national cross-sector network that supports skills development with a focus on innovation or entrepreneurship.   |
| <b>3.1 Responding to ecosystem needs</b>                          | The VET centre knows who their partner organisations and companies are and knows if they meet the competences needs required by these partners.                 | The Centre has actively aligned the training offer with the competences needs of the local skills ecosystem  | The Centre has fully aligned the training offer with local/regional skills needs, and measures the impact of its training offer on the local/regional ecosystem |
| <b>3.2 Active Partner of the Skills Ecosystem</b>                 | The Centre is a member of local or regional committees  | The Centre is represented on local or regional committees related to skills development, employment and/or economic development.   | The Centre is a leading organisation within a network or hub focused on skills development and is involved in decision-making on skills development policies.   |
| <b>3.3 Development of innovation or entrepreneurship projects</b> | The Centre is not involved in actions or projects linked to development of innovation or entrepreneurship competences   | The Centre is represented in local or regional actions or projects related to the development of skills for innovation or entrepreneurship - creating economic, social or cultural value | The Centre shares entrepreneurial development practices with other centres and supports them to develop their entrepreneurial activities                        |
| <b>3.4 Development of innovation or entrepreneurship projects</b> | The Centre is not involved in actions or projects linked to development of innovation or entrepreneurship competences   | The Centre is represented in local or regional actions or projects related to the development of skills for innovation or entrepreneurship - creating economic, social or cultural value | The Centre is actively involved in innovation or entrepreneurship skills development projects at the regional, national or international level.                 |

## 4. Active participation of stakeholders in training and learning

Stakeholders are involved in the design and delivery of training, learning and evaluation.

|   | 1 Starting  | 2 Developing  | 3 Transformational  |
|---|---|---|---|
| <b>Development phase</b>  | The centre has some established relationships with stakeholders including businesses and the community in the training or learning process  | There are a number of examples where stakeholders are active in the design and delivery of training and learning, but this is not widespread throughout the Centre. Staff (administrative and pedagogical) are not officially recognised for their work in this area. | Stakeholders are active in the design and delivery of training and learning, working with trainers and learners, and there is recognition of staff who make significant efforts to engage and sustain engagement of stakeholders. |
| <b>4.1 Collaboration with educators/trainers</b>  | The Centre is not yet working with stakeholders to support the development of trainers' skills in entrepreneurial education/training  | Stakeholders offer internships to trainers to update their knowledge and competences in the sector/employment and create stakeholder networks   | Stakeholders participate in developing the entrepreneurial competences of the VET staff   |
| <b>4.2 Collaboration with Learners**</b>  | The Centre is not yet working with stakeholders to organise joint extra-material visits or activities for learners to support the training and development of entrepreneurial competences | Stakeholders set up joint extracurricular activities with the Centre to support the training and development of entrepreneurial competences   | Stakeholders set up and fund joint projects to support training and the development of entrepreneurial competences  |
| <b>4.3 Recognition of the involvement of the centre's staff in stakeholder engagement</b> | The centre's leadership does not yet recognise the efforts of the centre's staff to involve stakeholders in training for the development of entrepreneurial competences                   | The centre's staff are recognised by the Centre (at the informal level) for its efforts to involve stakeholders in training for the development of entrepreneurial competences, but this is not linked to any formal process.   | Staff are officially recognised by the Centre for their efforts to involve stakeholder in training for the development of entrepreneurial competences, for example through awards.  |
| <b>4.4 Teaching and learning</b>  | The Centre does not involve stakeholders in the design or delivery of training  | Stakeholders (business or communities) participate in the assessment of learners' learning, including the development of entrepreneurial competences  | Stakeholders are involved in the design and evaluation of learners' learning, including the development of entrepreneurial competences  |

## 5. Entrepreneurial training

Learning methods and pedagogies are recommended for the design and delivery of training programmes.

|   | 1 Starting  | 2 Developing   | 3 Transformational   |
|---|---|--|--|
| <b>Development phase</b>                | Trainers that teach the module “entrepreneurship culture” use entrepreneurial and/or active pedagogy in training, but otherwise not widespread. | Trainers use entrepreneurial pedagogy in many modules/parts of the training programme  | All modules of the training programme are carried out with entrepreneurial pedagogies.   |
| <b>5.1 Experiential Learning**</b>      | Trainers do not yet use active/experiential pedagogies  | The Centre can highlight in several training modules that use active/experiential pedagogy to develop the entrepreneurial competences of learners, including learner-led projects.           | The Centre uses active/experiential pedagogies to develop the entrepreneurial competences of learners in all modules of the training programme, including learner-led projects                     |
| <b>5.2 Real-world based learning **</b> | Trainers do not yet use pedagogies connected to the world of work/real-world context of the profession  | The Centre can highlight several modules of training programmes using real-world contexts, including stakeholder participation, to develop the entrepreneurial competences of learners       | The Centre can highlight modules in all training programmes that use real-life contexts, including stakeholder participation, to develop the entrepreneurial competences of learners               |
| <b>5.3 Collaborative Learning**</b>     | Trainers do not yet use collaborative learning  | The Centre can highlight several examples in training programmes that use collaborative learning to develop the entrepreneurial competences of learners                                      | The Centre can highlight modules in all training programmes that use collaborative learning to develop the entrepreneurial competences of learners   |
| <b>5.4 Creative Learning**</b>          | Trainers do not yet use creative problem solving  | The Centre can highlight several examples in training programmes that use of creative problem solving to develop the entrepreneurial competences of learners                                 | The Centre can highlight modules in all training programmes that use the creative problem-solving approach to develop the entrepreneurial competences of learners                                  |
| <b>5.5 Value Creation**</b>             | Trainers do not yet allow learners to create value for others through learning  | The Centre can highlight several examples in training programmes where learners create value for others (joy, social, cultural, economic value) to develop their entrepreneurial competences | The Centre can demonstrate modules in all training programmes that enable learners to create value for others (joy, social, cultural, economic value) to develop their entrepreneurial competences |
| <b>5.6 Reflective Learning**</b>        | Trainers do not use reflection-based learning approaches (e.g., reflection, questioning and peer feedback as formative evaluation)              | The Centre can demonstrate reflective learning and feedback approaches to develop learners' entrepreneurial competences  | The Centre can demonstrate modules in all training programmes that use reflective learning and peer feedback approaches to develop the entrepreneurial competences of learners                     |
| <b>5.7 Digital Learning</b>             | Trainers do not use digital or online learning methods  | Trainers use basic online learning methods e.g. zoom or teams  | Trainers are experienced in e-learning and are looking for digital tools that meet their training and evaluation needs   |

|                             | 1 Starting   | 2 Developing  | 3 Transformational   |
|-----------------------------|--|---|--|
| 5.8 Apprenticeship Rating** | Entrepreneurial competences are not assessed in any part of the training programme | Entrepreneurial competences are explicitly included as part of formative assessment in some parts of the training programme | Entrepreneurial competences are explicitly included as part of formative assessment in all parts of the training programme |

## 6. Support for staff and trainers

All types of staff are supported to understand and actively engage in the entrepreneurial development of the Centre. For teaching staff in particular, they are trained to improve their understanding of entrepreneurial competences and how to use entrepreneurial pedagogies/tools for their teaching and training.

|   | 1 Starting   | 2 Developing  | 3 Transformational   |
|---|--|---|--|
| Development phase   | Staff (administrative and pedagogical) are occasionally supported in their entrepreneurial training                      | Staff (administrative and pedagogical) can have access to opportunities to develop entrepreneurial competences and are recognised for this expertise                                      | Staff (administrative and pedagogical) receive entrepreneurial capacity building at least once every two years and are recognised for this expertise                             |
| 6.1 Staff awareness   | Staff (administrative and pedagogical) know the entrepreneurial competences or the importance at the level of the Centre | The Centre provides training to some staff members to help them develop the entrepreneurial competences they need to design and help realize the vision of an entrepreneurial VET centre. | The Centre provides training to all staff to help them develop the entrepreneurial competences they need to design and help achieve the vision of an entrepreneurial VET centre. |
| 6.2 Trainer training  | There are few training opportunities for trainers to develop their entrepreneurial training competences                  | Trainers can have access to opportunities to develop their entrepreneurial training competences   | Trainers receive capacity building on entrepreneurial training at least once every two years   |
| 6.3 Collaboration between trainers                          | There are few examples of collaboration between staff in entrepreneurial training activities                             | Staff are encouraged to work collaboratively, including working in multidisciplinary teams on entrepreneurial training activities.  | There are expert trainers/resources to accompany and mentor other trainers, supporting entrepreneurial training and encouraging multidisciplinary learning                       |
| 6.4 Training programme includes entrepreneurial competences | Entrepreneurial competences are highlighted/exercised in non-formal learning activities                                  | Entrepreneurial competences are included in learning outcomes in certain modules or parts of the training programme   | Entrepreneurial competences are included in learning outcomes for all parts of the training programme  |
| 6.5 Recognition of trainers                                 | Trainers are encouraged by colleagues for their entrepreneurial learning activities                                      | Trainers are recognized by annual awards or a label at the Centre level.  | Trainers are recognized by annual awards or a label at the local, regional, national or international level.   |

|                                       | 1 Starting  | 2 Developing  | 3 Transformational  |
|---------------------------------------|---|---|---|
| 6.6 Recognition of non-training staff | Staff are encouraged by colleagues for extra-curricular activities that stimulate the entrepreneurial spirit of learners. | Staff are encouraged and recognized by awards or a label for extra-curricular activities that stimulate the entrepreneurial spirit of learners. | Staff are encouraged and recognized by awards or a label for extra-curricular activities that stimulate the entrepreneurial spirit of learners at the local, regional, national or international level. |

## 7. Building the understanding and competences of learners through entrepreneurial learning and assessment

Develop awareness, understanding and practical application of EntreComp competences through learning and assessment across the curriculum

|   | 1 Starting  | 2 Developing   | 3 Transformational   |
|---|---|--|--|
| Development phase                         | Learning and evaluation only occasionally include entrepreneurial competences and few learners are aware of these competences | Learners are aware of many entrepreneurial competences and know what entrepreneurial competences they have developed through their training programme                                | Learners are aware of the entrepreneurial/especially entrepreneurial competences of EntreComp, know their strengths and understand the relevance of these competences for their future careers.  |
| 7.1 Visibility of learning and assessment | Learners are not aware of entrepreneurial competences   | Learners know where, why and how to develop their entrepreneurial competences  | Learners know where, why and how to develop their entrepreneurial competences, and where they can use these competences in life and future work  |
| 7.2 Learner-led assessment                | The Centre does not yet involve learners in the evaluation of the training programme  | Learners are encouraged to evaluate their own work (self-assessment) and the work of other learners (peer review) as part of the entrepreneurial education process                   | Learners are actively involved in the evaluation (self-assessment and peer review). This is considered an essential requirement for each learning course.  |
| 7.3 The voice of Learners                 | The Centre has limited channels to engage learners and listen to their voices   | The Centre promotes learner-centred approach and can demonstrate this through examples of learner-centred assessment, use of learner feedback and learner-led learning opportunities | The Centre has a strong learner-centred approach and can demonstrate this through examples of learner-led assessment, learner participation in decision-making and learner-led learning opportunities. This includes feedback from learner which influences the ongoing review of centre activity/each learning programme. |
| 7.4 Actions led by learners               | The Centre does not offer opportunities for extracurricular entrepreneurial learning  | The centre offers learner-led extracurricular entrepreneurial learning opportunities   | The centre offers learner-led opportunities through training programmes and extracurricular entrepreneurial learning opportunities   |

## 8 Career development support

Recognition of entrepreneurial competences for employability and support for entrepreneurial learners, including information and signposting to external start-up support

|                                 | 1 Starting  | 2 Developing  | 3 Transformational  |
|---------------------------------|---|---|---|
| Development phase               | The Centre occasionally raises awareness on entrepreneurial competences in career orientation and support | The Centre has career support and career guidance that includes the development of entrepreneurial competences for VET graduates as employees and future entrepreneurs. | The Centre's strategy prioritises support and career guidance and careers focused on developing the entrepreneurial competences of VET graduates as inspiring future employees and entrepreneurs. |
| 8.2 Start-up orientation        | The Centre does not offer a pathway to develop competences for or to support future entrepreneurs         | The Centre has an entrepreneurship club for future entrepreneurs and start-up workshops   | The Centre has developed a clear pathway to wider support for start-ups and makes direct references for learners and graduates interested in start-ups  |
| 8.3 Involvement of stakeholders | The Centre does not involve stakeholders in professional career support and career guidance               | The Centre involves stakeholders in career workshops focused on workshops on the development of entrepreneurial competences   | The Centre engages stakeholders in mentoring and advice programmes (e.g. supporting entrepreneurial spirit) for graduates and future entrepreneurs  |

## 9. Inclusion and promotion of sustainable development

Develop awareness of sustainable development among learners and participate in its dissemination in the Centre and in society.

|                       | 1 Starting   | 2 Developing   | 3 Transformational   |
|-----------------------|--|--|--|
| Development phase     | The Centre places a focus on the sustainable development objectives  | The Centre supports sustainable development of learners and staff and encourages it.   | The centre strategy places a priority on sustainable development and integrates thinking and action on environmental issues into this.   |
| 9.1 Vision and values | The Centre's leadership is aware of the sustainable development goals (SDGs), of their importance and impact | The Centre leadership raises awareness among its pedagogical and administrative staff on the Sustainable Development Goals. The Centre leadership encourages initiatives to promote and popularize the SDGs. | The Centre integrates the SDGs into its vision, its action plan, its partnership relationships, and its activities. The Centre has a knock-on effect on its environment towards the adoption of sustainable thinking.  |
| 9.2 Training          | The Centre organise a few activities that raise awareness among learners on SDGs                             | The Centre has a club for future entrepreneurs and start-up workshops  | Training programmes take into account the SDGs. Trainers integrate content to develop training objectives for sustainable development. The centre also has a system for assessing the learners' awareness of the SDGs. |

|                         | <b>1 Starting</b>  | <b>2 Developing</b>   | <b>3 Transformational</b>   |
|-------------------------|--|---|---|
| <b>9.3 Staff</b>        | The administrative and pedagogical staff is informed by the Centre's leadership of the importance of SDGs          | Administrative and pedagogical staff regularly seize opportunities to promote the goals of sustainable development and to carry out activities to raise awareness among the learners of the centre. | Administrative and pedagogical staff participate actively in the dissemination of sustainable development culture in the centre, in its environment and in the society. |
| <b>9.4 Stakeholders</b> | The Centre participates occasionally in actions with stakeholders for purposes related to sustainable development. | The training centre is involved in sustainable development in its locality or region.   | The training centre carries out projects aimed at sustainable development with the contribution of technical and financial partners.                                    |

## Annex 4: Learner self-reflection tool

[Click for online link to document in English.](#)

This questionnaire was developed to provide an example tool that VET centres can use to gain learner insights on domains 7 and 8 related to learners. Please note, the ambition is that learners should be further supported to be part of a centre-wide reflection process around all framework domains.

| Domain and sub-domain   | Main question                   | Follow-up question (to provide deeper reflections)  |   |
|---|---------------------------------|---|---|
| 7. Learners raise awareness through entrepreneurial learning and evaluation | 7.1 Visibility                  | As a learner, what do you understand about "entrepreneurial competences"?   | During your VET training, did you have the chance to develop entrepreneurial competences - such as creativity, risk-taking, planning, collaboration, project or business ideas?   |
|   | 7.2 Learner Assessment          | During your apprenticeship, did you participate in your self-assessment or evaluation of others?  | When and how did you participate in your self-assessment or peer review (of other learners' work)?  |
|   | 7.3 The Voice of Learners       | In your centre, are the opinions of learners listened to by the centre's management? Do you think management's decisions take into account the views of learners?   | What communication channels can listen to the opinions of learners (for example through surveys, learning or pedagogical advice, partnerships, a permanent listening cell at the centre)?   |
|   | 7.4 Actions by Learners         | In your centre, are there activities that allow you to develop your own ideas outside the training programme (examples: activities for learners, an entrepreneurship club or other club, an association to organise events or manage a radio centre)? | What activities are available?  |
| 8. Career development support   | 8.1 Career Orientation          | Do you receive career advice at your centre? Who performs this function?  | What competences are considered important for your future career? for your professional progression? for your personal development? Does the management of the centre assist you in the placement in the companies? Does your centre have job positions requested by partner companies? |
|   | 8.2 Start-up orientation        | As a learner, have you received information about the opportunities to set up your own project and the process of starting a business?  | What information did you receive?   |
|   | 8.3 Involvement of stakeholders | As a learner, do you meet with business representatives or young entrepreneurs (success stories), local employers, employment service representatives to learn more about career opportunities? Have you met alumni?                                  | Who or what companies have you met?   |

## Annex 5: Guidelines on engaging social partners

Click for online link to document in [English](#)

| Area of engagement             | What can interest them?  | What types of actions do the training centre's social partners suggest?   |
|--------------------------------|--|---|
| Leadership and management      | Visibility<br>Transparency<br>Participation<br>A shared vision | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Make the centre visible throughout the region through advertising/communication campaigns.</li> <li>■ Encourage a participatory management and administration approach, with open and transparent information sharing.</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ The development of a common vision for the Centre and promote it.</li> <li>■ Building a set of common values for the Centre – Transparency, Respect, Commitment, Innovation, Openness, Solidarity, Sharing, etc.</li> </ul>                                  |
| Centre's future development    | Planning<br>Feeling valued<br>Sustainability                   | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Support a development plan for each vocational training centre, with strategic short- and medium-term actions.</li> <li>■ Establish a sustainability plan for relevant actions already carried out in each centre.</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ The definition of objectives for the involvement of all types of stakeholders, in order for them to feel valued.</li> </ul>  |
| Revenue generation             | Innovation   | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Explore and build public-private partnerships (PPP).</li> <li>■ With national support if necessary, the centre can create businesses managed by the centre that earn money for the centre, and these businesses also provide real-life learning experiences for the learner.</li> <li>■ Active participation in international cooperation projects.</li> <li>■ Definition of guidelines to encourage centres to create and manage their resources.</li> <li>■ Organisation of short training sessions for young people, parents, etc. during the holidays (crafts, baking, etc.).</li> </ul>   |
| Training of the centre's staff | Innovation   | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Support staff through updated training on active learning and entrepreneurial skills.</li> <li>■ Evaluate the effectiveness of vocational training to improve its quality and relevance to the labour market.</li> <li>■ Support staff training in soft skills, citizenship and human rights, and the Sustainable Development Goals (civil society associations, etc.).</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ By explaining the importance of entrepreneurial learning, from the viewpoint of social partners.</li> </ul> |

| Area of engagement              | What can interest them?  | What types of actions do the training centre's social partners suggest?  |
|---------------------------------|--|--|
| Training and learner evaluation | Methods of teaching<br>Entrepreneurial Working with businesses<br>Informing families | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Introduce active and innovative learning</li> <li>■ Give learners the choice to define their career plan</li> <li>■ Involve businesses/associations in learner evaluations (technical and entrepreneurial skills)</li> <li>■ Introduce workshops to support the entrepreneurial mindset (linked to entrepreneurial careers)</li> <li>■ The need to work with employers and recruiters to adapt learning to the needs of the labour market</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ By raising awareness about the importance of entrepreneurial skills</li> <li>■ By highlighting the importance of placing the learner at the centre of learning</li> <li>■ By advocating for the introduction of active and innovative learning</li> <li>■ By ensuring that families (parents-advisers) are able to learn more about training programmes in order to help them to better support their child's learning.</li> </ul> |
| Developing career guidance      | Examples of success<br>Mentoring<br>Informing families                               | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Inspire and motivate – encourage learners and promote successes</li> <li>■ Involve 'success stories' (young graduate entrepreneurs or well-established employees who are progressing in well-known companies) as mentors/tutors of learners</li> <li>■ Create a career development cycle for young people</li> <li>■ Inform learners and families about employment opportunities/help in creating a business</li> <li>■ Engage associations specialised in career guidance/advice to hold guidance events for learners</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ By becoming involved in the career development cycle</li> <li>■ Inspire and motivate – encourage learners and promote successes</li> </ul>  |
| Supporting learners' well-being | Integrating well-being   | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Support well-being as a means to help learners to innovate</li> <li>■ Support learners during their training course – learning, social and psychological support</li> <li>■ Provide study grants to support learners</li> <li>■ Guarantee social support for people experiencing family issues, discrimination or at risk of social exclusion</li> <li>■ Improve eligibility conditions, transport, accommodation, lodging, security and safety, etc.</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ Learners' voices at the centre (link to the 'Leadership and management' field)</li> <li>■ Families' voices at the centre (link to the 'Leadership and management' field)</li> </ul>  |

## How to create engagement channels for active involvement of social partners?

Communication and capacity-building:

- Organise campaigns to raise awareness among different stakeholder groups about how they can become involved.
- Hold capacity-building sessions for social partners in order to introduce and increase their participation in the centre's projects (including international cooperation projects) to secure their support.
- Adapt the language used to ensure that it is understood by each type of stakeholder.
- Hold annual open days.
- Create a forum on the centre's website open to stakeholders to collect their comments, suggestions, questions, proposals, etc.

Creating channels of engagement:

- Each centre can hold regular meetings with parents
- Create a parents' association in the centre
- Create a learners' committee in the centre
- Identify staff representatives
- Establish a peaceful and motivating environment and maintain a transparent relationship built on trust
- Create a virtual communication and networking space
- Ensure that events help to actively build and strengthen ties with stakeholders
- Value the partners: this may be achieved in several ways, such as acknowledging effort; capitalising on experiences in which these partners participated; involvement in the centre's projects and activities; inviting partners to take part in events, and providing them with services including training, etc.
- Publicise career opportunities through awareness campaigns aimed at students in high schools.

Active participation in decision-making

- Invite representatives of parents and local community organisations to be involved in the centre's management board or committee as observers.
- Develop partnership agreements with stakeholders based on mutual cooperation and benefit.
- Social partners must in turn cooperate with the centre, connect with it more closely, provide it with information, become involved in projects, invite it to their events, communicate about it and share with it.

## Annex 6: Guidelines on engaging economic partners

Click for online link to document in [English](#)

| Area of engagement          | What can interest them?   | What types of actions do the training centre's economic partners suggest?   |
|-----------------------------|---|---|
| Leadership and management   | <ul style="list-style-type: none"> <li>■ Communication</li> <li>■ Decision-making</li> </ul>  | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Communicate with partners and allow economic partners to take part in the centre's decision-making</li> <li>■ Explore how to support the role of centres in the regional development council to contribute to the region's economic and social development</li> <li>■ Create a platform for sharing with economic partners/skills needs</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ The centre's decision-making</li> <li>■ Communication with management</li> </ul>  |
| Centre's future development | <ul style="list-style-type: none"> <li>■ Strategy</li> <li>■ Centre autonomy</li> <li>■ Partnerships</li> <li>■ Business participation</li> </ul> | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Establish a clear vision and development strategy for the centre.</li> <li>■ Strengthen partnerships with economic and socioeconomic partners and training staff, for example through joint projects between centres and businesses.</li> <li>■ Development partnership agreements with national and international partners to increase the centre's visibility.</li> <li>■ Allow businesses to present technological innovations to the centre's management, trainers and learners, and encourage technology and expertise transfer.</li> <li>■ Enhance the active participation of economic partners in designing and planning the centre's future strategy.</li> <li>■ Connect the centre to the regional development council in order to contribute to the region's economic and social development.</li> <li>■ Review administrative procedures to increase centres' autonomy, which enables better engagement with economic partners.</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ The establishment of a clear vision and development strategy for the centre</li> <li>■ The updating of the region's actual needs for initial and continuing training</li> </ul> |

| Area of engagement              | What can interest them?   | What types of actions do the training centre's economic partners suggest?   |
|---------------------------------|---|---|
| Revenue generation              | <ul style="list-style-type: none"> <li>■ Legislative changes</li> <li>■ Experience-sharing</li> <li>■ Participation</li> <li>■ Decision-making</li> <li>■ PPP</li> <li>■ Win-win</li> </ul> | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Review regulations to help generate revenue for the centre</li> <li>■ Share experiences (particularly in the management of international projects)</li> <li>■ Research PPP to create win-win relationships between the centre and economic partners</li> <li>■ Provide training for business employees</li> <li>■ Provide à la carte services for businesses</li> <li>■ Fair to sell learners' products</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ Collaborative and participatory work with businesses</li> <li>■ Participation in decision-making</li> <li>■ Providing an economic argument for reviewing legislation</li> </ul>   |
| Training of the centre's staff  |   | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Organise practical placements for trainers – an annual placement of at least one week in a business</li> <li>■ Support and training of staff as part of the certification processes for ISO 9001, ISO 14001 (environmental management) and ISO 45001 (occupational health and safety) – to improve the quality of the services provided at the centre.</li> <li>■ Involve staff in commercial services provided to companies and businesses</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ By assisting with staff training, particularly by improving training in entrepreneurial skills/soft skills, communication and programme management</li> <li>■ By becoming involved in placements for trainers</li> </ul>  |
| Training and learner evaluation | <ul style="list-style-type: none"> <li>■ Actual context</li> <li>■ Creativity</li> <li>■ In-company training</li> <li>■ Business sector</li> <li>■ Link to the labour market</li> </ul>     | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Place the learner in a more real learning situation, either at the centre or in a business, where they can apply their knowledge to professional situations.</li> <li>■ Increase learners' creativity and entrepreneurial mindset as part of their training.</li> <li>■ Involve learners, social and economic partners in evaluating programmes.</li> <li>■ Develop evaluation surveys involving professionals to evaluate learners and update training programmes.</li> <li>■ Involve learners and businesses in developing content for the training programme according to the needs of the labour market.</li> <li>■ Invite professionals to take part in learner evaluation panels.</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ In-company training of learners or trainers</li> <li>■ The introduction of end-of-course projects in national companies</li> <li>■ Support and supervision of professionals for learners in technical training fields, for example pastry cooking and organic agriculture</li> <li>■ By becoming involved in the learner evaluation process</li> <li>■ By suggesting topics to evaluate learners' knowledge from the real work</li> </ul> |

| Area of engagement            | What can interest them?  | What types of actions do the training centre's economic partners suggest?  |
|-------------------------------|--|--|
| Developing career guidance    | <ul style="list-style-type: none"> <li>■ Monitoring</li> <li>■ Monitoring of former learners</li> <li>■ Incubator</li> <li>■ Entrepreneurship</li> </ul> | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Develop learners' interest and attitude to prepare them to develop their career</li> <li>■ Support young people in creating their own entrepreneurial project, for example by holding seminars and information events</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ Create a committee to supervise and follow-up graduate learners</li> <li>■ Create an incubator in each centre and businesses support it by appointing mentors, coaches and experts.</li> </ul>     |
| Sustainable development goals | <ul style="list-style-type: none"> <li>■ The centre</li> <li>■ The learner</li> <li>■ Social entrepreneurs</li> </ul>                                    | <p>Suggested actions:</p> <ul style="list-style-type: none"> <li>■ Focus the Centre's vision and strategy on the SDGs</li> <li>■ Incorporate the mindset and content of the SDGs into all learning content</li> <li>■ Train learners in the entrepreneurial mindset, particularly as regards impacts on society</li> <li>■ Promote awareness and the incorporation of the SDGs into the mindset and actions of economic partners</li> </ul> <p>The partners can support (as initial examples):</p> <ul style="list-style-type: none"> <li>■ The development of a vision focused on the SDGs</li> </ul> |

## How to create engagement channels for active involvement of economic partners?

### Communication and capacity-building

- Introduce an integrated communication strategy that reaches and involves economic partners
- Create channels of commitment
- Organise mini meetings with economic partners to discuss and understand the business environment
- Hold open days at each centre
- Hold an annual event to discuss the needs to the ecosystem, possibly as part of a management review
- Include economic partners as members of the centre's management board or committee

### Active participation

- Launch joint projects – working on (the centre's?) development directly with economic partners
- Support partners to identify sponsors or grants or potential donations
- Create a business incubator in each centre
- Encourage partnerships by providing funding
- Involve economic partners in the maintenance? and management groups of each centre

Economic partners must in turn cooperate with the centre, connect with it more closely, provide it with information, become involved in projects, invite it to their events, communicate about it and share with it.

## Annex 7: The Entrepreneurial Project Module

[Click for online link to document in English](#)

*Version 2.0 – March 2019*

The Training Manual for the 'Entrepreneurial Project' module is a guide for the training of trainers with respect to this module. It was designed, tested and improved throughout 2018 by a multidisciplinary team of trainers with various specialities from the Tunisian Agency for Vocational Training (ATFP), supported by an expert appointed by the European Training Foundation (ETF) and ETF team working on Entrepreneurial competences development.

The 'Entrepreneurial Project' module is one link in a chain of training modules for trainers from the national vocational training system the aim of which is to increase awareness and develop the entrepreneurial spirit, culture and values of learners.

The aim of this module is to support trainers' initiatives to expand entrepreneurial competences and to give them the tools to do so. It provides them with a learning aid to further develop the entrepreneurial values of learners in order to better prepare them to cope with the many challenges they will face in their professional and social lives.

This module was designed as part of the project 'Developing entrepreneurial learning in vocational training', which, since 2015, has been led by the Ministry of Vocational Training and Employment (MFPE) with the support of the European Training Foundation (ETF). It forms part of the 'Edupreneuriat' component of the National Strategy for Entrepreneurship, led by the MFPE, which concerns the Tunisian education system and its three components (education, vocational training and higher education).

It is important to note that the approach in this 'Entrepreneurial Project' module, aimed at trainers, is cross-cutting and can be applied to all modules of a vocational training programme, be they specific to a particular occupation, general or provided in a general education context, whilst at the same time building upon the principles of active learning.

This activity is part of a package of educational activities which are aimed, in particular, at supporting training staff initiatives to expand entrepreneurship key competence development and to develop the entrepreneurial skills and mindset of learners in order to better prepare them to cope with the many challenges they will face.

## Annex 8: The Assessment Toolkit

Click for online link to document in [English](#)

## Annex 9: Jury Members - Pre-label for Entrepreneurial VET Centres

Aicha Zemni – Jury president, Policy Officer – Ministry for Employment and Vocational Training

Mohamed BETTAIEB – Deputy Director, Ministry for Employment and Vocational Training

Fayçal ZAHHAR – Policy Officer, Ministry for Employment and Vocational Training

Nehla GUEN – Technical Expert Entrepreneurship, United Nations Development Programme

Yosr Sbais – University Teacher / Director 4C, Ministry of Higher Education and Scientific Research

Houaida Saffar - University Teacher / Director 4C, Ministry of Higher Education and Scientific Research

Imen Ghlala – Consultant and Trainer, National Agency for Employment and Independent Workers

Rim Somii – Head of Entrepreneurship Space, National Agency for Employment and Independent Workers

Imen Maaloul - University Teacher, Ministry of Higher Education and Scientific Research

Donia Louzi - University Teacher / Director 4C, Ministry of Higher Education and Scientific Research

Faten AYARI – Head of Entrepreneurship Space, National Agency for Employment and Independent Workers

## Annex 10 : Results - 2021 Pre-label for Entrepreneurial VET Centres

| Entrepreneurial VET Centre   | Web link  |
|--|---|
| Académie d'Art de Carthage   | <a href="https://www.aac.ens.tn/fr/">https://www.aac.ens.tn/fr/</a>   |
| Centre de Formation et d'Apprentissage de Bizerte  | <a href="https://www.facebook.com/CFABizerte/">https://www.facebook.com/CFABizerte/</a>                                       |
| Centre de Formation Professionnelle Agricole de Ben Arous  | <a href="https://www.facebook.com/CFPA.benarous.6">https://www.facebook.com/CFPA.benarous.6</a>                               |
| Centre de formation technologique-CFT Ariana   | <a href="https://cftariana.com/">https://cftariana.com/</a>   |
| Centre Sectoriel de Formation en Agroalimentaire Cité El Khadhra   | <a href="https://www.facebook.com/CSFIAA.CITEELKHADHRA">https://www.facebook.com/CSFIAA.CITEELKHADHRA</a>                     |
| Centre Sectoriel de Formation Professionnelle Agricole en Culture Maraîchères de Primeurs de Chott- Meriam, Sousse | <a href="https://www.facebook.com/csfa.chottmariem/">https://www.facebook.com/csfa.chottmariem/</a>                           |
| Collège LaSalle Tunis  | <a href="https://www.clasalle-tunis.com/">https://www.clasalle-tunis.com/</a>   |
| Institut Maghrébin des Sciences Economiques et de Technologie de Tunis   | <a href="https://www.imset.ens.tn/fr/">https://www.imset.ens.tn/fr/</a>   |
| Institut Supérieur professionnel du Tourisme de Sousse   | <a href="https://www.facebook.com/profile.php?id=100063547932257">https://www.facebook.com/profile.php?id=100063547932257</a> |

## Annex 11: Summary of European flagship policies

See below for a short description of five relevant flagship policies from the European Union

1. **European Skills Agenda:** The European Skills Agenda is a five-year plan to help individuals and businesses develop more and better skills, and to put them to use. It has 12 action areas that aim to strengthen sustainable competitiveness, ensure social fairness, and build resilience in reacting to crises. Entrepreneurial skills and EntreComp are highlighted as a key action to ensure people have the right skills for jobs, and this is being further cemented through the upcoming 2023 European Year of Skills<sup>52</sup>.
2. **Digital Education Action Plan (DEAP)**<sup>53</sup>: DEAP, which runs from 2021-2027, renews the European vision to ensure high-quality, inclusive, and accessible digital education in Europe, and supports education and training systems in adapting to the digital age. It defines the importance of the key competences, highlighting entrepreneurship as promoting skills for the digital economy. DEAP also explicitly highlights the importance of promoting cooperation and support for the development of digital competences and entrepreneurship in global contexts, including ETF partner countries<sup>54</sup>.
3. **European Green Deal:** The European Green Deal is a package of policy initiatives which put Europe on the path to a green transition, and target the achievement of climate neutrality by 2050. It supports the transformation of the EU into a fair and prosperous society with a modern and competitive economy. Within the Green Deal, Skills Agenda actions will be the key contribution towards proactive reskilling and upskilling actions to adapt in favour of the skills – including entrepreneurial skills – needed for a green economy.
4. **European Innovation Strategy**<sup>55</sup>: This most recently launched policy initiative fosters a new wave of deep-tech innovation and start-ups to reduce greenhouse gas emissions, make economies more digital, and support food, energy, and raw material security. This vision requires a strong supply of talent with the required entrepreneurial skills and mindset, and highlights the need to promote an entrepreneurial and innovative culture: cited research shows that exposure to entrepreneurial and innovation culture needs to start at school age<sup>56</sup>.
5. **European Industrial Strategy**<sup>57</sup>: Launched in 2020, this latest industrial strategy – called “Building a stronger Single Market for Europe’s recovery” – aims to ensure that European industry can lead the way as we enter this new digital and green age. The Commission laid the foundations for an industrial strategy that would support the twin transition to a green and digital economy, focus on industrial ecosystems, make EU industry more competitive globally, and enhance Europe’s open strategic autonomy.

---

<sup>52</sup> For more information see

<https://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=10431&furtherNews=yes#navItem-2>

<sup>53</sup> For more information on DEAP see <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

<sup>54</sup> See p.60 of the DEAP Commission Staff Working Document <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020SC0209&from=EN>

<sup>55</sup> See <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022DC0332&from=EN>

<sup>56</sup> See p.69 of the Commission Staff Working Document accompanying the European Innovation Agenda <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022SC0187&from=EN>

<sup>57</sup> See European Industrial Strategy (2020): <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1593086905382&uri=CELEX%3A52020DC0102>

# Annex 12: Overview of Tunisian social and economic challenges

## The impact of global crises

Transformation across society and democracy followed the revolution in January 2011, but the impact on economic growth was stark with a slowdown from 5% growth pre-revolution to negative growth in the years following. While more recent years saw some recovery, COVID-19 resulted in further increase in unemployment, particularly youth unemployment. Global challenges of high inflation and increasing energy costs have not been escaped in Tunisia, and these have been accompanied by political instability in the country which complicates the coordination and coherence of the national response to these multiple crises. The overall impact is felt acutely across society, disproportionately affecting women, university graduates and youth.

## High levels of youth unemployment with regional imbalances

Recent statistics show that two in five young people aged 15-24 are unemployed. These figures had improved up until the COVID pandemic, but youth unemployment is now rising towards almost 4 out of every 10 young people<sup>58</sup>. Women and girls face a significant gender gap in labour force participation, though this has marginally improved in 2022 and Tunisia recently named its first woman as head of government<sup>59</sup>. There are also regional differences, with less unemployment in the coastal regions where there has historically been more dynamic economic activity and job creation. While little difference in unemployment rates exist between men and women in these mainly urban coastal areas, women are more negatively affected in more rural interior governorates<sup>60</sup>.

## Increasing numbers of young people who are NEET, particularly women

One in four young people aged 15-29 in the country are not in education, employment or training, a significant portion of the potential labour force and increasing the risk of long-term economic exclusion. This rises when we consider gender, with women and girls making up one third of these NEET young people<sup>61</sup>.

## Low quality jobs and high levels of outward migration

Job creation is endemically low in the country, with less jobs being created than the number of new labour market entrants and a lack of decent jobs for these new entrants. Many new private sector jobs are created as informal opportunities, where those employed do not have an employment contract<sup>62</sup>. With people in search of economic opportunities, Tunisia faces high levels of outward labour migration. This drain on the country's human resources is an ongoing challenge.

## Persistent issues of improving skills matching and supply

Compounding this is the persistent mismatch between skills offered and labour market needs. This is most often a vertical mismatch where young people over skilled and possess a higher level of qualifications than their job needs<sup>63</sup>. In Tunisia the situation shows that 60% of employed young people are overqualified. There are also challenges with a lack of employability and soft skills developed through training courses. In VET there is a lack of evidence on collaboration with employers to design training programmes, while in higher education there is a focus on theory and

<sup>58</sup> See World Bank statistics here <https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=TN>

<sup>59</sup> World Economic Forum (2022)

<sup>60</sup> European Training Foundation (2021f)

<sup>61</sup> European Training Foundation (2022)

<sup>62</sup> CFYE (2022) states that a primary reason for high job informality is labour regulations that mean it is difficult to terminate an employee contract.

<sup>63</sup> This is more commonly the case for tertiary graduates - European Training Foundation (2022)

graduates feel unprepared for the labour market<sup>64</sup>. A recent OECD report found that low skills and high skilled jobs are going unfilled, despite sufficient numbers of unemployed VET and tertiary graduates in the relevant sectors<sup>65</sup>.

---

<sup>64</sup> CFYE (2022) and ETF (2021f)

<sup>65</sup> OECD (2022)

## Annex 13: Contributors to the project and this publication

This study showcases the results of and learning from a collaborative effort over seven years of work involving multiple experts and colleagues, work co-designed and co-led by the Ministry of Employment and Vocational Training (MEFP) of the Republic of Tunisia and the European Training Foundation (ETF). Significant cooperation and contributions also came from the Tunisian Agency for Vocational Training and other national institutional partners, VET centres and their staff teams from across Tunisia, social partners and technical partners. This makes the list of people who deserve thanks noticeably long, and showcases the positive engagement developed through the actions described in this study.

In Tunisia, MEFP have led this this work, demonstrating their longstanding commitment and continuing to build on the achievements outlined in this study. Sincere thanks must go to Youssef Naouar (General Director), Aicha Zemni (Policy Officer), Amjed Mahmoud (General Director), Mohamed Bettaieb (Deputy Director) and Faïçal Ben Brahim (Director).

The support from ETF has been longstanding and involved colleagues from many departments, under the lead of Mariavittoria Garlappi thanks go to Xavier Mateu de Cortada, Thierry Foubert, Sabina Nari, Florian Kadletz, Kristien van den Eynde, Floriana Folisi, Antony Gribben, Ermina Martini, Galyna Terzi, Chiara Margagliano, Dominique Nongo Adidi, Reginhild Giunipero. Working with ETF have been international experts who have brought their additional expertise to support design, training and facilitation, with thanks to Lassaad Mezghani, Melissa Saadoun and Elin McCallum for their work. Thanks are also extended to wider experts involved through ETF, including Alessandro Mele (Director) of COMETA.

Institutional partners at national level have been involved in all aspects of the project. From ATFP, many thanks go to Mustapha Lakehal (Director), Khaled Ben Yahia (General Director) and Leila Abibi (Deputy Director). From the Centre of Training Trainers and Pedagogical Engineering (CENAFFIF), thanks are sent to Mounir Grami (Director), Hanene Abid (Training Engineer), Dhouba Hmila (Training Engineer), Makrem Saadi (Training Engineer) and Raja Chaieb (Training Engineer). From the Agency for Agricultural Extension and Training, thanks are extended to Khemaies Zayani (General Director), Sondos Derbel (Director) and Ahlem Ben Amor (Deputy Director). Thanks also go to Fahd Ouertatni (Director) from the Ministry of National Defense, Ahmed Djemal (General Director) of the Agence de Formation dans les Métiers du Tourisme [AFMT], and Hanene El Ouaer (Training Engineer) of the Institut National Pédagogique et de Formation Continue Agricole [INFPCA] in Sidi Thabet.

The work of the seven years owes much to the large group of colleagues from vocational training centres across Tunisia who have supported, guided, challenged and shaped the different steps of this work. From the Centre Sectoriel de Formation et Techniques Appliquées au Cuir in Mégrine, thanks are shared with Fethi Boughanmi (Director), Hatem Sghiri (Manager of the Springboard to Entrepreneurship space) and Ines Mahfoudh (Assistant Manager of Springboard to Entrepreneurship). From the Centre Sectoriel de Formation en Mécatronique in Borj Cedria, thanks go to Lamia Azzebi (Trainer) and Haythem Snoussi (Trainer). From the Centre Sectoriel de Formation en Industries Electriques et Electronique, thanks to Mondher Zinelabidine (Director) and Saida Najeh (Support Officer). At the Centre Sectoriel de Formation dans les Métiers du Tertiaire in Gammarth, thanks are due to Rim Koussaier (Trainer), Hbibba Robbana (Trainer), Sonia Ghannouchi (Trainer) and Ines Ben Sassi (Trainer). Thanks to Jamila Korbi (Trainer) from the Centre Sectoriel de Formation Professionnelle en Mécanique in Navale in Kelibia, to Lassaad Ayari (Technical coordinator) of the Centre d'Excellence de Formation dans les Métiers de l'Industrie Aéronautique in Mghira, to Mohamed Tkitek (Director) of the Centre Sectoriel de Formation en Bâtiment in Ben Arous, to Mohamed Belaid (Director) of the Centre de Formation dans les Métiers de l'Art in Nabeul, and to Jamel Aloui (Director) of the Centre de Formation Agricole dans le Secteur des Forêts, Remel Bizerte. From the Centre de Formation et d'Apprentissage de Bizerte, thanks go to Mourad Baccari (Director), Raoudha Louhichi

(Director), Anis Chetiti (Development Manager), Mourad Mhalla (Manager of the Springboard to Entrepreneurship space) and Rym Tarchoun (In charge of support and relations to the environment). From the Centre Sectoriel de Formation dans les Industries Agro-Alimentaire in Cité El Khadhra, thanks are given to Azza Bouzgarrou (Director), Mounira Hachemi (Trainer), Najla Barketi (Trainer), Beya Ben Khelifa (Trainer), Amel Khalsi (Trainer) and Abir Lassoued (Trainer). From the Centre de Formation Agricole Ben Arous, thanks to Ridha Romdhane (Director) and Mouna Bouchakoua (Trainer). In the Centre Sectoriel de Formation Professionnelle Agricole in Chatt Meriem, thanks are sent to Amine Chbili (Director), Hounayda Ayedi (Technical Coordinator) and Amel Ayouni (Trainer). From the Centre de Formation Touristique in Nabeul, thanks are sent to Besma Dorgham (Director), Ines Souissi (In charge of support and relations with the environment) and Hanene Boumaiza (Trainer). From the Centre de Formation et d'Apprentissage in Zaghouan, thanks to Mohamed Barhoumi (Director), Anis Ben Hammouda (In charge of support and relations with the environment) and Mohamed Ali Torkhani (Trainer). From the Institut de Formation dans les Métiers du Tourisme, thanks to Okba Ghuedhoui (Director) and Takwa Hachfi (Development and Communication Officer). From the Académie d'Art de Carthage, thanks are shared with Nesrine Dhieb (Director) and Hamza Dhafer (Trainer). Thank to Mohsen Labidi (Director) of Collège Lasalle in Tunis, to Boumedién Maarfi (Director) of Centre de Formation Technologique in Ariana, to Samy Laarif (Director) of the Institut Maghrébin des Sciences Economiques et de Technologie in Tunis, to Hafedh Ghadhab (Director of the Training Division) in Honoris, to Rafel Zouari (Director) of the Centre Sectoriel de Formation en Maintenance in Nabeul and Anis Jelassi (Director) of Centre de Formation et de Promotion du Travail Indépendant in Ettadhamon.

The support of social partners has been crucial across the work described in this report. For their contributions, thanks go to Mustapha Baccouche (Director) of the Union Tunisienne de l'Industrie, du Commerce et de l'Artisanat, to Raja Chaabani (Director) of the Confédération des entreprises citoyennes tunisiennes, and to Mofdi Oueslati (Trainer) in the Union Générale Tunisienne des Travailleurs.

Technical partners have contributed their valuable expertise throughout the process and these include Hajer Zidi (Head of Service) from the Agency for Industry and Innovation Promotion, Molca Belcadhi (University Teacher) of the Virtual University of Tunis, Thouraya Karoui (University Teacher) and Boudour Lahzami (University Teacher) of the Institut Supérieur des Etudes Technologiques de Rades, Sarra Zitouni (University Teacher) Institut Supérieur des Etudes Technologiques de Charguia, Asma Guerfali (Public Relations Department Head of Media) of the Arab Institute for Business Leaders and Mustapha Boubekri (Founder) of MB Alliance.

Many thanks are also given to members of the jury involved in the first pre-label for Tunisian Entrepreneurial VET Centres. These are Faïçal Zahhar (Policy Officer) of the Ministry of Employment and Vocational Training, Faten Ayari (Head of Entrepreneurship Space of Tunis) from the National Agency for Employment and Self-Employment, Nehla Guen (Technical Expert Entrepreneurship) of the United Nations Development Programme, Yosr Sbais (University teacher Director 4C) from the Higher institute of Sciences and Technology of Environment in Borj Cedria, Houaida Saffar (University Teacher and Director 4C) of the National School of Advanced Sciences and Technologies in Borj Cedria, Imen Ghelala (Consultant and Trainer) National Agency for Employment and Self-Employment, Rim Somii (Head of Entrepreneurship Space) at the National Agency for Employment and Self-Employment, Imen Maaloul (University Teacher) from the Faculty of Economic Sciences and Management in Sfax, Donia Louizi (University Teacher – Director 4C) of the Faculty of Economic Sciences and Management in Sfax.

Finally, great thanks to Anis Karchabou and Fatma Kallel for their invaluable support in the success of the Entrepreneurial Learning Fora.

## Acronyms

|          |  |
|----------|--|
| ANETI    | Agence Nationale pour l'Emploi et le Travail Indépendant [National Agency for Employment and Independent Work]                                 |
| AFMT     | Agence de Formation dans les Métiers du Tourisme [Agency for Training in Tourism Professions]  |
| APII     | Agence de Promotion de l'Industrie et de l'Innovation [Agency for the Promotion of Industry and Innovation]                                    |
| ATFP     | Agence Tunisienne de la Formation Professionnelle [Tunisian Agency for Vocational Training]  |
| AVFA     | Agence de la Vulgarisation et de la Formation Agricole [Agricultural Extension and Training Agency]  |
| CENAFFIF | Centre National de Formation de Formateurs et de l'Ingénierie de Formation [National centre for training trainers and pedagogical engineering] |
| CONNECT  | Confédération des Entreprises Citoyennes Tunisiennes [Confederation of Tunisian Citizen Enterprises]   |
| CNL      | Creating New Learning – an initiative of the European Training Foundation  |
| DEAP     | Digital Education Action Plan  |
| ETF      | European Training Foundation.  |
| IACE     | Institut arabe des chefs d'entreprises [Arab Institute of Business Leaders]  |
| INFPCA   | Institut National Pédagogique et de Formation Continue Agricole [National Pedagogical Institute for Continuous Training in Agriculture]        |
| MEFP     | Ministère de l'Emploi et de la Formation Professionnelle [Ministry of Vocational Training and Employment]                                      |
| NEET     | Not in Employment, Education or Training [refers to young people]  |
| SDGs     | United Nations Sustainable Development Goals   |

|       |  |
|-------|--|
| SNEE  | Statut National de l'Étudiant Entrepreneur (National Statute recognising the Student Entrepreneur)                 |
| UGTT  | Union Générale Tunisienne des Travailleurs [Tunisian General Union of Workers]                                     |
| UTICA | Union Tunisienne de l'Industrie, du Commerce et de l'Artisanat [Tunisian Union of Industry, Trade and Handicrafts] |

# Glossary

**Collaborative learning:** Promotes deliberate collaboration at school and beyond.

As a life skill, students need to learn to move forward with other people. They need to develop social and emotional competences to integrate into the workplace, build lasting relationships and share their interests with others. Collaborative learning is a method that involves learners working together on learning activities and tasks in small groups so that everyone can participate in the collective task. Deliberate collaboration implies a common goal in this learning. Collaboration can also be made with the participation of other people and actors outside the learning group.

**Creative Learning:** Facilitating Creative Thinking Throughout the Learning Process

Facilitating creative thinking throughout the learning process means helping students explore and evaluate multiple ideas to create value. This means encouraging students to question opportunities and adapt to different ideas and solutions. It allows them to test ideas, make comparisons and continually reflect (and adapt) the usefulness of their solutions to real problems. The generation of ideas that are valuable to oneself and then to others is at the heart of what it means to be enterprising; Creativity is a driving force behind these ideas and how they are designed and implemented.

**Real-world learning:** Promotes active entrepreneurial learning through real-world contexts

Entrepreneurial learning is best promoted when students regularly have the opportunity to interact with the world outside the classroom. This includes engaging in their community and further afield. This goes beyond organising visits where students are largely passive recipients of information, but towards a more active engagement, such as collective projects planned, developed and evaluated by students in collaboration with others. This could include, for example, working with students from other schools or colleges, parents, community and civic leaders, or business or industry representatives.

**Reflective learning:** Boosts thinking, flexibility in thinking and learning through experience

This means that teachers need to be open-minded and think flexibly about how they approach their planning, teaching and assessment. Sometimes they can plan lessons based on prescribed learning goals, but on other occasions they can plan in a more open way in which students set their own goals in an entrepreneurial project. This requires a willingness to learn from experience, to accept mistakes in this learning and to take risks in teaching and learning. Teachers can be role models for these behaviours, so they help create the right climate for entrepreneurial learning. By allowing students to practice and reflect on these behaviours, they encourage the development of entrepreneurial competences.

**Collaboration with learners:** stakeholders working directly with learners

This is an opportunity to connect learners with stakeholders. This can be done through third parties who come to class for presentations or to provide a concrete example of collective or commercial activity. These may be external individuals who participate in feedback or evaluation of learners' work (during or at the end of the course). This may be an opportunity to go on a para-school visit. The goal is to break down barriers between the learner and the world of work, encouraging the learner to become familiar with work and with potential employers or community members.

**Creating Value:** Encourages students to create value for others through learning

Value-creation pedagogy is when teachers support their students' learning by applying their competences (future or existing) to create something of value for at least one external worker. It may be a worker outside of his or her own group, class or school. The value the student creates for someone else can be economic, social or cultural. The goal, from the educator's point of view, is to create deeper learning, and to empower the learner to create value for others. This approach can

have an impact on learners' engagement as they become more motivated by creating value for someone else.

Companies based in the centre: creating opportunities for work experience, for example a specific professional area:

This is an opportunity to create businesses located in the centre, but accessible to the public. For example, a hair salon can be installed in the centre. Learners will have the chance to practice hairdressing and have the experience of working with real clients, while members of the public pay a lower price for the services of trainee hairdressers. Similar companies could include an external public restaurant or computer repair service. It can also bring in money for the centre.

Visible assessment: making the development of entrepreneurial competences more visible

To improve the quality of entrepreneurial learning, we need to make explicit what is expected of students. In learning, this means making sure they are clear about entrepreneurial learning goals and criteria for achieving them. It asks teachers to align their assessment with objectives and ensure that students have sufficient opportunities to demonstrate their entrepreneurial competence. Lessons and feedback (from teachers, students and others) should focus explicitly on entrepreneurial competences and focus on how students collaborate and turn their ideas into action. In short, create value for others. This is an urgent need because too often entrepreneurial competences are not made visible in current learning and evaluation processes.

## References

- Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G., *EntreComp: The Entrepreneurship Competence Framework*, Publication Office of the European Union, Luxembourg, 2016. Accessed online via [https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework\\_en](https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en)
- Bacigalupo, M., Weikert Garcia, L.; Mansoori, Y. & O’Keeffe, W., *EntreComp Playbook: Entrepreneurial learning beyond the classroom*: Publications Office of the European Union, Luxembourg, 2020. Accessed online via [https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework/entrecomp-support-material\\_en](https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework/entrecomp-support-material_en)
- Caena, F., *Developing a European Framework for the Personal, Social and Learning to Learn Key Competence (LifeComp)*, Punie, Y. editor(s), Publications Office of the European Union, Luxembourg, 2019. Accessed online via [https://joint-research-centre.ec.europa.eu/lifecomp\\_en#:~:text=LifeComp%20is%20a%20framework%20to,of%20curricula%20and%20learning%20activities.](https://joint-research-centre.ec.europa.eu/lifecomp_en#:~:text=LifeComp%20is%20a%20framework%20to,of%20curricula%20and%20learning%20activities.)
- Carretero Gomez, S., Punie, Y., Vuorikari, R., Cabrera Giraldez, M. & O’keeffe, W., editor(s), Kluzer, S. and Pujol Priego, L., *DigComp into Action: Get inspired, make it happen. A user guide to the European Digital Competence Framework*, Publications Office of the European Union, Luxembourg, 2018. Accessed online via <https://publications.jrc.ec.europa.eu/repository/handle/JRC110624>
- Challenge Fund for Youth Employment (CYFE), *Tunisia Scoping Report*, 2022. Accessed online via <https://fundforyouthemployment.nl/wp-content/uploads/2022/02/Scoping-Report-Tunisia-2022-Challenge-Fund-for-Youth-Employment.pdf>
- Chelbi, Ali, *Work-based learning in Tunisia*, report drafted for the European Training Foundation (ETF), Tunis, April 2017, unpublished.
- European Bank for Reconstruction and Development (EBRD), *Regional economic prospects: COVID-19, from shock to recovery*, April 2020. Accessed online via [https://www.wb6cif.eu/wpcontent/uploads/2020/04/RegionalEconomicProspectsApr2020\\_web-V1.pdf](https://www.wb6cif.eu/wpcontent/uploads/2020/04/RegionalEconomicProspectsApr2020_web-V1.pdf) on 26.05.2020.
- European Training Foundation (ETF) and Ministère de la Formation Professionnelle et de l’Emploi (MFPE), *Fiche pratique. Vers la régionalisation de la formation professionnelle et de l’emploi en Tunisie* (2017). Accessed online via [https://www.etf.europa.eu/sites/default/files/2019-01/R%C3%A9gionalisation%20FP%20Tunisie\\_Fiches%20pratiques.pdf](https://www.etf.europa.eu/sites/default/files/2019-01/R%C3%A9gionalisation%20FP%20Tunisie_Fiches%20pratiques.pdf).
- European Commission (EC), *Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC)*, 2006. Accessed online via <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>
- European Commission (EC), *Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning (2018/C 189/01)*, 2018. Accessed online via [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7)
- European Commission (EC), *Specific support to Tunisia background report, Horizon 2020 policy support Facility* (2018) Accessed online via [https://rio.jrc.ec.europa.eu/sites/default/files/report/PSFTunisia\\_Background%20report.pdf](https://rio.jrc.ec.europa.eu/sites/default/files/report/PSFTunisia_Background%20report.pdf)
- European Training Foundation (ETF), *Continuing professional development for vocational teachers in Tunisia, Executive summary* (2019). Accessed online via [https://www.euneighbours.eu/sites/default/files/publications/2020-02/tunisia\\_cpd\\_survey\\_2018\\_executive\\_summary\\_en.pdf](https://www.euneighbours.eu/sites/default/files/publications/2020-02/tunisia_cpd_survey_2018_executive_summary_en.pdf)
- European Training Foundation (ETF), *The Key Competence Lighthouse: key competence-driven reforms in Ukraine and Georgia*, 2021. Accessed online via [https://www.etf.europa.eu/sites/default/files/2021-09/key\\_competence\\_lighthouse.pdf](https://www.etf.europa.eu/sites/default/files/2021-09/key_competence_lighthouse.pdf)

European Training Foundation (ETF), *Changing skills for a changing world: Understanding skills demand in EU neighbouring countries* (2021b). Accessed online via <https://www.etf.europa.eu/en/publications-and-resources/publications/changing-skills-changing-world-understanding-skills-demand>

European Training Foundation (ETF), *Developing national career development support systems: Pathways to enhance lifelong career guidance, career education and career development support for workers*, 2021c. Accessed online via <https://www.etf.europa.eu/en/publications-and-resources/publications/developing-national-career-development-support-systems>

European Training Foundation (ETF), *Skills and Migration Country Fiche – Tunisia 2021*, 2021d. Accessed online via [https://www.etf.europa.eu/sites/default/files/2021-11/etf\\_skills\\_and\\_migration\\_country\\_fiche\\_tunisia\\_2021\\_en\\_1.pdf](https://www.etf.europa.eu/sites/default/files/2021-11/etf_skills_and_migration_country_fiche_tunisia_2021_en_1.pdf)

European Training Foundation (ETF), *Quality Assurance in Vocational Education and Training in Tunisia*, 2021e. Accessed online via [https://www.etf.europa.eu/sites/default/files/2021-12/qa\\_2021\\_semed\\_tunisia\\_fiche\\_fr\\_en.pdf](https://www.etf.europa.eu/sites/default/files/2021-12/qa_2021_semed_tunisia_fiche_fr_en.pdf)

European Training Foundation (ETF), *Tunisia - Education, Training and Employment Developments* (2021f). Accessed online via <https://www.etf.europa.eu/en/regions-and-countries/countries/tunisia>

European Training Foundation (ETF), *Key Indicators on Education, Skills and Employment* (2022). Accessed online via <https://www.etf.europa.eu/en/publications-and-resources/publications/key-indicators-education-skills-and-employment-2022>

Lackéus, M., Lundqvist, M., Williams Middleton, K. & Inden, J., *The entrepreneurial employee in public and private sector – What, Why, How*, Bacigalupo, M. editor(s), Publications Office of the European Union, Luxembourg, 2020. Accessed online via [https://publications.jrc.ec.europa.eu/repository/bitstream/JRC117661/jrc117661\\_entrepreneurialemployee-online.pdf](https://publications.jrc.ec.europa.eu/repository/bitstream/JRC117661/jrc117661_entrepreneurialemployee-online.pdf)

McCallum, E., Weicht, R., McMullan, L., and Price, A., *EntreComp into Action - Get inspired, make it happen* (M.Bacigalupo, & W. O’Keefe Eds.), Publication Office of the European Union, Luxembourg, 2018. Accessed online via <https://publications.jrc.ec.europa.eu/repository/handle/JRC109128>

Ministry of Education (Government of the Republic of Tunisia), *Plan stratégique sectoriel de l’éducation 2016–2020*, 2016. Accessed online via <https://planipolis.iiep.unesco.org/en/2016/plan-strat%C3%A9gique-sectoriel-del%E2%80%99%C3%A9ducation-2016-2020-6227>

Ministry of Employment and Vocational Training (MEFP – Ministère de ‘Emploi et la Formation Professionnelle - Government of the Republic of Tunisia), *Strategie Nationale de L’entrepreneuriat*, 2019. Accessed online via <http://www.emploi.gov.tn/fr/99/strategie-nationale-de-lentrepreneuriat>

Ministry of Higher Education and Scientific Research (Government of the Republic of Tunisia), *Plan stratégique de la réforme de l’enseignement supérieur et de la recherche scientifique 2015 – 2025*, 2015. Accessed online via <https://planipolis.iiep.unesco.org/en/2015/plan-strat%C3%A9gique-de-la-r%C3%A9forme-de-lenseignement-sup%C3%A9rieur-et-de-la-recherche-scientifique-2015->

OECD, EU and ETF, *SME Policy Index: The Mediterranean Middle East and North Africa 2014 - Implementation of the Small Business Act for Europe*, 2014. Accessed online via <https://www.etf.europa.eu/en/publications-and-resources/publications/sme-policy-index-mediterranean-middle-east-and-north-africa>

OECD, EU and ETF, *SME Policy Index: The Mediterranean Middle East and North Africa 2018 – Interim assessment of key SME reforms*, 2018. Accessed online via <https://www.etf.europa.eu/en/publications-and-resources/publications/sme-policy-index-mediterranean-middle-east-and-north-0>

OECD, *Improving Skills and Employment Opportunities in Tunisia - Economics Department Working Papers No. 1727*, 2022. Accessed online via [https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=ECO/WKP\(2022\)28&docLanguage=en](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=ECO/WKP(2022)28&docLanguage=en)

Enterprise Educators UK and Penaluna, A., *Competences and Curriculum Design: GreenComp or EntreComp – Which Way Now?*, 2022. Accessed online via <https://www.dropbox.com/s/njry4s1sog06p5y/Green%20Comp%2C%20EntreComp%20and%20the%20QAA%2022%20Which%20Way%20Now%20Price%20and%20Penaluna.pdf?dl=0>

Ribbink, G., Kohn, D. and Jaouani, A., *Entrepreneurship education and training in the Mediterranean region: Lessons learned and new perspectives*, 2009. Report drafted for European Training Foundation (ETF). Accessed online via

[https://www.etf.europa.eu/sites/default/files/m/C12578310056925BC125776100332D67\\_NOTE89YHK8.pdf](https://www.etf.europa.eu/sites/default/files/m/C12578310056925BC125776100332D67_NOTE89YHK8.pdf)

World Economic Forum, *Global Gender Gap Review 2022*, 2022. Accessed online via

<https://www.weforum.org/reports/global-gender-gap-report-2022>

World Economic Forum, *Unlocking the Social Economy*, 2022. Accessed online via

[https://www3.weforum.org/docs/WEF\\_Unlocking\\_the\\_Social\\_Economy\\_2022.pdf](https://www3.weforum.org/docs/WEF_Unlocking_the_Social_Economy_2022.pdf)

