



# Supporting entrepreneurship in the vocational training system in Tunisia



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Authorised for publication by Sergio Arzeni, Director, Centre for Entrepreneurship, SMEs, Tourism and Local Development

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## **SUPPORTING ENTREPRENEURSHIP IN THE VOCATIONAL TRAINING SYSTEM IN TUNISIA:**

**An assessment of entrepreneurship support in vocational training centres under the  
Tunisian agency for vocational training (ATFP)**

**Final report**

## **FOREWORD**

Supporting entrepreneurship in vocational education and training is increasingly important for governments as they seek to improve pathways to the labour market for youth. Given the youth unemployment challenge that is currently faced in Tunisia, entrepreneurship can offer opportunities for youth to create jobs for themselves and for others. The vocational education and training system has an important role to play in supporting this agenda by providing entrepreneurship training and business start-up support.

The OECD is undertaking a series of reviews of entrepreneurship support in vocational training and higher training in selected regions and countries as part of its activity on skills and competencies for entrepreneurship.

The reviews on entrepreneurship support in vocational education and training are based on a framework that was developed from international case study work and the ongoing academic debate on the role of training in generating entrepreneurial motivations, intentions and competences.

## ACKNOWLEDGEMENTS

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This report was prepared by David Halabisky of the LEED (Local Economic and Employment Develop) Programme of the OECD under the direction of Dr. Jonathan Potter, also of the LEED Programme. Sections of the report were drafted by members of an expert team that participated in a one-week study visit and a series of workshops. The team was composed of Andrea Hofer of the OECD LEED Programme; Dr. Jarna Heinonen of the University of Turku; Sannie Fisker of the Technical University of Denmark; Dr. Olivier Toutain of le Groupe ESC Dijon-Bourgogne; Dr. Friederike Soezen of Austrian Federal Economic Chamber; and, Abdelaziz Jaouani of the ETF.

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## EXECUTIVE SUMMARY

### The context of the study

Entrepreneurship skills are increasingly important to help the labour force adjust to the changing needs of the economy and vocational education and training (VET) systems can play a significant role in helping many youth acquire these skills. These skills refer to both entrepreneurial mind-sets as well as the set of skills that are needed to start and successfully operate a business. Entrepreneurship skills will be beneficial for all, particularly students, regardless of whether they go on to start a business or not because entrepreneurial behaviour can be an asset in any workplace.

Supporting the development of entrepreneurship attitudes and skills is a timely issue, as many governments are looking for methods of achieving job creation and economic growth. Entrepreneurship can be part of the answer. It is particularly important in Tunisia where there are many challenges related to labour market outcomes for youth. This study aims to review practices in promoting and supporting entrepreneurship in vocational training centres in Tunisia, under the auspices of the Tunisian Agency for Vocational Training (ATFP). It is part of a series of reviews on Skills and Competences for Entrepreneurship carried out by the Local Economic and Employment Development (LEED) Programme of the Organisation for Economic Co-operation and Development (OECD) that assess current practices in higher education institutions in entrepreneurship training and specialised business start-up support. This review project has been undertaken by the OECD LEED Programme with the support of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF).

This review is based on a framework that was developed by the OECD LEED Programme using a body of international case study work and drawing on the ongoing academic debate on the role of training in generating entrepreneurial attitudes, motivations, intentions and competences. The aims of the project are to: promote entrepreneurship in VET training centres and among students through entrepreneurship training and start-up support at VET centres; to assess current VET practices in promoting and supporting entrepreneurship attitudes and skills; to engage VET stakeholders in the issue of the promotion of entrepreneurship in vocational training; and, to develop recommendations that will support the development of a national strategy for entrepreneurship support in the vocational training system.

An OECD-led international expert team, in partnership with the ETF, assessed current practices in vocational training centres in Tunisia against this framework, collecting information through interviews with training centre directors, trainers and students at the following training centres:

- CFPTI Kram;
- CFPTI Hammam Sousse;
- CFPTI Medenine;

- CFPTI Tozeur; and,
- CFP specialised in auto mechanics in Ariana.

The review team also met with national government officials, including the Ministry of Vocational Training and Employment (MFPE), the ATFP, the National Centre for Training for Trainers and Training Development (CENAFFIF), the National Agency for Employment and Self-employment (ANETI), and other stakeholders. The results of the case study visits were complemented by surveys of training centre directors and students who have participated in entrepreneurship training or start-up support offerings.

### **Key findings**

The basic framework for entrepreneurship training and start-up support in vocational training is in place in Tunisia. The ATFP already has a mandate from the Ministry of Vocational Training and Employment to introduce students to entrepreneurship and many organisations support this. However, the entrepreneurship support system involves several ministries and agencies, many different types of business development support organisations as well as training centres, and their activities often overlap and would benefit from increased co-ordination.

The mandates of many organisations in the entrepreneurship eco-system, including government agencies and public organisations, are narrowly defined and objectives are often based on inputs rather than impacts or outcomes. For example, business incubators typically have mandates of helping a fixed number of students, irrespective of the quality of support provided and the impact that the support has. Such a system creates an environment where actors only behave within the confines of their mandate because there are no incentives to do otherwise. As a result, there is no collective responsibility of outcomes (i.e. the creation of a business by VET students).

There is a history of entrepreneurship training in the Tunisian vocational training system. Many training programmes such as FORTI are still used widely but are currently outdated when compared with international best practice methods. Moreover, these methods provide very basic entrepreneurship training and rely on the enthusiasm of a limited number of champions. Advanced entrepreneurship training is not available for students.

Moreover, the availability of entrepreneurship training for trainers is slowly increasing with new training modules developed by CENAFFIF. However, there is a need to scale-up this training to build a pool of qualified entrepreneurship trainers. Entrepreneurship training should also be included in training for new trainers.

Many business support organisations offer support for students who seek assistance in starting and developing entrepreneurial ideas and projects, including *espaces tremplins*, *espaces entreprendre*, Business Centres, incubators and a number of private sector supports. While these organisations offer an array of services, the offerings overlap substantially and a lack of co-ordination between organisations prevents the development of a cohesive system that supports students at various stages of business development.

## **Key recommendations**

### ***Develop a national strategy for entrepreneurship support in the vocational system***

The Ministry of Vocational Training and Employment should work with the ATFP, CENAFFIF, VET centres and other relevant actors to develop a national strategy that outlines how entrepreneurship should be supported within the vocational training system. The development of a national strategy should be managed and implemented through a national steering group, chaired by the Ministry. The objective of the strategy should be to clearly define entrepreneurship within the context of vocational training in Tunisia, identify the roles for each actor so that duplication in support offerings can be removed, and outline the short- and long-term objectives. A national strategy will also need to develop indicators so that progress towards implementation can be tracked. The strategy should also make linkages with ongoing efforts to support entrepreneurship in higher education.

The strategy should include an increase in support for training by making entrepreneurship training more available and by improving training material. Training for trainers should be available as part of ongoing career development training as well as initial training for trainers. This should be complemented by creating mechanisms that facilitate the exchange of good practices among trainers and by them with additional supports such as teaching manuals.

### ***Develop more intensive support for students interested in entrepreneurship***

The Ministry of Vocational Training and Employment should expand the mandate of the ATFP with respect to entrepreneurship training, to go beyond the provision of introductory modules on entrepreneurship to VET students in developing entrepreneurial mind-sets and skills. The Ministry should give ATFP a mandate to support the development of entrepreneurship skills and provide opportunities to students to practice entrepreneurial behaviours. All students in the VET systems should have the opportunity to learn about entrepreneurship and those with an interest in starting and developing entrepreneurial projects should be supported with advanced entrepreneurship training and business development support. This will require support from CENAFFIF, which provides training for trainers. Both the ATFP and CENAFFIF will require additional resources to carry-out a broader mandate.

## **Inspiring international learning models**

Inspiration for the development of a graduate entrepreneurship strategy, the incorporation of current international entrepreneurship teaching methods and methods to increase the profile of entrepreneurship can be drawn from inspiring and good practices that work well in other countries as long as they are appropriately adapted to local conditions. Relevant initiatives outlined in the report include:

- *TKNIKA, Spain:* TKNIKA was established in 2005 by the Department of Training, Linguistic Policy and Culture of the Basque Government as a public agency to oversee vocational education and training (VET) in the Basque region and its 63 technical and vocational training colleges.
- *The Danish Foundation for Entrepreneurship, Denmark:* This government-sponsored organisation offers examples of a range of training activities for trainers as well as for students.

- *Gigging – learning environment within Salon district technical college, Finland*: This is an example of a learning activity for students in technical colleges that teaches about entrepreneurship through collaborative hands-on projects.
- *Young Enterprise – Inspiration to succeed through enterprise, UK and many other countries*: This organisation provides entrepreneurship training with learning-by-doing to support the development of entrepreneurial attitudes and behaviours.
- *Measurement Tool for Entrepreneurship Training, Finland*: This is an example of how indicators related to entrepreneurship can be developed and tracked over time to support the trainers, training centre directors and government decision makers.
- *Entrepreneurs dans la ville, France*: This learning model shows how many actors in the business community can be organised under one common project that supports entrepreneurial training and coaching.
- *Innolab, Austria*: This business support project is based on the formation of mini-companies and the use of coaches who support these mini-companies in being launched on the market.
- *Mentore Eget Företag (“Mentor your Business – Preparing for start-up and business development”), Sweden*: This project is an example of how the business community can be leveraged in mentoring new entrepreneurs.

## ACRONYMS

ANETI	National Agency for Employment and Self-employment <i>Agence Nationale pour l'emploi et le Travail Indépendant</i>
API	Agency for the Promotion of Industry and Innovation <i>Agence de Promotion de l'Industrie et de l'innovation</i>
APIA	Agency for the Promotion of Agricultural Investment <i>Agence de Promotion des Investissements Agricoles</i>
ATFP	Tunisian Agency for Vocational Training <i>Agence Tunisienne de la formation professionnelle</i>
AVFA	Agency for the Promotion of Agricultural Training <i>Agence de Vulgarisation et de la Formation Agricole</i>
BFPME	Financing Bank for Small and Medium Enterprises <i>Banque de Financement des Petites et Moyennes Entreprises</i>
BTP	Professional Technician Certificate <i>Brevet de Technicien Professionnel</i>
BTS	Tunisian Solidarity Bank <i>Banque Tunisienne de Solidarité</i>
BTS	Qualified Technician Certificate <i>Brevet de Technicien Supérieur</i>
CA	Business Centre <i>Centre d'Affaires</i>
CAP	Certificate of Professional Competence <i>Certificat d'Aptitude Professionnelle</i>
CC	Certificate of Competence <i>Certificat de Compétence</i>
CCI	Chamber of Commerce and Industry <i>Chambre de Commerce et d'Industrie</i>
CEFE	Creating Businesses and Entrepreneurs Training <i>Création d'Entreprises et Formation d'Entrepreneurs</i>
CEFI	Entrepreneurial Skills in the Initial Training <i>Compétences Entrepreneuriales dans la Formation Initiale</i>
CEFOC	Entrepreneurial Skills in Continuing Training <i>Compétences Entrepreneuriales dans la Formation Continue</i>
CENAFFIF	National Centre for Training for Trainers and Training Development <i>Centre National de Formation des Formateurs et d'ingénierie de formation</i>
CFA	Centre for Training and Learning <i>Centre de formation et d'apprentissage</i>
CFAMA	Centre for Training and Learning Craft Trades <i>Centre de formation et d'apprentissage aux métiers de l'artisanat</i>
CFJFR	Training Centre for Rural Girls <i>Centre de formation de la jeune fille rurale</i>
CFP	Vocational Training Centre <i>Centre de formation professionnelle</i>

CFPTI	Centre for Training and Promotion of Self-employment <i>Centre de formation et de promotion du travail indépendant</i>
CNFCPP	National Centre for On-going Training and Career Development <i>Centre National de Formation Continue et de Promotion Professionnelle</i>
CSF	Sectoral Training Centre <i>Centre sectoriel de formation</i>
MESRS	Ministry of Higher Training and Scientific Research <i>Ministère de l'Enseignement Supérieur et de la Recherche Scientifique</i>
MFPE	Ministry of Vocational Training and Employment <i>Ministère de la formation Professionnelle et de l'Emploi</i>
UTICA	Tunisian Union of Industry, Trade and Crafts <i>Union Tunisienne de l'industrie, du commerce et de l'artisanat</i>

## INTRODUCTION

### Learning entrepreneurship

Entrepreneurship training has grown out of its initial grounding in the conventional understanding of entrepreneurship as venture creation. It has traditionally been delivered by business departments and schools through courses on subjects such as small business management, business planning and technology management (Solomon, 2006).

However, over the years the concept of entrepreneurship has evolved from a subject matter focused on business creation into a broader concept that refers to an individual's ability to turn ideas into action and is commonly considered to be key competence in the modern labour market (European Commission, 2008). Thus entrepreneurship has grown to cover more than setting up and running a business. It encourages creative thinking and promotes a strong sense of self-worth, initiative and a tolerance to failure. It not only gives people the means to cope with an increasingly complex and uncertain world, but also gives them the mind-set and capabilities to thrive upon it (Gibb, 2005). Key features current entrepreneurship training include (Bronte-Tinkew and Redd, 2001; Gibb, 2005):

- An emphasis that is broader than business and includes other contexts, particularly the interdisciplinary of different settings;
- Targeted at all students, regardless of discipline;
- Courses and programmes aim to develop both soft and hard skills, and particularly the combination of the two;
- Learning process is embedded in different contexts that are relevant for different disciplines; and,
- Outcomes seek to foster entrepreneurial behaviours, skills and mind-sets.

Evidence suggests that entrepreneurship training has several positive effects. For example, the students participating in entrepreneurship training experienced (YESG, 2008; JA-YE, 2007):

- Increased problem-solving and decision-making abilities;
- Improved interpersonal relationships, teamwork, money management, and public speaking skills;
- Enhanced social psychological development (i.e. self-esteem, ego development, self-efficacy); and,
- Improved creativity, self-confidence, sense of responsibility and their ability to work in a team.

Therefore, entrepreneurship training recognises the importance of multiple intelligences and talents as prerequisites for creativity, innovation and entrepreneurship. Moreover, through entrepreneurship, young people discover that what they are learning in the classroom is relevant to the real world.

Entrepreneurship training is often viewed within the framework of lifelong learning. It is relevant for students at all levels. Students in vocational training are prime candidates for entrepreneurship training because many follow a career in self-employment.

### **Recent developments in Tunisia**

On 27 January 2014, a new Tunisian Constitution was signed by the Head of State, the outgoing Prime Minister and the President of the Constituent Assembly (ANC). Originally expected in October 2012, the negotiation and drafting of the constitution was a difficult process, marked by disputes between ruling party and opposition Islamist parties. This period also saw two political assassinations and many social movements throughout the country.

The new Constitution offers a blend of secularism and “Islamic identity” for Tunisia, which preserves the civil character of the state and provides sovereignty for its people. This freedom of conscience and belief is a first in the Arab world.

Following the adoption of the new Constitution, a new technocratic government was formed under the leadership of former Industry Minister. This temporary government is tasked with leading the country for up to a year until elections can be held. The new government has the difficult task of managing the short-term transition to a democratic government and living up to the expectations of its citizens. Tunisia was the birthplace of the so-called “Arab Spring”, but it has managed to avoid the civil unrest that has been observed in other countries such as Egypt.

Real economic growth was approximately 2.6% in 2013 and is expected to strengthen in 2014 (OECD, 2013). One of the most significant challenges facing the Tunisian economy is a high rate of youth unemployment, which is the result of a growing proportion of young people in the population and a limited capacity of the labour market to absorb new entrants. Nearly one-quarter of the population is under the age of 14 so the challenge is expected to persist in the short- and medium term. The unemployment rate for higher training graduates was 18.9% in November 2011 but is approximately 10% for those graduating from the vocational training system (National Institute of Statistics, 2013).

### **A new reform for vocational training**

The Ministry of Vocational Training and Employment undertook a broad consultation in the fourth quarter of 2013 to develop a new reform on the VET system. This consultation included various stakeholders and partners in the VET system and resulted in a guidance document and operational plan for 2014-2018 that was released in November 2013. This reform is part of the government’s policy for the promotion and development of vocational training as an essential pillar of employment policies.

The aim of the reform is to better use the VET system to qualify people and prepare them for the labour market and to improve vocational training. More specifically, the reform sets out to improve the effectiveness and efficiency throughout the system by improving the quality of training and making it more relevant to the needs of business, individuals and society.



The reform also supports an increased role for entrepreneurship in the training system. The learning environment will be more supportive of entrepreneurship and new pedagogies and activities will be developed in consultation with CENAFFIF.

## **OECD project**

### ***Objectives***

This study is part of a series of reviews on Skills and Competences for Entrepreneurship carried out by the OECD LEED Programme. This series of reviews aims to assess current practices in higher education institutions (HEIs) and vocational education and training (VET) centres in entrepreneurship training and specialised business start-up support and to recommend actions that HEIs and VET centres can take to improve their offerings, as well as steps that policy makers can take to support the development of entrepreneurship support in HEIs and VET centres.

This review project focuses on VET centres under the Tunisian Agency for Vocational Training (ATFP) and follows a similar project that was conducted in 2011-12 that examined entrepreneurship support in Tunisian universities. It aims to assess current practices in VET centres in selected regions across Tunisia and to look for lessons that can be relevant for other VET centres in Tunisia and OECD member countries. The OECD LEED Programme has undertaken this project in collaboration with GIZ and the European Training Foundation (ETF). This project has been undertaken in partnership with the Tunisian Ministry for Professional Training and Employment and the ATFP.

This study complements ongoing work that the OECD conducts in collaboration with the European Commission and the European Training Foundation and the European Investment Bank that examines the implementation of the “Small Business Act” for Europe in Tunisia and other countries in the region. One of the ten pillars that is examined is entrepreneurship training and training. This was last covered in a 2008 assessment.

### ***The aims of this review study are:***

1. To promote entrepreneurship among VET students through entrepreneurship training and start-up support at VET centres;
2. To assess VET practices in promoting and supporting entrepreneurship;
3. To engage VET stakeholders in the issue of the promotion of entrepreneurship in vocational training; and,
4. To develop recommendations that will support the development of a national strategy for entrepreneurship support in the vocational training system.

### ***Research questions***

This project aims to answer a number of key research questions:

#### ***Overarching questions:***

- How far have VET centres in Tunisia moved towards supporting entrepreneurship?
- What plans do the VET centres have to further support entrepreneurship?

- What policy and institutional supports at the national and local levels are required to promote entrepreneurship within VET centres in Tunisia?

*Entrepreneurship training in vocational training:*

- What proportion of students participate in entrepreneurship training?
- What teaching methods are used in entrepreneurship learning in Tunisian vocational training?
- How appropriate are entrepreneurship teaching methods?
- What level of interest do the students have in developing entrepreneurial mind-sets and skills?
- Do the students find the entrepreneurship training to be relevant and useful?

*Pathways for entrepreneurs:*

- Do Tunisian vocational training centres offer business start-up support services?
- Are business start-up support services offered directly by the vocational training centres or by external partner organisations?
- What resources (i.e. human resources, financial support) are devoted to business start-up support?
- Do the students find the business start-up support to be relevant and useful?

**Project method**

To complete this review, the OECD collected information for this review study from seven sources:

- A background report;
- Regional workshops with vocational training centres to launch the project;
- A one-week study visit;
- A survey of HEI leadership;
- A survey of students that have participated in entrepreneurship training or start-up support programmes.
- A good-practice transfer workshop to discuss methods of policy transfer; and,
- A dissemination workshop to discuss the report and recommendations.

A background report was prepared by Dr. Mohamed Yassine Chahed, a Tunisian expert on entrepreneurship. The report provides an overview of the vocational training system in Tunisia, as well

as the relevant government ministries and agencies and other organisations involved in entrepreneurship support in the vocational training system. This report was used to prepare for the study visit and sections of the background report have been incorporated in this report.

Two regional workshops were held in Tunis and Kairouan on 14-16 May 2013. These workshops were jointly hosted by the OECD, GIZ and the ETF with the objectives of introducing the project to the training centres and launching a dialogue on entrepreneurship experiences to date and the challenges faced. International experts presented examples of inspiring practice of entrepreneurship training and start-up support. In addition, participants held several working sessions to brainstorm on the strengths, weaknesses, opportunities and threats of the current system of supporting entrepreneurship in vocational training.

An OECD-led team of international entrepreneurship experts visited Tunisia between 30 September 2013 and 4 October 2013 to conduct in-depth interviews with training centre directors, entrepreneurship trainers, staff involved in start-up support activities, students and other stakeholders in the local entrepreneurship support system. These interviews sought information on the entrepreneurship training activities, specialised business start-up supports services offered, and government strategies and plans related to vocational training. The study focuses on five training centres:

- CFPTI Kram;
- CFPTI Hammam Sousse;
- CFPTI Medenine;
- CFPTI Tozeur; and,
- CFP specialised in auto mechanics in Ariana

An online survey of training centre directors was used to complement the information obtained in the background report and the study visit. The questionnaire investigated the nature of entrepreneurship training and start-up support, strategies, plans and resources allocated for entrepreneurship activities. This questionnaire was administered between July 2013 and November 2013.

A separate questionnaire was administered to students at the 5 vocational training centres that participated in the project. The purpose of this survey is to examine the perceived relevance and quality of the students' experience and views on what could be improved. This includes learning about entrepreneurship inside and outside of the curricula, as well as relevant business start-up support services. This survey was administered on paper in September 2013 and October 2013.

In November 2013, GIZ hosted a good practice transfer workshop with support from the OECD and the ETF. It was attended by GIZ field officers as well as a delegation from Tunisia. The two-day workshop focussed on the themes of defining good practices and understanding how they can be transferred to different contexts. A report on this workshop is included in Appendix C.

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## CHAPTER 1. LEARNING ENTREPRENEURSHIP IN VOCATIONAL TRAINING

### 1.1. The importance of learning entrepreneurship

Entrepreneurship has a crucial role to play in modern societies due to its considerable macro- and micro-level effects (Henry et al., 2003). It contributes to the generation of new ideas, innovation, job creation and economic growth (Hisrich and O’Cinneide, 1985). Particularly in many newly created democracies for example in Eastern Europe, the pressures of rising youth unemployment have propelled entrepreneurship and small business development high in political agendas (Matlay, 2001). In addition, the current complex and insecure economic environment calls for creative individuals capable of solving new problems through independent action (Volkman et al., 2009).

Entrepreneurial capabilities and competences can be supported and nurtured through training. Vocational training play a key role in developing entrepreneurship, innovation and sustainable economies. Entrepreneurship training is relevant in vocational training as self-employment is a realistic option for many VET students, who end up establishing their own businesses (CEDEFOP, 2011). The technical and professional skills gained in vocational training form the basis for setting-up a new business, but professional skills alone do not help a company survive and succeed. Entrepreneurial mind-sets, skills and competences are also needed to maximise the benefits of professional skills and expertise for company success, growth, and innovation (European Business Forum on Vocational Training, 2012).

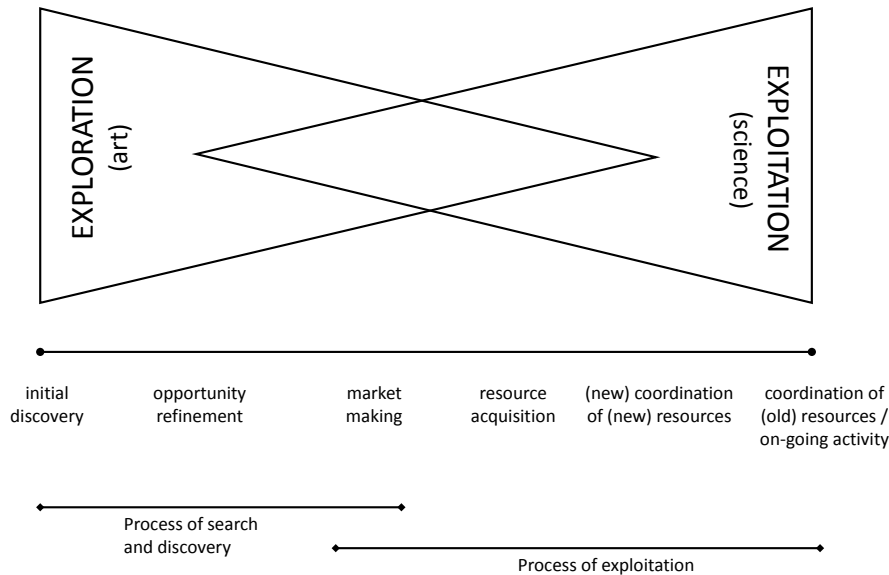
Entrepreneurship training often aims at boosting start-ups, innovative ventures and new jobs. However, entrepreneurship is a competence for all as it supports individuals to become more creative and self-confident in any career path that they may pursue. In other words, entrepreneurship is a competence that can increase individual employability. In vocational training entrepreneurship training can be particularly effective as students are close to entering working life and due to apprenticeship training (internship) they may test their vocational and entrepreneurial competences already during their studies and training.

Entrepreneurship training has role in supporting the acquisition and development of entrepreneurship skills (Henry et al., 2005a). A business opportunity is considered to form the core of entrepreneurship (Shane and Venkataraman, 2000; Shook et al., 2003) and therefore opportunity recognition needs to be addressed in entrepreneurship training. An entrepreneur needs both knowledge (science) to exploit the business opportunity and new ways of thinking, new kinds of skills as well as new modes of behaviour (art) to create and discover new opportunities to be effectively exploited. The aforementioned processes related to business opportunities are clearly different as depicted in the Figure 1.1.

Accordingly, teaching entrepreneurship involves both “arts” (e.g. creative and innovative thinking) and “sciences” (e.g. business, management or technical competences) (Rae, 2004). The “science” of entrepreneurship is considered to be teachable, even via conventional methods whereas the “art” of entrepreneurship, i.e. the very nub of creation of innovation, cannot be taught in the same way. It is highly subjective, and creative and innovative skills cannot be directly taught due to their

experiential nature. The special challenge in teaching entrepreneurship is to reach both facets related to entrepreneurship.

**Figure 1.1. Art and science of entrepreneurship**



Source: Elaborated from Davidsson, 2001.

## 1.2. Objectives and content of entrepreneurship training in vocational training

The content of the entrepreneurship training programme should mirror the learning objectives, which can be related to both pedagogical and socio-economic objectives. As to pedagogical objectives at least the following ones are set for entrepreneurship training (Hytti and O’Gorman, 2004):

- learn to understand entrepreneurship (“about” entrepreneurship): training “about” enterprise deals mostly with awareness creation and increasing theoretical understanding about entrepreneurship.
- learn to become entrepreneurial (“in” entrepreneurship): training “in” enterprises deals mainly with management training for established entrepreneurs and employees.
- learn to become an entrepreneur (“for” entrepreneurship): training “for” enterprise deals more with encouraging people to set-up and run their own business (see Henry et al., 2005b).

These pedagogical objectives can be used to meet broader socio-economic objectives, as defined by policymakers.

In addition to balancing with opportunity exploration and exploitation, entrepreneurship training balances between individual and business development. Entrepreneurship training programmes often focus on business planning and functional knowledge supporting venture creation. In general it seems that there is a gap between what is taught in entrepreneurship and what entrepreneurs actually do (Fayolle, 2013). Although professional (e.g. technical, R&D) and business competences (e.g. accounting, marketing, management) are crucial in running the company, personal transversal skills

(e.g. communication and negotiation skills) are to be included in entrepreneurship training. The balance between business and personal development depends on the learning objectives. Objectives are highly related not only to the content of the programme but also to the methods as they together lead to effective didactical programme design (Heinonen and Akola, 2007).

Entrepreneurship training in vocational training needs to put an emphasis on the “how to” element. For example, this would include how to find customers, identifying customer needs and how to learn from customers (Gibb, 2009). This is described further in Table 1.1.

**Table 1.1. Organising knowledge by linking personal learning to new business process development**

Personal development: stage, tasks and learning needs		
Stage	Key task	Key learning and development needs
1. From idea and motivation acquisition to raw idea	<ul style="list-style-type: none"> <li>To find an idea</li> <li>To generate an idea</li> <li>To explore personal capability and motivation for self-employment</li> </ul>	<ul style="list-style-type: none"> <li>The process of idea generation and evaluation</li> <li>Knowledge of sources of ideas</li> <li>Understanding of the ways in which existing personal skills/knowledge might be used in self-employment</li> <li>Understanding what self-employment means</li> <li>Personal insight into self-employment</li> <li>Positive role /image/exploration/feedback</li> <li>Self-evaluation</li> </ul>
2. From raw idea to valid reality	<ul style="list-style-type: none"> <li>Clarify idea</li> <li>Clarify what needs it meets</li> <li>Make it</li> <li>See it work in operating conditions</li> <li>Ensure you can do it or make it to satisfactory quality</li> <li>Explore customer acceptability – enough customers at the right price?</li> <li>Explore the legality</li> <li>Ensure you can get into business (no insurmountable barriers)</li> <li>Identify and learn from competition</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes valid yield</li> <li>Understanding the process of making/doing it</li> <li>Technical skills to make/do it</li> <li>Customer needs analysis</li> <li>Customer identification</li> <li>Who else does it/makes it</li> <li>Idea protection</li> <li>Pricing and rough costing</li> <li>Ways of getting into a market</li> <li>Quality standards</li> <li>Competition analysis</li> </ul>
3. From valid idea to scale of operation and resource identification	<ul style="list-style-type: none"> <li>Identify market as number, location, type of customers</li> <li>Clarify how will reach the market (promotion)</li> <li>Identify minimum desirable scale to “make a living”</li> <li>Identify physical resource requirements at that scale</li> <li>Estimate additional physical resource requirements at that scale</li> <li>Estimate financial requirements</li> <li>Identify any additional financial requirements needed</li> </ul>	<ul style="list-style-type: none"> <li>Market research</li> <li>Marketing mix (promotion and ways of reaching customer)</li> <li>Pricing</li> <li>Operations forecasting and process planning to set standards for utilisation, efficiency, etc.</li> <li>Distribution systems</li> <li>Materials estimating and wastage</li> <li>Estimating labour, material, capital requirements</li> <li>Profit/loss and cash flow forecasting</li> </ul>
4. From “scale” to business plan and	<ul style="list-style-type: none"> <li>Develop business plan and proposal</li> <li>Negotiate with customers, labour, suppliers of materials, premises, capital suppliers,</li> </ul>	<ul style="list-style-type: none"> <li>Business plan development</li> <li>Negotiation and presentations skills</li> <li>Knowledge of suppliers of land, etc.</li> </ul>

negotiations	<ul style="list-style-type: none"> <li>land, etc. to ensure orders and physical supply capability</li> <li>Negotiate with banks, financiers for resources</li> </ul>	<ul style="list-style-type: none"> <li>Contracts and forms of agreement</li> <li>Knowledge of different ways of paying</li> <li>Understanding of bankers and other sources of finance</li> <li>Understand forms of assistance available</li> </ul>
5. From negotiation to firm birth	<ul style="list-style-type: none"> <li>Complete all legal requirements for business incorporation</li> <li>Meet all statutory requirements</li> <li>Set up basic business systems</li> </ul>	<ul style="list-style-type: none"> <li>Business incorporation</li> <li>Statutory obligations (tax, legal)</li> <li>Business production, marketing, financial systems and control</li> <li>What advisers can do</li> <li>Understand how to manage people</li> </ul>
6. From birth to survival	<ul style="list-style-type: none"> <li>Consolidate business systems for processing</li> <li>Ensure adequate financial control (debtors, creditors, bank, etc.)</li> <li>Development market, attract and retain customers</li> <li>Meet all legal obligations</li> <li>Monitor and anticipate change</li> <li>Maintain good relations with banks, customers, suppliers and all environment contacts</li> <li>Provide effective leadership development for staff</li> </ul>	<ul style="list-style-type: none"> <li>Management control systems</li> <li>Cash planning</li> <li>Debtor/creditor control</li> <li>Marketing</li> <li>Selling skills</li> <li>Environmental scanning and market research</li> <li>Leadership skills</li> <li>Delegation, time planning</li> </ul>

Source: Gibb, 2009.

### 1.3. Methods used to teach entrepreneurship in vocational training

The choice of relevant teaching methods is generally considered to be important in entrepreneurship training at all levels. It is increasingly accepted that entrepreneurship is best learned by doing. The closely related concepts, such as contextual learning (e.g., Rae, 2004), experiential learning (Kolb, 1984) and action learning (Marquardt and Waddill, 2004) all understand learning as a highly situational and holistic, contextually-embedded process, in which participants tackle elusive problems and combine social processes with their individual learning (Mumford, 1995). There is some evidence that this kind of learning might be effectively addressed by multi-method approaches creating value-added to students. Methods for teaching entrepreneurship vary extensively. Entrepreneurship training uses the current approaches: classic methods (i.e., lectures and readings), action learning, new venture simulations, technology-based simulations, the development of actual ventures, skills-based courses, video role plays, experiential learning, and mentoring (Pittaway and Cope, 2007). However, the approach is not an end in itself but it supports the reaching of the learning objectives (Heinonen and Akola, 2007), i.e. one can learn from mistakes, by doing, by coping, by experiment, by problem-solving/opportunity grasping, by making things up as well as from explicit formal sources (Gibb, 2002).

While it is often suggested that entrepreneurship training should be theory-driven (Fiet, 2000), there is a need to integrate entrepreneurship training with concrete and practical challenges that give opportunities for “hands-on” experiences. This is particularly true for vocational training which typically operates in close collaboration with industries and businesses. The practical notion is strengthened when external networks and sources of knowledge are intensively tied into the training. Entrepreneurial learning involves emphasis upon “how to” and “who with” and that some knowledge is offered on a “need to know” basis (Gibb, 2002). Therefore, it is fruitful to attempt to integrate entrepreneurs, students and trainers/lecturers in order to catalyse a fruitful exchange of different viewpoints. In addition, enough time and support need to be given to feedback, reflection and discussion. For example, intensive “boot camps” may serve these needs. Literature on



entrepreneurship training clearly highlights the need of active pedagogies, but on the other hand it acknowledges that methods and contents that work well in one context and audiences do not necessarily work equally well in other contexts (Pittaway and Cope, 2007; Fayolle, 2013).

#### **1.4. The role of trainers in teaching entrepreneurship in vocational training**

Increasingly, trainers are identified as the most important factor influencing the quality of training (European Commission, 2013). Trainers can be the change agents that transforms the training system by being the ones who encourage young people to develop their entrepreneurial skills and mind-sets including fostering their ability to turn ideas into action, spur their creativity and sense of initiative along with other skills and attributes to fit the needs of a knowledge-based and innovative society.

Such a transformation is carried particularly through a significant paradigm change in teaching and learning practices. It puts the student at the centre of the process and places much more emphasis on the skills and attitudes that help young people to apply their knowledge. Trainers should no longer only transmit knowledge, but rather support and encourage each student's own learning process and to develop their full potential – individually and in groups.

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## **CHAPTER 2. VOCATIONAL TRAINING IN TUNISIA**

### **2.1. The VET system in Tunisia**

Vocational training in Tunisia is primarily under the responsibility of the Ministry of Vocational Training and Employment (MFPE) through the Tunisian Agency for Vocational Training (ATFP). The ATFP is a non-administrative public institution. It was established in 1993 under 93-11 Law of February 17, 1993 and its administrative and financial structures, as well as its operating procedures, were established by the Decree 97-1937 on 29 September 1997. The missions of the ATFP are:

- To provide initial training for young people and adults taking into account economic and social needs,
- To implement to the satisfaction of requests for skilled labour training within the guidelines set by the supervisory authority,
- Implement training programmes whose implementation is entrusted by the supervisory authority,
- Conduct periodic evaluations of training activities that take place within ancillary facilities under the ATFP.

The ATFP is responsible for 136 vocational training centres, including:

- 47 Sectoral training centres (CSF)
- 61 Training and learning centres (CFA)
- 14 Training centres for young rural women (CFJFR)
- 11 Centres for Training and Promotion of Self-Employment (CFPTI)
- 1 Aeronautic training centre

While the public vocational training centres under the responsibility of the ATFP focus on industrial activities, there are four priority sectors (as of September 2012). These four priority sectors are:

- Building and construction
- General engineering and steel construction
- Electricity and electronics
- Tourism and hotel business

In all, 244 specialties are offered by the vocational training centres under ATFP according to the following diplomas (see Appendix A for further details on the diplomas granted):

- Competence certificate (CC): Training for candidates aged 15 years and over, with the 7<sup>th</sup> year completed and who meet the specific skills or requirements or having passed the prerequisite assessment test
- Certificate of Professional Competence (CAP): Training cycle open to candidates who studied until the end of the ninth year of basic training
- Professional Technician Certificate (BTP): Training cycle open to candidates who have completed the second year of secondary training, and have the certificate of professional competence in the same field.
- Qualified Technician Certificate (BTS): Training cycle open to holders of the Baccalaureat or those who passed the entrance test open to holders of the professional technician certificate in the same field.

As seen in Figure 2.1, these four diplomas are offered following the 7<sup>th</sup> year of basic training and are considered to be training levels 1 to 4. A BTS diploma is the same level as a general baccalaureate diploma +2.

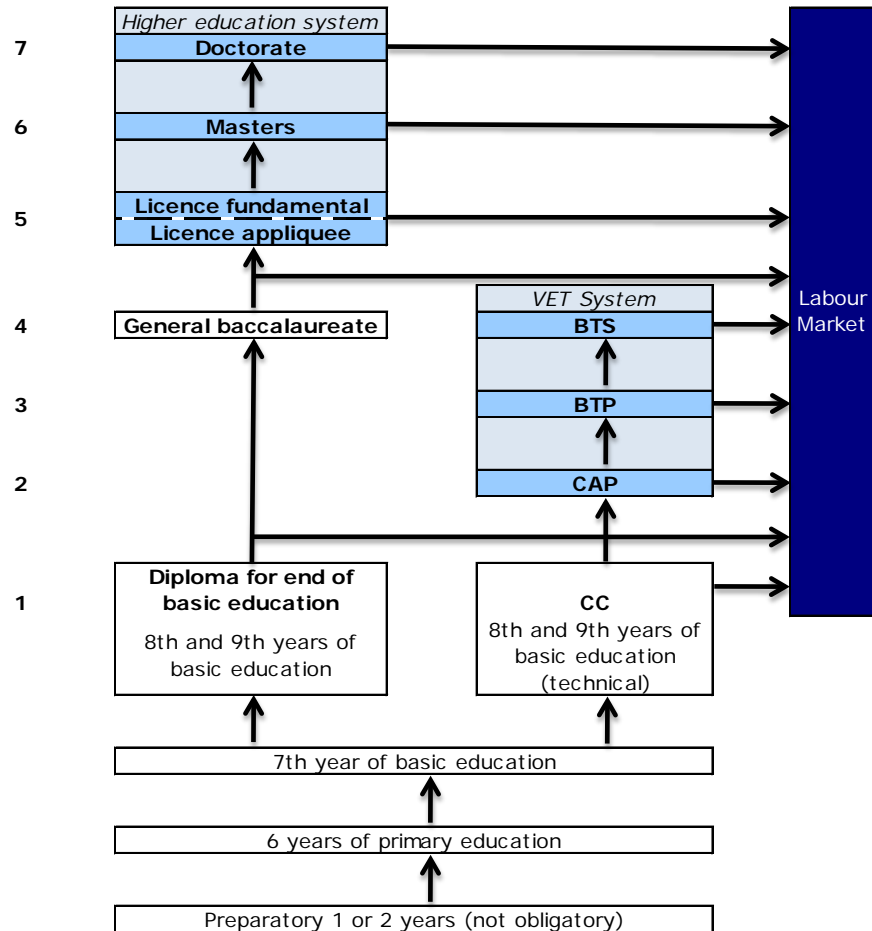
In addition to the ATFP, the MFPE has three other structures under its supervision that have a role in the public vocational training system:

- The National Centre for Training for Trainers and Training Engineering (CENAFFIF), which provides training for trainers and training engineering;
- The National Centre for On-going Training and Career Development (CNFCPP), which manages the mechanisms of vocational training for companies and those in continuing training;
- The National Agency for Employment and Independent Work (ANETI), which manages employment programmes including training components and support to entrepreneurship.

The remaining 33 public vocational training centres that are not managed by ATFP fall under the responsibility of other Ministries and their agencies where the training centre is specialised in a discipline that is managed by a Ministry. This includes public vocational training centres specialised in tourism, which fall under the authority of the National Office of Tunisian Tourism; public vocational training centres that specialise in agriculture, which are managed by the Agency for the Development of Agricultural Training which is under the authority of the Ministry of Agriculture; public vocational training centres that specialise in health, which are under the authority of the Ministry of Health; and public vocational training centres specialised in defense industries which are operated by the Ministry of Defense. Training centres under the authority of the Ministries of Tourism, Health and National Defense are also co-supervised by ATFP for matters related to pedagogy.

**Figure 2.1. The Tunisian education system**

Education level  
(according to decree  
#2009-2139)

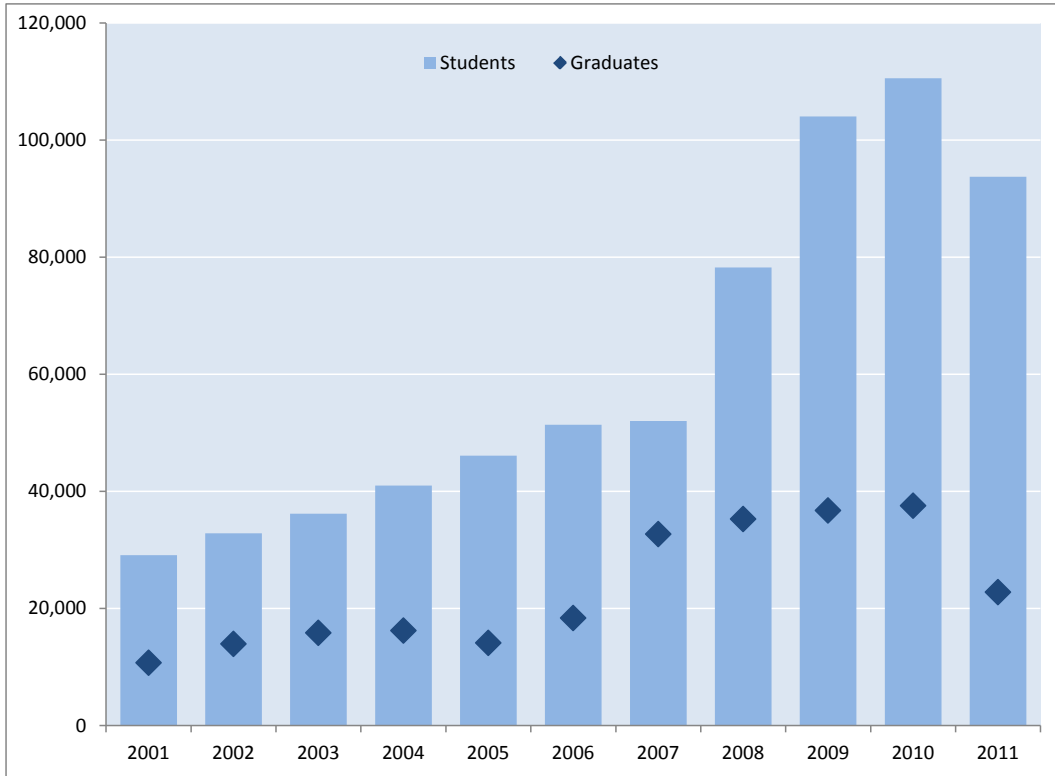


The number of students enrolled in vocational training has increased dramatically over the last decade (Figure 2.2). However the number of graduates has not kept pace with the increase in the number enrolled. Between 2001 and September 2011, the number of students in the public vocational training centres more than tripled, increasing from approximately 29 000 to nearly 94 000. The number of graduates doubled over this period, increasing from 10 700 in 2001 to 22 800 in January 2011.

Of the nearly 94 000 students enrolled in vocational training in 2011, nearly one-quarter were completing their apprenticeships (Figure 2.3). Slightly more than one-quarter were enrolled in a CAP programme and approximately 11% were enrolled in CC and BTS programmes. Nearly 27% of students were completing BTP programmes.

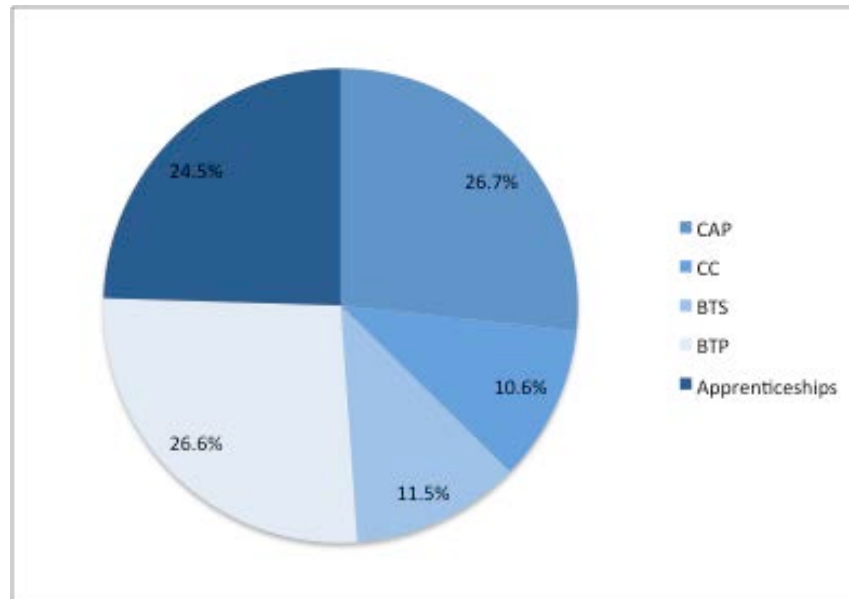
Students in the Tunisian vocational training system were enrolled in a wide range of fields (Figure 2.4). The largest area of study in 2011 was electricity and electronics. One-quarter of students were studying in this field. Another key area of study is textiles and clothing, with nearly 20% of students studying this discipline.

**Figure 2.2. Number of students and graduates in vocational training**



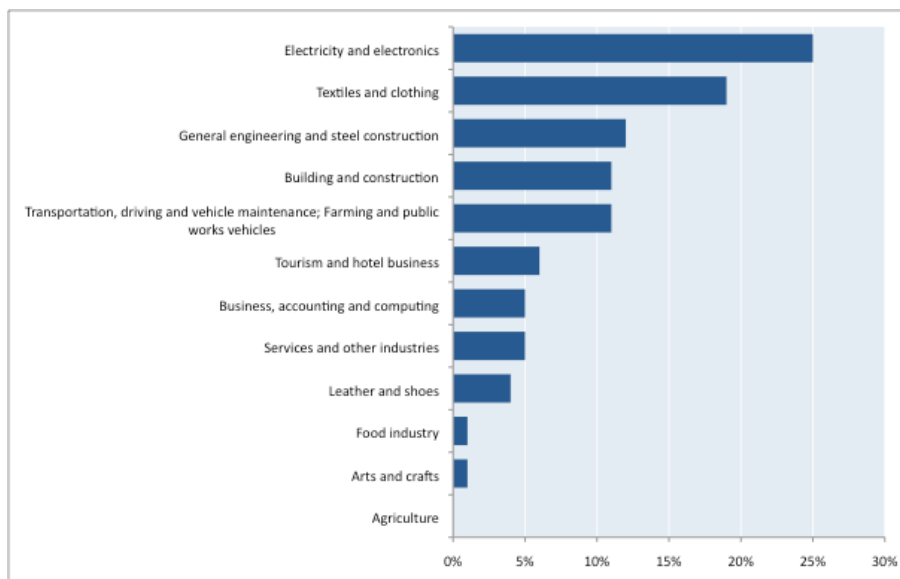
Note: For the year 2011, data for students refers to the number of students enrolled in vocational training in September 2011. For graduates, it refers to the number that graduated between January and July 2011.

**Figure 2.3. Distribution of students in VET by diploma, 2011**



Source: Chahed, 2013.

**Figure 2.4. Distribution of students in VET by area of study, 2011**



Source: Chahed, 2013

## **2.2. Support for entrepreneurship in vocational training**

Policy support for entrepreneurship in the vocational training system dates back to the beginning of the 1990s. In 1991, the 8th Tunisian economic development plan (1992-1996) planned the creation of regional centres for small businesses located in different regions encouraging young students to carry out their projects. This allowed the government to support regions with their development

problem management and assist the skill mobilisation of available resources in order to accelerate the development pace.

This was followed by a number of initiatives for the entrepreneurship development in the vocational training system. These initiatives were typically supported are outlined in Table 2.1. Please refer to Appendix B for a more extensive summary of past entrepreneurship experiences in the Tunisian VET system.

**Table 2.1. Key entrepreneurship projects implemented in Tunisia**

Name	Years	Partners	Objective
FORTI	1995-1999 (phase 1)  1999-2001 (phase 2)	MFPE, ATPF, ANETI, GTZ (Germany)	<p>A learning-by-doing approach that aimed to generate entrepreneurial motivations and to deliver personal skills, communication skills, managerial skills and specific skills need to operate a business.</p> <p>The FORTI project produced 3 products: CEFE, CEFI and CEFOC.</p> <p>CEFE (Creation of Businesses and Entrepreneurs Training) is a training programme that used an action research approach to develop entrepreneurial and management skills; teach how to find information; and prepare and present business plans.</p> <p>CEFI (Entrepreneurial Skills in Initial Training) was a project that aimed to integrate creative and entrepreneurial skills within vocational training. This included personal skills and awareness, communication skills and business management skills.</p> <p>CEFOC (Entrepreneurial Skills in On-going Training) was a project for entrepreneurs or employees to help them improve existing products, develop new products or expand their business. Modules were designed according to the needs of the group. CEFOC provided training for up to 5 days.</p>
INJAZ (Tunisia membership in Junior Achievement Worldwide)	2008-2013	MFPE, ATPF and Ministry of Higher Education.	<p>The goal was to prepare young people for the labour force by:</p> <ol style="list-style-type: none"> <li>1. Understand entrepreneurship</li> <li>2. Teaching how to put theory into practice</li> <li>3. Develop an entrepreneurial spirit and key entrepreneurial skills</li> <li>4. Inspire and prepare young people to become active members of society</li> </ol> <p>INJAZ consisted of a series of classes and training sessions. Student set-up companies as part of a training system that consisted of 16 90 minutes training sessions. It also include an entrepreneurship class of 4 or 5 hours, innovation camp and leadership workshops.</p>
Know About Business	2008-2011	International Labour Office, Canadian International Development Agency, MFPE.  (The project covered four countries: Algeria, Egypt,	<p>The goals were to:</p> <ul style="list-style-type: none"> <li>• Develop positive attitudes toward entrepreneurship, self-employment and social entrepreneurship</li> <li>• Create awareness of the potential for entrepreneurship and self-employment as career options</li> <li>• Provide skills needed in entrepreneurship</li> <li>• Prepare students to become entrepreneurial employees</li> </ul> <p>The programme was delivered through a series of 9 modules that delivered 120 hours of training. The modules made use of games and</p>



		Morocco and Tunisia).	simulations.
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Source: Chahed, 2013.

Figure 2.5 provides a map of the current vocational training system in Tunisia, including various mechanisms that are in place for entrepreneurship support. The top row of the figure presents the various Ministries that have responsibilities in the vocational training system. Below the Ministries are the relevant agencies and the training centres are one level lower. At the bottom are a number of other support mechanisms that work within the system to provide specialised start-up support. These mechanisms are:

- *Espace tremplins*: These workspaces were started with funding from the French Ministry of Immigration, Integration, National Identity and Solidarity Development. These spaces aim to create an entrepreneurial spirit within the VET centres and the local region. In practical terms, they raise awareness about entrepreneurship and provide some training sessions. These spaces were launched in 2010.
- *Espace entreprendre*: These workspaces are under the responsibility of ANETI and are therefore not targeted at VET students. However, students, particularly those receiving training through ANETI, use them. These spaces offer a variety of training and coaching and mentoring services.
- *Pépinières* (i.e., business incubators): As part of the vocational training strategy and guidance for the five-year period 2009-2014, the President of the Republic ordered the creation of business incubators to support young people who want to create their own businesses and to support the project leaders in the development stage and to facilitate their integration into the economic fabric. These centres offer training and personalised support for clients. Incubators typically specialise in services that are targeted to the training centre and the needs of the region.
- *Centres d'affaires* (i.e., Business Centres): The Business Centres are under the responsibility of the Ministry of Industry. Clients are therefore not limited to VET students. Business Centres offer various support services, including formal coaching arrangements and support in accessing financing.

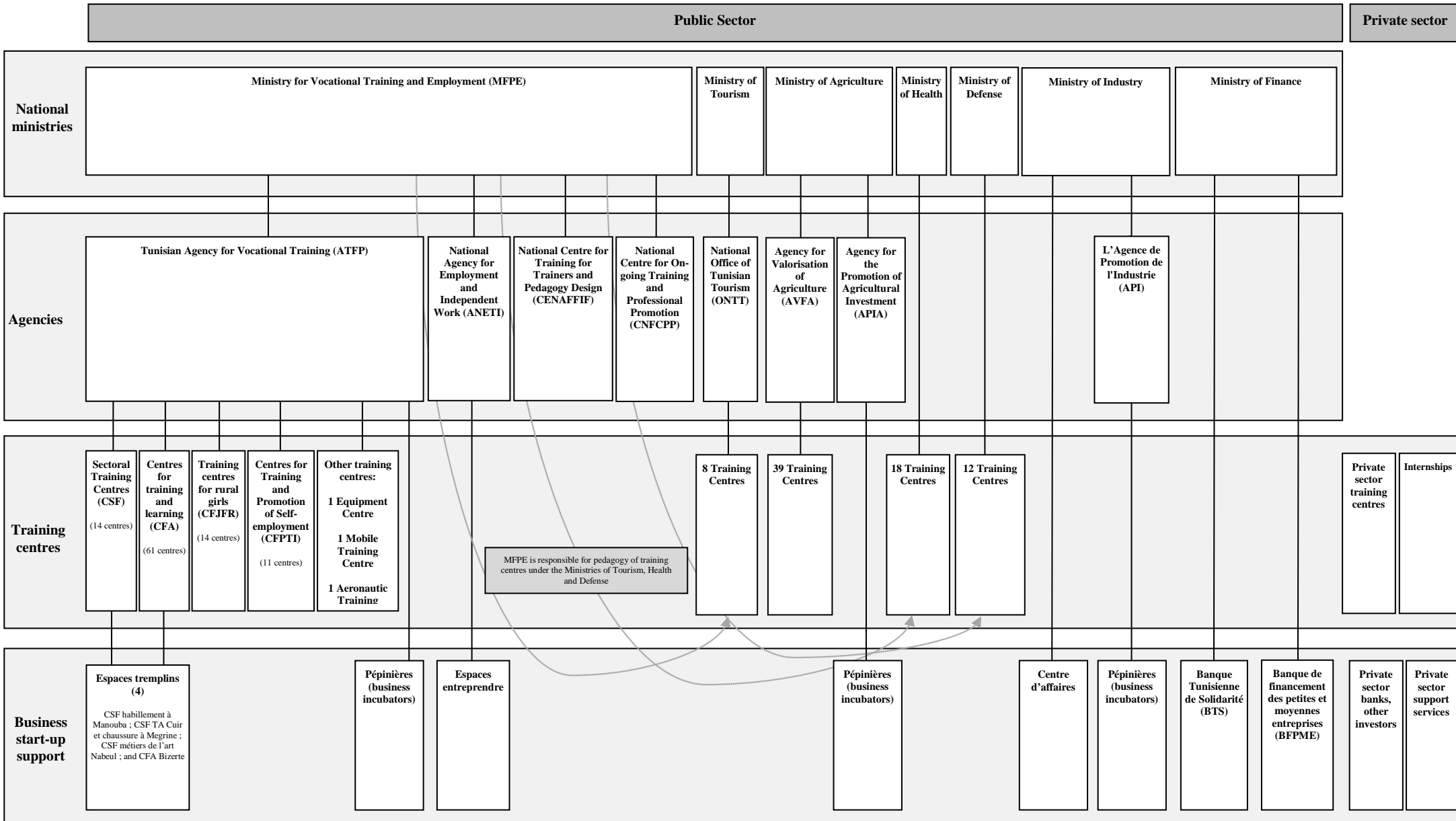
In addition to these mechanisms, there are two public banks are critical to the entrepreneurship support system. These banks are the Banque Tunisienne de Solidarité (BTS) and the Banque de financement des petites et moyennes entreprises (BFPME). BTS was founded in 1998 and provides loans for up to TND 100 000 (approximately EUR 42 700). Loans are typically provided over a 5 to 11 year timeframe. BFPME was founded in 2005 has two missions: (i) to finance the creation of SMEs and (ii) to support business development. They provide financing from TND 100 000 (approximately EUR 42 700) to TND 10 million (approximately EUR 4.27 million) and provide financing for all sectors except for tourism and loans for home loans.

Finally, the private sector has an important role in supporting the vocational training system in Tunisia, generally and specifically for entrepreneurship. Many of the training centres teach with an “alternance” system that provides training to students directly in companies. The private sector also has a role in providing training and support services where the market demands them.

### **2.3. References**

Chahed, Y. (2013), “Skills for entrepreneurship: Strengthening the entrepreneurial culture in the vocational training courses provided by the Tunisian Agency for Vocational Training Centres (ATFP)”, prepared for the OECD.

Figure 2.5. Entrepreneurship support in the vocational training system



## CHAPTER 3. RESULTS FROM VET CENTRE AND STUDENT SURVEYS

### 3.1. Methodology of VET centre survey

The OECD VET centre leaders' survey aims to provide an overview of entrepreneurship support in Tunisian vocational training centres. It investigates the nature of entrepreneurship training and start-up support provided at each training centre by collecting both quantitative and qualitative data. As well, the survey investigates approaches taken in institutional strategies, plans and resource allocation for entrepreneurship activities.

The questionnaire was administered online between June 2013 and November 2013. It was sent to training centre directors in 135 training centres and responses were received for 73 training centres (54%).

### 3.2. Results from VET centre survey

#### *Entrepreneurship training*

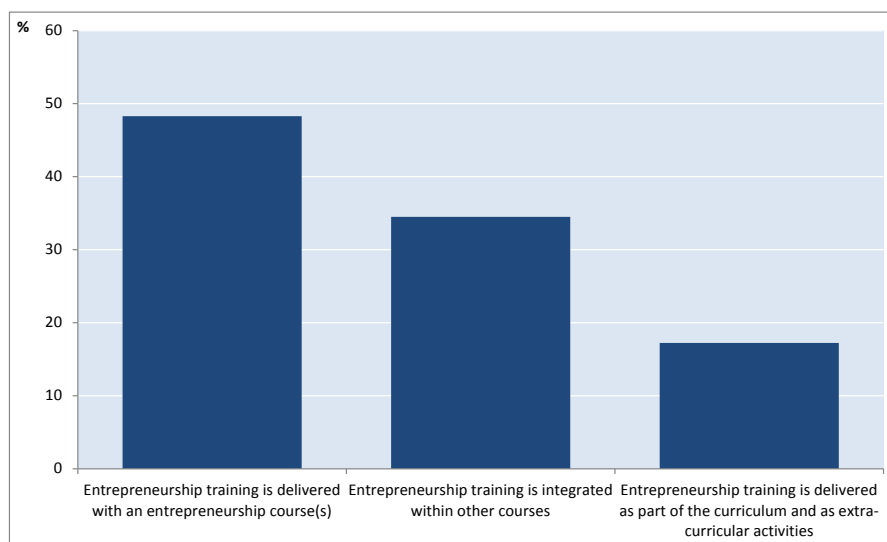
Entrepreneurship training was offered at 41% of the training centres that responded to the OECD VET centre survey on entrepreneurship support (n=68).<sup>1</sup> In addition, 15% of responding training centres indicated that they had plans to introduce entrepreneurship training in the near future. Of those training centres that offer entrepreneurship training, 48% of the training centres offer specific courses on entrepreneurship and 35% provide entrepreneurship as part of extra-curricular activities (Figure 3.1). Extra-curricular activities could include workshops or entrepreneurship clubs that are at the vocational training centre but are outside of the formal training programmes. Further, 17% of training centres offer entrepreneurship training both as part of the curricula and as extra-curricular activities. This provides students with many opportunities to be exposed to and learn about entrepreneurship, however only 17% of training centres indicated that they actively promote their entrepreneurship offerings (n=18).

The teaching methods used in the training centres appear quite limited. VET centres indicated that student business start-ups are the most frequently used method of teaching about entrepreneurship (86%) and business competitions was the only other method mentioned (32%) (n=22). The bulk of the entrepreneurship training activities that are offered in the VET centres cover pre start-up activities (78%), while 26% provided training for start-ups and 17% offer training to help entrepreneurs with post start-up needs (n=23). Research results are used in entrepreneurship training in 36% of training centres and it is planned by another 21% to do so in the future (n=28).

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<sup>1</sup> Not all respondents answered every question. Therefore, the number of respondents is reported for each question.

**Figure 3.1. Delivery of entrepreneurship training**



*n* = 29

Source: OECD VET centre survey on entrepreneurship support, Tunisia

Slightly more than half of the training centres have trainers who can teach entrepreneurship (*n*=30). This is greater than the proportion of training centres that actively teach entrepreneurship, reflecting the legacy that many international projects have. Of the training centres that responded to the survey, 19% indicated that there has been an increase in demand for entrepreneurship training, while 55% indicate no change and 26% reported a decline (*n*=58).

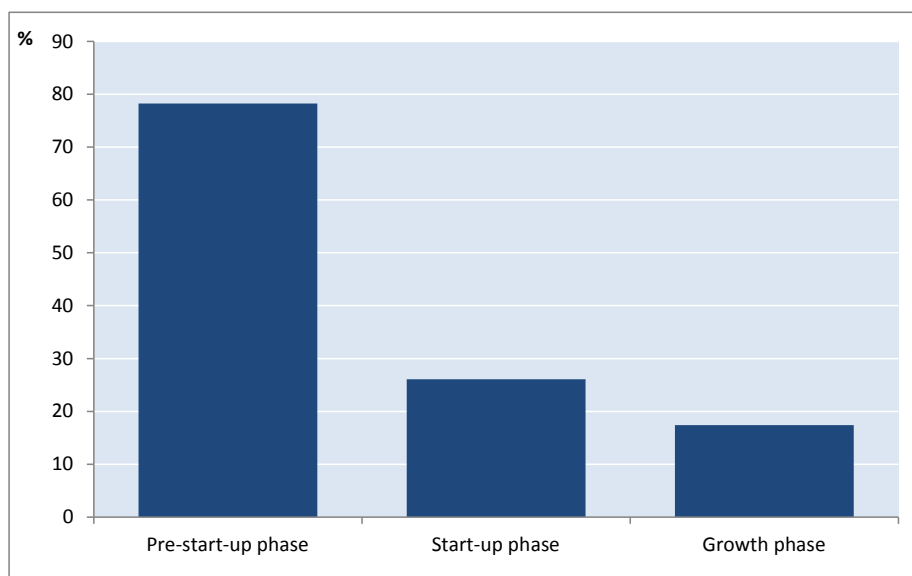
Very little monitoring of entrepreneurship training activities takes place in VET centres in Tunisia. Only 3% of training centres reported that some form of formal monitoring occurs and the monitoring was always done with a questionnaire at the end of training (*n*=57). The lack of monitoring renders it difficult to understand the impact of current initiatives and to make improvements going forward.

### ***Specialised start-up support services***

Start-up support services are less developed at the VET centres in Tunisia than the entrepreneurship training offerings. Of the training centres surveyed, 23 reported that start-up was offered by the training centre. This support was most often pre start-up support, including awareness raising and idea development. Nearly 80% of the training centres offered this type of support (Figure 3.2). It was less common for training centres to offer support services during the start-up phase and for business development. Only 26% of training centres offered start-up support and 17% offered support for firm growth.

As with training activities, only 3% of training centres monitor the start-up support services rendered (*n*=57).

**Figure 3.2. Phase of business development supported**



*n* = 23

Source: OECD VET centre survey on entrepreneurship support, Tunisia

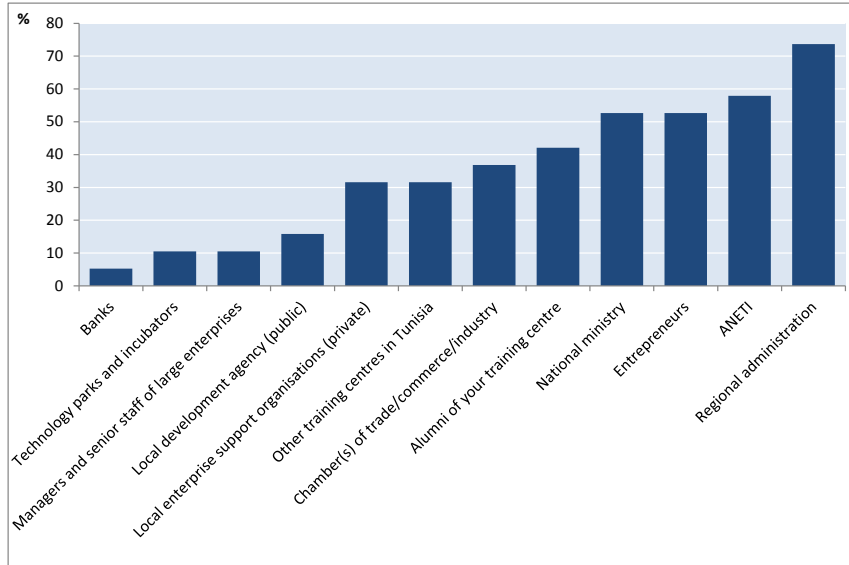
### ***External relationships***

Of the training centres surveyed, 38% indicated that they have policies and guidance on how relationships with external stakeholders (e.g. industry public administration) can be formed and managed (n=62).

These relationships are developed for many reasons as the private sector has a strong role in supporting vocation training through internships and the development of curricula. Of the VET centres surveyed, 30% collaborate in the conceptual development of the entrepreneurship training activities with organisations and individuals that do not belong to the training centre (n=62). These partners included regional administrations (74%), ANETI (58%), entrepreneurs (53%) and the national public administration (53%) (Figure 3.3).

Of the training centres that had planned collaborations, the most often cited partners are chambers of commerce (73%), alumni (54%), and ANETI and regional administration (46% each) (n=11).

**Figure 3.3. Partners in the conceptual development of entrepreneurship training**

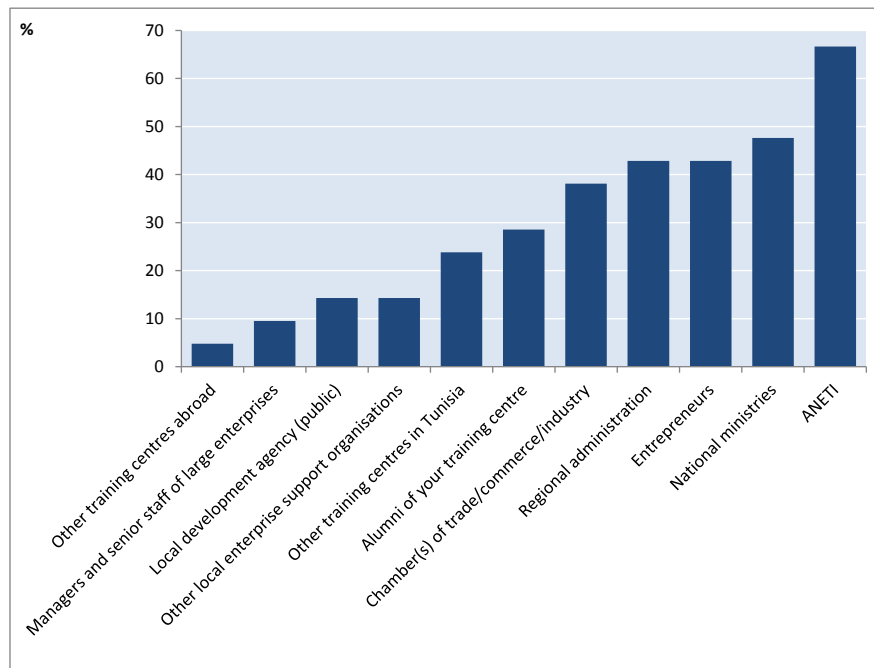


*n* = 19

Source: OECD VET centre survey on entrepreneurship support, Tunisia

In addition to partnering with other organisations and institutions to design and develop entrepreneurship training, vocational training centres also partner with external organisations to deliver entrepreneurship training. Of the training centres surveyed, 34% indicated that they collaborate in the delivery of the entrepreneurship training activities with external organisations and individuals. ANETI is the most frequently identified partner (67%), followed by the national public administration (48%) (Figure 3.4). Entrepreneurs are also used to help deliver entrepreneurship training by less than half of training centres (43%), which represents a missed opportunity to expose students to real-world experiences.

**Figure 3.4. Partners in the delivery of entrepreneurship training**



*n* = 21

Source: OECD VET centre survey on entrepreneurship support, Tunisia

Of the 7 training centres that plan to build partnerships with external organisations, all 7 cited ANETI as a key partner that they would work with, while 6 cited chambers of commerce and 5 mentioned regional government.

Training centres were much less likely to collaborate with external organisations in the delivery of start-up support: only 16% indicated that they had partnerships for this purpose (*n*=61). However, few training centres responded to questions about who the partnerships were with. ANETI appears to be the most important partner.

Nearly half (44%) of the training centre report that they have policies or practices that support and encourage staff mobility between your training centre and the external environment (*n*=61). This is most often done through training (78%) (*n*=27).

Alumni can be an important external resource for teaching and supporting entrepreneurship in training centres. Alumni have developed a relationship with the training centre and in many cases are willing to “give back to their training centre”. Of the training centres surveyed, 42% of training centres have a system for tracking alumni and 34% of training plan to implement a system (*n*=65). While half of the VET centres track graduates informally, 85% use administrative data to track them. Only 1 of the VET centres that responded had an association for alumni (*n*=26). Approximately 60% of the VET centres who responded use their alumni tracking systems inform them about entrepreneurship activities at the training centre (*n*=27) and 85% of them use the system to track those students that have created businesses (*n*=27).



### 3.3. Methodology of student survey

A second questionnaire was sent to students at the 5 vocational training centres that participated in the case study reviews who participated in entrepreneurship training or received business start-up support. The survey asked questions about the type of learning activities that they participated in, the types of business start-up support used and their impressions of these offerings. The results provide an indication of the strengths and weaknesses of entrepreneurship offerings in the vocational training centres.

This survey was administered on paper in between June 2013 and October 2013 and students could answer in Arabic or French. 510 responses were received and of these, 483 were currently students at one of the VET centres and 27 were recent graduates. The distribution of respondents across the 5 VET centres is:

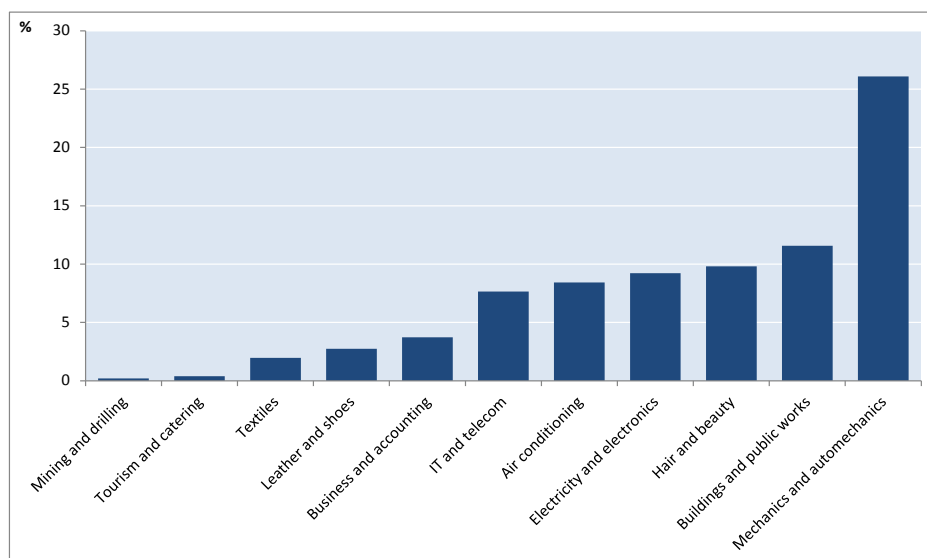
- CFPTI Kram: 102 (20.0%)
- CFPTI Hammam Sousse: 93 (18.2%)
- CFPTI Medenine: 101 (19.8%)
- CFPTI Tozeur: 115 (22.5%)
- CFP specialised in auto mechanics in Ariana: 95 (18.6%)

Most of the responding students were taking a 2-year programme (71%). Some students were in programmes that lasted 1-year or less (17%) and 11% were in programmes that were longer than 2 years. The distribution of students across areas of specialisation is illustrated in Figure 3.5. More than one-quarter of students (26%) specialised in mechanics and auto mechanics and other significant areas of study included Buildings and public works (12%), Hair and beauty (10%), Electricity and electronics (9%), Air conditioning (8%) and IT and telecom (8%).

More than three-quarters of the students were born between 1990 and 1996 and 70% of respondents were male. The majority of students (63%) had work experience prior to undertaking their training, often as trainees (44%). However, nearly half (45%) had more than 6 months of work experience

The majority of students (58%) indicated that they will probably stay in the geographic area where they are studying once their studies are finished while 10% indicated that they would not stay.

**Figure 3.5. Distribution of respondents by area of study**



n = 510

Source: OECD survey on entrepreneurship support for VET students, Tunisia

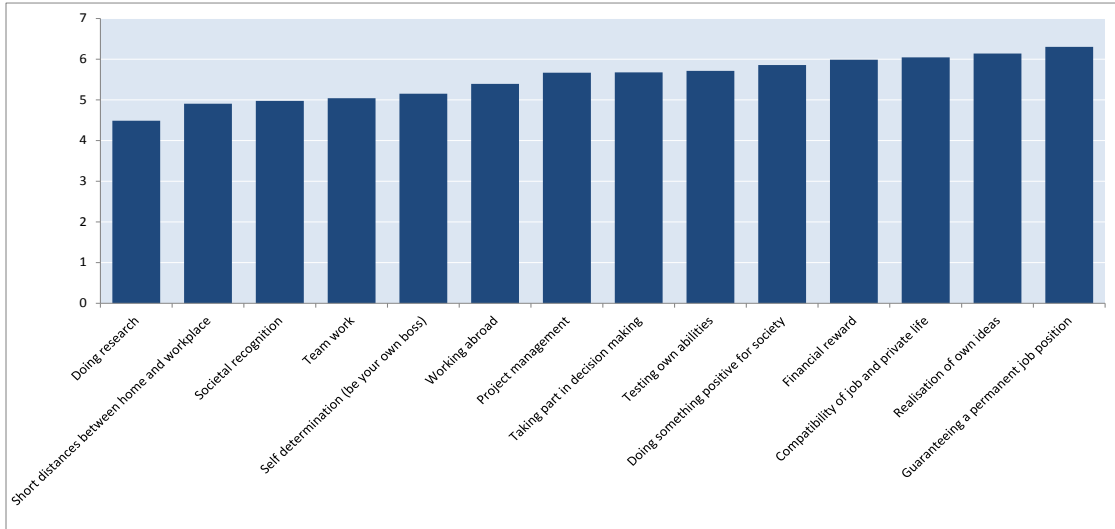
### 3.4. Results from the student survey

#### *Expectations of future employment*

Students were asked about the characteristics of future jobs that they would find attractive. They were asked to assign a value of 1 to 7 to various characteristics (Figure 3.6). The characteristic that had the highest average score was to have a permanent guaranteed position (6.3 out of 7.0). This was followed closely by the ability to realise their own ideas (6.1), the compatibility of job and private life (6.0) and financial rewards (6.0). Of these top four characteristics, the second and third are often closely linked to entrepreneurship because it allows individuals to put their ideas into action. It can also provide more flexible work hours than employment which can allow individuals to better balance their work and family life. Other entrepreneurial characteristics such as “testing own abilities” and “decision making” also ranked highly (6<sup>th</sup> and 7<sup>th</sup>) but “being your own boss” ranked 10<sup>th</sup> out of 14 characteristics.

Despite the high ranking of many entrepreneurial characteristics, 13% of the students surveyed had never thought of creating a business. Less than 10% had already created an enterprise (9.4%) although 1.0% had created more than one. Nearly one-third of students (29.0%) have decided to create a business and/or have already take steps towards creating a business.

**Figure 3.6. Expectations for future jobs**



n = 510

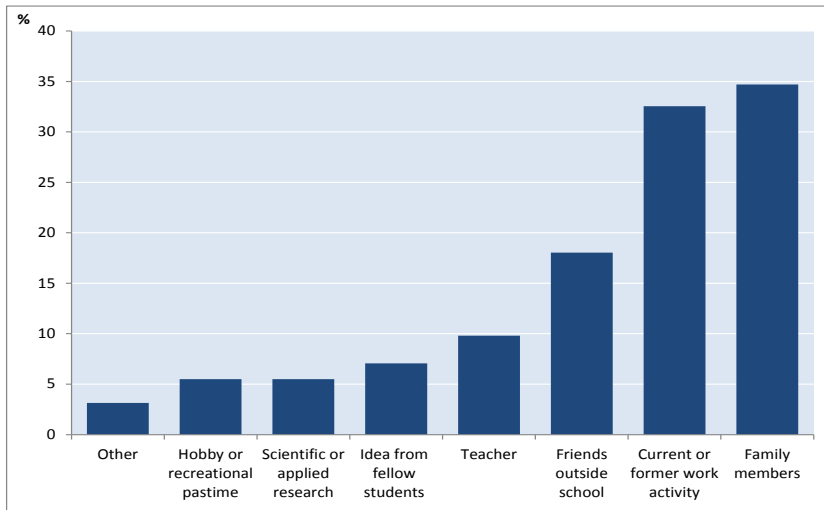
Source: OECD survey on entrepreneurship support for VET students, Tunisia

### ***Motivation for business creation***

Of those who are interested in starting a business, 68% reported that there is an individual who encouraged them to be an entrepreneur. This includes parents (53%), trainers (18%), the vocational training centre (13%); other students at the VET centre (10%), an entrepreneur that they knew personally (9%) and entrepreneurs that they did not know (1%).

The business start-up idea often came from the respondents' family (35%), a current or former work activity (33%) or friends outside of the training centre (18%) (Figure 3.7). Approximately 10% of students identified trainers as the source of their business idea and only 7% identified other students. These low rates for source of business idea suggest that vocational training centres do not play a large role in helping students generate business idea. Scientific or applied research also ranked low as a source for business ideas (6%) but nearly half of the students reported that they intend to introduce new product or service for their businesses (47%).

**Figure 3.7. Source of business idea**



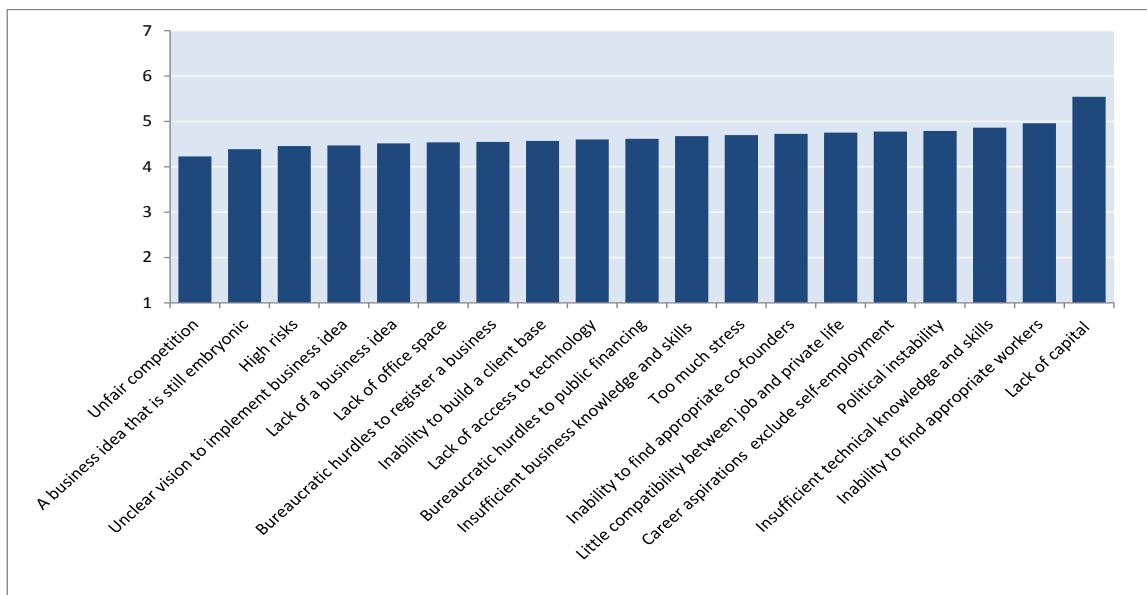
n = 415

Source: OECD survey on entrepreneurship support for VET students, Tunisia

***Barriers to business start-up***

Like all entrepreneurs, students face barriers to business start-up. However it is likely that youth face greater barriers to business creation than adults due to their inexperience in the labour market due to their inexperience with entrepreneurship. The students surveyed identified a lack of capital as the greatest barrier to business start-up (5.5 out of 7.0) (Figure 3.8). However, all of the barriers were identified as having approximately the same degree of difficulty.

**Figure 3.8. Reasons for difficulties starting a business**



n = 510

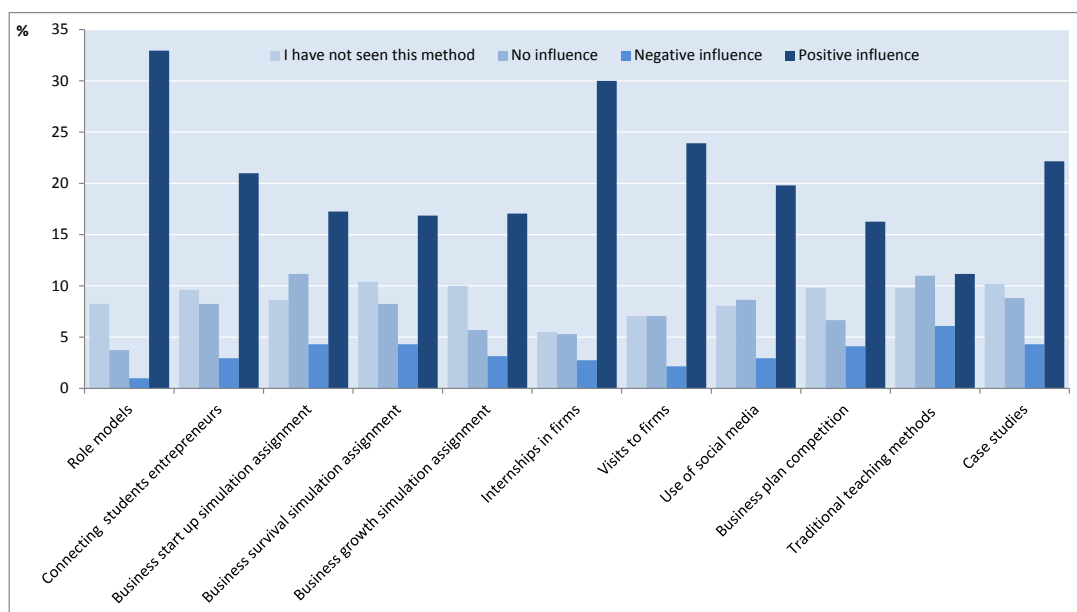
Source: OECD survey on entrepreneurship support for VET students, Tunisia

### *Experiences with entrepreneurship training*

Slightly more than one-quarter (27%) of the students surveyed have taken part in entrepreneurship training through courses, seminars, workshops or summer programmes that were organised by their training centre as part of their studies. Another 9% had done so on a voluntary basis (i.e. outside of the programme of study) and 8% had taken part in entrepreneurship training both as part of their programme of study and on their own initiative outside of their programme of study.

The surveyed students reported that role models, internships to firms and visits to firms were the most likely teaching methods to have a positive influence on their interest in starting a business (Figure 3.9). The least effective method identified was traditional teaching methods (i.e., classroom lectures). Of all of the teaching methods, traditional methods were the least likely to be identified as having a positive influence and the most likely to have a negative influence. Within entrepreneurship training, the surveyed students reported that training on business financing, branding and marketing and communication and negotiation had the greatest impact on their knowledge on business start-up (n=510).

**Figure 3.9. Influence on interest in starting a business**



n = 510

Source: OECD survey on entrepreneurship support for VET students, Tunisia

### *Specialised start-up support*

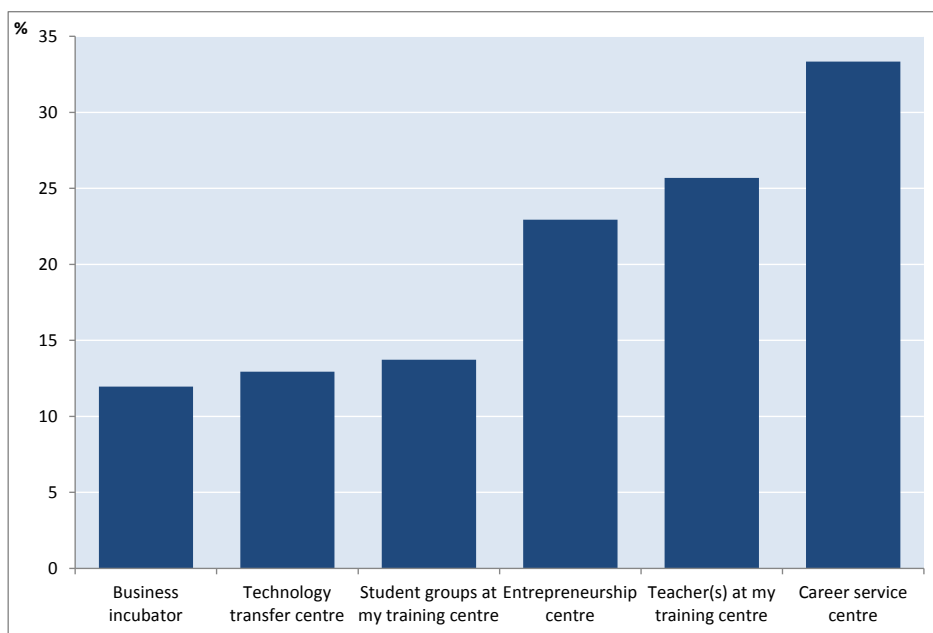
Vocational training centres are an important source of information on business start-up for their students. 68% of students use the internet “often” or “very often” when searching for information on business start-up, roughly equivalent to the proportion that seek information from their training centre “often” or “very often” (65%) (n=510). Families were the least used source of information on business start-up.

When seeking information from their training centres, students went to the career service centre (33%) and trainers (26%) “often” and “very often” (Figure 3.10). Formal structures in the training

centres such as business incubators, technology transfer centres and entrepreneurship centres were used less often and students indicated that these were the most likely to not exist at their training centre.

At the training centre, students most frequently obtained information on business start-up from training centre websites (63%), word-of-mouth (47%), posters and flyers (41%) and social media networks (39%) (n=510).

**Figure 3.10. Sources of start-up information and knowledge used “often” or “very often”**



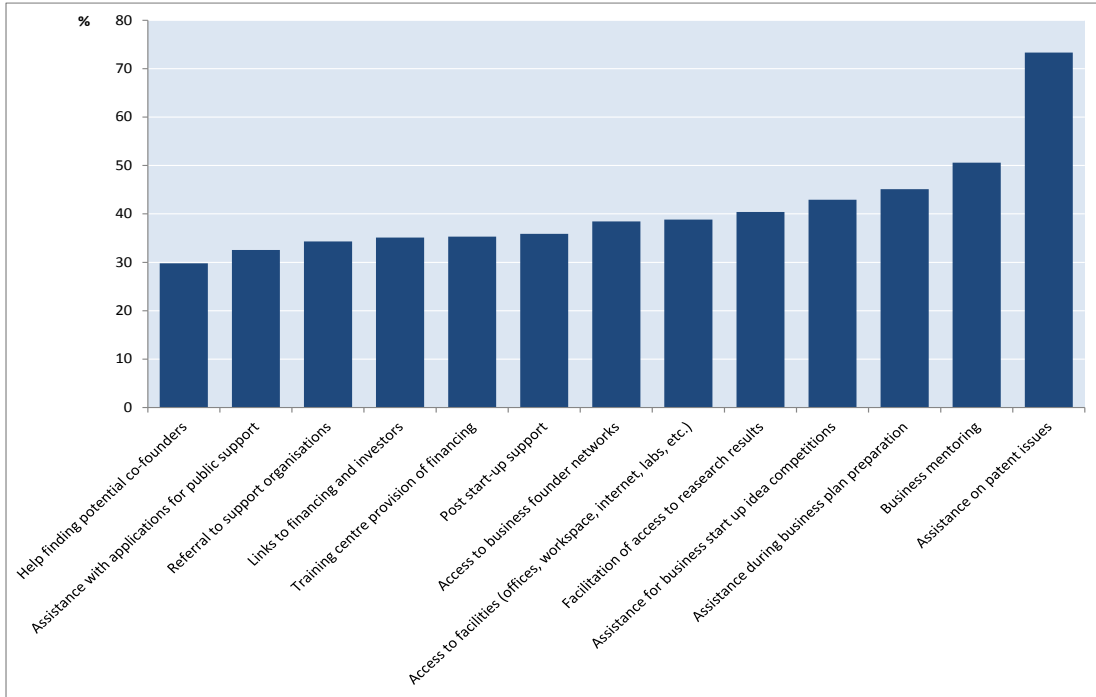
n = 510

Source: OECD survey on entrepreneurship support for VET students, Tunisia

In addition to the provision of information, many VET centres provide specialised business start-up support services. Overall, 15% of students indicated that support services offered were “very good”, 39% said they were “adequate” and 32% indicated that they “need improvement”. The surveyed students report that assistance on patent issues were the most useful service, with 73% indicating that the assistance was “useful” or “very useful” (Figure 3.11). Business mentoring was another support service that rated highly with the students – approximately half indicated that the mentoring support was “useful” or “very useful”.

The surveyed students did not rate the other services offered as being very useful. When asked about the services that should be improved, assistance with patents was again the most frequently cited (54%), indicating that students assign a great value to this assistance (Figure 3.12). Other services that students identified as needing improvement included assistance with business planning (38%), business mentoring support (31%) and access to facilities and premises (26%).

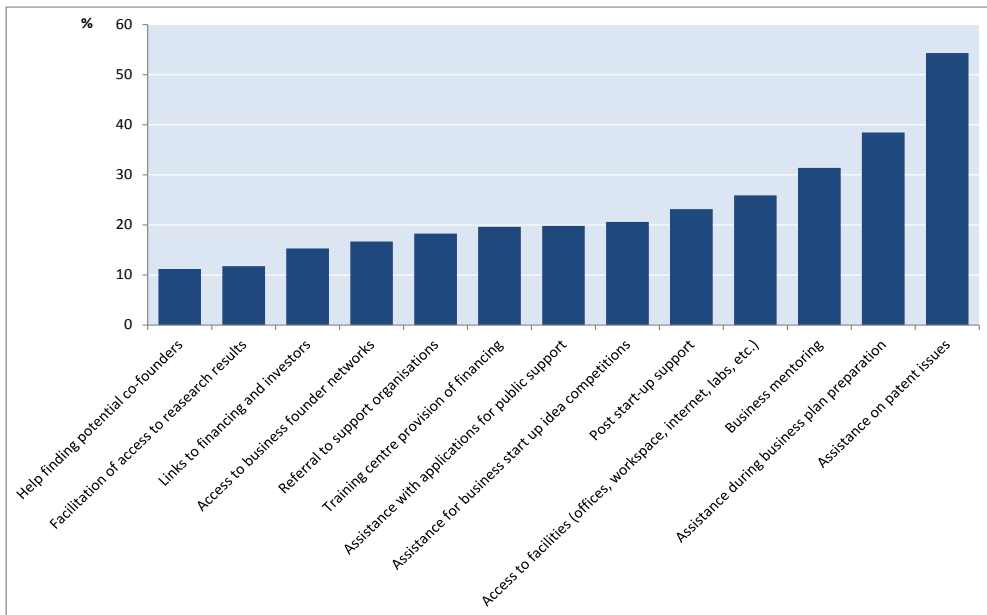
**Figure 3.11. Business start-up support services that are “useful” or “very useful”**



n = 510

Source: OECD survey on entrepreneurship support for VET students, Tunisia

**Figure 3.12 Support offerings that need improvement**



n = 510

Source: OECD survey on entrepreneurship support for VET students, Tunisia

Nearly one-third of students surveyed (29%) had accessed specialised support services outside of their training centre. The reasons for seeking external support were to seek business counselling and advice (16%), to learn about financing business start-ups (13%), to receive help developing a business plan (11%) and to receive specialised support that is not available at the training centre (10%) (n=193).

### **3.5. Key messages and conclusions**

The surveys of training centre directors and students provide evidence on the foundation of entrepreneurship training and start-up support in Tunisian vocational training centres. These results also suggest directions for future actions that will help to fill gaps and increase quality in graduate entrepreneurship support so as to favour better entrepreneurship outcomes.

The training centre survey highlighted that among those training centres that provide entrepreneurship training, students have options inside and outside of the curricula to learn about entrepreneurship. This provides students with different access points to entrepreneurial learning which increases the chances that students will be exposed, although more training centres should be actively promoting these opportunities. This variety of offerings also demonstrates to students the value of learning in both formal and informal setting, which is needed if they are to embark on a lifelong learning journey.

However, the survey clearly shows that the training centres have limited resources and tools at their disposal to facilitate entrepreneurial learning. Teaching methods are very passive and traditional and do not allow students to learn through actions. These teaching methods may also work against efforts to facilitate entrepreneurial learning both inside and outside of the curricula because passive teaching is not effective at encouraging idea generation or entrepreneurial behaviours.

Business start-up support services appear to be readily available for students. A small number of training centres have incubators that offer a variety of supports and the majority are connected to at least one of the many external support providers. However, the most-often cited partners are regional government structures and ANETI. There is room to increase the proportion of training centres that work with entrepreneurs. Entrepreneurs are an invaluable resource for students because they can be exposed to real-life issues and challenges, and can be the start of a professional network for business partners, suppliers and clients. Moreover, few training centres work with external support organisations. This disconnect introduces a significant inefficiency into the entrepreneurship support system and leads to an ineffective allocation of resources.

The student survey reveals that students are unclear about what they are seeking in a future job. On the one hand, students indicated that they value the ability to realise their own ideas in the work which is consistent with entrepreneurial behaviour. On the other hand, students do not value self-determination.

Among those students interested in business creation, the vast majority seek their business ideas from their family or their work and few cite their trainers or classmates. Moreover, learning assignments were rated as having the least impact on interest in starting a business. There is clearly room for VET centres to take a larger role in promoting and supporting the generation of ideas, especially given the existing support services that are at their disposal. Using more active learning methods should make the training centres more relevant.

Start-up support provided at or through the VET was rated poorly by students. Only two types of support were rated as “useful” or “very useful” by the majority of students – assistance with patents



and business mentoring. This is a clear indication that the quality of support provided does not meet the students' expectations. This is evident by looking at the services that students identified as needing the most improvement. More than 50% indicated support with patents, indicating that although the available support is helpful, it does not fully meet their needs. Other support services that were identified as needing improvement were "assistance with business plans" and "business mentoring".

## **CHAPTER 4. STRATEGIES AND RESOURCES FOR ENTREPRENEURSHIP PROMOTION IN VET**

### **4.1. Introduction**

Entrepreneurship as a key competence should be promoted as part of core curricula in vocational training as there are several positive outcomes, both for the individual students and for the vocational training (VET) centres themselves (European Commission, 2008). Students can increase their employability and chances for professional success while training centres gain reputation and attractiveness towards employers as their core stakeholders. These outcomes are interlinked. Good performance in entrepreneurship promotion can increase students' employability, which will lead to more requests from employers to establish closer relationships with a VET centre and therefore lead to a greater demand from students for admission.

In this way, promoting entrepreneurship is a means to help students to successfully undergo the “double transition” (Gatti et al., 2013) -- that is to increase employability and to position themselves in a labour market that is distorted by poor signalling and substantial segmentation. For this to happen a national support framework is needed that guides and resources VET centres both in the practice of entrepreneurship promotion as well as in the development of strategic partnerships with employers, entrepreneurial role models, and business support organisations.

This chapter assesses the current situation in Tunisia as compared to international good practice approaches and proposes recommendations for actions for public policy and for VET centres. In particular, the chapter addresses the following questions: what should be the aims of a national framework for entrepreneurship support in VET, how should this be linked with respective efforts at lower and higher levels of formal training, and what support – in terms of resources and guidelines – should be provided to VET centres. Although the focus of the review was on selected public VET providers under the Tunisian Agency for Vocational Training (ATFP), the recommendations in this chapter generally also apply to private VET providers in the country.

### **4.2. Findings and assessment**

A national support framework for entrepreneurship promotion in VET includes a strategy, which outlines the objectives and envisaged results, the legal framework to anchor entrepreneurship in formal training, the provision of resources and guidance for VET centres, and the collaboration between all stakeholders both at the national level (i.e., ministries, government agencies, private sector support organisations, employer representations), and at the local level.

#### ***Several elements of a national framework are in place...***

In Tunisia, entrepreneurial competences and skills are core learning outcomes of formal training. As indicated in 57, paragraph 3 of Loi no 2008-10 du 11 février 2008, students across all levels of training should be enhanced in the recognition of opportunities and their implementation through group and individual learning activities. This is a good starting point for a national support framework. Furthermore, the Tunisian government has, as described in Chapter 2, started in the early 1990s with

project-based approaches with the involvement of international actors in form of local support systems for business start-ups and SMEs and several training-based initiatives. Some of these are still in place, even though they formally ended as projects.

At the level of national policy making, six ministries have a role in promoting and supporting competences for entrepreneurship in the Tunisian VET system (see Figure 2.5). The main ministry concerned with the training component of promoting entrepreneurship is the Ministry of Vocational Training and Employment (MFPE) and two of its agencies – the Tunisian Agency for Vocational Training (ATFP) and the National Centre for Training for Trainers and Training Engineering (CENAFFIF). The Ministries of Tourism, Agriculture, Health, and National Defence have their own VET centres and collaborate with the MFPE for course contents and pedagogy related to entrepreneurship. For business start-up and self-employment support the ministries of industry, agriculture, finance and MFPE run their own support structures.

***... but the lack of a common framework prevents the development of a cohesive entrepreneurship system***

Students, trainers, training centre directors and representatives of local business support providers all had different understandings of what the objectives of entrepreneurship promotion are. For most it meant the promotion of self-employment as an ultimate goal. The understanding of entrepreneurship amongst these groups was thus more that of a linear process and linked to the management of a business, rather than a complex process structured around the aims of creativity, innovation, business development and growth. Hence, entrepreneurship promotion in VET is directed towards the discovery of self-employment and business creation as viable career options. The enhancement of capabilities and competences to recognise opportunities and to turn them into actions, regardless of the context – the second main objective of entrepreneurship promotion in VET – seem, however, not to be considered as a specific objective.

This understanding limits entrepreneurship promotion in VET to a small target group and excludes it from improving students' employability and assisting with their transition to the labour market (Gatti et al., 2013). MFPE and ATFP, however, do consider these as key objectives for entrepreneurship promotion. This suggests a communication gap between the national level and the local VET centres which should be addressed in order to achieve a broad understanding, across the Tunisian VET system, fully embracing the two main objectives of entrepreneurship promotion: to enhance students' capabilities and competences related to entrepreneurship and to improve their ability to recognise opportunities.

Clearly defined objectives of entrepreneurship promotion in VET and learning outcomes are, however, a requirement for course design, delivery and improvement, and matter for performance management relations with ATFP and CENAFFIF as the higher-tier agencies in curricula development and course accreditation.

Moreover, local collaboration of different organisations providing entrepreneurship support is difficult to organise because there is no common national framework that promotes and facilitates a collaborative system. For example, involving local staff of the *centres d'affaires*, which are under the Ministry of Industry, in VET centre events and entrepreneurship courses would require agreements at the national level between different ministries. In the current scenario, the actions of VET trainers, who have contacts with the *centres d'affaires* or other local business support providers, are limited to informing students about the existence of these structures and their offers. Students have no possibility to get direct information unless they themselves make contacts. Some VET centre directors justified this approach as activating interested students to find out themselves what support measures are

available. Such an approach would serve the purpose, if the promotion of entrepreneurship in VET were mainly to enhance entrepreneurial capabilities and competences, but it is less suitable if the objective is to promote self-employment and starting-up a business as viable career options. A close collaboration with business support providers is important to inform students about the types of support and eligibility criteria.

### ***Efforts are underway to increase employer involvement in entrepreneurial learning...***

Employer involvement in VET is a major challenge across Tunisia. However, there are regional differences. The greater density of private employers in the central parts of the country and around Tunis makes it easier for VET centres to establish relationships. Examples of this can be found in Sousse and Sfax, where besides individual companies also the Chambers of Commerce and UTICA, the employers association, maintain close and long term contacts with VET centres and engage in local employment pacts. Examples include the Centre Sectoriel de Formation in Sousse en Electronique and the Centre Sectoriel de Formation en Soudure, Outillage et Plastique in Sousse, and the Centre Sectoriel de Formation en Habillement in Manouba, who participate in the earlier mentioned Employment Pact project implemented in co-operation with the German partner SEQUA. In those parts of the country, which suffer from very low numbers of formal employers – for example Medenine, a southern region with approximately 60 000 inhabitants and only 104 registered companies – offering work-based learning and co-constructed study programmes with employers seem unsurmountable problems.

### ***...but more needs to be done to achieve strategic collaboration with the business community***

Skill shortages are experienced by more than one-third of employers in the Middle East and Northern African region significant constraints to business operation and firm growth, compared to only 7 percent in Germany (Gatti et al., 2013). At the same time, youth in Tunisia perceive the “lack of good jobs” as a major obstacle in getting a job, differently to other countries in the region where “lack of training” and “jobs given on the basis of connections” figured high in the list of obstacles (c.f. Gatti et al., 2013). This clearly suggests a communication gap between employers and training providers, the latter providing a key reference point for a majority of young job seekers in Tunisia.

The local employment pacts, established as pilot initiatives in some parts of the country, are good starting points towards building a common understanding of local labour market needs and joint responses and thus to address the heavily supply-side skewed approach of VET in Tunisia. This kind of local strategic collaboration initiatives can also help to focus on the problems of weak or non-existent counselling and orientation services prior to enrolment and the lack of sufficient employment outcomes tracking of graduates (Chelbi and Ficatier, 2010).

The two-percent compulsory payroll tax system, aimed at increasing private sector interest in VET and further professional training, have not led to increased strategic collaboration (Mornet-Cariou and Rajadel 2011, c.f. Gatti et al., 2013). To this end, the Ministry of Vocational Training and Employment established steering committees (*comités d'établissement*) for VET centres, composed of employers and the ATFP and headed by a private sector representative. However, due to the lack of a regulatory framework that clarifies the role of private and public stakeholders, their role remained consultative and without any contributions to decision making (Gatti et al., 2013). Interestingly, these steering committees were not mentioned during the study visit.

Employers seek workers that are adept in business and customer awareness, problem solving, team-work, communication and literacy, application of numeracy and information technology, and who demonstrate a “can-do” approach, the readiness to take part and contribute, openness to new ideas

and a drive to make these happen. These requirements overlap with the competences and skills that enhance entrepreneurship, in the sense of starting-up and running a business. Both sets of skills require study programmes which offer more opportunity for experience and exposure to tacit knowledge, allow students more ownership, and more relevant direction and assessment of their learning. This will also require investment in technology, laboratories and teaching materials (Chelbi and Ficatier, 2010).

Embedding entrepreneurship training into the curricula of VET centres, not just as an additional course but integrated into technical subjects, and creating more opportunities for work-based learning are therefore two intertwined areas of development, which need to be clearly stated in and promoted through a national support framework for entrepreneurship promotion in VET.

#### ***Need for more collaboration between ATFP, CENAFFIF and VET centres in strategic planning and performance management***

ATFP is overseeing the work of public VET centres in Tunisia. The current approach to this is top-down management. The linkage between CENAFFIF and the VET centres is weak. There is, however, a clear interest from senior management in ATFP to increase collaboration with VET centres and their local employer networks in strategic planning and performance management. To this end, a series of workshops and national conferences were held in the recent past. There are, however, no standing working groups or committees, which could enhance national-local collaboration or facilitate thematic exchanges between training centres. Also, the international network of CENAFFIF, who currently acts as training agency in Djibouti, Mauretania, Cameroun and Vietnam, could be used more widely to allow VET centres to engage more in international exchange and institutional learning efforts.

The current performance management relationship between ATFP and the public VET centres does not specifically include indicators related to entrepreneurship promotion. Such indicators need to be developed in order to provide guidance and to incentivise and reward performance. In order to establish these indicators, a collaborative review needs to be undertaken in partnership by MFPE in partnership with ATFP, CENAFFIF and the VET centres of all entrepreneurship support initiatives which were implemented to date in Tunisia. The current efforts of to renew the activities of CENAFFIF could be a good opportunity for this.

#### **4.3. Recommendations**

The establishment of a national support framework for promoting and supporting entrepreneurship skills and entrepreneurial mind-sets in VET centres needs to be linked with on-going efforts to enhance entrepreneurship promotion in other levels of training and on the long-term integrated into a national entrepreneurship strategy. For example, efforts must consider and be linked to ongoing actions at the higher training level where the Ministry of Higher Education is working to develop courses, programmes and pedagogy in entrepreneurship and working to provide training for entrepreneurship trainers. MFPE should learn from the Ministry of Higher Education's experience and could partner with them where there is common interests.

With regard to the current developments and achievements to establish a national support framework for VET, the following recommendations are made:

***1. Provide a clear definition of the objectives of entrepreneurship promotion in VET and include this into performance management***

Entrepreneurship promotion in VET is more than motivating students for self-employment and business creation. Potential outcomes will differ for students, trainers, training centre directors, employers and local firms. Some of these will be very context specific and can thus only be locally defined. Still, there is the need to provide a definition at the national level which provides guidance to VET centres and contributes to performance management. The following actions are recommended:

- *The Ministry of Vocational Training and Employment should provide a national definition for entrepreneurship promotion in VET.* This definition could be elaborated in the national steering group that includes relevant organisations such as the ATFP, ANETI, UTICA and VET centres (see recommendation 2). The definition should be the result of a bottom-up approach and should cover the development of both entrepreneurial attitudes and mind-sets, as well as the skills needed to start and operate a business. The following two potential outcomes could be considered for the elaboration of a national definition. Thus, the current mandate of developing “entrepreneurial spirit” should be broadened.
  - Enhanced capabilities and competences to recognise opportunities and to turn them into actions, regardless of the context, which might be the classroom, the work-based learning company, leisure time, or eventually an own company.
  - Discovery of self-employment and business creation as viable professional career options.
- *ATFP should support VET centres in developing locally contextualised definitions of the outcomes of entrepreneurship promotion.* Within these two main outcomes of entrepreneurship promotion in VET there are specific outcomes depending upon the socio-economic context of VET centres. For example, potential outcomes for training centres could include an increased interest from employers in work-based learning through apprenticeships and on-the-job training, and requests from employers for co-constructed curricula. VET centres should be enhanced to identify potential outcomes and defined them together with their key stakeholders. This could be included into the work of the Employment Pacts in Sousse and Manouba.
- *The Ministry of Vocational Training and Employment, the ATFP and the VET centres should include entrepreneurship promotion into performance management agreements.* Including entrepreneurship promotion into performance management will provide incentives and rewards for VET centres to engage. Such a system should be flexible enough to take into consideration regional differences and to cater for institutional learning and innovation. In order to learn from the rich experiences in entrepreneurship training (e.g. FORTI, KAB, MORAINÉ) as well as in incubation and business start-up support a collaborative review should be undertaken in partnership by ATFP, CENAFFIF and the VET centres of all entrepreneurship support initiatives implemented to date. Since most of these programmes have been impact evaluated in the past, the use of meta-analysis could be considered. An example of how this could be methodologically organised is Cho and Honorati (2013), who compare 37 impact evaluation studies with regard to the heterogeneity of design and implementation features and their impact on programme effectiveness.

## ***2. Develop a national support framework for entrepreneurship promotion and support in VET***

The different elements of support of the entrepreneurship support system need to be tied together at the national level, between the VET centres and MFPE, ATFP and CENAFFIF, and at the local level, that is, involving VET centres and local business support providers into a local ecosystem that is connected to the available supports at the national level. To accomplish this, the following actions are recommended:

- *The Ministry of Vocational Training and Employment should establish a national steering group to oversee entrepreneurship promotion and support in VET.* The different actors involved in VET at the national level should form a national steering group that oversees the national strategy for entrepreneurship promotion in VET and its main components, that is, entrepreneurship training and business start-up support. The Ministry for Vocational Training and Employment should chair the national steering group. The national steering group should also include representatives of the Chamber of Commerce, the Tunisian Union of Industry, Trade and Crafts (UTICA) and other key stakeholder organisations. The task of the national steering group should be to develop – through a bottom-up process – a national strategy for entrepreneurship promotion and support in VET and oversee its implementation. ATFP could act as secretariat for the national steering group whose task is to organise the thematic working groups.
- *The Ministry of Vocational Training and Employment should establish standing thematic working groups with the involvement of ATFP, CENAFFIF and the VET centres.* The working principle in these thematic working groups should be bottom-up representation of the key challenges and needs in vocational training with regard to the promotion of entrepreneurship. Examples are: objectives of entrepreneurship promotion in VET, entrepreneurial pedagogy and teaching materials, business start-up support tailored to VET students and graduates, work-based learning and entrepreneurship, strategic partnerships with employers. These working groups act as platforms for exchange and institutional learning. Given the number of VET centres in Tunisia, these will have to be organised in larger formats, such as for example conferences, online repositories of case studies and good practice examples. Private VET centres should be also included in the thematic working groups.
- *ATFP, with the support of the Ministry of Vocational Training and Employment should encourage VET centres to actively engage in local entrepreneurship ecosystems.* Closer linkages between VET centres and local support providers are needed. Even if VET centres establish their own information and incubation facilities for would-be entrepreneurs these need to interact closely with other support providers (e.g. lenders, business advisory services), both in the region and elsewhere in Tunisia. The local level collaboration needs should be encouraged, for example through the introduction of “time budgets” that is a certain amount of working hours per month that staff of local business support organisations can use to collaborate with VET training centres. This could be organised through the national steering group. In this way, also the effective use of such “time budgets” could be monitored. Another option could be to allocate VET centres a budget to organise Open Days and to promote entrepreneurship as one of the activities. This could help to attract future students, alumni, support providers, local entrepreneurs and future employers.

## 4.4. International learning model

### 4.4.1. TKNIKA

TKNIKA was established in 2005 by the Department of Training, Linguistic Policy and Culture of the Basque Government as a public agency to oversee vocational education and training (VET) in the Basque region and its 63 technical and vocational training colleges. TKNIKA operates under the direct supervision of the Deputy Ministry of Vocational Training and Lifelong Learning as the innovation tool for the Basque Vocational Training System.

TKNIKA promotes innovation in VET - in how schools and training centres are organised and in how technology is incorporated into the learning. The aim is to introduce new technologies and innovations, emerging from universities, research centres and companies into the technical and vocational training colleges.

The approach to achieve this is called TKNIKAINNOVA, a strategic management approach based on open networking. To carry out these projects, TKNIKA collaborates with different agents at local, national and international levels. Partners include universities, local development agencies, technological centres, clusters, businesses (mainly SMEs) and training providers. The approach is structured around the following six key steps:

1. Identification of ideas – at regional, national and international levels
2. Preparation of pilot projects, which are tested in selected schools and training centres and whose results are collectively assessed and evaluated for eventual mainstreaming of the initiative across wider parts of the VET system.
3. Selection of trainers that will take part in the development of the mainstreaming project, which will have a maximum duration of two years to avoid obsolescence of projects
4. For the development of the project these trainers work half of their working time with TKNIKA and half of their time in their home institution. During the time at TKNIKA they are involved in the development of new teaching materials.
5. The results of the pilot project and the mainstream project development phases are transferred to the rest of the trainers and colleges of the VET system.
6. The implementation of new projects also include regular monitoring and evaluation exercises. The results are transferred back into the VET system and therefore available to all trainers and schools and training centres. This facilitates continuous adaptation to occurring needs and regional differences.

Concerning idea and opportunity identification, TKNIKA analyses, in close co-operation with the technical and vocational training colleges, previous and ongoing projects in order to build new learning scenarios (e.g. Ikate Group and Mobility projects). TKNIKA works closely together with the Basque industrial associations in key sectors of the region's economy (e.g. automation, aeronautics), and also participates in needs assessment exercises to define priorities for the VET policy framework (e.g. Ideateka).

The close co-operation with the technical and vocational training colleges developed over the years and is found to be the key success factor for TKNIKA's work. The technical and vocational training colleges are directly involved in the development of innovative projects in the areas of technology, trainers' training, e-learning and ICT and management.

Another key component of TKNIKA is the involvement of trainers into the above mentioned project cycle. For TKNIKA creativity, innovation and entrepreneurship are three key elements that keep



up the enthusiasm and motivation of trainers, which, in turn, are key influencing factors for the final quality of services to students and SMEs. Trainers are actively involved in the development of new and ICT intensive (i.e. Cloud applications, eLearning, Mobile learning, Gamification, etc.) methodologies and learning scenarios and environments. This has proven to be of crucial importance for the development of professional and social competences and the assessment of associated learning outcomes. TKNIKAINNOVA developed over the years into a very effective system in what concerns the design, piloting, mainstreaming and evaluation of new projects. Annually around 30 innovation projects are in this cycle – most of them concerning the introduction of new technology into teaching and learning. Information about the projects, including teaching materials are freely available for the entire VET system on the Intranet. Summary information is also available for guests at <http://www.TKNIKA.net/liferay/web/guest/proiektuak> .

Promoting entrepreneurship is a key activity area in TKNIKA. It was introduced in 2005. TKNIKA works with all the trainers in charge of entrepreneurial training at VET centres on two main programmes that can be considered as complementary. Those two main programmes deal with entrepreneurship training, “ikasenpresa” (Entrepreneurship for Learning), as part of the study curricula, and “urratsbat” (in one step) in business start-up support. The latter is implemented in partnership with the local entrepreneurship support ecosystems around the technical and vocational training colleges.

To date, 7 253 students participated in training activities to raise and nurture entrepreneurial culture, and 965 companies were started. More than 43 529 students received training in entrepreneurial competences, 762 business projects received coaching, 412 of them became real businesses with a success rate of 76% and 616 jobs created.

TKNIKA is a key organisation in the Basque innovation system. It is also listed in the prestigious catalogue of the Basque Competitiveness Expertise initiative besides leading clusters, universities, research and technological centres.

TKNIKA is a flexible tool that allows the emergence of innovation in many fields in VET. Its flexibility enables it to operate in a highly dynamic context. The implementation of a network intensive organisation, gathering a diversified group actors that includes as training centre directors, trainers, universities, research centres and companies, has the potential to gradually change the mindset of those actors that are not regularly collaborating with VET training centres to build more and deeper links with the latter.

TKNIKA was made possible and successful through the design of a well-structured project cycle that includes piloting, mainstreaming and evaluation. Concerning entrepreneurship, this project cycle is used with a particular attention given to providing an almost seamless transition between entrepreneurship training and start-up support.

Key success factors include the leadership of the ministry leading to the involvement of the relevant actors and the nurturing and upholding of their enthusiasm around VET, innovation and entrepreneurship. The ministry has provided consistency and stability for TKNIKA over several political cycles. Through its quality management system, TKNIKA also promotes an efficient and effective VET system.

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## CHAPTER 5. ENTREPRENEURSHIP TRAINING

### 5.1. Recent trends in entrepreneurship training in VET

Entrepreneurship training is often included in national curricula for vocational training in the European Union and other developed countries (CEDEFOP, 2011). Within the EU, there is an increasing desire to develop and nurture entrepreneurial attitudes and skills throughout the entire education system, not only in vocational training (VET). Entrepreneurship skills such as idea development, problem-solving, network development, resource management, risk management and leadership are often required competences and generally appeal to students. At the same time, a more narrow set of skills are increasingly taught to support those students who plan to start-up a business. This includes, for example, learning how to draft a business plan, manage the day-to-day operations of a business (e.g. accounting, management, commercial law, marketing) and complying with legal and regulatory requirements (e.g. business registration, filing taxes) (European Commission, 2009). Broadly speaking, these skillsets can both be linked to all the three learning objectives for entrepreneurship: learning “about”, “in” and “for” entrepreneurship.

Teaching and engaging students in entrepreneurship continues to increasingly use practical projects and hands-on activities that facilitate learning-by-doing and real life “immersion” projects (European Commission, 2009; CEDEFOP, 2011). The most commonly used methods of teaching entrepreneurship in VET include traditional lectures, computer simulations and business games, student companies, project and group work, company visits, and work placements (European Commission, 2009). Setting-up practice firms and student companies are also sufficiently widespread in VET. These activities are often integrated into the compulsory curriculum, but can also be optional or extra-curricular activities of the training centre. Less frequently used techniques in VET are coaching and mentoring, role play, discussions and brainstorming, and case studies.

The principle challenge in exploiting entrepreneurship training further in VET relates to the trainers’ understanding of entrepreneurship, their attitude towards it and their capabilities to teach it. (European Commission, 2009). There broader challenge in supporting entrepreneurship in VET is that teaching material and guidance is typically insufficient (European Commission, 2012).

### 5.2. Findings and analysis

#### *While entrepreneurship training is a priority...*

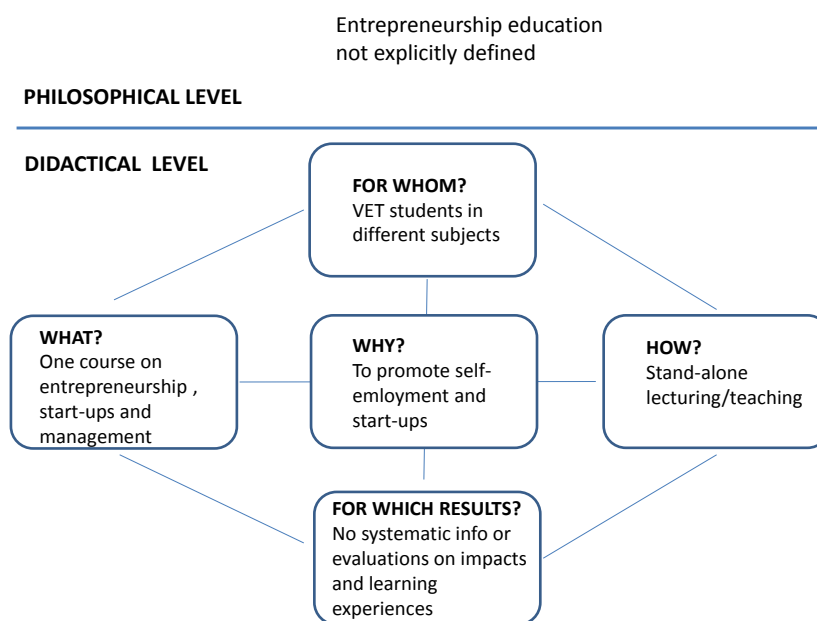
The Ministry of Vocational Training and Employment (MFPE) has placed entrepreneurship high in its current national strategy (2014-2018) as youth faces challenges entering the Tunisian labour market. Young people typically prefer public sector employment and consider private sector employment as unstable and undesirable. However, the public sector clearly cannot absorb the number of youth that graduate from higher education and the vocational training system. Thus, entrepreneurship is recognised as one possible route to help young people enter the labour market. As a result, an increased priority has been placed on entrepreneurship training.

*...the objectives of entrepreneurship training are unclear*

The underlying premise of promoting and supporting entrepreneurship training in the vocational training (VET) system is clear – to provide an additional route to the labour market and to stimulate job creation. However, the specific objectives for entrepreneurship training remain unclear and the training centres lack support from the national ministries and agencies in this regard. Learning objectives are currently focused on basic technical/professional skills and inadequate guidance is given to entrepreneurship training. For example at CFPTI Kram, entrepreneurship was viewed as a complementary subject that is not core to the students' learning. Without more clear objectives and stronger support, the training centres will continue to treat entrepreneurship as a secondary subject.

A generic teaching model for entrepreneurship training (see Fayolle and Gailly, 2008) summarises the key findings related entrepreneurship training objectives, content and methods in Tunisian VET centres (Figure 5.1). At the philosophical level there is no clear definition of entrepreneurship training which would be used in the centres and agencies involved with entrepreneurship training activities. Similarly, the philosophical paradigms and postures assumed in entrepreneurship training remain unclear (e.g. behaviouristic or constructivist schools of thought in training) making it more challenging to design a coherent didactical perspective to teaching and training.

**Figure 5.1. Teaching entrepreneurship in Tunisian VET centres**



Source: Elaborated from Fayolle and Gailly, 2008.

*Past experiences provide a base that can be built on...*

Much of the current entrepreneurship training takes place in a form of traditional lecturing about what entrepreneurship is, what it takes to become an entrepreneur and how to run a small business. Some centres provide additional courses on entrepreneurship in which different workshops help students with problem solving. However, real-world problems or projects in which students are exposed to entrepreneurs and could learn by doing are generally not integrated into entrepreneurship training. Alternance and apprenticeship training would be an ideal opportunity for such hands-on

approach but they are not used for entrepreneurship training purposes but they merely focus on technical/professional training.

Current course offerings are loosely built upon the FORTI programme which was designed in 1990's and early 2000's. FORTI programme follows the logic of learning through action as it attempts to catalyse Action (experimentation) – Analysis (summary) – Generalisation (connecting to the real world) – Application (new behaviour) – Cycle in line with entrepreneurial process. However, most trainers currently in charge of entrepreneurship training have not received any training of how to apply the FORTI programme in their training. Thus, while the FORTI programme is appreciated and often referred to, it is no longer effective because it is not being properly used and disseminated.

In addition to the FORTI programme some centres exploit the Know About Business (KAB) training programme, which has been imported from the International Labour Office (ILO). The major challenge is that the programme has originally been designed to include 120 hours of teaching in one plus nine modules, but for the basic entrepreneurship course it is squeezed to 20 hours to fit the curricula. Basically the FORTI and KAB training programmes seem to include the elements of learning by doing but the implementation of these elements has not taken place in training centres due to lack of support material and trainers' training. It is also noteworthy that time available for entrepreneurship courses limits the application of action-based methods and learning which usually take their time to implement and professionally wrap-up in order to gain the desired learning experience through experiment and reflection.

***...but entrepreneurial learning needs to support the development of entrepreneurial skills and mind-sets***

At the didactical level, it is clear that the target audience of entrepreneurship training consists of the students studying different technical/professional skills in vocational training centres. This training, however, is largely an introduction and does not effectively support the development of entrepreneurial skills and mind-sets. The courses mainly tackle the issues of business start-up and small business management. Thus, entrepreneurship training in vocational training centres is implemented “for” entrepreneurship with an implicit aim to generate new start-ups. Very little attention is paid to entrepreneurship awareness programmes or modules to increase students' interest in entrepreneurship.

The vocational training centres recognised the need to develop an entrepreneurial culture during the interviews but were unclear on how to accomplish this. Learning “in” entrepreneurship requires more of an experiential approach that gives students experience with entrepreneurial behaviour. Teaching methods such as case-studies, student companies, role play exercises, business games and simulations, company visits and competitions were not mentioned during visits to the centres as a means to give students possibilities to entrepreneurial exposure.

Practical, hands-on entrepreneurial projects are good means to give the students an opportunity to “taste” entrepreneurial process in practice. Entrepreneurial project to support entrepreneurial learning could be designed to include the following crucial phases (see Gibb, 1997): 1) starting with self-evaluation and reflection the student assesses his/her own capabilities and motives to accomplish the project and may wish to get complementary support from inviting other students to the team, 2) idea generation involves a creative thinking and search of new solutions and opportunities to cope with the task, 3) planning and management of resources and tasks to be implemented starts only after new ideas have been created, and finally 4) implementation of the plan involves also evaluation and learning from the process. Projects extend the traditional perspective from learning about entrepreneurship towards learning to act as an entrepreneur, i.e. to behave entrepreneurially in any contexts (as a self-

employed entrepreneur or entrepreneurially in an existing organisation), and they, therefore, increase student's future employability.

***The challenges include outdated teaching material,...***

A lack of updated teaching material and trainers' training is clearly linked to methods and approaches used in entrepreneurship training. Entrepreneurship is a phenomenon of experiential nature and therefore it cannot be effectively taught following textbook material and course descriptions. It is too much for a single entrepreneurship trainer to start from scratch and try to build a coherent and attractive entrepreneurship training programme that is limited to 20 hours. Trainers' volunteerism and enthusiasm typically have a limited impact when entrepreneurship training is not supported with structured and up-to-date teaching material and tools.

***... a lack of training for trainers on content or pedagogies....***

Trainers are appointed to the training centres centrally by the ATFP. The training centres in Ariana and Bizerte reported that trainers assigned to run the entrepreneurship courses were often graduates in management but did not have experience in entrepreneurship. Training of trainers is the responsibility of the National Centre for Training of Trainers and Training Course Design (CENAFFIF). Despite the fact that the vocational centres are required by law to deliver an entrepreneurship module to all students, CENAFFIF has not yet incorporated this aspect in their initial training for trainers.

Furthermore, there is a lack of entrepreneurship training available within professional development training for trainers. While the FORTI project was operational, a number of trainers were trained on how to deliver entrepreneurship training but this training was discontinued when the FORTI project closed down. To remedy this, CENAFFIF has recently offered a training programme for trainers that consists of five modules, starting with initiation to entrepreneurship and ending with a module on how to teach entrepreneurship training as continued professional development. 14 people (from the vocational training centres) have taken part in this training and it is anticipated that 6 to 10 of these will become trainers of trainers.

In addition to this recent re-launch of entrepreneurship training for trainers, CENAFFIF is currently preparing a set of new activities to support training for trainers (see Box 5.1). However, many trainers at the VET centres visited reported that they are excluded from this process. Given the experience that many trainers have with previous projects such as FORTI, INJAZ and KAB, trainers can make a valuable contribution to shaping these new activities.

### **Box 5.1. New CENAFFIF activities to support entrepreneurship**

The new CENAFFIF activities under development cover the following:

- To further develop the Entrepreneurship Springboards within the frame of the existing legislative framework
- To develop new entrepreneurship approaches in pedagogies where it will take into account that the VET students often are school drop outs
- To develop tools for teaching entrepreneurship and innovation for new trainers. CENAFFIF is planning to prepare two modules in initial training for trainers - one on entrepreneurship and one on innovation in vocational training/teaching
- To develop a network of entrepreneurship trainers
- Prepare an annual conference on entrepreneurship training for trainers, where the first one will be held in November 2013
- To explore a new way of entrepreneurship for university graduates – how to train people on new business models (in new industries). The first session will be implemented in the next semester.

Along with these activities, budget has been set aside for these actions.

Source: Mr. M. Grami, CENAFFIF

The CFPTI Hamman Sousse offers a promising model was observed in which the trainers collaborated in order to enhance entrepreneurship among the students (see Box 5.2). Such an approach could be implemented in other training centres.

### **Box 5.2. Centre de Formation et de Promotion du Travail Indépendant de Hamman Sousse - integrating entrepreneurship studies into the technical subjects and apprenticeship training**

In Sousse there are two trainers for entrepreneurship and they base their teaching on the FORTI programme and particularly its CEFI product, which integrates personal, relational, managerial and specific technical skills of students within the programme. It is acknowledged that entrepreneurship needs to be taught in close collaboration with companies. Therefore, they consider the vocational training centre and its apprenticeship training activities fit extremely well into entrepreneurship training purposes. In practice entrepreneurship trainers and trainers responsible for technical/professional subjects work closely together to integrate entrepreneurship into the respective subjects. They recognise that setting up of a company is not an ultimate goal for most of the students but entrepreneurship is also about changing one's mind-set. Within the limited time frame allocated to entrepreneurship teaching they only focus intensively (4\*5 hours) on personal competences and do not try to cover all the modules. Staff had also some practical ideas based on their experiences on how to enhance entrepreneurship training in Tunisian vocational training centres.

Trainers need specific knowledge, skills and resources to be able to use the innovative, student-centred and active learning methods conducive to entrepreneurship training. In addition to engaging in specific training, trainers also need to have continuous access to good practice examples, peer advice and learning opportunities, as well as didactic materials that they can use to implement their entrepreneurial learning activities. It is therefore important to establish platforms where trainers can

access and share such resources. The ENTREDU project co-funded by the European Commission is an example of how such a platform can look like (Box 5.3).

VET trainers in Tunisia do not have access to a similar resource centre, where they can find tools, learning material, networking opportunities related to entrepreneurship training. During the FORTI project, trainers appeared to have been supplied with teaching materials and aids, peer learning opportunities, etc., but after the project closed down, trainers do not have such a platform anymore. The new CENAFFIF activities might be a step in the right direction, though it is not clear whether the entrepreneurship trainings offered to trainers also give them access to materials or other tools.

**Box 5.3. ENTREDU – Online platform to create a community of practitioners in entrepreneurship training**

The ENTREDU project aims to enable networking between developers of entrepreneurship training, to create an online community of practitioners and thus to support educators in the development of pedagogies, concepts and cross-curricula for entrepreneurship training through an online platform. The ENTREDU project will offer a very simple and attractive platform for trainers and students that will include teaching materials, guidelines for trainers and good practice examples (in different areas, levels and types of training). This will provide incentives and opportunities for trainers to collaborate and contribute to the overall development of schools and training centres as learning environments. The main objectives of the projects are:

- Support for trainers: it is essential that trainers be given best practices cross-curricular spectrum resources as well as practical experience through the portal and enable networking between developers of entrepreneurship training. The ENTREDU Portal will also support educators in the development of pedagogies, concepts and curricula for entrepreneurship training.
- Support for schools: schools (primary and secondary training) will be given practical support and incentives to incorporate entrepreneurship in their curricula, through a range of different instruments available from the platform (distribution of teaching materials, funding of pilot projects, dissemination of cross-curricular best practice, promotion of partnerships with businesses, support for dedicated organisations conducting entrepreneurship programmes with schools, etc.).
- A coherent framework: national and regional authorities will have the opportunity through the ENTREDU Portal to establish cooperation between different departments in order to develop a strategy with clear objectives and covering all stages of training.

More information: <http://entreduea.gr/>

***Some resources are under-exploited such as trainers,...***

In Tunisia, there appears to be a weak link between the curriculum provided by the VET centres and the skills demanded by the private sector. Since the training centres and trainers are in contact with the local businesses due to the alternance learning model. They therefore have a unique insight into what skills and competences the businesses are looking for. This insight needs to be at the heart of curriculum development for initial training for trainers as well as continued professional development. This can and should be combined with a co-operation between CENAFFIF, UTICA as well as business owners themselves where skills demand can be discussed at a strategic level, but the VET centres and trainers are the ones in touch with the businesses getting their feedback on current concrete skills need. A good example of how different stakeholders can work together in curriculum development was observed at the CFP specialised in auto mechanics in Ariana. This centre is currently taking part in a project PACTE aiming to upgrade the VET training in auto mechanics based on the input from industry (Box 5.4).



#### Box 5.4. Employment Pact in Tunisia

The Programme “Employment Pact in Tunisia” (PACTE) aims at contributing to economic stabilisation and democratisation in Tunisia through the promotion of employment and the quality improvement of vocational training.

The programme is divided into four projects; sequa has the overall project responsibility and co-ordinates the activities with the Ministry for Vocational Training and Employment in Tunisia (MFPE). All activities are oriented towards entrepreneurs’ needs in Tunisia and designed according to the priorities of the Tunisian government. It runs from 01.01.2012 - 31.12.2013 with a funding of approximately EUR 8 million.

Each project inside the programme is led and implemented by one German partner organisation. These programme partners bring their specific know-how into the programme, provide technical expertise and are responsible for the implementation of activities.

Project 1 “Over language to job” led by Goethe-Institute in collaboration with AHK Tunisia

Project 2 “Training of Trainers in metal, electro and textile sectors” led by the bbw gGmbH - institution for vocational training of the Bavarian Employers’ Associations

Project 3 “Training and qualification in Tunisian craft sector – focus on renewable energies and energy efficiency” led by the Environmental Centre Saar-Lor-Lux of the Saarland Craft Chamber

Project 4 “Pilot measures to integrate entrepreneurs into vocational training in automotive maintenance and hotel industry” led by the Hamburg Chamber of Commerce

The following activities will be in particular implemented:

- Establishment of institutionalised relations between training centres and enterprises
- Training of instructors and trainers working in companies and training centres
- Actualisation of training programmes
- Know-how transfer from German VET organisations to Tunisian VET centres
- Networking at national and international levels.
- Modernisation of equipment in selected training centres.

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Link to description of programme:

[http://www.sequa.de/index.php?option=com\\_content&view=article&id=1112&Itemid=305&lang=en](http://www.sequa.de/index.php?option=com_content&view=article&id=1112&Itemid=305&lang=en)

#### *...the local business community and alumni...*

Training centres organise entrepreneurship training in-house only and rarely attempt to consult or engage the surrounding business community. Local or any entrepreneurs are not used in teaching as

role models or visiting lecturers, nor do they contribute to course planning. As a result the needs and characteristics of local businesses are not reflected on the entrepreneurship curricula.

Effective entrepreneurship training cannot take place in a vacuum; it needs to be well-connected to the community. Surrounding businesses could be useful sources for case studies and different types of student-run activities could be implemented in a collaborative manner for the benefit of local businesses as well as of the training centres and their students. Some entrepreneurs might be interested in providing mentoring or even counselling support for the students. This would be useful as certain regions are suffering from a lack of coaches. Such support might be a relevant option for example for those entrepreneurs who have earlier studied in the respective training centre.

Alumni activities are also an unexploited opportunity for most of the training centres. Like the business community, alumni represent a source of entrepreneurship experience that could be exploited in entrepreneurship training through guest lectures, coaching and mentoring. Alumni are often a relatively easy resource to access since they already have a link to the training centre. The CFP in Djerba, for example, has taken initial steps to launch an alumni association and can be a model for other training centres (see Box 5.5.). However, an official alumni association is not necessarily needed, although it may give a concrete start for collaboration. Apprenticeship training provides an excellent opportunity to maintain links with former students and to keep them embedded in entrepreneurship training.

**Box 5.5. Centre de Formation et d'Apprentissage dans les Métiers de l'Artisanat de Djerba – establishing alumni association to support potential entrepreneurs**

The Director of the centre indicated that they were in process of establishing an alumni association consisting of their former students. The idea was that the alumni members would support the students who are interested in setting up their own businesses. The idea of the alumni was initially launched by ETF (European Training Foundation) which had collaborated through a joint project with the Djerba training centre. Alumni is one way to engage surrounding businesses to the centre activities and this is exactly what entrepreneurship training in centres lacks in general. When proceeding with their alumni association, Djerba staff still needs to consider how to incentivise and encourage former students to engage with the alumni activities. When the association is established there are a number of ways for collaborative activities which do not need to be restricted to entrepreneurship training and students only, but can benefit the centre as a whole by systematising collaboration with businesses. Particularly entrepreneurship students might also be interested in finding new and innovative ways to develop the activities and deepen the collaboration with businesses.

***...and information on the impacts of entrepreneurship training***

Vocational training centres run entrepreneurship courses based on the curricula in a way they find most feasible, given their allocated resources. Since mid-1990's there have been many projects funded by international donors, but these experiences were not properly "closed" or evaluated. There is hardly any evidence on the outcomes and the activities do not build upon the experiences gained. Given the non-existing evidence-base it has not been possible to harmonise different projects and initiatives and build upon the models which have worked out most effectively. Thus, these projects have not become sustainable.

Evaluating entrepreneurship training initiatives at any education level is always a challenging task. Often a business start-up is considered as an ultimate goal for entrepreneurship training. As actual start-up decision and related activities very seldom immediately follow entrepreneurship training, entrepreneurial intentions have been widely used as a proxy for entrepreneurial learning outcomes. However, entrepreneurship training can also have goals other than starting up a company

(e.g., awareness raising, entrepreneurial behaviour in any context). Previous research (Henry et al., 2005) suggests that entrepreneurship training assessments need to be sensitive to these different goals set for entrepreneurship courses and programmes (Hytti and O’Gorman, 2004).

It is important to look at different types of measures during a longer period of time in order to find out some information of the impacts. In any case it is impossible to give any definite response about the ultimate impact of the training activities. Table 5.1 includes some examples of possible measures which could be useful when attempting to understand what contribution entrepreneurship training might make to the employability of the students and their future careers, for example.

**Table 5.1. Measuring the impact of entrepreneurship training**

<b>Timeframe of the measure</b>	<b>Measure</b>
Current and ongoing measures	Student enrolment, number and type of course, initial interest in entrepreneurship, awareness of entrepreneurship.
Pre and post course measure	Intentions to act, knowledge gained, self-perception of learning and capability.
0-5 years post course	Number and type of start-ups, entrepreneurial positions obtained.
3-10 years post course	Survival and reputation of new start-ups, innovation level of established firms, participation in alumni activities.
10 years +	Firm performance, career satisfaction, personal self-actualisation and psychological success, contribution to society and economy.

Source: Elaborated from Jack and Anderson, 1998.

### 5.3. Recommendations

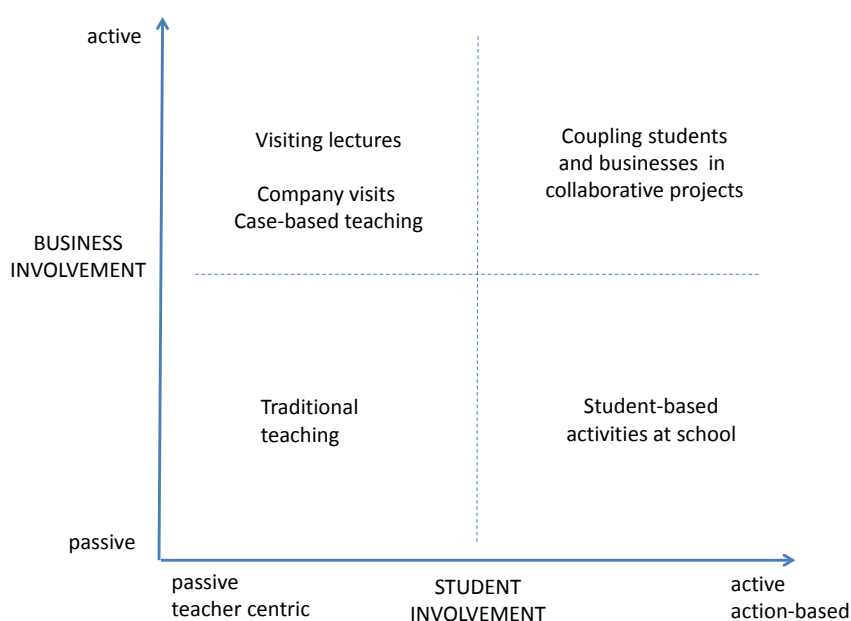
These recommendations aim to support the improvement of entrepreneurship training and learning in Tunisian VET centres. The focus is on the didactical perspective on entrepreneurship training, i.e. on developing the objectives, content and methods. Although entrepreneurship teaching in practice takes place in VET centres, the recommendations are not exclusively targeted to VET centres. Developing entrepreneurship training implies that ministerial bodies, the ATFP and other stakeholders such as surrounding businesses are engaged in implementing the recommendations.

#### ***1. Upgrade the content taught and teaching methods used in entrepreneurship training***

- *ATFP and CENAFFIF should support VET centres in applying real-life projects and learning-by-doing in teaching.* Entrepreneurship training in the VET centres should offer students possibilities to become exposed to entrepreneurs and to experience entrepreneurial learning through real-life projects and learning by doing. In real-life projects, students should train and experience all the core elements of entrepreneurial project: idea generation, planning and management, implementation, and reflection/evaluation. After the project has been implemented it should be reflected upon and wrapped-up in the class with the trainer and the team as well as with entrepreneurs involved if possible. This action learning approach that people resolve and take action on real problems in real time and learn while doing so. The following components need to be included in action learning: 1) action learning centres around a problem, a project, a challenge, or a task the resolution of which is highly important to an individual, a team or the organisation, 2) the core entity in action learning is a group or team with diverse backgrounds and experiences who work together to solve a problem, 3) a process that emphasises insightful questioning and

reflective listening, 4) an action learning group needs to have power to take action themselves on the problem, 5) a group needs to be committed to learn as action learning places equal emphasis on the learning and development of individuals and the group as it does on the solving of problems, and finally 6) an action learning coach devotes her/his time and effort on helping the group to learn (Marquardt, 2004). In Figure 5.2 different teaching strategies with regard to student and business involvement are summarised. It is suggested that Tunisian VET centres increase both students and business involvement in the entrepreneurship teaching. Traditional teaching can be diversified by moving along both axes to increase business and student involvement. See learning model “Gigging” in section 5.4.1. as an example.

**Figure 5.2. Teaching strategies for entrepreneurship training**



Source: Elaborated from Rasmussen and Sørheim, 2006.

- *ATFP should work with the VET centres to integrate entrepreneurship training to internships and technical training.* Entrepreneurship training should not be run as stand-alone separate courses but it should be embedded in the technical/professional curricula of the VET centres. Most importantly, entrepreneurship training should be clearly integrated to apprenticeship training implying that trainers of technical/professional specialities were also informed about and involved in entrepreneurship training. In practice this means that entrepreneurship and technical/professional trainers work together during apprenticeship training and collaborative projects with businesses, for example. The implemented projects contribute simultaneously to both technical/professional and entrepreneurial learning. This would also widen the limited resource base allocated to entrepreneurship training. In addition, it would give students more holistic approach to entrepreneurship as trainers from different specialities could work together, e.g., in students’ real-life projects with businesses and contribute by feeding in their expertise. VET centres collaborate with businesses with regard to apprenticeship training, and the collaboration should be intensified and developed so that it serves the purposes of entrepreneurial learning as well as students’ employability by improving students’ transversal skills, such as

entrepreneurship. See the Young Enterprise example in section 5.4.2. for one approach of how this can be accomplished.

- *CENAFFIF should continue to update the learning material for entrepreneurship training.* The trainers' material used in entrepreneurship training was developed in late 1990s and early 2000s. It needs to be updated based on the common definitions and objectives set for entrepreneurship training centrally as discussed in earlier recommendations. Trainers' material needs to touch upon both entrepreneurship training pedagogy and content to effectively support entrepreneurship trainers in their teaching. After the support material has been updated it needs to be clearly communicated to and disseminated in VET centres. CENAFFIF has done significant work in this field but the tools it has developed have not reached and been applied in VET centres. More effort needs to be devoted to making the supply and demand of support material to meet, i.e. to secure that support material not only reaches the VET centres, but is also applicable and used in their entrepreneurship teaching. See the learning model on The Danish Foundation for Entrepreneurship in section 5.4.3. for an example of how this can be accomplished.

## ***2. Improve support for trainer development***

- *CENAFFIF, with support from the Ministry of Vocational Training and Employment and the ATFP, should increase capacities among VET trainers.* CENAFFIF should put great emphasis on the role of trainers in the development of their new activities. It is encouraging to see that training opportunities on entrepreneurship are envisioned for trainers, but there needs to be a systematic approach providing all trainers with such training opportunities and not only the select few. As such, entrepreneurship modules should be made mandatory in initial training for trainers. Here, it is important that these modules are taught using the same interactive, student-centred and practice-based teaching methods, which the student trainers are expected to use when delivering entrepreneurship training after graduation. Likewise, CENAFFIF should incorporate a strong focus on the continued professional development of trainers. In the current pool of trainers in Tunisia it is of great importance to not only ensure that these trainers are able to deliver effective and up-to-date entrepreneurship training, but also to get the buy-in from existing trainers. Resistance to change, lack of understanding of the concept of entrepreneurship, lack of didactics skills, etc. can all add up to a resistance to engage in entrepreneurship training. This can be prevented through career and professional development, as well as opportunities for peer learning and exchange of good practices.
- *CENAFFIF, with the co-operation of the ATFP, should create a mechanism to improve the dissemination of good practice teaching methods.* Due to the fact that a range of (donor) projects aiming to implement entrepreneurship training in vocational training in Tunisian have been running in previous years, there is a strong foundation to build on. The vocational training sector can take advantage of a number of entrepreneurship champions and dedicated trainers across VET centres who have already bought into the idea of entrepreneurship training. Their experiences, along with international good practices, should be compiled in an observatory of good practice and be disseminated to other trainers.
- *ATFP, with the collaboration of CENAFFIC and the VET centres, should develop teaching methods to activate student and business involvement.* Entrepreneurship courses run in VET centres should be designed in a way that activates both student and business involvement in order to support genuine entrepreneurial learning among the students. Teaching approaches can include a number of ways to increase student and business

involvement in entrepreneurship training. The business community should be more involved through guest lectures and coaching. Apprenticeships could also be leveraged to teach students about entrepreneurship rather than focussing solely on their technical training. Student involvement can be improved by introducing student-based activities, such as idea generation exercises.

### ***3. Measure the impact of entrepreneurship training***

- *The Ministry of Vocational Training and Employment, ATFP and the VET centres should increase the use of regular monitoring of the outcomes of entrepreneurship training. As a means to reverse this image problem related to vocational training, it will be important to monitor and communicate the accomplishments of VET graduates as a way of showcasing that a VET training is a valuable career path and currently maybe are more likely to lead to employment than a university degree – considering the huge number of university graduates that all want to get a job in the public sector and the parallel lack of skilled technicians. The monitoring should also reveal to what extent VET graduates create self-employment opportunities as well as companies with employees to highlight the important contribution of VET graduates to the Tunisian economy. See the learning model on the Finnish experience in section 5.4.4. for an example of how the impact of entrepreneurship training can be measured.*
- *ATFP should provide instructions to the VET centres on how to evaluate entrepreneurship training activities. There needs to be a systematic flow of information on the entrepreneurship training activities as well as on their outcomes, which both need to be assessed when the ATFP and VET centres negotiate the annual objectives and resources of the centres. To start with, it is recommended that the ATFP set up an evaluation framework that defines the data to be collected within the VET centres and instructing and supporting the VET centres. It is important that each VET centre gathers basic information on student enrolment and courses taken as well as students' awareness of and interest towards entrepreneurship. The basic quantitative data needs gradually be complemented by students' learning outcomes as well as their situation in the labour markets after graduation (e.g. self-employed, start-up with employees, entrepreneurial position obtained). In longer-run also the sustainable (career) performance of the students and/or of the company established needs to be monitored. All in all, in order to be able to build upon any entrepreneurship training measures (i.e., courses and other activities, see below) it is important to monitor the progress and results gained. The monitoring needs to be taken place in each VET centre, but the results of each centre are suggested to be put together by the ATFP in order to get a holistic picture of entrepreneurship training activities and their outcomes in Tunisian vocational training and to be able to give guidelines for further development. Finally, the evaluation material needs to be reflected upon and discussed on an annual basis between the ATFP and the respective VET centre. The monitoring data needs to be consolidated at national level through the MFPE including the rest of VET centres and higher training.*

## **5.4. International learning models**

### ***5.4.1. Gigging – learning environment within Salon district technical college, Finland***

#### *Rational and objectives*

Gigging learning environment provides students with possibilities to learn innovation and entrepreneurship through genuine collaborative hands-on projects with customers and stakeholders. The programme is targeted at students in handicrafts and arts within Salo district technical college (about 190 students annually). The major outcomes of Gigging are: improved employability and employment figures among the students and learning experiences which have encouraged students to entrepreneurship. Through the projects the students have also learned some technical skills related to the exploitation of social media, for example. Gradually Gigging learning environment and a way of working have become at least partly embedded in the normal curricula of the handicrafts and arts students within the college.

#### *Activities*

Gigging learning environment emphasises and focuses on the following elements: 1) individual students skills ('student skills, strengths, networks and passion to achieve something), 2) team power (complementing one's competences with team resources), 3) idea of future professionals working together in order to achieve more, 4) understanding trainers as coaches, and 5) learning the profession through real-life projects and entrepreneurship. In all, entrepreneurship is considered as a way to reach one's individual goal and dream.

All projects start with a clear customer focus and need. Close relationship with the customer, the final beneficiary of the project, gives spark for the students to work with the project. The project implemented in the frame of Gigging involves not only the project-related outcomes, but also clear documentation by the student teams so that the learning experience can be used as a reference material and exploited in future work opportunities. The real-life learning projects implemented include e.g. planning and organising a local Entrepreneurship Day and Entrepreneurship Gala Evening (students take care of various tasks such as contacting stakeholders, budgeting, communications and media relations, organising facilities, preparing the programme, submitting tenders, purchasing materials, planning and building the facilities, decoration of the gala room); and window dressing for a local small company (including student tasks such as cleaning the windows, designing optional drafts, building the show window, price tagging of the products). All the projects are designed so that they include the crucial elements of entrepreneurial project and learning, namely idea generation, planning and management, implementation, and reflection/evaluation. The trainers support the students who holistically take responsibility of the project, related tasks and their learning.

Originally the project was financed by the Finnish National Board of Training (about EUR 15 000 per year for travelling, materials and other variable costs excluding salaries). Three part-time trainers are responsible for Gigging, but totally about 10 trainers are involved with the activities. In addition, customers need to be considered as resources of Gigging as the projects implemented are highly customer-driven.

#### *Relevance*

Gigging learning environment is aimed at vocational training particularly as it builds upon the competences to be learned in vocational training. Gigging integrates skills learned in handicrafts and arts to entrepreneurial behaviour and learning through hands-on projects with customers and

businesses. Gigging also requires close collaboration with stakeholders and customers, i.e. business involvement, in order to be successful. Outcomes of the projects relate to finalised projects as well as learning by doing experiences of the students and trainers. The basic idea of Gigging is highly applicable to Tunisian VET centres which have natural connections to businesses through apprenticeship training. Integrating companies and their development projects with entrepreneurship courses gives excellent opportunities for students to get engaged with hands-on collaborative projects which might be supervised and guided by the entrepreneurship trainers and the trainers responsible for technical/professional skills. The learning model addresses the recommendation related to applying real-life projects and learning by doing in teaching. It also relates to the increasing business involvement in form of projects as well as integration of teaching resources within training.

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#### **5.4.2. Young Enterprise – Inspiration to succeed through enterprise, UK and many other countries**

##### *Rational and objectives*

Young Enterprise is a large business and entrepreneurship training charity in the UK and many EU countries. Young Enterprise aims to inspire and equip young people to learn and succeed through enterprise. The guiding principle is to learn by doing aptitudes and attitudes they cannot learn from a textbook or traditional curriculum.

In the UK Young Enterprise offers a number of programmes from primary school to university level, i.e. it works with the young from the age of 4 to 25. Every year they help about 250 000 young people to learn about business and working life in the classroom under the guidance of about 5 000 volunteers from 3 500 companies. Young enterprise does not only focus on entrepreneurship skills, but also on other skills such as teamwork, practical thinking, innovative and business like behaviour in order to support students' employability. Young Enterprise in the UK was established in 1960s based on the American Junior Achievement programme. Young enterprise scheme is currently applied in numerous countries in Europe and other continents.

##### *Activities*

Young Enterprise has different types of programmes to help students to develop their creativity, innovation and adaptability to boost their employability and enterprise. The programmes have different focuses depending on the age of the students as well as the learning objectives. The programmes targeted to secondary and vocational school emphasise either starting up an own business (e.g. Company Programme and Entrepreneurship Masterclass) or working entrepreneurially in particular type of business/industry (e.g. Industry Masterclass).

In Company programme the students set up and run a real firm for a year under the guidance of a business volunteer. They get practical experience of the joys and pitfalls of creating a truly functioning enterprise. Many students who have participated into the Company programme have gone on to



outstanding careers in as entrepreneurs, corporate executives and public figures. Employers tend to look favourably on students who have taken part in the programme.

Entrepreneurship Masterclass uses presentations, activities, and discussion around the theme of entrepreneurship to help them get an appreciation of the personal qualities needed to go into business. The Entrepreneurship Masterclass is a half-day seminar that challenges students to think about starting their own business as a career by exposing them to the vision, experiences and achievements of real entrepreneurs. The Industry Masterclass gives students a powerful insight into the workings of a particular type of business and the skills you need to build a career in it, what jobs are available and how to go about starting up a business in that sector. All the programmes include fun and interactive workshop sessions to encourage students to think about and rehearse responses they would make to obstacles that come up and to ask questions and seek advice from the trainers and practitioners.

### *Relevance*

Young Enterprise scheme is relevant to Tunisian vocational training as it encourages innovative thinking and learning by doing with close collaboration with businesses. The programmes targeted to students of different ages provide a variety of opportunities to be applied in the context of vocational training. The fact that numerous institutions in different countries have used and benefited from the Junior achievement/Young enterprise schemes demonstrates its viability (see e.g. the applicability of the scheme in the Nordic context: Nordic Innovation (2012), p. 44-45).

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### **5.4.3. The Danish Foundation for Entrepreneurship, Denmark**

#### *Rationale and objectives*

In the light of globalisation and the big changes happening in society, economy, and the labour market including youth unemployment, countries worldwide are determined to integrate entrepreneurship and innovation in their school and training systems. Also Denmark has set a strategic goal of integrating entrepreneurship and innovation in the training system and implements it as a common thread from primary school to completed training – from ABC to PhD. To ensure the integration of entrepreneurship in the Danish training system, the Danish Foundation for Entrepreneurship – Young Enterprise (FFE-YE) was established in 2010. The overall aim of FFE-YE is to ensure that more students on every training level are introduced to - and participate in - entrepreneurship training, thus ensuring the integration of entrepreneurship in the Danish training system. FFE-YE targets both students and trainers.

To get a common starting point for the understanding of entrepreneurship training FFE-YE has defined entrepreneurship as the following:

“Entrepreneurship is when opportunities and good ideas are being turned into actions and these actions create value for other people. The value can be both economic, cultural and social.”

When transferring this definition to the educational system the purpose of entrepreneurship training at all levels of the educational system is:

- To give the individual the opportunity and the tools for forming his or her own life
- To educate dedicated and responsible fellow citizens
- To develop knowledge of and ambitions for creating companies and jobs
- To increase the creativity and innovation in existing organisations
- To establish growth, development and welfare

For the Upper Secondary Training specifically, the objectives are to secure development, test, and distribute teaching material about entrepreneurship. Teaching methods and technologies are continually tested and developed to stimulate the teaching about entrepreneurship.

#### *Activities*

In order to operationalise the objectives FFE-YE has established a model that functions as a framework for the development of learning outcomes for entrepreneurship training – and on which FFE-YE base their training for trainers. The model contains four dimensions which are all contributing to the development of entrepreneurial skills:

- Action – the ability and desire to implement value-creating initiatives, to realise these initiatives through cooperation, networking and partnerships, to communicate in a purposive way and to organise, specify, plan and lead activities, to analyse and handle risk

- Creativity – the ability to discover and create ideas and opportunities, to combine knowledge, experience and personal resources, to create and revise personal perceptions, to experiment and improvise
- Environment – as knowledge about and understanding of the world, locally as well as globally, the ability to analyse a context socially, culturally and economically
- Attitude – the personal and subjective resources with which students meet challenges and tasks, faith in one’s own ability to act in the world and thus to realise dreams and plans, the ability to accept and learn from others’ and own failures

FFE-YE offers a number of services to build the capacities of VET trainers to engage in and deliver entrepreneurship training:

1. Workshops based on the understanding and implementation of the above four progression model dimensions:

- An understanding of the dimensions
- A discussion of the relevance for each school and trainer of the start and ending points on the scales in the four dimensions
- Each trainer reflects on his/her own preferred implementation model

2. Introduction to relevant programmes developed for teaching entrepreneurship to students at VET schools.

3. Access to a knowledge centre, where trainers can download teaching materials for whole modules on entrepreneurship, get access to a tool box containing scripts for innovations camps, competitions and other entrepreneurship activities aimed at vocational training, information on international collaborative projects on entrepreneurship and much more.

4. Introduction to the entrepreneurship network for trainers, NEIS. This network reaches trainers from all education levels including VET, and is an inspiring meeting ground for all. Through this network the trainers are acquainted with pedagogical tools for their entrepreneurship training, and trainers share experience throughout the training system.

### *Relevance*

Being responsible for the capacity building of VET trainers in Tunisia, the FFE-YE can serve as an example for CENAFFIF in terms of what services can be provided to trainers to support them in the efforts to teach entrepreneurship. Though FFE-YE is a major government-sponsored initiative, the Foundation offers a range of specific activities for trainers (and students) that can be implemented without needing an organisation similar to FFE-YE.

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#### ***5.4.4. Measurement Tool for Entrepreneurship Training, Finland***

Measurement Tool for Entrepreneurship Training was a four-year ESF development project during which indicators and a related manual was prepared for entrepreneurship training. The indicators in the tool are built to support the work of trainers, principals and decision-makers, and to guide entrepreneurship training.

##### *Rationale and Objectives*

The tool aims to steer development in the long run, manifest in understanding of entrepreneurship, and the presence of entrepreneurship training as a content and method in training. The measurement tool will serve to establish the role and importance of entrepreneurship training. The purpose of the project was to support the incorporation of entrepreneurship training into the contents of training for trainers and the continuing training of trainers.

The target group of the project consists of trainers and administrative officials in basic, upper secondary and vocational secondary training, in training for trainers (both instructors and students), and in entrepreneurship training and decision-making in municipalities and government administration.

##### *Outcome and activities*

The outcome of the project is a measurement tool for entrepreneurship training and a related manual, which unfold the concept of entrepreneurship training and support the implementation of the tool. The tool explains in specific terms the trainer's work as an entrepreneurship educator, provides guidelines for teaching and its organisation and it is a tool for school quality management and its development. With the tool, trainers can evaluate the contents, modes of operation, and methods of teaching. It highlights the well-functioning aspects of the trainers' entrepreneurship training and provides them with tips for developing their performance further. The tool may also be employed by decision-makers as they assess the state of entrepreneurship training in their various settings.

Several years of research, development, and testing have resulted in creation of a pioneering and practical self-evaluation tool. This measurement tool has been created in co-operation with trainers and it was implemented during the course of the project through trainers in a trial group. In the trial stage, the tool was applied by the trial group and their organisations. At the end of the project, the tool and manual were published for use at the national level. It was launched for the use of the Finnish trainers in 2011. For the time being, the tool only exists in Finnish and Swedish

##### *Relevance*

Engaging in entrepreneurial learning methods and entrepreneurship content teaching is probably a new task for most trainers. In addition to specific training opportunities, it is also important to provide support in the daily life of trainers – for example through self-evaluation tools like the Finnish Measurement Tool. Through such a tool, Tunisian trainers can evaluate their teaching performance, receive systematic feedback, and further develop their practices related to entrepreneurship training.

This is also a cost-effective tool as it will provide online access to all interested trainers. Likewise, it is a flexible instrument that trainers can fit into their schedule as they see fit.

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## CHAPTER 6. PATHWAYS TO BUSINESS CREATION

### 6.1. Recent trends in start-up support in VET

The creation of structures for the business support of those wishing to start-up their own business is increasing on a global scale. The legal status of these structures and the activities that they propose are hugely diverse (private associations, public institutions, vocational companies, etc.) and their objectives are equally diverse. In other words, this includes not only one business support method but many business support methods (Messeghem et al., 2013), including short-term projects that have objectives that are broader than supporting new start-ups. For example, many of these projects also aim to increase confidence and improve teamwork. These methods are currently growing in schools in Europe, notably since 2008 economic crisis.

There is a growing interest in better understanding the processes of business support and its effectiveness (Hackett and Dilts, 2004; Messeghem et al., 2013), focusing on models that are based on co-operation and collective learning between mentors and mentees. Recent work shows that the success of the engagement of the mentee is often due to the self-motivation of the mentor in trying to understand and learn about the relationship they have with the mentee (St-Jean and Aggy, 2013). Mentors are more successful when they develop personal relationships with their mentees that are based on equality rather than relationships that are charity offers (Messeghem et al., 2013).

The performance of start-up support services is strongly related to the business models and strategies as well as the manner used to respond to the needs of the would-be entrepreneurs. An important challenge facing the development and management of business development services is measuring and monitoring performance and impact. One approach in used in France is the *Balanced Scorecard* model which is a measurement tool that examines four principle criteria: (i) the business support process, (ii) the learning process, (iii) the development of the entrepreneur and (iv) the impact on the socioeconomic context (Bakkali et al., 2011). Incubators in France consider the business support process to be the most pertinent for measuring their performance and the tool measures indicators related to business creation, network management, adaptability of learning methods to individual needs and more. The learning process criteria examine lifelong learning and polyvalence for employees of the incubator, information monitoring, exchange of best practices between incubators and more. The other two major criteria related to the development of the entrepreneur and the impact on the socioeconomic context include indicators such as attractiveness of services, project failure rates and impact on income. However, these indicators are seen as less relevant by the incubators.

### 6.2. Findings and analysis

#### *Basic non-financial support services are available for students in VET...*

The provision of information, advisory and consultancy services is one of the most common elements of business support. These support services provide those starting-up with guidance on the implications, rewards and risks of starting a business, as well as helping them to diagnose problems and building the knowledge base necessary to run a business. In Tunisia, information, advice and counselling as well as training on business creation are primarily offered by a network of Business

Centres, which were created in 2005 and exist in each of the 24 regions in Tunisia. Offers include, for example, assistance with writing a business plan, accessing funding, training and coaching. The target clients of Business Centres are graduates from university and vocational training who plan to start a micro business. Business Centres draw on external experts for their services, including coaches from higher education institutions who work one day per week for the centres. There is room to grow this collaboration by increasing the links with the VET system and by creating stronger linkages with the training system.

Support services are also offered by the *espaces entreprendre*, including the provision of workspace and advisory services. *Espaces entreprendre* primarily reach out to unemployed and young people, but also offer support to graduates and alumni. These supports are low-threshold offers for micro entrepreneurs, supported by the National Agency for Employment (ANETI) that includes coaching and eLearning modules. Training offered by the *espaces entreprendre* appears to reach a large number of potential entrepreneurs and also contribute to enterprise survival. For example, in Sfax 2 500 students have already participated and 39% go on to start a business. But even those who do not proceed with their venture idea, are not considered failures because many end up in employment. Approximately 60% of those who set-up business in 2009, survived to 2013. There are plans to increase the number of *espaces entreprendre* so that there will be one in every region. Two critical issues for an effective expansion of the *espaces entreprendre* are to ensure that quality coaches can be recruited in each region and that the centres are accessible by students. Some of the current centres are difficult to reach with public transportation which is an obstacle for some students.

Potential entrepreneurs can also use business incubators to research their ideas and work on their business plan. Training courses are offered, including a three-day seminar on idea identification (offered by ANETI in co-operation with MORAINÉ and *l'Espace Entreprendre*), and three-week training programme such as CEFÉ (Creating Businesses and Entrepreneur Training), which are known internationally for their creative and entrepreneurial training methods. Students can apply for small scholarships in order to finalise their business plan and start setting up the venture of TND 100 for undergraduates and TND 200 for graduates per month (approximately EUR 46 to EUR 90).

The *espaces tremplin* is an important pre start-up initiative, which was initiated by the French and Tunisian governments. This project involves the establishment of resource centres within VET training centres that are dedicated to business creation and support for entrepreneurs. Future entrepreneurs are offered comprehensive advice, guidance, counselling and information on setting up their own enterprise. These centres offer internet areas, meeting rooms and a series of offices with computer tools as well as documentation and activity areas. By 2012 four *espaces tremplin* were set up, including at CSF Clothing in Manouba, CSF TA Leather and shoes in Megrine and CSF artistic professions in Nabeul. While it appears that none of these are currently operational, the *espace tremplin* at CFA Bizerte is functioning. The opening of seven more pilot areas is planned for 2014.

***...but there are regional differences in the availability of resources for business creation support...***

The vocational training centres and business start-up support services are distributed across all regions in Tunisia. However, there remain large differences between the regions, notably between Tunis, Sousse and Sfax with other outlying areas.

In Kram, entrepreneurship support in the CFPTI training centre is largely focussed on training. Between 2000 and 2006, the training centre worked closely with the local ANETI office to exchange information and support student start-ups. However, partnership ended in 2006 and there are no relationships between the training centre and external business support agencies.

In Tozeur, the CFPTI training centre experiences many difficulties in gaining access to coaching and business support services within their business support structures and, more importantly, to attracting professionals to come to speak with the young students within the vocational training centre. One challenge is that many professionals reject the offered remuneration as it does not cover their opportunity cost. Additionally, the geographical distances (i.e. travel time) are too great to attract coaches from outside of the region. A further challenge is that there are established medium and large companies in the region who could assist in teaching about entrepreneurship.

Similar challenges were also found at the CFPTI in Medenine, where there is an economic inequality between the region and others regions such as Tunis, Sfax or Sousse. There are 104 registered companies in Medenine and as in Tozeur, there are few larger companies who can assist in teaching entrepreneurship to VET students. The CFPTI in Medenine also receives very little support from the local ANETI office.

These regional challenges demonstrates that the role that territorial development policies can have on the capacity of the vocational training centre and business support agencies in creating methods and programmes to encourage and support business creation for young people. The consequence of these gaps in support is reflected in the enthusiasm for entrepreneurship support more generally at the different training centres. Those trainers and staff at business support structures in Tunis, Sousse and Sfax benefit from the economic dynamism of these regions and are therefore much more enthusiastic and active in support VET students in business creation.

***...and it can be difficult to differentiate between support offers***

One of the principle challenges of the business start-up support structures within the VET system is the extent to which there is overlap between the different support structures. While the Business Centres, incubators, *espace entreprendre* and *espace tremplin* each have different mandates, in practice the support offerings are essentially the same and it is unclear to young entrepreneurs where to go for different types of support. For example, there is very little difference between the support provided by the Business Centres and the *espaces entreprendre*. This duplication is recognised by both the support providers but no actions have been taken to address this issue. To further compound this, the Tunisian Solidarity Bank also plans on launching its own line of entrepreneurship support services, creating an even more crowded environment.

***Micro-finance is available but it does not always meet the needs of student entrepreneurs***

Financial support for new business start-up by VET students is largely handled by the Banque Tunisienne de Solidarité (BTS) and the Banque de Financement de Petites et Moyenne Entreprises (BFPME). The BTS was created in 1997 and is the first Tunisian bank specialising in financing small projects through direct funding or through microcredit associations. Its beneficiaries are generally young graduates of higher education institutions or from vocational training. From 1998 until 2011 BTS approved 15 000 loans, 30% of which have defaulted; and an even higher default rate is expected for 2011 and beyond because of the revolution. BTS offers direct credit lines, either as short term or medium term loans, with 7.5% interest rate and a grace period of two years. Applicants can receive up to TND 100 000, but the loan is frequently not paid out to the applicant but to his/her suppliers. The bank also asks nascent entrepreneurs to invest 10% of the capital from own sources.

Additionally, BTS has a micro credit programme, where micro credits of up to TND 5 000 (approximately EUR 2 300) are handed out through microfinance associations (currently 280 such organisations exist). Previously, all sectors were supported, but after the revolution the government issued a decree that retail businesses will not receive any further loans because too many of them



went bankrupt or claimed bankruptcy due to the revolution. Interest rates for micro credits are low, approximately 5%, and loans have to be repaid within three years. Within the micro credit programme, applicants do not need to provide collateral, although the bank might ask for a family member to guarantee the loan.

The BFPME was created in 2005 and the Tunisian state holds 60% of its ownership. The bank handles loans between TND 100 000 and TND 5 million (approximately EUR 4 580 to EUR 2.3 million) for all sectors except tourism and housing. Similar to BTS, the BFPME generally does not require collateral and 50 - 70% of their loans are backed by the state guarantee agency. The default rate is even higher compared to BTS (50%). The BFPME also offers advisory and follow-up services, targeting both nascent entrepreneurs as well as existing businesses which want to expand and grow. Advisory services include, for example, assistance with proofs of concept, feasibility studies and business plans, advice related to governmental subsidies and incentives for starting or growing a business, legal advice and similar. The bank has approved a total of 1 178 projects, with a total of TND 875 million (approximately EUR 380 million) invested, and 677 loans have been paid out. Nearly 25 000 jobs have been created in businesses supported by BFPME.

The financial support offered by BTS and BFPME are, in principal, designed to facilitate access of start-up entrepreneurs. However, they are not sufficiently tuned into the needs of graduate or student entrepreneurs. The BFPME focusses on giving loans to industrial ventures, which would not apply to small business ideas of a majority of students or alumni from vocational training centres. In the case of the BTS, the micro-credit programme might also lead to undercapitalised ventures with low survival prospects as they will have not have a sufficient resource base to deal with liabilities of newness and smallness during the first months and years. Additionally, high default rates for both banks appear to indicate a need to offer more comprehensive services to help new entrepreneurs (e.g. coaching).

### **6.3. Recommendations**

#### ***1. Motivate students to develop their business creation projects***

There is an absence of internal structures for information and business support for the young people and the difficulties in the orientation and following of the young people towards these same organisations do not support the development of entrepreneurial motivations and intentions for young people. Furthermore, some of the existing supports such as idea pools for VET students work against this because the students select “ideas” from a list. This does not encourage entrepreneurial thinking and does not help students in learning how to identify and pursue opportunities. ATPF should support VET centres in developing student motivations through:

- *The Ministry Vocational Training and Employment and the ATPF should deploy “espaces tremplin vers l’entrepreneuriat” within each vocational training centre. These spaces should be equipped to with specialised staff who can (i) distribute information on the available business start-up support structures in the local area; (ii) work with the local business community to organise business idea and business plan competitions for students in vocational training; (iii) support students in self-organisation by creating, for example, “mini-enterprises” or organising meetings between the old and new students, young creators and entrepreneurs; and, (iv) provide coaching and mentoring to students. Please see learning model 6.4.1., Entrepreneurs dans le ville, for an example of how the *espaces tremplins* could be utilised to support the development of entrepreneurial attitudes and skills.*

- *ATFP should support VET centres the organisation of entrepreneurial clubs.* A student entrepreneurship club has been created in the CFPTI in Djerba to encourage relationships between alumni and students and this could be implemented in other training centres. This model should be expanded to other training centres in Tunisia.

## **2. Revise the governance system for business support programmes**

- *The Ministry of Vocational Training and Employment should work with other ministries and agencies to improve co-ordination of business support offerings.* Many organisations support VET students in setting up a business, notably by the Business Centres, the *pépinières*, employment offices and the *espaces entreprendre*, but their offering are provided in isolation. Thus, there is a need to make the support system more cohesive and more efficient. Each organisation could build “win-win” partnerships with other stakeholders if there was a regional mapping of available services. Connections should be established on the one hand between the vocational training centres and the business support structures and, on the other hand, between the various business support structures themselves rather than relying, essentially, on personal relationships between individuals.
- *Strengthen the relationship between training centres and business start-up support services.* The co-ordination between training centres and other support organisations in the local economy remains under-developed at best. The Ministry of Vocational Training and Employment needs to work with other Ministries to learn about their business support activities to ensure that they are aligned with vocational training. There is a need to:
  - reinforce an intra-sectorial co-ordination between the different local policies for teaching and for the economical and territorial development;
  - adopt a practical approach that involves small companies, young people and women.

The involvement of trainers in business start-up support services needs to be encouraged in the vocational training centres and vice versa, business professionals need to be more involved in training. One approach used in other countries is to create “ambassadors”, which both motivates and recognises the efforts of trainers and business professionals. See the learning models in section 6.4.2 and 6.4.3 for examples of approaches taken in Austria and Sweden.

## **6.4. International learning models**

### **6.4.1. *Entrepreneurs dans la ville, France***

#### *Rationale and objective*

This project aims to help disadvantaged young people from urban areas acquire knowledge and basic competencies to manage a project into a business creation perspective. This includes supporting some of the youth in converting their business idea into a business creation.

#### *Description*

Youth who are eligible for training include those between 20 and 35 years old, living in the city of Lyon who has a vocational bachelor’s degree, a “classical bachelor’s degree, a BTS or a BP .

This project is organised by Sport dans la ville and it provides support in four stages. First, it provides 32 days of training, which is equivalent to 250 hours. This training includes 25 days of face-to-face training for 5 months (from February to June 2013). This training focuses on the elaboration of a business plan and relies heavily on group work and peer learning.

Second, 8 days of support that is dedicated to the business development provided by business development experts and mentors. This stage of support is hosted in the “pépinière Campus Pro” and clients have access to the club network “Entrepreneurs dans la Ville”. Partners and funders of this support include: Rhône-Alpes Region, Grand Lyon (community of municipalities), Eurazeo (investment fund), Fiducial (financial, legal and social expertise), Entrepreneurship foundation, EM Lyon Forever (alumni association of Lyon Business School).

Third, this training is complemented with 24 months of post start-up support. Finally, the project includes incubators that aim to support the development of the enterprise after the start-up phase.

### *Relevance*

This third model shows the role of local networks (the municipality of Lyon, foundations, companies, local associations and EM Lyon Business School) and the combination of training, expert supports, and experiential learning in promoting entrepreneurship to young people. This model is an illustration of several recommendations. It shows how several regional players (non-profit organisation, school of management, incubator, educators, coaches, etc.) can work together, motivate young people to involve in entrepreneurship, create an entrepreneurial ecosystem and validate the curriculum of students. In the Tunisian context, taking into account some differences between regions, this model could be implemented involving representatives from *espaces entreprendre*, employment offices, Islamic bank, university, municipalities and “pépinières” within vocational training centres. The most relevant element in this example is networking between representatives from multiple organisations in the same regional area in order to gather entrepreneurial support competencies adapted to the students within vocational training centres.

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### **6.4.2. Innolab, Austria**

#### *Background*

JUNIOR Enterprise Austria and innolab as well as the degree programme “Innovationmanagement” of the University of Applied Sciences Campus 02 of Graz/Austria have been closely co-operating since 2010. The strategy of the Austrian province of Styria intends to stimulate the entrepreneurial mind-set as well as entrepreneurial skills and competences by promoting participation of students in a mini company programme of JUNIOR Enterprise Austria, its Tunisian

equivalent being INJAZ. Innolab is an institute belonging to the degree programme “Innovationmanagement” of the University of Applied Sciences Campus 02 in Graz/Styria. Innolab is offering professional coaching for students during the invention and innovation process. Innolab’s services are free of charge for all entrepreneurs and entrepreneurs to be. The co-operation between innolab and JUNIOR Enterprise Austria consists of innovation workshops dealing with methods of creativity techniques and innovation management as well as individual coaching of Styrian JUNIOR companies. Innolab supports JUNIOR mini companies in making the transition from entrepreneurial school project to a Start-up Company. In addition innolab is offering training on creativity techniques for trainers as well.

### *Rationale and objectives*

Fostering a positive attitude towards starting a business and regarding self-employment as attractive option. Empowering students of mini companies (VET students as well as students of general academic schools at upper secondary level) in developing their business ideas. Coaching the process of invention and/or innovation and accompanying the transition from mini company to starting up a real business. The innolab team consists of experts from different disciplines such as architecture, pedagogics, marketing, and coaching and innovation management in order to be able to support nascent entrepreneurs in each phase of their start-up process.

### *Activities*

innoday and innoworkshops/innosapps, initial and ongoing coaching for mini companies, coaching of transition process from mini company to start-up, training for trainers on creativity methods. Sponsored by Styrian Economic Chamber, municipality of Graz, Gruenderland Steiermark (Styrian Start-up Initiative), Science Park Graz, Styrian economic development (Steirische Wirtschaftsfoerderung), Steirische Sparkasse GründerCentre (start-up centre of the Styrian Savings Bank) and [www.Patent-net.de](http://www.Patent-net.de) which is a market place for trademarked ideas. innolab accounts for 120 coachings p.a. In addition they offer innovation projects for companies, students and pupils.

### *Relevance*

Most school-related activities in entrepreneurship training such as the mini company programme are confined in time and extent. Mini companies are restricted to a school-year and have to be liquidated accordingly. The innolab initiative tries to bridge the gap and offers coaching for successful members of mini companies in order to manage a transition from school to real business. This is of high relevance for the economic system as well as the national economy, taking into account that each start-up is responsible for at least one to two new jobs on average.

Until today two successful companies have emerged from innolab coaching activities: the fashion company “wild gwickl”/2012 and “biobook cover”/2012. There’s an ongoing coaching process for both start-ups on behalf of innolab.

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### **6.4.3. Mentore Eget Företag (“Mentor your Business – Preparing for start-up and business development”), Sweden**

#### *Background*

Mentoring can help start-ups and existing enterprises to survive by helping them through critical business development stages. In 2006 the Swedish government authorised resources for a national mentoring programme for new entrepreneurs, to be drawn up and implemented jointly by Jobs and Society and ALMI Företagspartner. The mentoring programme is a complement to regular advice to the entrepreneur who has started, or is just about to start, a company.

#### *Rationale and objectives*

The aim of the programme is that companies that undergo the mentoring programme will be more successful as business ventures. By giving the new entrepreneur access to a mentor, the launch of the company can be made easier, and profitability and success can be achieved more quickly in the new company. But just as importantly, the mentoring programme contributes to the individual’s personal development.

The mentoring programme is being run by the two organisations with the most experience of giving advice to entrepreneurs and companies. ALMI Företagspartner with its public sector expertise and Jobs and Society with its base in the business sector can thus benefit from one another’s knowledge and networks. Jobs and Society aim at entrepreneurs who have not yet started up their company. The prospective entrepreneur must have a sustainable business concept with the potential to become a healthy, profitable company. Participation in the programme will be of crucial importance for success with the business plans.

#### *Relevance*

ALMI Företagspartner aims at existing small companies who have recently started their business. The company must be between zero and three years old and the intention must be to run it as a main occupation. The mentoring programme can be viewed as a complement to existing, commercial programmes to support companies and entrepreneurs. It is aimed at a target group that does not have the financial resources to engage professional support. In 2006 a total of 400 nascent and new entrepreneurs were given access to a mentor – for one year and at no charge. In the years 2007 and 2008 800 people participated in the mentoring program, in 2009 already more than 1 000.

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## CHAPTER 7. CONCLUSIONS AND THE WAY FORWARD

### 7.1. Key findings

The overarching objective of this study is to examine support for entrepreneurship in the vocational training system in Tunisia, focusing on those training centres that are under the responsibility of the ATFP. This review covered the institutional and legal framework supports for entrepreneurship in vocational training, as well as current practices in entrepreneurship training and business start-up support. Table 7.1 identifies the key findings from this case study review.

There are several strong elements to the entrepreneurship support system within vocational training in Tunisia. Most importantly, the key elements of a support framework are in place. This includes a Ministry that recognises the value and importance of entrepreneurship and agencies such as ATFP and CENAFFIF that support the Ministry. There are also a number of business support organisations for students (and others) who seek them, including *espaces tremplins*, *espaces entreprendre*, Business Centres, incubators and a number of private sector supports. These services provide numerous options for students to seek training, coaching and other supports outside of their training centres. The training centres have a recent history of implementing several international projects on entrepreneurship training, including FORTI, INJAZ and KAB. The experience with these projects provide a knowledge base that can be built on moving forward. These projects also created a pool of trainers throughout the vocation training system that are very passionate about entrepreneurship, who continue to teach entrepreneurship using the material from these projects.

At the same time, there are several weaknesses in the entrepreneurship support system. Most importantly, entrepreneurship as a concept is undefined. Consequently, the objectives related to entrepreneurship support and training are also undefined. This lack of objectives makes it difficult for ATFP and the VET centres to implement actions because there is no clearly defined goal. A second challenge is that the objectives of entrepreneurship training and support are typically based on inputs rather than impacts. As a result, the actors do not act entrepreneurially and there is no collective responsibility of outcomes. Third, there are many actors involved in the support system but there is little co-ordination between them. This is visible at many levels, including across the ministries and agencies and also between the VET centres and business start-up support organisations, which often duplicate offerings. Finally, little training is available for trainers who teach the entrepreneurship modules and courses. While this is improving, it directly affects the quality of learning experience that students have in vocational training.

Looking forward, there are two key opportunities for improving entrepreneurship support in the vocational training system in Tunisia. First, there is a window of opportunity to implement change given the transition to a democratic political system. Second, there is an explicit recognition by the Ministry of Vocational Training and Employment that entrepreneurship is important for students and also for the economy as youth unemployment continues to be a great challenge. Both of these factors create the necessary institutional support to launch new activities.

At the same time, a number of factors must be addressed by any actions taken because they could undermine any efforts that are launched. First, the system suffers from a lack of co-ordination at many

levels, including across ministries, between ministries and agencies and between agencies and VET centres. This results in duplications of effort, inefficiencies and ultimately leads to an ineffective system. This also works against the development of an entrepreneurial culture. Second, many of Tunisia's experiences with entrepreneurship support in vocational training are quickly becoming dated. There is a risk that the experience that trainers, training centres and the agencies gained from these projects will be lost as people retire. Finally, many actors in the entrepreneurship eco-system, including government agencies and public organisations, have narrowly defined roles and little effort is made to go beyond this role. As a result, these actors do not act entrepreneurially which goes against the objective of supporting entrepreneurship.

**Table 7.1. SWOT Analysis of entrepreneurship support in Tunisia vocational training**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• The key elements of a support framework are in place, including a supportive ministry, several agencies and a business start-up infrastructure.</li> <li>• There is a history of entrepreneurship experiences and projects that serves as a base moving forward.</li> <li>• Many trainers display a great deal of enthusiasm for entrepreneurship training.</li> <li>• There are numerous organisations that offer special start-up support services for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship as a concept is undefined, and therefore the objectives related to entrepreneurship training are also undefined.</li> <li>• Many objectives are defined by inputs rather than impacts.</li> <li>• Co-ordination is a challenge across ministries involved in vocational training and business start-up support; this challenge also exists between business start-up support organisations, which often duplicate offerings.</li> <li>• Current entrepreneurship training offerings in most training centres are limited to awareness-raising and are based-on outdated materials.</li> <li>• Little training is available for trainers who teach the entrepreneurship modules and courses.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• The Ministry of Vocational Training and Employment recognise the importance of entrepreneurship for students in vocational training.</li> <li>• There is a political opportunity to implement change.</li> </ul>	<ul style="list-style-type: none"> <li>• A lack of co-ordination between entrepreneurship support services makes them difficult to access and decreases their effectiveness. This works against the development of an entrepreneurial culture.</li> <li>• Many of the past experiences are dated and there is a risk of losing the knowledge gained from these experiences.</li> <li>• Many mandates are narrowly defined and those within the entrepreneurship support eco-system are not encouraged to act entrepreneurially. This sets a bad example for students and undermines the essence of an entrepreneurship support system.</li> </ul>



## **7.2. Establish a national strategy and supporting infrastructure**

This review is well-timed given the recent and ongoing changes in the political system and Tunisian government. In order to effectively deliver public sector support to supporting entrepreneurship, a strategy is needed to clearly outline the objectives and rationale for supporting the development of entrepreneurial mind-sets and entrepreneurship skills in vocational training; to tie together the existing support offers at both the national and local levels; to outline the role and objectives for different actors in the vocational training system; and to set goals for the future.

A definition of entrepreneurship support within the context of Tunisian vocational training needs to underpin the national strategy. It must articulate what is meant by entrepreneurship and why it is important to promote and support it within the vocational training system. The objective of promoting and supporting entrepreneurship in the Tunisian vocational system should be to develop entrepreneurial mind-sets for students, help them acquire entrepreneurship skills so that they can start a business and facilitate access to business support services so to help them launch and develop their entrepreneurial projects. It is important that the objectives for entrepreneurship support move beyond the current approach of introducing students to entrepreneurship and providing a scattered provision of more in-depth support to those who search for it. Moreover, the objectives need to be defined at a more detailed level, outlining the purpose of entrepreneurship training and business start-up support offerings. In addition, expected learning outcomes for students and objectives for trainers and training centres also need to be defined within this context.

Another important aim of a national strategy is to improve co-ordination of the different stakeholders involved in promoting and support entrepreneurship in vocational training (refer to Figure 2.5). The strategy should clearly define roles for key stakeholders to remove duplication in offerings and to increase cohesion in the entrepreneurship support system. Most importantly, the strategy should refine role of the ATFP. With respect to entrepreneurship, the current role for the agency is centred on introducing entrepreneurship into the curricula so that students have a basic awareness of entrepreneurship as a concept and to deliver some very basic training on business creation. There is scope to give the ATFP a greater role, increasing their mandate to expand the reach of existing introductory modules and to provide more in-depth support for students that are interested in entrepreneurship. This includes the delivery of advanced entrepreneurship training and more intensive business development supports for those who launch their own projects.

The development of indicators to match the different components of the strategy is crucial so that a performance management system can be implemented. Defining objectives in terms of measureable indicators is also an important exercise for ensuring that appropriate incentives and rewards are in-place for all of the stakeholders in the system to ensure their engagement. This includes students, trainers, training centre directors, business develop support organisations, the business community and national ministries and agencies. Currently, the mandates and targets of all key entrepreneurship support organisations (e.g. incubators) are defined with inputs. For example, incubators have targets to “touch” a fixed number of students. This, however, does not provide an incentive for incubators to deliver quality services nor to support business creation because these outcomes are not included in their targets and mandate. It is crucial that entrepreneurship support organisations, including training centres, have objectives that include measurable outcomes.

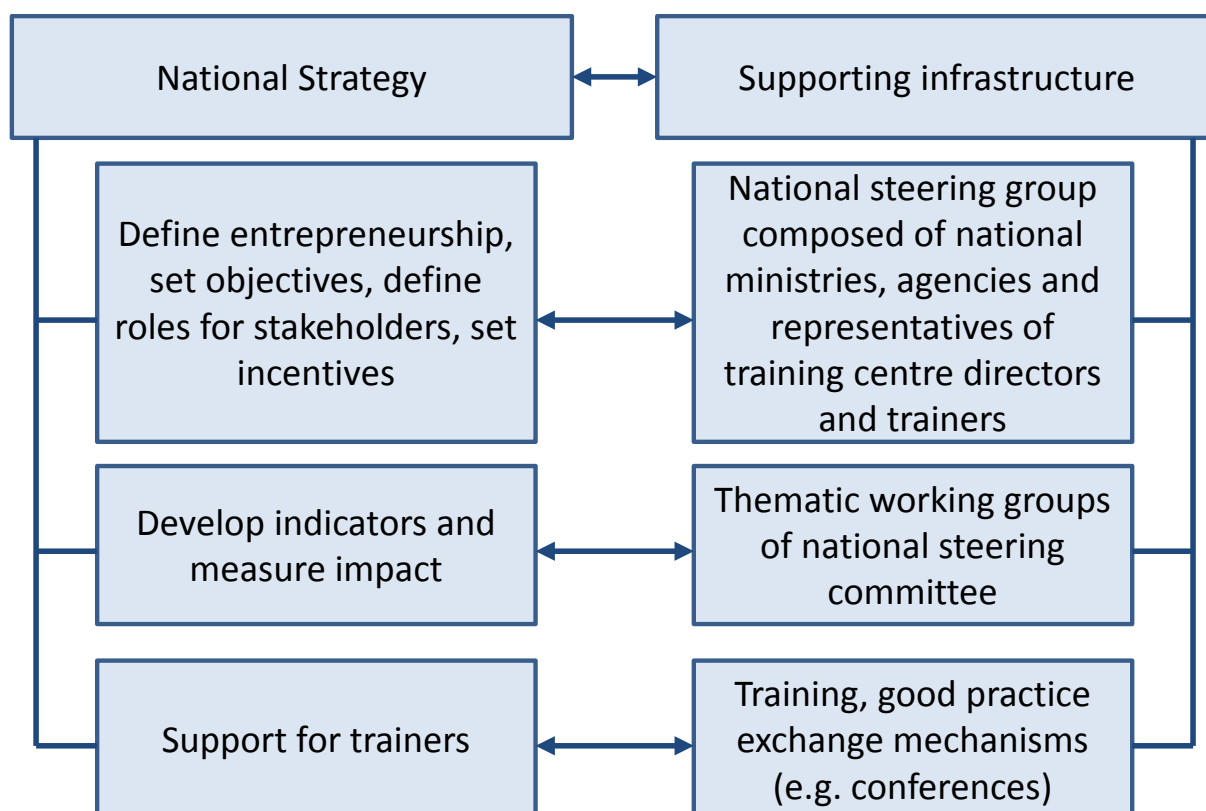
It is also important that the strategy address the need to improve support for trainers on two levels. There is a need to update and enhance current pedagogies and to set up a mechanism that allows trainers to collaborate and exchange good practices. An approach used by to facilitate interaction between trainers is to hold conferences for VET trainers to share their experiences TKNIKA (see learning model in chapter 4). National conferences would be an effective method of

building a community of entrepreneurship trainers in the Tunisian VET system and selected representatives could participate in international events to learn about international good practices and bring them back to Tunisia.

To accomplish the development and implementation of such a strategy, a supporting infrastructure is needed (see Figure 7.1). It is recommended that the Ministry of Vocational Training and Employment establish a national steering group to oversee the development of a strategy for promoting and supporting entrepreneurship in VET. This steering group needs to include all of the different actors involved in VET at the national level and ATFP could act as secretariat.

In addition, it is recommended that standing thematic working groups be created by MFPE to help develop objectives and indicators around the various themes in the strategy. The working groups should be composed of key stakeholders such as the ATFP, CENAFFIF and representatives from VET centres (i.e. directors and trainers). These working groups would act as platforms for exchange and institutional learning on specific themes, which should include entrepreneurial learning and measuring the impact of entrepreneurship training. The outcomes of the working groups should support the goals and roadmap set by the national steering committee. This could include, for example, designing methods for measuring the impact of entrepreneurial learning. Other potential themes could include teaching content and methods, coaching, business start-up support and developing linkages with the school and higher training systems.

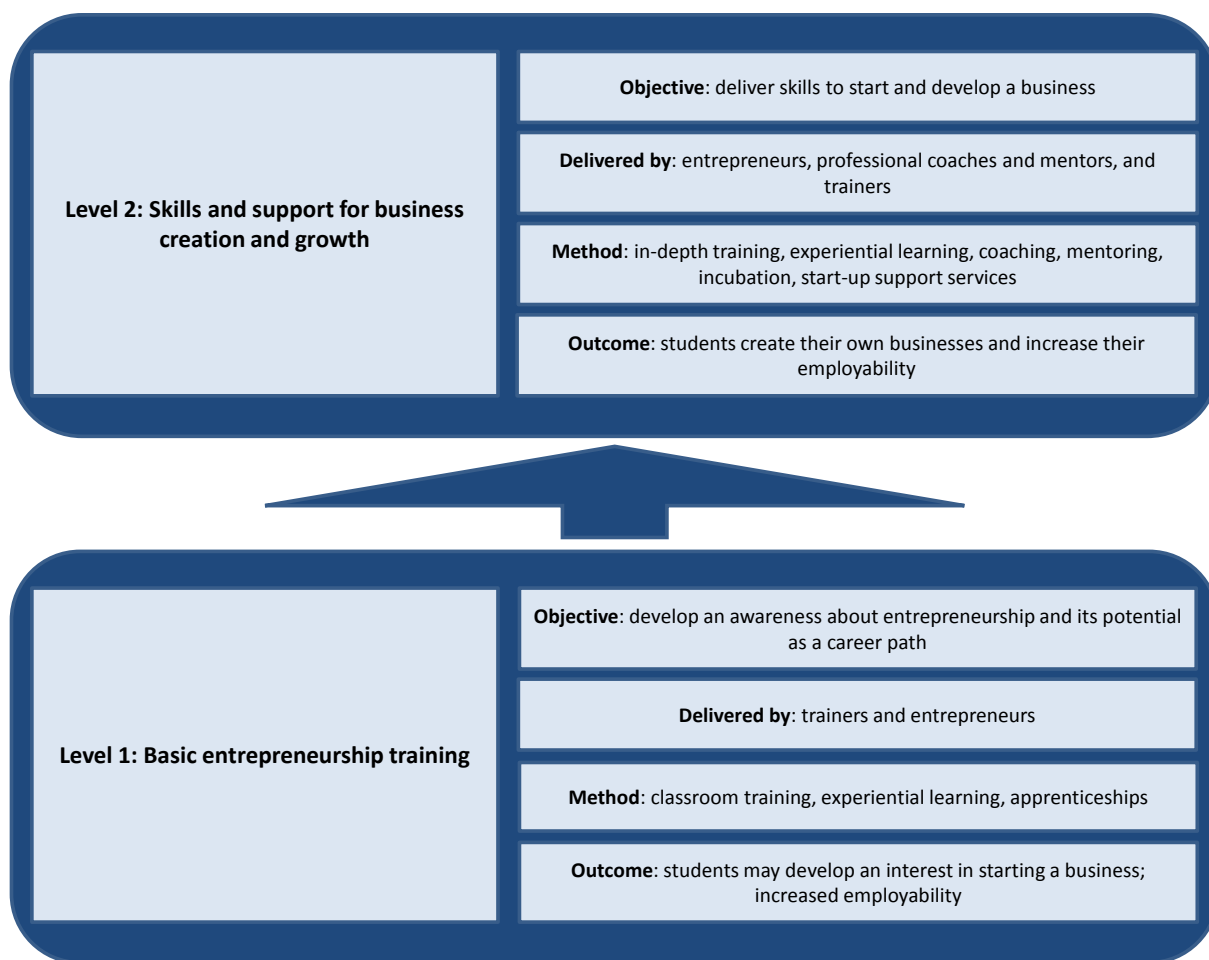
**Figure 7.1. A national strategy for promoting and support entrepreneurship in VET**



### 7.3. Develop more intensive support for students interested in entrepreneurship

Entrepreneurship support in the Tunisian vocational training system is currently concentrated in Centres for Training and Promotion of Self-employment (CFPTIs). It is recommended that entrepreneurship training and support move to a two-tiered system that provides basic support very broadly and more intensive support to those students who are interested in more advanced training and more advanced business development supports (Figure 7.2).

**Figure 7.2. A two-tiered approach to promoting and supporting entrepreneurship**



The current provision of entrepreneurship training in the Tunisian vocational system is broadly consistent with Level 1 in Figure 7.2. All students in CFPTIs receive entrepreneurship modules and students in other training centres may receive entrepreneurship modules at some point during their training but these modules appear to vary in quality and scope. Improving the quality of the basic provision of entrepreneurship by making the training more experiential (e.g. the use of business simulations and games) and expanding its reach will expose more students to entrepreneurship, increasing the likelihood that more students will become interested in entrepreneurship and will want to launch their own projects. The result may be an increase in the number of start-ups launched by students and an improvement in the employability of students participating in these modules. It will also act as an improved first step to building an entrepreneurial culture within the vocational training system.

While this basic training can be delivered by trainers, it is often more effective to involve entrepreneurs from the local business community in delivering this training. This typically has a greater impact on students because an entrepreneur will be more authentic than a trainer and they can share real-life experiences and challenges with the students. This approach is rarely used in Tunisian VET training centres and underscores the need to strengthen linkages between training centres and the local business community.

There is also room to use apprenticeships more effectively to support the development of entrepreneurial mind-sets and skills. Students who demonstrate a keen interest in entrepreneurship should be offered apprenticeship opportunities in small firms to work on a daily basis with an entrepreneur. This “shadowing” experience can have a great impact on individual students, but these experiences need to be well-organised and followed by trainers.

The outcomes of this first level of entrepreneurship training are to introduce students to the concept of entrepreneurship and to inform them about the potential that it may have as a career path. This is largely accomplished in the Tunisian vocational training system, especially for those students who attend CFTIs. However, for those students who are interested in launching an entrepreneurial project, there is little support available to them.

It is also recommended that MFPE and the ATFP develop a more intensive training programme for those students who seek to launch their own project (i.e. Level 2 in Figure 7.2). This includes an offering of more advanced, in-depth training that will allow students to further develop entrepreneurial mind-sets and the skills needed to start and develop a business. Experiential learning is also commonly used to accomplish this, but more realistic exercises are needed. Business simulations, start-up weekends and mini-enterprises are used often used internationally in VET systems to provide students with realistic learning opportunities that allow them to learn how to think like an entrepreneur.

Training centres will also need to facilitate access to more intensive business development supports such as coaching and mentoring. In many cases these supports are not offered directly by trainers and training centres, but are instead offered by the business community or other support organisations. This will require strengthening linkages between the VET centres and the business community so that students and trainers are aware of available supports, allowing trainers to refer students to appropriate support services at the appropriate time. To accomplish this, the various stakeholders involved in supporting start-ups need to be visible in the training centres. This can be done with special entrepreneurship events where all stakeholders come together at once or through bilateral initiatives where stakeholders come to meet students and deliver presentations on the available support.

While many of these supports already exist, there is a need to better co-ordinate these offerings and to strengthen the linkages between the support organisations and the training centres so that students know where to receive appropriate support at the right time and so that the stakeholders function together as a cohesive system.

## APPENDIX A. DIPLOMAS AWARDED BY THE VOCATIONAL TRAINING SYSTEM

Diploma	Profile	Length of training
Certificate of Competence (CC)	<p>The exit profile of a person who has obtained a “Certificate of Competence “ is as follows:</p> <ol style="list-style-type: none"> <li>1. Operational person entering the labour market: <ul style="list-style-type: none"> <li>• Performs in a limited scope, a series of simple and repetitive standardised operations using techniques and instruments at his disposal - understanding the principles of use, in a stable context;</li> <li>• Understands and follows simple oral and / or written instructions;</li> <li>• Monitors the work done in relation to the order; and</li> <li>• Can give an oral report of tasks and activities.</li> </ul> </li> <li>2. Individual can integrate working life: <ul style="list-style-type: none"> <li>• Knows his duties and rights as a worker;</li> <li>• Knows the specific business and the general labour market context; and,</li> <li>• Is able to work in a team and to communicate in a simple way in their field of activity with an appropriate level of language.</li> </ul> </li> <li>3. Individual can adapt and deepen professional knowledge: <ul style="list-style-type: none"> <li>• Has a hunger for success;</li> <li>• Is aware of the importance of optimising professional performance to grow in the business;</li> <li>• Is imbued with the general principles of quality; and,</li> <li>• Is able to continue to learn in a more or less controlled situation.</li> </ul> </li> <li>4. Individual with a sense of citizenship: <ul style="list-style-type: none"> <li>• Is aware of his rights and obligations as a citizen.</li> <li>• Is open to others and respects differences.</li> <li>• Is sensitive to the protection of the environmental and energy saving.</li> </ul> </li> </ol>	<p>The minimum initial training length for obtaining the “Certificate of Competence” is set it to 700 hours, including 160 hours of practical internship in a company when training takes place in vocational training centres.</p> <p>Training cycles organised per field and attested by the certificate of competence are not affected by this time length, they remain under legal and regulatory texts governing training.</p>
Certificate of Professional Competence (CAP)	<p>The exit profile of a person who has obtained a “certificate of competence” is as follows :</p> <ol style="list-style-type: none"> <li>1. Operational person entering the labour market: <ul style="list-style-type: none"> <li>• Uses in a field of restricted activity, limited and defined procedures to perform tasks in the workplace, in a stable context or subjected to limited change;</li> <li>• Selects tools and techniques that he understands; and</li> <li>• Check the quality level of the finished product or service rendered and give an oral and / or written report of tasks and activities.</li> <li>• Reads notes or data related to activity field.</li> </ul> </li> </ol>	<p>The minimum initial training length for obtaining a “certificate of professional competence” is set at 1200 hours, including 320 hours of practical internship in a company when training takes place in vocational training centres.</p> <p>Training cycles organised per field and attested by the certificate of professional competence are not affected by</p>

	<p>2. Individual can integrate professional life:</p> <ul style="list-style-type: none"> <li>● Knows his duties and rights as a worker;</li> <li>● Know the specific context of his work and the labour market in general; and,</li> <li>● Is able to communicate in everyday situations and talk about his activity field, with an adequate level of language.</li> </ul> <p>3. Individual can adapt and deepen professional knowledge:</p> <ul style="list-style-type: none"> <li>● A hunger for success;</li> <li>● Is aware of the importance of optimizing work performance to evolve in the trade;</li> <li>● Is able to understand the underlying principles of techniques and technologies used;</li> <li>● A sense of initiative and creativity;</li> <li>● Is imbued with the general principles of quality;</li> <li>● Is responsive towards changes and new situations;</li> <li>● Is imbued with entrepreneurship; and,</li> <li>● Is able to continue to learn.</li> </ul> <p>4. Individual with a sense of citizenship</p> <ul style="list-style-type: none"> <li>● Is aware of his rights and obligations as a citizen;</li> <li>● Is open to others and respects differences; and,</li> <li>● Is sensitive to environmental protection and energy conservation.</li> </ul>	<p>this time length, they remain under legal and regulatory texts governing training.</p>
<p>Professional Technician Certificate (BTP)</p>	<p>The exit profile of a person who has obtained a “Professional Technician Certificate” is as follows :</p> <p>1. Operational person entering the labour market:</p> <ul style="list-style-type: none"> <li>● Applies operating procedures within the limits of techniques related to his activity and the work context in a field of more or less extensive activity patterns subject to external factors that do not cause significant changes;</li> <li>● Selects and applies methods, tools and materials he understands for the realisation of his work that he himself organises on the basis of specific instructions;</li> <li>● Formulates solutions to problems;</li> <li>● Estimates the level of quality of work and can give oral and written activity reports; and,</li> <li>● Reads and interprets notes or data related to the activity field.</li> </ul> <p>2. Individual can integrate professional life:</p> <ul style="list-style-type: none"> <li>● Knows his duties and rights as a worker;</li> <li>● Know the specific context of the business and the labour market in general;</li> <li>● Is able to coordinate activities within a group and exercise responsibilities within a small team; and,</li> <li>● Is able to communicate and give a brief explanation of a project or idea, with an adequate level of language.</li> </ul> <p>3. Individual can adapt and deepen professional knowledge:</p> <ul style="list-style-type: none"> <li>● A sense of responsibility and hunger to succeed.</li> <li>● Recognises the importance of optimising professional performance;</li> </ul>	<p>The minimum initial training length for obtaining a “professional technician certificate” is set at 1800 hours, including 320 hours of practical internship in a company when training takes place in vocational training centres.</p> <p>Training cycles organised per field and attested by the professional technician certificate are not affected by this time length, they remain under legal and regulatory texts governing training.</p>

	<ul style="list-style-type: none"> <li>• Is able to understand the underlying principles and techniques of the technologies used;</li> <li>• A sense of initiative and creativity;</li> <li>• Is imbued with the principles and standards of quality;</li> <li>• Is responsive towards changes and new situations;</li> <li>• Is instilled with entrepreneurship; and,</li> <li>• Is able to organise their learning.</li> </ul> <p>4. Individual with a sense of citizenship:</p> <ul style="list-style-type: none"> <li>• Is aware of his rights and obligations as a citizen;</li> <li>• Is open to others and respects differences; and</li> <li>• Is sensitive to environmental protection and energy saving.</li> </ul>	
<p>Qualified Technician Certificate (BTS)</p>	<p>The exit profile of a person who has obtained a “Qualified Technician Certificate” is as follows:</p> <p>1. Operational person entering the labour market:</p> <ul style="list-style-type: none"> <li>• Establish and implement procedures related to a set of cyclic or sequential tasks in a work context subject to external factors that can cause more or less important changes;</li> <li>• Selects and / or adapts methods, tools and materials for problem solving to complete the work that he himself plans and organises on the basis of general guidelines;</li> <li>• Integrates information from different sources and to uses it to find solutions for the activity field; and</li> <li>• Evaluates the quality of work done by his team and can give detailed oral and written reports of his activity and of the activity of people under his responsibility.</li> </ul> <p>2. Individual can integrate professional life:</p> <ul style="list-style-type: none"> <li>• Knows his duties and rights as a worker;</li> <li>• Know the specific context of the business and the labour market in general;</li> <li>• Is able to lead or manage a team under his responsibility; and,</li> <li>• Is able to communicate clearly and in detail giving reasoned opinion with an appropriate level of language.</li> </ul> <p>3. Individual can adapt and deepen professional knowledge:</p> <ul style="list-style-type: none"> <li>• A sense of responsibility and hunger to succeed;</li> <li>• Works to optimise the business performance;</li> <li>• Is able to understand the underlying principles and techniques of the technology used;</li> <li>• A sense of creativity and initiative;</li> <li>• Is imbued with the principles and standards of quality;</li> <li>• Is responsive towards changes and new situations;</li> <li>• Is imbued with entrepreneurship; and,</li> <li>• Is able to identify their own training needs and organise learning course.</li> </ul> <p>4. Individual with a sense of citizenship:</p> <ul style="list-style-type: none"> <li>• Is aware of his obligations as a citizen; and,</li> <li>• Is open to others and respects differences; and,</li> <li>• Is sensitive to the environmental protection and energy saving.</li> </ul>	<p>The minimum initial training length for obtaining a “qualified technician certificate” is set at 2200 hours, including 320 hours of practical internship in a company when training takes place in vocational training centres.</p> <p>Training cycles organised per field and attested by the qualified technician certificate are not affected by this time length, they remain under legal and regulatory texts governing training.</p>

Source: Chahed, 2013.

## **APPENDIX B: A HISTORY OF THE PROMOTION OF ENTREPRENEURSHIP IN VOCATIONAL TRAINING CENTRES**

A number of initiatives have been taken in the vocational training centres, including the following:

- The FORTI project
- The KAB programme
- The INJAZ programme
- The Skills for Employability programme
- Springboard to entrepreneurship workspaces
- Incubators
- Entrepreneurship training

### **B.1. Self-Employment Training Project FORTI**

#### ***Project Background***

In 1991, the 8th plan for the Tunisian economic development (1992-1996) envisaged the creation of new training centres (i.e. sectoral centre, regional centre, etc.) with the objective to increase the number of students. It was then decided to create regional centres of small businesses in the towns of Kasserine, Hammam Sousse and Bou Salem. These centres were created to support regions with their development problem management and assist the skill mobilisation of available resources in order to accelerate the development pace.

The regional centre of small trades (e.g. health, bakery, pastry, catering and automobile sectors) aimed to make qualifications available to the region (to the self-employed) in various fields relevant to its development (with a capacity of 180 positions in initial training, 1500 days of on-going training in technical development and business management).

In 1994, a Tunisian-German co-operation project was signed in the frame of vocational training development between the Ministry of Training and Training (MEF) and the GTZ (German cooperation). The project aimed to contribute to the dynamic development of regional employment and entrepreneurship through training programmes combining entrepreneurial training, experience and vocational training to a target population. The project was inscribed in the context of plans for economic and social development in Tunisia, which gave pride of place to micro-enterprises in the strategy of economic development and employment promotion. It was named FORTI, training for self-employment.

The FORTI project was placed under the Ministry of Training and Training (MEF). It was implemented by three national organisations; the GIZ was the German partner:

- The Tunisian Agency for Vocational Training (ATFP)
- The National Centre for Training for Trainers and Training Engineering (CENAFFIF)
- The Tunisian National Agency for Employment and self-employment (ANETI) (ex- ATE)

The main partners were the ATFP, the ANETI and the CENAFFIF.



It was launched in September 1995 by an experimental phase (1998-1999) in the Central West region where the project has introduced a new dynamic to promote micro-enterprises and self-employment.

During the second phase (1999 - 2002), the project was able to consolidate its products and expand into five other regions of Tunisia.

The third phase of the project covering the period from 2002 to 2005 resulted in the completion of the integration of entrepreneurial skills in vocational training and the development of a new product for the development of entrepreneurs. This integration has ensured a high level of professional competence necessary for competitiveness.

### ***The concept***

#### *The target populations*

The target population for the FORTI programme consisted of:

- Entrepreneurs and employees of companies
- Young people in vocational training
- Potential entrepreneurs

#### *The framework*

The implementation framework of the FORTI project is:



The FORTI project was placed under the Ministry of Training and Training (MET). It was implemented by the Tunisian Agency for Vocational Training (ATFP), the National Centre for Training for Trainers and Training Engineering (CENAFFIF) and the Tunisian National Agency for

Employment and self-employment (ANETI) (ex-ATE). The GTZ was the German partner and advisers were appointed: INTEGRATION and IBC.

The FORTI project was set the development of a new dynamic to promote micro-enterprises and self-employment in addition to actions already taken by the government such as the MAINFORM programme and other development plans.

### *The pedagogy*

The pedagogy used for the implementation of FORTI products was learning through action:

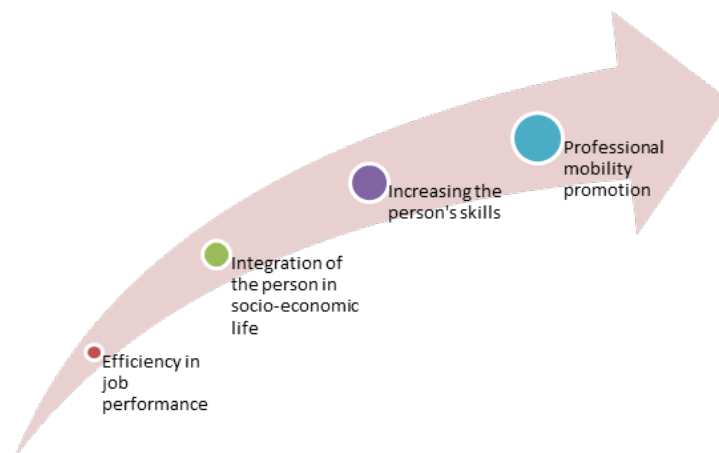


It was a participatory pedagogy based on “learning by doing” and project approach. This aimed to generate a high motivation level in the participant who then became the main actor in the training action. This could only be possible if the trainers truly had a facilitator profile (entrepreneurial pedagogy).

Steps 1-4 were then linked and sequential and allowed the participant to develop his entrepreneurial project as much as he wanted.

### *Objectives*

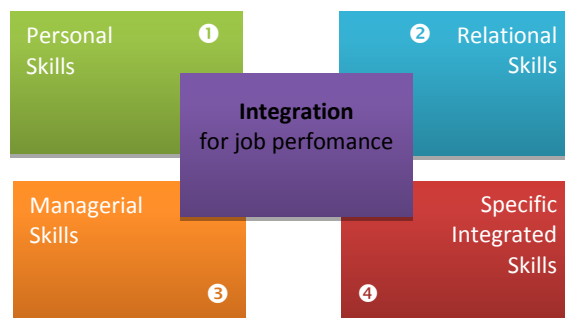
The four objectives of the FORTI project were all listed in a sequential process for the development of self-employment:



Ultimately, the participant had not only learned relational and personal skills but also in project editing and creation to become true entrepreneurs, actors in working life.

*The ATFP approach*

The approach was as follows:



- Personal skills: To give students a better idea of what entrepreneurship and to enable them to experience the professional characteristics of the self-employed.
- Relational skills: Allowing students to know and experience relational skills (i.e. communication, teamwork and new technologies of communication and information).
- Managerial skills: Allowing students to know and apply managerial skills (e.g. analysis and programming methods, creativity).
- Specific Integrated skills: Allowing the trainee to develop key competencies to promote innovation, quality, cost control, marketing and a competitive spirit.

*The products*

The FORTI project has established three main products:

- CEFE (Creation of Businesses and Entrepreneur Training)
- CEFI (Entrepreneurial Skills in the Initial Training)
- CEFOC (Entrepreneurial Skills in On-going Training).

### *CEFE*

CEFE is the first product of the FORTI project. It is a training method for small and medium entrepreneurs. It is characterised by:

- Experiential learning: Participants take part in exercises and simulations that are very similar to an entrepreneur's job
- A dynamic group when learning: Group work is the primary means of communication for learning.
- The whole aspect: The participant is required to take into account the economic and social context in its entirety to ensure the market integration and ensure the success of the business.

CEFE uses a customised approach based on learning through action. Participants evaluate their own personalities, abilities and resources through exercises, simulations and group work. They choose the project they will undertake and they also determine if the personal assets (skills, competencies, resources) correspond to the project: market, technical, management and finance).

The participants collect the information necessary to assess the feasibility of their project (study of competition in the field, collecting information from national organisations...) and prepare the business plan they will have to present to the bankers.

Finally, they will start their project after training with possible support during the start-up phase and with a permanent contact with the FORTI family.

The CEFE training includes three parts:

- Development of entrepreneurial and managerial skills (Entrepreneur and his idea of the project, the current management of the company);
- Finding information (project environment);
- Preparation and presentation of the business plan (The first product of the project, the business plan).

Introduced in Tunisia by the FORTI project in 1995 under the Tunisian- German cooperation, CEFE was a true action research<sup>2</sup> which lasted more than ten years and has enabled a better targeting of entrepreneurial training for different target groups.

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<sup>2</sup> The 'Action Research' approach is a method used by developers, which makes the entrepreneur the main actor and engages in a permanent dialogue between coaches and entrepreneurs. It is participatory and seeks

The objective of the CEFE method is to equip participants with training, tools such as skills, reflexes and entrepreneurial qualities allowing them to introduce to financial institutions that provide loans, a project study proving the credibility the project.

### *CEFI*

CEFI is a FORTI product that aims to improve vocational training by integrating skills. It is an entrepreneurial training programme to develop entrepreneurial behavior among young students and to promote entrepreneurship.

The CEFI training is mainly based on behavior change among students by enhancing their creativity, initiative and making new talents emerge

The integrated skills were:

- **Personal Skills:** At the end of this module, students will have a clearer idea of what entrepreneurship is. They will be able to make an initial judgment of an entrepreneur's requirements. At the end of this module, students will...
  - have read and experienced personal entrepreneurial qualities;
  - be aware of the influence of the environment;
  - know that entrepreneurship requires certain skills including an extensive professional experience;
- **Relational skills:** At the end of this module, students are aware of the importance of communication in the workplace, outside the company, of the synergy of teamwork and have applied communication techniques. At the end of this module, students will...
  - be informed about the types and means of communication;
  - have applied the principles of communication with the environment;
  - be aware of the importance of teamwork.
- **Managerial skills:** At the end of this module, students will be able to control management tools related to business management: organisation, marketing and sales techniques, methodology and finance.
  - **Company knowledge:** to give students an idea of different types of businesses including micro-enterprise: running, organisation and administrative and legal procedures for its launch.
  - **Market:** The objective is to convey to students the importance of knowing the market and its mechanisms and to develop techniques for marketing and distribution.

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to initiate a process of thought - Action - thought among stakeholders and to encourage their efforts of self-promotion and self-organisation.

- Technique: The objective is to enable students to develop skills that promote innovation and quality.
- Finance: The objective is to enable students to know and use accounting tools for current operations.
- Integrated Specific Skills: At the end of this module, the goal is to integrate entrepreneurial skills in technical training to enable the trainee to develop key competencies promote for innovation, quality, cost control, the marketing and a competitive spirit.

### *CEFOC*

This is the third FORTI product destined to further perfect the entrepreneurs and business employees, helping them to improve their existing products, develop new products and to expand and diversify. Depending on the objectives and characteristics of the target group, this training can be designed for a period ranging from 1 to 5 days.

In this context several specialised modules can be suggested. Example:

Diversification: At the end of this module participants will be able to expand their range of products.

Specific objectives:

- List at least five techniques for diversification;
- Apply these techniques on a sample product.

Market: At the end of this module participants will be able to perform market research.

Specific objectives:

- List all the steps necessary to carry out a market study.

### *State of play*

Tunisia has established a framework for the development and implementation of CEFE training and related products. The CEFE training was developed there in an almost ideal environment, with government support and operational structures.

For the implementation of these products, the government had set up Training and Promotion of Self-Employment centres (CFPTI). 11 centres were then created in Kram, Ettadhamen, M'ghira, Boussalem, Kasserine, Hammam Sousse, Gafsa, Tozeur, Ben Guerdène, Thala and Moknine.

The missions were assigned to the CFPTI were to:

- Develop entrepreneurial training;
- Train the creators of micro-enterprises;
- Strengthen the entrepreneurial skills of craftsmen;

- Assist artisans in business management and development of products and services.

Self-employment Training according to the CEFE approach, in three steps:

- 1995-1999: Experimental Phase
  - Implementation of the Kasserine CFPTI
  - Recruitment and training of facilitators
  - Raising awareness about entrepreneurship among the staff
  - Completion of the first experience with the students of the “Footwear manufacturing” field
- 1999-2002: Extension
  - Entrepreneurial Support for Students (60) in the preparation of business plans and the establishment of micro-enterprises
  - Monitoring the emergence of 24 companies created by the outgoing students
  - Extension of the Kasserine experience in 5 new CFPTI: Kram, Bou Salem, Gafsa Aguilu, Hammam Sousse and Ben Guerdène
- 2002-2005: Generalisation
  - Implementation of sandwich training for students - CFPTIK / Companies created -
  - Insert outgoing students in created companies
  - Extension of experience to 6 new CFPTI: M’ghira, Etadhamen, Hamat Gabès, Thala, Tozeur, Moknine.

An experiment was also conducted in 1996 with the Centres for Young Rural Girl (CJFR) (14 centres involved) where the girls received entrepreneurial training according to the CEFE approach. The CEFE programme was then adapted to the CJFR and included things such as the entrepreneur’s objectives, the entrepreneur’s characteristics, the entrepreneur’s environment, the market, the investment and the family project.

The FORTI programme was a great success because it had sufficient time to develop and adapt its tools. It was able to achieve its objectives because the tools were applied to the target groups, whose needs almost corresponded to the CEFE training’s services, allowing them to fully take in the contents of the CEFE training.

The Ministries in Tunisia considered the CEFE training as a public good, and therefore part of the training and training system. The task distribution between the public and the private sectors in the entrepreneurship development was considered very appropriate and could therefore serve as an example for other countries to follow.

The integration of the both products: CEFI and CEFE in the partners' strategies and activities was a reality, both in terms of law and fact. The training and training guidance law stresses the importance of entrepreneurial skills in various educational and training levels.

On the field, the CENAFFIF and the ATFP collaborated together to generalise the integration of entrepreneurial skills in all training programmes and to teach the FORTI approach to all trainers. The ANETI used the CEFE product to train almost all of its potential entrepreneurs.

The pedagogy was a participatory pedagogy based on «learning by doing» and project approach. It generated a great motivation in participants, which then became the main actors in the training action. This could not have been possible if the trainers had a real facilitator profile (entrepreneurial pedagogy).

The achievements for the entire FORTI project were up to the standards of the actors' ambitions, since we are talking about 6 000 students trained, 1 700 teaching staff trained in the CEFE approach and 400 companies created by students trained in the FORTI products.

## **B.2. Injaz Tunisie Programme**

### ***Project Background***

Established in July 2010 INJAZ - Tunisia is a business association, member of the JUNIOR ACHIEVEMENT WORLDWIDE global network and member of the INJAZ EL ARAB regional network, mobilizing the private sector to contribute to the emergence of a new generation entrepreneurs.

Volunteer business executives involved in schools, training centres and higher education institutions, conduct programme leading students to create a “junior company”, to master the basics of finance and to prepare for the challenges of working life. The teaching method is based on «learning by doing». It was a learning experience through the business resource persons.

This programme was implemented in partnership with the Ministries of Training, Vocational Training and Employment (through the ATFP) and in the near future with the Higher Training (ENIT). It lasted 5 years from 2008 to 2013 and involved five vocational training centres: Graphic Arts CSF Ariana - Electronics CSF Tunis, Clothing CSF Tunis, Leather CSF Megrine and the CFPTI Kram.

The INJAZ Tunisia association was not intended to replace government action, it was a complement.

### ***The concept***

INJAZ Tunisia was given the task of preparing young people for the world of work:

- To teach how to put theory into practice and to understand what entrepreneurship is.
- To develop a sense of initiative in young Tunisians, an entrepreneurial spirit and key skills that young people will develop to be able to grow in a knowledge society.
- To inspire and prepare young Tunisians to become productive members of society and succeed in a global economy as well as to learn how to put theory into practice and to understand what entrepreneurship is.



### *Objective*

The main objective behind the launch of the INJAZ programmes was to allow students to learn how to put theory into practice and to understand what entrepreneurship is.

These programmes have been proven worldwide; the goal was to develop a sense of initiative, an entrepreneurial spirit and key skills that young people need to develop in order to be able to grow in a knowledge society.

In Tunisia, employment was no longer able to ensure the future of young people because public and private employment structures are no longer able to absorb the majority of them. It was so urgent to help these young people develop early skills enabling them to rely more on themselves, to better cope with the new conditions of life and to be active players in the wealth creation.

In doing so, students earned self-confidence and motivation, became proactive and learned to work in teams. This was an important investment in the future of Tunisia.

Since its inception, INJAZ Tunisia made the commitment to be an actor of progress in Tunisia and thanks to the commitment of corporate citizens and the dedication of experienced managers, volunteers and everyone from the corporate world; thousands of pupils and students have been trained. The INJAZ programmes have even allowed them a new start in life.

### *Vision and missions*

**Vision:** To inspire and prepare young Tunisians to become productive members of society and succeed in a global economy.

**Mission:** Thanks to a partnership between the school and the company, the Injaz Tunisia mission was to provide relevant training programmes for young people by volunteer professionals to enhance their entrepreneurial spirit and skills.

**Objectives:** Through targeted programmes proven in countries which are members of the JUNIOR ACHIEVEMENT WORLDWIDE network, the INJAZ - Tunisia Association wished to:

- Contribute to strengthening links between training and the business world;
- Encourage initiative and entrepreneurship in young people;
- Stimulate creativity;
- Develop a sense of responsibility;
- Let them discover the business environment and economic life.
- Raise awareness about personal and professional abilities and potential in young people.
- Improve the capacity and the competitive advantage of the Tunisian youth to enable them to enter the workforce as skilled employees or business owners.

**Developed skills:** Students and pupils learned to:

- Analyse and solve problems;

- Work as a team;
- Plan;
- Undertake;
- Have self-confidence;
- Become a leader.

These are personal skills which are needed to enter the world of work and to have a successful career.

Approach: It was a participatory approach based on:

- Case studies;
- Role-playing games;
- Brainstorming;
- Teamwork;
- “learning by doing”.

Advisors from the corporate world were teaching economic reality in the classrooms. One to two hours per week, the volunteers shared their experience and lessons learned in business management with the students.

Issues covered: The environment and I, the economy around me, the market, how to become a leader, the key to success, the company and my life project.

Impact: Studies conducted internationally showed that on average 30% of students who take this course; create a business at the age of 25.

### *Programme*

INJAZ TUNISIA implements programmes designed by training experts from the JUNIOR ACHIEVEMENT WORLDWIDE network with the corporate world. They are adapted to the Tunisian culture and environment by INJAZ TUNISIA. They were aimed at college pupils, students, vocational training students and students from academic institutions. Provided weekly by volunteer business executives, they favoured support and «learning by doing».

Three major programmes were suggested:

- Banks in Action - (Virtual bank management) which addressed financial literacy in order to encourage young people to become responsible citizens in financial management and to introduce bank jobs.
- Success Skills (Personal Development Skills) which addressed the professional skills by teaching the 16 key skills that will help young people in their professional lives regardless of which career they choose. This programme allowed young people to have the time to understand themselves, to identify their own talents, to assess and develop their skills and find their way in their future careers.
- Entrepreneurship which was composed of three sub-programmes: Corporate Programme (creating a young company), Entrepreneurship Masterclass (Introduction to Business), Innovation Camp and Business Leader campaign - (Sharing success stories).

Since we are interested in the entrepreneurial part here, we will only describe the programme related to entrepreneurship in the CFPs (Entrepreneurship):

#### 1. Company Programme (the creation of a Young Enterprise)

What is more relevant than starting your own project, with the product of your choice, for inspiring entrepreneurship to students?

In class, students created their own micro-business: give it a name, choose the members of its executive committee, design a product or service, conduct a feasibility study, place the company shares, establish a business plan, produce, market and liquidate the company at the end of the year. It thus follows the entire life cycle of the company.

Through Company Programme, students are encouraged to think differently, to create, to move forward, to bounce back, and thus integrate an entrepreneur's behavioral skills, while exploring and enhancing their career aspirations.

Company Programme is the flagship program of the INJAZ. The most complex programme to implement (12 to 16 sessions of one and a half hours), it is also the closest programme to the first Injaz mission. It ends with a series of competitions involving all the micro-enterprises created during the programme (same year) and in the presence of people from the corporate and training world (local, national and in the Arab region - 14 countries in competition).

#### 2. Entrepreneurship Masterclass (Introduction to Business)

The Entrepreneurship Masterclass is an initiation workshop for a period of 4 to 5 hours; it seeks to teach young people in collège about the corporate world and reveal the talents of these aspiring entrepreneurs.

Students learn the corporate key mechanisms (corporate name, key functions, cost structure, pricing...) through a simple case study: the production of goods. The work is done in teams, in a friendly atmosphere, through the exchange and sharing of ideas. Students are promoting their products through fair competition. The best is rewarded symbolically.

Entrepreneurship Masterclass introduces the concepts and develops the following skills:

- Notions - the corporate name, brand, business functions, skills, market, competition, profit, profitability, direct and indirect costs, investments, economies of scale, production, price, prototype and design.
- Skills - creativity, sharing new ideas, challenges, active listening, information analysis, evaluation and cost-benefit analysis, decision making taking into account given parameters, teamwork, interpretation of information, calculation, speaking in public, fluency in French.

#### 3. Innovation Camp (Innovation Development)

This exciting workshop (half a day) encourages students, to find the most innovative solution to a challenge; for an industry, a company using critical thinking, teamwork, communication and leadership skills.

#### 4. Business Leader campaign (sharing success stories)

Business Leaders invites business leaders to come to schools, training centres and higher education institutions to share their experiences and inspire young people to become tomorrow's leaders.

It aims to involve business owners in schools, training centres and universities for 1.30 hours. They share their experiences and inspire young people by showing them that success is within reach.

The workshop generally runs as follows:

- Presentation of the leader (10 minutes)
- How was I when I was your age? (15 minutes)
- My personal life and professional career (20 minutes)
- Why and how did I become successful? (20 minutes)
- Questions & Answers (20 minutes)
- My advice - Life Lessons (5 minutes)

### ***State of play***

Before the creation of the INJAZ Tunisia association, an experience was conducted with INJAZ EL ARAB in 2009 following an agreement signed with the ATFP. This first experiment during the 2009 to 2010 school year brought three groups together thanks to the CSF AG Ariana.

During the year 2010-2011, the year of the revolution, INJAZ had no activity with the PSC.

It is only during the year 2011-2012 that the INJAZ launched an action programme with the governorates of Tunis, Nabeul and Kasserine. 7 groups were combined, approximately 250 vocational training students. These groups participated in the "Corporate Programme" training. At the end of the programme, five groups competed in the "Create a business" competition.

Besides "Corporate Programme", INJAZ raised awareness on entrepreneurship through its "Innovation Camp" and "entrepreneurship Masterclass" programmes in the three areas mentioned above. There are nearly 1400 young people who have taken these two courses.

For 2012-2013, INJAZ is already working on the "Corporate Programme" with two groups and plans to reach 1 000 young people with its "Innovation Camp" and "Entrepreneurship Masterclass" programmes. These figures are lower than the previous year, despite the new areas such as Kairouan and Sfax. This reduction is due to the reluctance in some centres; they do not always understand the contribution of these programmes to young students.

### **B.3. Know about Business Programme (KAB)**

#### ***Project Background***

The ILO (International Labour Office) has developed a training programme KAB (Know about Business), which consists of a set of training tools for teaching entrepreneurship. The concept of KAB draws on ILO experiences; it was successfully introduced in more than 20 countries.

The KAB programme addresses the lack of necessary information for starting a business and for developing entrepreneurial skills and helps to prepare individuals to create their own business when the time comes, or simply to work more effectively in small and medium enterprises.

The ILO has developed a project to introduce and adapt the KAB programme in vocational training centres and higher training schools, funded by the Canadian International Development Agency CIDA. The project covers four countries, Algeria, Egypt, Morocco and Tunisia.

Objective of the cooperation between the Ministry of Training and Training and the ILO project:

- After consultation between the relevant officials of the Ministry of Training and Training and the ILO, the training programme for entrepreneurship “Know about Business” was introduced and tested in a school year in secondary education institutions and vocational training to enable the Government of Tunisia to assess the KAB programme for widespread introduction in training.
- The pilot phase of KAB was held in 20 to 25 General and / or the vocational training centres, selected in different areas of the country. The pilot KAB programme class started at the beginning of the 2008/2009 school year, for a period of one academic year. A group of 40 to 50 people, consisting of trainers, coaches and inspectors were trained, and each trained trainer or coach gave at least one KAB class of 25-35 students (maximum), with the aim to involve at least 1 000 students and students in the pilot phase.
- During the pilot phase, trainers and coaches had received assistance in the form of two workshops to speak about their experience and improve their KAB training abilities.

### ***The concept***

#### *Entrepreneurship training*

Know about business is a training programme in entrepreneurship that seeks to help young women and men, to get acquainted with the corporate and enterprise world.

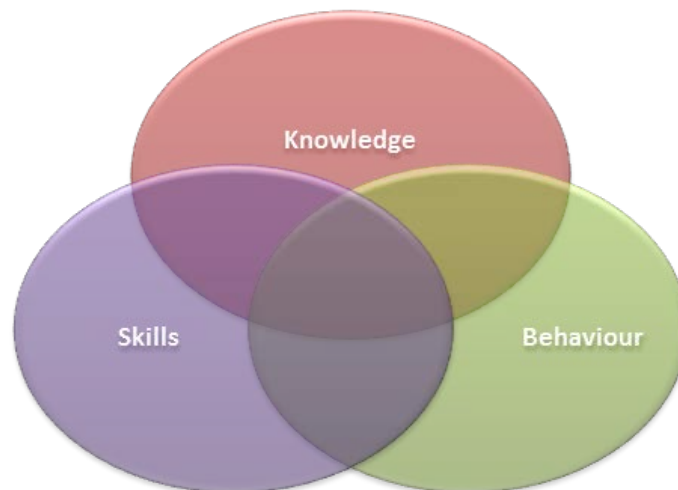
Understanding the business means understanding the role of business in society and understanding the important contribution of sustainable enterprises in economic, social and environmental development of nations.

Know about business also explains that entrepreneurship is recognition for the identification of an opportunity to create economic and social wealth, and for the work in this particular activity whether this activity is a new creation or not.

This is why the KAB programme addresses entrepreneurship in a broad sense; it includes the development of social entrepreneurs who use economic solutions to meet the challenges of the development of society.

The ILO (International Labour Organisation) considers entrepreneurship as a way to create decent and productive work, and thinks that parallel development of entrepreneurial skills also helps to facilitate access to employment opportunities, especially for young people.

The entrepreneur is set in the heart of the entrepreneurial culture:



### *Objectives and results*

The overall objective of the programme is to contribute to creating a corporate culture among young men and women - entrepreneurs of the future - in the countries member of the ILO.

Thanks to entrepreneurial training, teaching entrepreneurial skills such as sense of initiative, innovation, creativity and risk-taking, young people become aware of the opportunities and challenges encountered in entrepreneurship and self-employment and become aware of their role in shaping their future and that of their country by being proactive in their working lives and in their careers.

The objectives can be summarised as follows:

- Develop positive attitudes towards entrepreneurship, self-employment and social entrepreneurship.
- Emphasise to students that entrepreneurship and self-employment can be a career option.
- Promote and enable the skills necessary in entrepreneurship and for running a successful business.
- Prepare students to become better employees and better understand the corporate world.
- Young people with KAB training will think of entrepreneurship with a positive attitude and more inclined to start their own business. In the long run, entrepreneurship training like KAB will be able to change attitudes in society and lead to a positive corporate culture.

### *Target group and beneficiaries*

The KAB programme is designed for educators in public and private institutions of vocational and technical training as well as higher training. Trainers and training centres are the direct beneficiaries of the KAB programme. The final target group for which the programme aims to have a long term impact consists of young women and men who are studying in schools and training centres. This typical group consists of young people between 15 and 18 years old, although in many countries, KAB is taught to students that age up to 24.

## Modules

The CLE programme is designed to provide educators with the necessary material for approximately 120 hours of class, at 3 hours per week throughout the school year. The programme consists of a Facilitator's Guide, a Manual Learning and 10 modules.

Each module covers a key area of entrepreneurship and is divided into nine modules:

Module number	Title	Number of topics	Number of activities	Estimated duration
1	What is an enterprise?	4	19	13 h
2	What is entrepreneurship?	5	34	13 h
3	What is the profile of an entrepreneur?	5	28	16 h
4	How do you become an entrepreneur?	5	27	14 h
5	How to find a good business idea?	3	24	8 h
6	How to start a business?	6	25	16 h
7	How to run a business?	8	38	22 h
8	What are the steps to becoming an entrepreneur?	5	20	16 h
9	How to develop your own business plan?	2	4	2 h
			TOTAL	120h

In order to make training fun, interactive and inspiring, games on risk taking, teamwork and business are set up throughout the year. Students also have the opportunity to opt for the creation and operation of a commercial or social enterprise during the school year. These are the following games:

- Tossing game: This game allows you to highlight various factors related to risk-taking
- Apple game: an activity simulating the local market to understand the rules to successfully carry out negotiations
- Corporate game: business simulation provides the opportunity for students to practice the company life and experience real-life situations.

## *Where has the KAB programme been implemented?*

The KAB programme has been introduced in more than 50 countries around the world from Latin America, to Africa and the Arab States, and from Central Asia to East and Southeast Asia. In some countries, it was decided to incorporate KAB courses in standard entrepreneurship training, while in other countries a selection of schools and training centres continue to teach KAB following a pilot test. Presently (July 2009), the ILO is researching the impact of the KAB programme on young women and men to assess the extent to which they have become more proactive in their life and career than students who did not receive training in entrepreneurship.

Since July 2009, more than 11 000 trainers have been trained in more than 4 450 training centres to teach entrepreneurship to young female and male students. More than half a million young people have received KAB training in entrepreneurship. It is expected that this number grows exponentially in the coming years; many countries have already decided to incorporate KAB in their curriculum and continue to introduce the programme in their training system. Today, five International trainers, 20 local trainers and over 100 national trainers have been accredited by the ILO as the KAB programme worldwide users.

List of centres as well as trainers and coaches selected for the implementation of the “KAB” programme in 2008-2009:

N°	Governorate	Vocational training centres	Trainers	Number of students
1	Tunis I	Vocational training and learning centre- La Marsa	Mahmoud Bargui	12
2	Nabeul	Vocational training and learning centre– Kelibia	Slah Twiti	20
3	Nabeul	Vocational training and learning centre– Korba	Rabia Bassi	22
4	Nabeul	Vocational training and learning centre– Sidi Achour	Anis Denguir	38
5	Nabeul	Vocational training and learning centre– Grombalia	Sabah Sghir	25
6	Zaghouan	Vocational training and learning centre– Zaghouan	Ali Torkhani	25
7	Bizerte	Vocational training and learning centre– Bizerte	Mohamed Kasraoui	23
8	Bizerte	Vocational training and learning centre– Mateur	Faycel Saidi	21
9	Beja	Vocational training and learning centre– Beja	Ridha Chihi	23
10	Beja	Vocational training and learning centre - craftwork – Amdoun	Sana Brinis	16
11	Jendouba	Vocational training and learning centre– Jendouba	Nawfel Manai	26
12	Jendouba	Sectoral training centre hotel - maintenance – Tabarka	Mohamed Mahrez Bouraoui	25
13	Le Kef	Vocational training and learning centre– Sers	Sami Klaai	16
14	Siliana	Vocational training and learning centre– Siliana	Mokhtar Riahi	25
15	Kairouan	Vocational training and learning centre– Kairouan	Samia Nahli	25
16	Kairouan	Sectoral training centre - energy– Kairouan	Abdallah Trabelsi	20
17	Sidi Bouzid	Vocational training and learning centre– Sidi Bouzid	Lassaad Hajlaoui	50
18	Monastir	Training and promotion of self-employment centre – Moknine	Akrem Chemli	22
19	Sfax	Sectoral training centre- clothing– Sfax	Adel Jamoussi	20
20	Sfax	Vocational training and learning centre– Kerkennah	Imed Dahmen	16
21	Kebili	Vocational training and learning centre– Kebili	Chaker Gasmi	14
22	Gabes	Vocational training and learning centre- craftwork – Gabes	Abdelhafedh Tlili	28
23	Medenine	Vocational training and learning centre– Medenine	Ali Yahyaoui	16
24	Djerba	Sectoral training centre- energy– Djerba	Said Abdelkabir	16
25	Tataouine	Vocational training and learning centre– Tataouine	Jamel Kardaoui	32
			Total students	576

### *State of play*

KAB has been tested in 25 vocational training centres with 25 groups of students per centre over the 2008 to 2011 period.



In 2009 during a cabinet reshuffle a new Ministry of Vocational Training and Employment was created. The project attached to the Ministry of Training was placed under the responsibility of the new Ministry and the CENAFFIF was responsible for the implementation of the project.

The choice of training centres was according to the following criteria:

- A vocational training centre per governorate;
- The chosen training centre has not yet had a project in the field of entrepreneurship;
- The choice of student group, specialty and level of qualification was left to the initiative of the centre's management team;
- The teaching and learning of "KAB" in the centre is entrusted to the business field trainer.

During the 2008 to 2011 period, there was an experimentation of the "KAB" kit, training for trainers and the achievement of a first experience in 25 centres.

The pedagogical approach was based on case studies, brainstorming, role playing games and competitions.

Information taken from the ATFP, achievements concerning the KAB programme:

- 25 trained teaching staff members;
- 25 trained CFP directors;
- 525 students trained;
- Participation in the national competition in Sousse "business plan";
- Participation in the regional competition in Egypt "business plan".

Among the business plans selected by the jury:

- 18 candidates participated in the national competition "business plan";
- The national jury selected five business areas: Decoration on glass, Organic Creamery, Traditional Clothing, XXXXL clothing, clothing for babies;
- The international jury awarded the third and fourth place to the first two Business Plans.

According to an assessment report<sup>3</sup> in March 2011, the KAB programme has allowed:

- To strengthen the initiative, creativity, risk-taking, and the ability to work in complexity, autonomy;

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<sup>3</sup> Report on the impact of the program's pilot phase CLE-BIT-Tunisia (2008-2010) Riadh BOUZAOUACHE – March 2011.

- To promote entrepreneurial attitudes and behaviours by the actors (training centres, parents, trainers, clubs, associations, peer groups, the media, the business community);
- To strengthen the personal and technical capacity to undertake;
- To strengthen the possibility of undertaking through knowledge and openness to the environment.

In September 2011, the project came to an end and the programme was no longer carried out in the 25 centres.

#### **B.4. Springboard to entrepreneurship workspaces**

##### ***Project Background***

The French Ministry of Immigration, Integration, National Identity and Solidarity Development asked the National Association for Adult Vocational Training (AFPA) to conduct six engineering projects and train trainers in Tunisia including the establishment of the Springboard to entrepreneurship workspaces.

This project involves the establishment resource centres in training centres dedicated to business creation and support for entrepreneurs.

Future entrepreneurs who have been identified by the trainers or who spontaneously head to the Springboard to entrepreneurship workplaces are greeted by a host who received specific training. These future entrepreneurs are informed and accompanied. They can use computer equipment to facilitate their research as well as adequate documentation. The workspace contains mixed Internet areas, documentation and activity areas, meeting rooms and a series of offices with computer tools.

The AFPA has recognised expertise in the field of entrepreneurship; it accompanied centres by training trainers and by developing the installation scheme for the “Springboard to entrepreneurship” workplace.

##### ***The concept***

The springboard to entrepreneurship workplace plays an important role in spreading the spirit of initiative among young entrepreneurs among students and graduates of vocational training centres. This workspace spreads the project creating culture to students and training centre graduates in the region in which it operates.

The springboard workplace also provides additional training sessions in business management through the support structures and creation and innovation training while ensuring the promotion of its services to training centres in the region.

The training approach within the centre is based on the correlation between the theoretical and practical aspects. It provides developers installed within the springboard workplace, methods of controlling the cost of production and project management so that they are able, at the end of their training, to create and manage a project.

The first workspace was launched at the end of second quarter of 2010 at the Sectoral Training Centre (Clothing) in Manouba. At the end of 2012, three workplaces were set up in three centres (CSF

clothing in Manouba, CSF TA Leather and shoes in Megrine and CSF artistic professions in Nabeul). The opening of the seven pilot areas will extend until 2014.

These workspaces are designed to create an entrepreneurial spirit in the regions where they are located. Thus these workspaces could accommodate students and graduates of vocational training centres registered in the region.

## **B.5. Incubators**

### ***Project Background***

As part of the vocational training strategy and guidance for the five-year period 2009-2014, the President of the Republic ordered the creation of business incubators in each training centre to support young people who want to create their own businesses and to support the project leaders in the development stage and to facilitate their integration into the economic fabric.

This action took place within the framework of implementing the decision of the Head of State announced on 1 May 2010 on the occasion of Labour Day. It was to create business incubators in the vocational training centres, like the successful experience undertaken in institutes of higher training and technology centres.

The training centres provide an ideal framework for the creation of small projects. These structures have a significant potential for project ideas and have a specialised framing device. The practical training that these structures offer allows graduates to be able to create their own projects provided they have access to the support and assistance mechanisms they need; this would establish a whole new generation of incubators.

On the other hand, the training facilities are characterised by their combination of workplace and their partnership with Tunisian and foreign entrepreneurial organisations and associations.

Also, these centres train in specialties that reflect both the market's requirements and needs, ensuring the sustainability of the projects created.

The improvement of private investment rates and the creation of small projects rates have become one of the axes of the development and employment policies in Tunisia.

A whole strategy has been implemented to disseminate entrepreneurial culture and encourage the spirit of initiative among young graduates of higher training or vocational training programmes. The goal is to create generations of young entrepreneurs who can seize opportunities and the potential offered in this field and take advantage of the all the arsenal and frame mechanisms, the support, funding and monitoring provided by the state.

Meeting the employment challenge now involves wage labour and mainly through self-employment.

A first incubator implementation programme in training centres was announced as well as the implementation of five incubators the following governorates: Nabeul, Manouba, Kasserine, Gabes and Jendouba.

The generalisation of incubators should arrive gradually in places where the conditions are met, taking into account the specificities of the economic structure of each region. This initiative reinforces

the sustainability of the company and encourages young people to start their businesses through a coaching, assistance and support package. The key was successful implementation of these incubator projects especially as all support structures including banks, business centres, chambers of commerce, regional authorities were there to support this initiative and develop the corporate culture.

Eventually, 24 incubators should be established allowing young students from vocational training centres, who are eager to get their projects going, to be taken on by the region's incubator.

### *The concept*

Support for business creation is an essential means to ensure the integration of young people into the labour market. The creation of the business incubators in the vocational training centres is in this spirit and aims to provide an ideal environment for future entrepreneurs to develop of industrial, technological or service projects. The establishment of business incubators in professional training centres is carried out in this context.

The incubator aims to prepare a new generation of young entrepreneurs and project developers specialised in jobs taught in the vocational training centres. It is designed for vocational training graduates but also higher training graduates.

Young entrepreneurs enrolled in the incubator therefore have access to the support services of the incubator, accommodation in the premises of the incubator; they benefit from the entire infrastructure (workshops, equipment and frame for coaches) and are followed by those responsible for the incubator.

The package offered in the incubator consists of three products:

- Small suitable accommodation hosting young entrepreneurs,
- Various services and personalised support for the entrepreneurs during the company's business development
- And preparation for when the entrepreneurs will leave the incubator.

The goal for the leaders of the incubator is to promote the development of projects within the centre's specialties, providing support to young entrepreneurs, sustaining businesses and developing a synergy between the centre, the economic environment and the new projects. The mission is to assist and support new project developers in their efforts to implement their projects, help them identify the best means for the realisation of their projects, ensure support for these young entrepreneurs so as to obtain a certification of quality services, assist and support the developers who are having difficulties and pin point failures to help these projects with a new strategy, promote the centre-entrepreneur sponsorship through bilateral agreements and help the entrepreneur to leave the incubator.

Beyond the provision of premises, the primary interest of the incubator is to break the entrepreneur's solitude. In this workspace, important professional networks are woven to ensure business development. Young people are trained in a springboard to entrepreneurship workspace first. This training aims to select young entrepreneurs from the vocational training centres, to encourage them to start their own projects while teaching them skills they lack in particular sectors in particular those of the centre. Thanks to activity areas and quality circles, young people are helped to develop the tools necessary to create a business. They have at their disposal a workspace with new information and

communication technologies, a library specialised in corporate culture and an entertainment, creation workplace with incentives for private initiative.

### *State of play*

The first business incubator in the vocational training device was established in 2010 within the sectoral training centre of fire arts in Nabeul. It was inaugurated on 9 December 2010, by Mohamed Agreby who was the Minister of Training and Employment at the time.

As the vocational training centre in Nabeul also had a springboard workspace that targets young people in pre - creation projects phases and offers entrepreneurship training, it was logical that this first experience should take place at the Nabeul centre. The springboard workspace organised activities on business creation opportunities, helping young people set up in the incubator.

The incubator was installed in the exhibition hall of the Vocational Training Centre and avoided any significant engineering expenditure. However, aluminium cubicle office spaces were made. The incubator has a surface area of 600 m<sup>2</sup> - 370 m<sup>2</sup> are covered. It came with an interactive area: information and internet, six offices for developers, a training and meeting room and an initiation garden of 230 m<sup>2</sup> as well as creation workshops.

Several support structures in the region had signed agreements with the Nabeul incubator to support its training and accommodation strategy for developers who wanted to create their own business. It was the UTICA Cap Bon, the Chamber of Commerce and Industry of Cap Bon, the National Solidarity Bank, the Bank for financing small and medium enterprises, the regional commissioner of crafts in Nabeul, the Bureau of employment and self-employment and solidarity association and development of Nabeul.

In 2010, the incubator had 25 accommodated young students accommodated fire art on the ceramic and glass field, foundry and metalwork field. Out of these 25 young people, 7 have materialised their projects.

A second incubator followed, in Sectoral Training Centre in Electronics in Den Den where the construction has begun. The professional training centre in Den Den did not have a springboard workspace in its premises but a few hundred meters away in the CSFH Manouba.

The implementation experience of incubators for vocational training graduates was provided in collaboration with the region's supporting structures, employment offices, business centres and funding structures.

However, after the 2011 revolution and after the interviews with officials from the ATFP, it turns out that both incubators are no longer functional.

The Nabeul incubator is currently closed and accommodation spaces are empty. The head of the incubator was transferred to another region. As for the incubator in Den Den which was never operational, it currently serves as a repository for the equipment of seven springboards workplaces planned for 2013.

## **B.6. Skills for Employability Programme**

### ***Project Background***

After the Arab Spring, there is a growing understanding in countries like Tunisia of the need to support young people in developing their skills and their entrepreneurial skills to encourage them to become confident, innovative and enterprising members of society, with potentially profound benefits for the young people themselves and for the companies and economies of which they are part of.

The British Council<sup>4</sup> promotes entrepreneurship among young people through a major programme, Skills for Employability that addresses the needs for skills in a global economy so that national training and training systems are better able to meet the demands of the labour market and the needs of students. Through this programme, the British Council organises national business competitions to gather young people from different backgrounds for them to increase their understanding of skills and different approaches to business, to develop confidence and build a common link between them, as well as presenting a stimulating challenge to them.

The skills that participants learn are the ones they need to set up their own business or to work for others: initiative, problem solving, teamwork, negotiation skills, leadership, and risk-taking. These skills can also increase their ability to contribute to positive social change and strengthening civil society.

### ***The concept***

Skills for Employability is a programme whose overall objective is to support economic and social development through the development of skills in order to provide opportunities for future generations.

The programme aims to develop close relationships with employers and the industry, government agencies and training providers. As a global programme, it aims to meet the challenges of globalisation and the demand for skills in a global economy, encouraging partnerships of schools, working alongside decision-makers, allowing access to the UK's expertise in terms of skills and training, and creating opportunities for the promotion of innovation.

The programme does not directly offer skill training but organises activities in the following areas: Dialogue on policy, development of professional networks, institutional partnerships, technologies and company prizes.

The British Council organises a Company prize contest in Tunisia for youth in vocational training schools. The competition will involve around 120 young people; they will compete in teams of up to five people. The competition will consist of a number of local competitions in December, after an intermediate competition in January followed by a national final in February. The winners of the national final will win a trip to study in the UK to develop their entrepreneurial skills and receive training from leading British entrepreneurs.

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<sup>4</sup> The British Council is the largest organisation of cultural relations in the world. It establishes learning links and creative ideas between people to build lasting relationships. The quality mark of the British Council attracts the most dynamic and innovative practitioners in their fields, providing them with maximum exposure to new audiences and the media. The British Council is a trusted partner for government departments and cultural institutions.

#### Objectives:

- Provide opportunities for students to learn, develop and use a set of life skills in an interesting, creative and motivating way;
- Support the development of key employability skills;
- Increase the understanding of young people concerning skills and approaches to entrepreneurship;
- Encourage closer links between training and industry;
- Reward excellence and creativity, including entrepreneurial success;
- Improving the status of professional skills and entrepreneurial training among young people and employers.

#### Results:

- Participants will have developed and used new skills and will have a greater understanding of business and its importance;
- The profile of professional skills and training in entrepreneurship has been improved in Tunisia;
- Closer links have been established between training and industry.

#### Products:

- Promotional Video of the National Finals;
- Case studies on the impact with quotes from participants;
- Video diaries of the visit of the winners to the UK;
- Monitoring and evaluation report;
- Detailed media coverage including television, radio, newspapers and the web.

#### Participants:

- All students aged 16-25 years old, enrolled in a programme of training or training can participate in the contest. Students must be organised in teams. Teams must consist of at least three and at most five students. Generally, it is expected that the team members all come from the same branch of industry (e.g. agriculture, health, etc.), But it is also possible to have mixed teams whose members come from different disciplines. Students work in teams to develop a social business idea in response to the statement of the contest.

Activities/Focus :

- The statement of the competition is determined by the British Council, a panel of expert judges from the ATFP and representatives of the local business community. The statement will be kept secret until the day of the contest. In response to competition, teams will be invited to produce a one-page summary of their idea, a financial plan showing how they could use the budget and make money, a preview of their competitors and a short presentation to summarise their plans and ideas.
- The local competition will be held in December of each year. The teams will compete to become the winning team for their local region.
- The ATFP and representatives of the local business community will be part of the judging panel. The judges will choose the local winning teams.
- The local winning teams (one team from each training centre) will compete for a semi-final in January of the following year.
- Five winning teams will advance to the National Final in February of the same year.

### ***State of play***

In practice, the British Council organised until today 3 Entrepreneurship Award in 2011, 2012 and 2013.

In 2011:

- An Entrepreneurship Award was launched in November 2010. It was very successful. The challenge was attended by nearly 200 students who were competing in teams of up to five participants. This consisted of a number of local competitions in December 2010, a competition in January 2011 followed by a national final in February 2011. The feedback we have had indicates a strong demand for a competition on a larger scale.
- Under the Skills for Employability programme and in order to win the award, the British Council had organised training sessions for the benefit of trainers in collaboration with the ATFP. For example, in 2011, 56 trainers from the CFP were trained from 6 to 17 June 2011 in the CENAFFIF centre in Rades. The purpose of this training is to enhance their teaching and language skills and data skills to accompany groups of young people who would compete for the Award.
- 10 centres had participated in this contest; each centre had a group of 5 participants. The 10 centres involved, all of Greater Tunis, were:
  - CSF Industrial Maintenance El- Ouardia
  - CSF Electronic and Electrotechnical Industries in Tunis
  - CSF Tertiary craft Gammarth
  - CSF Telecommunications El Khadra



- FSB Graphic Arts Ariana
- CSF Clothing Manouba
- CSF in Transport and Logistics Borj Cédria
- CSF Building Ben Arous
- CSF Electronic DenDen
- CSF Mechatronics Borj Cédria
- The final of the first edition was held Monday, June 20, 2011 at the Sectoral Training Centre Electronics in Den Den. The award was won by CSF MT Gammarth (project: Mobile Camping Services, which aims to promote Tunisian tourism through minimal use of energy and natural resources of the country). The young candidates were able to present an innovative idea and sustainable project and attended a larger competition in England several months later.

In 2012:

- For the 2012 session, about 300 students aged between 16 and 25 belonging to 15 vocational training centres took part in the various stages of the competition. 15 new centres from different regions:
  - CSF Welding, Tooling and Plastics Sousse
  - CFPTI Kasserine
  - CFA Sidi Bouzid
  - CFA craftwork Amdoun
  - CFA Beja
  - CFA Jendouba
  - CFPTI Moknine
  - CJFR Sbeitla
  - CFPTI Boussalem
  - CFPTI Gafsa Aguila
  - CFPTI El Hamma
  - CFA craftwork Sbeitla
  - CSF Fire Arts Nabeul

- CFA Kélibia
- CFA Medenine
- A number of local competitions were organised, a semi final competition followed by a national final at the end of January 2013. The prize was awarded to the CFA MA Amdoun and five young entrepreneurs who then presented their projects in England in the final phase.

In 2013 :

- For the 2013 session (February-June 2013), the British Council had made a request for the participation of at least 20 new vocational training centres. Students, about 400 had to be from BTS and BTP. This requirement would mean candidates were more or less homogeneous.
- Another requirement of the British Council is the fact that the coach of the youth group wishing to participate in the contest must be a trainer and not a counsellor, etc.
- After this request, only 11 centres met the criteria requested by the British Council. This number was insufficient and the competition was cancelled. British Council should amend its programme and reapply in May 2013.

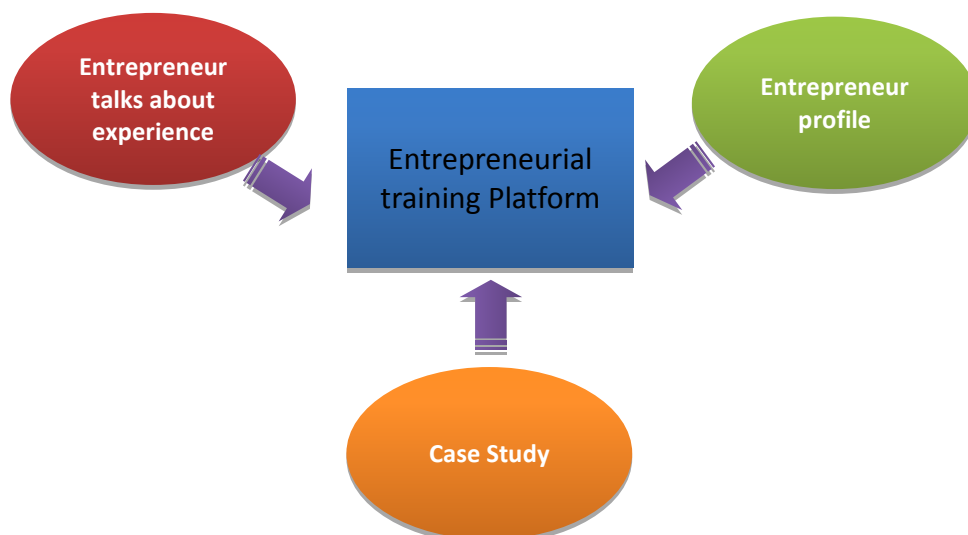
### **B.7. CFPTI Current practices of entrepreneurship within the CFPTI**

Since the end of the FORTI project in 2005 and the adaptation of training and self-employment promotion according to CEFI, two modules of entrepreneurship training are still being taught within CFPTI with learning advisor resources (or facilitators).

These are CFPTI Kram, Bou Salem, Kasserine , Hammam Sousse, Gafsa and Ben Guerdane .

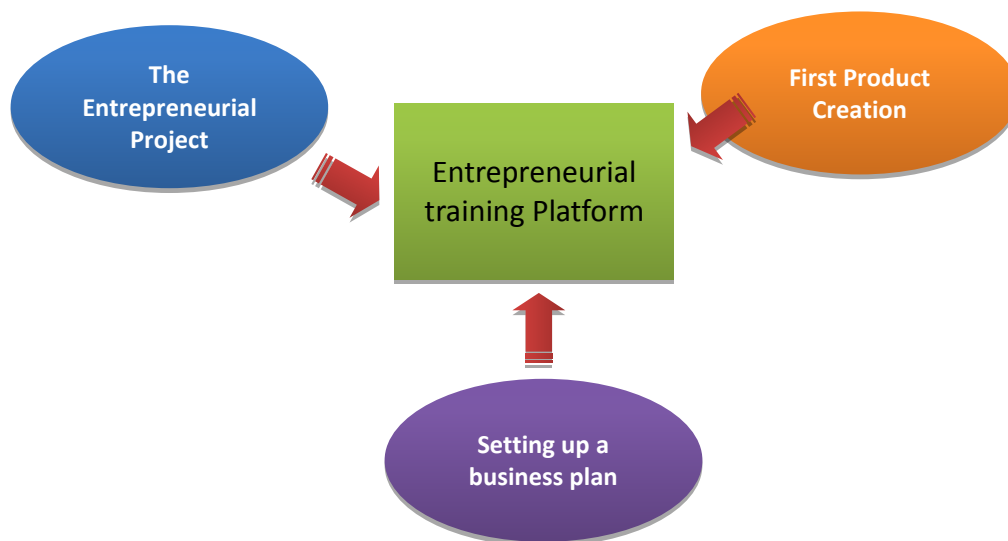
#### *Module 1: Introduction to entrepreneurship*

Objective: To demonstrate competence, the student must acquire the entrepreneurial skills by taking into account the information and participating in the overview activities, the conditions and the following criteria.



## Module 2: Entrepreneurial Project

Objective: To demonstrate competences, the student must conduct a business activity under the following conditions, criteria and details.



### B.8. Generalisation of entrepreneurship courses

#### *Project Background*

The government has included entrepreneurship development and business creation as a national priority. In February 2008 the No. 2008-10 Law on vocational training was enacted, it mentions in Chapter I, Article 2 - the corporate culture development and the spirit of initiative and creativity among young people.

During the past five years, we have seen the development of structures such as incubators, science parks, business centres, entrepreneurial workspaces etc. Entrepreneurship training and support programmes were set up. Incentives and special privileges were provided to training system graduates wanting to create their own businesses, as well as help for credit provision for project financing. The main objective is to encourage entrepreneurship and self-employment among young Tunisians.

Concerning vocational training, decisions have been made to disseminate entrepreneurship in the curriculum. Thus, entrepreneurial modules were generalised to all programmes in all fields. The business creation module is taught to all students during their training course.

### ***The concept***

Since September 2012, an additional module was introduced into general courses for all specialties taught in the CFP: Corporate Culture and self-employment. It involves the following courses:

- CC: Certificate of competence - Duration: 20 hours
- CAP: Certificate of professional competence - Duration: 20 hours
- BTP: Professional technician Certificate - Duration: 30 hours
- BTS: Qualified Technician Certificate - Duration: 30 hours

It is structured as follows:

1. The possible forms of entrepreneurship
2. The company
3. The different entrepreneur profiles
4. Plan a business project
5. External resources to support and help the entrepreneurs
6. Develop a business project (only for BTS and BTP training)

### **B.9. Other programmes**

In achieving this entrepreneurship state of play in vocational training centres, we also noted the presence of other programmes. As they were of programmes that were in progress, we did not have enough objective evidence to analyse their content, scopes and their impacts on the promotion of entrepreneurship in the CFP. We will briefly present these programmes and their assigned objectives.

#### ***Tounes Takhdem Programme (Tunisia works)***

Under the protocol established between France and Tunisia in 2008 for solidary development, the AFD finances a support project for economic and professional integration of marginalised young people in Medenine, southern Tunisia. This 1.5 million euro project is being implemented by the Mercy Corps Tunisia NGO which will be the project manager. A similar project is funded by the British Cooperation in the neighbouring governorates of Gafsa, Kasserine, Tataouine.

One of the main claims that fuelled the Jasmine Revolution in January 2011 was youth unemployment and economic backwardness of the less favoured regions - these are major challenges for Tunisia. The professional insertion of the young generation requires a coordinated effort between the public and private sectors to maximise leverage and the impact on the labour market.

This project aims to enrich the training programmes already in place with financial training, life skills and entrepreneurship training in seven existing centres allowing the integration of marginalised

youth, but also to enrich the abilities of the private and voluntary providers who work in this field, to make them more effective in their support to future young entrepreneurs.

Contributing to employment and initiative of marginalised youth “Tounis Takhdem !” is a project initiated by Mercy Corps in order to contribute to the economic and professional integration of marginalised youth, through activities that increase the capacity of young people to become more employable and enterprising. The challenge is to open the field of possibilities for these young people both in their own conception of employment access, but also to improve the environment that welcomes them.

A more favourable environment: Creating a favourable environment for entrepreneurial initiatives by improving access and adequacy of existing financial instruments, while offering free support and coaching services to new entrepreneurs, which are appropriate for this target group. Young people enrolled in seven Training centres (ATFP) in the region of Medenine, academic and vocational training unemployed graduates (badly employed) and young entrepreneurs are targeted.

A specific focus on integration and the active involvement of women in all project activities will be made.

A multidisciplinary actor approach: By advocating a facilitative approach, Mercy Corps will provide technical assistance to the public and private sector and associations for 3 years, including to the Association of young unemployed graduates in Medenine (2 700 members since its inception in 2001) - especially ANETI services (National Agency for the self-employed) to ensure that financial and non-financial services are accessible and appropriate to youth and young entrepreneurs. Other actors of the decentralised dynamic cooperation between Medenine and the General Council of the Hérault will be mobilised in particular through the Medenine Initiative platform which is being created with the support of Initiative France.

Job creation is one of the priorities of the AFD in Tunisia, and this project is a continuation of the actions by the agency in recent years, especially the Bank Guarantee Fund dedicated to young and first-time entrepreneurs, created 2009 within the SOTUGAR (Tunisian Guarantee Company).

### ***Kasserine PACA Project***

Frame: Tunisian- French Co-operation

Objectives:

- Contribute to strengthening the management skills in the local project management.
- Improving entrepreneurial training

Two centres concerned:

- CFPTI Kasserine
- CFA Kasserine

## **APPENDIX C. GOOD PRACTICE IN THE TRANSFER OF ENTREPRENEURSHIP TRAINING**

This appendix is a summary report that covers a workshop that was held in Frankfurt, Germany on 13 and 14 November, 2014, on good practice transfers of entrepreneurship training. The workshop was hosted by GIZ and featured a combination of presentations and group work. The OECD and the European Training foundation participated in the event, as well as experts in the field of good practice transfer and entrepreneurship training. It was attended by a delegation from Tunisia, including representatives of the Ministry of Vocational Training and Employment and the ATFP. The objective of the workshop was to share experiences related to good practice transfers related to entrepreneurship training.

### **C.1. Entrepreneurship training and economic development**

Entrepreneurial activity is a vital element in stimulating economies. Without sufficient enterprise, development plans will struggle to achieve their goals. In recent decades OECD countries have promoted entrepreneurship training for school leavers through their vocational education and training (VET) systems and for students studying in their universities and colleges. A recent United Kingdom Department for Business, Innovation and Skills (UKBIS) report on the impact of such training defined enterprise as “the application of creative ideas and innovations to practical situations” (Williamson et al, 2013). The same study saw training for enterprise as producing individuals “with the mind-set and skills to respond to opportunities, needs and shortfalls, with key skills including taking the initiative, decision making, problem solving, networking, identifying opportunities and personal effectiveness” (Williamson et al, 2013). This required training providers to focus on “developing skills and applying an enterprising mind-set in the specific contexts of setting up a new venture, developing and growing an existing business, or designing an entrepreneurial organisation” (Williamson et al, 2013).

Training is a key factor in promoting economic development, as Becker (1964) emphasised in his pioneering work on human capital. Good entrepreneurship training stimulates start-ups and creates opportunities for people to identify innovations and creative ideas to grow businesses, helping economies to develop.

### **C.2. What is good practice in entrepreneurship training?**

Tony Gribben from the ETF explained to the seminar how the European Training Foundation (ETF) had recently developed and road-tested a framework for scoring good practice in entrepreneurship training. This involved instituting a scoring process which established criteria for assessing each stage in a VET training cycle:

- training needs analysis;
- training design;
- training delivery;

- monitoring and evaluation;
- improvements to training; and,
- marketing.

An example of the resulting ETF score sheets is provided by Figure C.1 which focuses on the first stage in the process: training needs analysis. The descriptors alongside each element refer to the evidence required to support assessment, with the higher numbers identifying the better practices. Good practice is established not by relying on outside accreditation, but through using peer reviews, either face-to-face or online, which allow feedback to be provided to good practitioners. This provides a cost-effective system of external review, encouraging the process of networking and facilitating innovatory practice. The ETF offers its own international good practice online platform, and is currently road-testing online peer reviews in three areas: youth entrepreneurship, women’s entrepreneurship and skills for internationalisation of small businesses.

**Figure C.1. ETF good practice score sheet for Training Needs Analysis**

<b>Training Level:</b>	<b>Training Needs Analysis (TNA)</b>
1.	<ul style="list-style-type: none"> <li>• Evidence of proxy TNA-process: data and analysis borrowed from other training environments with risk that training design is less relevant to local market</li> <li>• TNA tools borrowed and <u>not</u> adapted to local training market</li> </ul>
2.	<ul style="list-style-type: none"> <li>• Evidence of TNA is confined to ad hoc or one-off data/intelligence gathering related to the training provision under review with no defined plans to update TNA knowledge</li> <li>• evidence that TNA is driven by actors external to the training environment (e.g. donors)</li> </ul>
3.	<ul style="list-style-type: none"> <li>• Clearly defined links between training provider and private sector specifically addressing TNA</li> <li>• At least one TNA tool (e.g., survey/focus group) exploited for training design and delivery</li> <li>• At least one example that TNA training tools and analysis for project under review are sensitive to specific target groups (e.g., women, youths, special needs, minorities)</li> </ul>
4.	<ul style="list-style-type: none"> <li>• TNA reflects scale of training provision in terms of numbers involved in training provision and geographical spread</li> <li>• TNA is core feature of training provider’s business plan or strategic organisation and includes a dedicated staff member responsible for TNA</li> <li>• At least one example shared which convinces peer reviewers of innovation in the TNA process</li> <li>• At least one example of an agreement established between training provider and general industry or sector-specific TNA developments</li> </ul>
5.	<ul style="list-style-type: none"> <li>• TNA includes analysis of sector trends (trade, turnover, employment, skills) using primary and secondary data</li> <li>• Evidence that TNA intelligence from the project has been provider by training provider for wider policy debate, e.g., sector-specific, government policies (training, training, employment, enterprise, economic development)</li> <li>• At least one example shared which convinces peer reviewers of innovative use of technology for TNA process (e.g., e-surveys)</li> </ul>
<b>Final result: Score of 1. Score of 2. Score of 3. Score of 4. Score of 5.</b>	<b>Comments:</b>

Source: Gribben, 2013

Rashad Bibars provided the seminar with an outline of the creation of Jordan’s Business Development Centre (BDC), and offered this as an example of good practice in entrepreneurship training (Bibars, 2013). The BDC was established in 2004 to boost economic development by

promoting youth entrepreneurship and employability and the development of small and medium sized enterprises (SMEs). Its portfolio of programmes cover:

- public sector intrapreneurship
- corporate intrapreneurship
- youth entrepreneurship
- women entrepreneurship – home business
- entrepreneurship courses in universities, colleges and schools.

The centre adopts an ETF approach to its training. Needs assessment through focus groups determines the design of its training programmes. The resulting delivery together with marketing and outreach are monitored and evaluated in order to identifying areas of improvement in the training provided. 80% of BDC's 500 SME participants have seen an increase in their exports, and two-thirds of the individuals given entrepreneurship training have established their own business. The BCD pursues a partnership approach in contributing to Jordan's national employment strategy, serving as a member of the country's employment-technical and vocational education and training (E-TVET) council. It also enjoys observer status with the United Nation's Conference on Trade and Development (UNCTAD). This allows it to participate in Trade and Development board meetings and in the public intergovernmental meetings organised by UNCTAD.

Thomas Deißinger (2013) gave a presentation on the good practice demonstrated by the German Dual VET system. Formalised by federal law, this system offers school leavers not holding the Abitur qualification for university or polytechnic entry the opportunity of ongoing training on leaving school by enrolling in an apprenticeship. One-and-a-half days each week are devoted to theory and workshops taken at vocational college. The remaining three-and-a-half days are spent on in-company training and work experience. This system provides Germany with its primary means of skilled training for its non-graduating workforce. The following bodies are stakeholders in the system:

- Federal Ministry of Training and Research
- Federal Institute of Vocational Training
- Federal state training departments
- Trade Unions
- Employers Organisations
- Chambers of Commerce
- Trainer Training Institutions in Universities.

In recent years, the Dual VET system has trained around one-and-a-half million young people mainly through three year apprenticeships, compared with 2.4 million taking higher training programmes. There are 344 different occupational training schemes and 90% of initial training contracts are funded by employers. Industry and commerce account for 30% and the public sector for 46% of the intake. The craft sector focuses predominantly on school leavers with a lower secondary



school qualification. As the main funders, employers have extensive input into the Dual VET system through their own organisations and local chambers of commerce to ensure that the training provision meets their needs. The German Vocational Training Act ensures standardised provision of initial training.

In a seminar presentation on academic entrepreneurship training, Tony Jackson (2013) indicated that active student-centred entrepreneurship training at this level is likely to prove more effective than formal passive teaching processes. The traditional approach to academic entrepreneurship training relied on business or management schools to deliver reflective modules through lectures and literature-based seminars as part of specific degree programmes. More recent innovative approaches extend entrepreneurship training to students from all academic disciplines, using non-formal courses and curricula such as business-plan seminars, business simulations, project seminars and role-playing activities.

In a study for the European Commission, Gibcus et al., (2012) compared the two approaches. It surveyed the opinions of graduates of nine EU enterprise courses based on reflective/formal curricula. Their own perception of their skills, knowledge and attitudes were then compared with graduates who had been involved in active/informal student enterprise programmes operating under the auspices of the European Confederation of Junior Enterprises (JADE). Both sets of responses were set against those from a control group of graduates who had no participation in either formal or non-formal enterprise programmes.

As Figure C.2 demonstrates, the findings of this study showed that graduates with active/non-formal JADE involvement reported the highest self-perception scores on almost all skill categories. Gibcus et al., (2012) also found that a greater proportion of graduates from all forms of entrepreneurship programmes (16%) were self-employed (either as entrepreneurs or as sole traders), when compared with those in the control group with no exposure to enterprise and entrepreneurship training (10%).

**Figure C.2. Scores of self-perception of key entrepreneurship competences by EU graduates of enterprise programmes, graduates involved with junior enterprises during their studies and control group graduates**

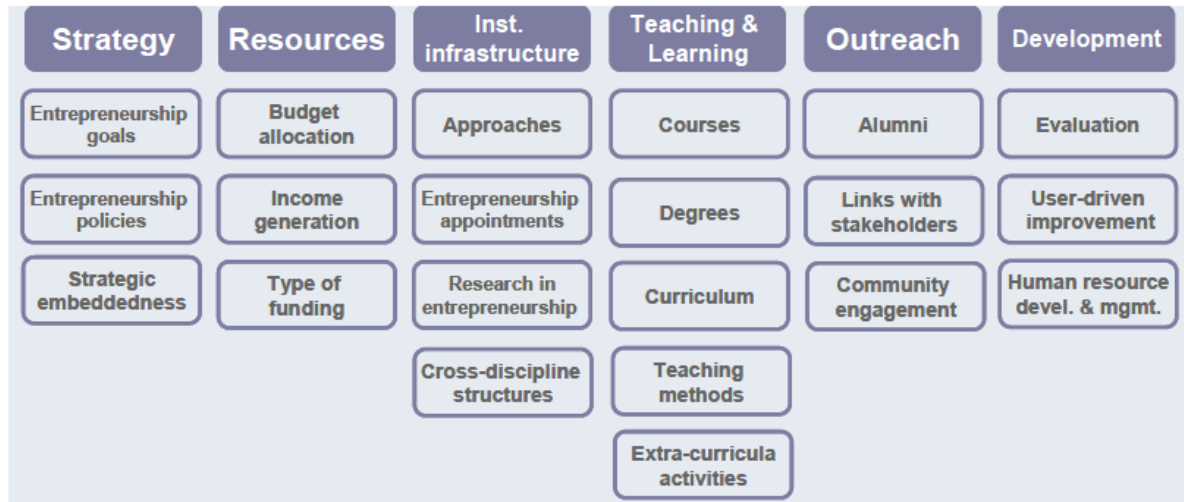
<b>Skill or competency</b> <i>***highest **medium *lowest</i>	<b>Entrepreneurship graduates</b>	<b>Junior Enterprise graduates</b>	<b>Control group graduates</b>
<b>Skills:</b>			
Creativity	**	**	*
Analysis	**	***	*
Motivation	**	***	*
Networking	**	***	*
Adaptability	**	***	*
<b>Knowledge:</b>			
Understanding role of entrepreneur	***	**	*
Knowledge of entrepreneurship	**	***	*

Source: Adapted from Gibcus et al., 2012.

Published research emphasises the importance of ensuring that the environment in which a recipient's national system of higher and further training operates is supportive of entrepreneurship training. Bercovitz and Feldman (2006) cite many studies indicating that good practice requires the adoption of strategies and institutional frameworks by universities and colleges that support an

entrepreneurial ethos. Figure C.3. summarises the framework conditions for the delivery of such training identified in a study undertaken for the European Commission (NIRAS Consultants, 2008).

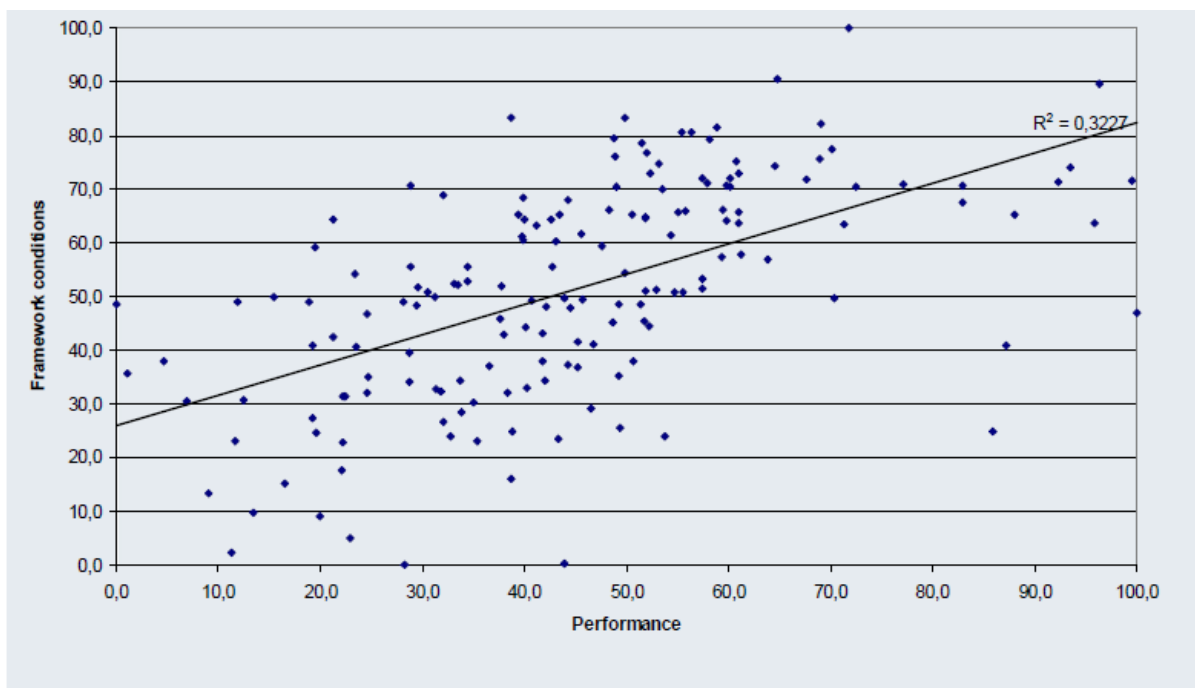
**Figure C.3. Framework conditions for entrepreneurship training**



Source: NIRAS Consultants, 2008.

Figure C.4. correlates this framework with an assessment of the actual performance in delivering enterprise training by the European universities surveyed, producing a regression coefficient for the fitted line of 0.3227. The study concluded that the “analysis shows a solid correlation between performance and the framework conditions with an estimated correlation of 0.6. This means that about 32% of the variation between the performances of institutions can be explained by the framework applied”, (NIRAS Consultants, 2008). Differences in teaching and learning methods were found to account for the smallest framework contribution to overall variations in performance. This led the authors to suggest that differences in their strategies, resources and institutional structures were the key elements differentiating the best performing institutions from the weakest in respect of entrepreneurship training.

**Figure C.4. Correlation between entrepreneurship training performance and framework conditions in surveyed European universities and colleges**



Source: NIRAS Consultants, 2008.

Institutional adaptation is vital at training and governance levels to facilitate effective delivery of entrepreneurship training for students at universities and colleges. Rothaemerl et al., (2007) observed that “there is no smooth path for any paradigm change: the shift of the university system from an ivory tower focusing on (basic) research and teaching into a collective entrepreneurial source of technology is no exception”. However, it helps if steps are taken to make a country’s governmental policy more supportive of the entrepreneurial activities of its universities and colleges.

A report on training for entrepreneurship produced for the World Economic Forum’s Global Training Initiative observed that “academia needs to work with ministries, the private sector and other stakeholders to rethink the training systems in their countries to develop entrepreneurial societies. Embedding entrepreneurship and innovation, cross-disciplinary approaches and interactive teaching methods all require new models, frameworks and paradigms” (Volkman et al., 2009). Government policy can assist by:

- tying the release of public research and development funds for these institutions to the patenting and licensing of the inventions and innovations that result;
- requiring the creation of technology transfer arrangements;
- supporting and helping to fund campus enterprise incubators, new business initiatives and science parks;
- ensuring the exercise of intellectual property rights for research and practice outputs; and

- promoting open-source publishing of publicly-funded research and practice outputs.

Another key element in developing effective entrepreneurship training in a country's universities and colleges is the promotion of student engagement in the development and operation of these efforts. A good entrepreneurship training system for students can best be stimulated by adopting an open competitive pro-active approach. As already indicated, research suggests that students get more out of entrepreneurship training if they have hands-on pro-active exposure to the knowledge, skills and competences required for start-ups or new business ventures, in addition to any formal non-active learning processes.

Formal degree programmes in entrepreneurship may be offered by business or management departments, but as Gibb (2005) notes these have limited scope in stimulating a campus-wide enterprising ethos. It is vital to supplement such specialised degree offerings with voluntary activities providing multi-disciplinary experiential learning opportunities through student engagement in university enterprise units (or "gyms"), student-led societies, or local corporate or third-sector clubs. Students undertaking any academic programme can take advantage of such facilities to participate and interface with local entrepreneurs and business mentors and acquire information about starting their own businesses.

One proven way to encourage the widest range of students across the campus to participate in enterprise and entrepreneurship training is to appeal to their sporting or competitive instincts. Give all interested students the chance to participate and work in teams on challenges which attract awards, so that they perceive their enterprise training not simply as forming added study obligations but as a new activity on a par with sporting and club competitions undertaken by choice outside their normal academic curriculum. This means running a broad-based system of enterprise training in parallel with formal training programmes, offering students exposure to quizzes, games and modular courses to supplement rather than replace their conventional academic studies.

Another key element of an effective system of entrepreneurship training for students is to ensure extensive practitioner involvement in its delivery. Rather than adopting the conventional academic departmental structure for delivering enterprise training, the preferred framework should focus on lean management. It should adopt a structure which relies on a few professional full-time staff to provide direction, supplemented by student volunteers chosen for their ability to proselytise the benefits and attractions of such training on a multidisciplinary basis across the university campus.

When setting up academic training programmes in entrepreneurship, it is important to draw on local business expertise in transferring good practice. What works for some countries and economies may not be effective in others. There are excellent examples of local enterprise initiatives in many developing nations that can be used as templates for local enterprise training in analogous conditions. However, although these case studies are valuable for identifying training priorities, good practice suggests that the training institution should cultivate its own local and regional business networks to engage with practitioners capable of providing its students with realistic experiential coaching in what they will face when coping with local and national markets, rather than simply relying on case studies from other economies.

Teaching content and ethos should replicate the sporting analogy. The basic design should stress a competitive approach to the acquisition of skills and delivery and rely primarily on inputs from enterprise "coaches" drawn from a network of business and financial practitioners. Practitioners must be given appropriate university recognition in respect of their contribution, but should not expect to receive financial reward for offering their services. This training network should also form the basis for promoting entrepreneurial outreach on behalf of the university.

The NIRAS Consultants (2008) report observed of current state of EU formal tertiary training in enterprise and entrepreneurship: “one of the major differences and areas for improvement is related to the experience of entrepreneurial trainers. It does not seem to be very widespread that staff teaching entrepreneurship has personal experience with entrepreneurship. Consequently, many students are being taught by trainers that have a theoretical knowledge about entrepreneurship, but lack the practical knowledge. However, since entrepreneurship to a large degree is a practical, hands-on subject, the teaching of it will likely be improved if the trainers have their own practical entrepreneurial experience that they can take advantage of.”

Another good practice in delivering entrepreneurship training through universities and colleges is to combine this with broader community engagement. Students will quickly perceive whether their university or college offering is designed to provide broader benefits to the community as a whole, and will respond better if this can be shown to be the case. Student enterprise projects should be integrated as far as possible with initiatives designed to benefit the broader community, with an emphasis on sustainable development rather than simply generating income for the institution, its staff or student body.

Such outreach activities will strengthen the network on which student training in enterprise and entrepreneurship can draw, and encourage more sponsorship. Experience shows that practitioners from a country’s the business, financial and charitable sectors offered the chance to become involved in project- and skills-based teaching of entrepreneurship appreciate the opportunity to give something back to the university or college. A concerted effort to turn away from traditional ‘ivory tower’ attitudes by cultivating the role of a good neighbour through enterprise and entrepreneurship training activities makes it easier to generate income from business, financial and charitable sources, helping to fund and improve such training.

As with VET, for universities and colleges it helps to have a dedicated national body focused on promoting student training in entrepreneurship, to which individual universities and colleges can affiliate. In the UK, the National Centre for Entrepreneurship Training (NCEE) offers expertise and limited funding for the tertiary training sector, as well as serving as a repository of good practice and guidance. Other such UK bodies include the National Association of College and University Entrepreneurs (NACUE), which works to promote student enterprise societies. At a pan-European level, there is the European Confederation of Junior Enterprises (JADE), which is a non-profit umbrella organisation of enterprises established and managed by students.

Finally, universities and colleges should emulate the approach pioneered by the ETF for VET by monitoring and evaluating the effectiveness of their entrepreneurship training. The system created for delivering academic enterprise training should be based on a development plan that identifies the goals and sets out the stages for reaching these. It is equally important to evaluate the effectiveness of the entrepreneurship training being delivered. The student self-evaluation survey undertaken by Gibcus et al., (2012) offer one way of assessing its impact. This approach can be supplemented by tracking the career choices made by students who have undertaken enterprise training while at university of college, using a control group of comparable graduates who have not been exposed to such training (NIRAS Consultants, 2008; Cowling, 2009).

### **C.3. How can good practices in entrepreneurship training be transferred?**

Clemens Wieland (2013) gave the seminar his view of Germany’s Dual VET system as a role model for transferring good practice, while Kerstin Nagels (2013) considered the experiences of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in this respect. The key to the Dual VET system is the strong partnership established between government and business in the training of

school-leavers. In order to produce skilled workers through apprenticeships, there has to be agreement on joint funding and complementary programmes based on codified quality standards. However, a balance needs to be struck between standardisation and flexibility. Germany demonstrates a wide social acceptance of the emphasis placed on vocational training.

As well as providing German industrial and service sector businesses with skilled labour, its dual system also offers useful training in craft skills for those contemplating becoming sole traders or freelancers when completing their apprenticeships. This opens up ways of using the dual VET system to promote entrepreneurship training for craft skills. Nevertheless, as Clemens Wieland indicated, the German approach to VET depends predominantly on the creation of company-based training opportunities. Amongst those German school-leavers not qualified to attend university or polytechnic programmes, about 80% opt for a vocational course of training, half of them pursuing the dual pathway and the other half a school-based pathway. A pre-condition for the transference of the dual system is the willingness of recipient governments and their industrial sectors to adopt the company-based approach in providing apprenticeships. Appropriate institutional frameworks must be adopted by those countries seeking to emulate this system of training.

Kirsten Nagels offered case studies in the transference of the dual system of training. The main commissioning body is the German Federal Ministry for Economic Cooperation and Development (BMZ), which also accepts co-financing from third party donors. BMZ employs a staff of more than 3 100 in Germany and is responsible for 16 000 employees worldwide, including 11 100 personnel from the nations it assists. These numbers include 890 development advisors and 1 000 training experts. Countries with bilateral or regional projects supervised by BMZ include 8 from sub-Saharan Africa, 10 from south and east Asia, 10 from Europe and central Asia, 8 from Latin America and 8 from the Middle East and North Africa, making this a truly global training scheme for young people.

With experience, BMZ training experts have come to recognise the need to adapt the systems-based dual approach of German training arrangements to local conditions, and much of the assistance now provided focuses on supporting its key elements rather than a fully-integrated framework. These elements still draw on the basic principle of private-public cooperation in delivery of training; its emphasis on learning in the workplace; an acceptance of national training standards; the use of qualified VET staff; and availability of institutionalised research and consultancy to monitor and enhance outcomes. GIZ sees the training systems of recipients and its emphasis on delivering sustainable development as the two pillars of the transfer process.

In addition to the establishment of a dual training system for the formal labour markets of recipients, GIZ also offers VET in informal labour markets, such as the self-employed and rural areas. In some specialised sectors of the labour market, by contrast, there has to be clear recognition of the need for VET in technological competences. Overall, effective use of labour market information is crucial in developing an appropriate VET strategy for any recipient country. The dual system has to ensure that VET is relevant, effective, flexible and adaptable to changing needs, as well as efficient in its use of resources. Such considerations ensure the long-term sustainability of a national training programme constructed on such a system. In this respect, the importance of developing good partnership arrangements both between international donor and recipient, and between national stakeholders, including government bodies, industry organisations and trade unions, cannot be overstressed.

Ellen Bommersheim (2013) offered the seminar a summary of her experiences in promoting the effective transfer of vocational entrepreneurship training as managing director of her German centre for entrepreneurship training, Kompass. At the outset of her entry into VET, she identified a need for a better support framework for enterprise start-ups. Her company fosters a holistic approach to

enterprise support, and has assisted more than 21,000 potential start-ups to date. The Kompass-incubated start-ups have a much higher survival rate than the national average (85% compared with 30-50%), and have made Frankfurt one of the top tier entrepreneurial cities in Germany.

The system applied by Kompass divides advice and support into pre-start-up and post-start-up phases. Following admission into the system, the potential start-up has its business competences assessed in the pre-start-up phase and a business plan and budgeting and finance issues are addressed, with any qualification issues identified. Following start-up, registration of the business with the requisite business and tax bodies is undertaken and coaching is provided. Strategy planning is offered as part of ongoing coaching following implementation of the business plan. Kompass offers the following services to potential start-ups:

- coaching and training
- access to the infrastructure and network of stakeholders
- a cross-sector platform providing linkages between new start-ups and potential entrepreneurs
- special co-ordination for young start-ups of international origin
- affordable office facilities in the Start-up Centre.

Vital linkages are provided by regional stakeholders, including the regional government, universities and polytechnics, financial and business sectors, export bodies and other business support services. Kompass also engages in outreach activities, with a programme – *Move on* – which provides teaching modules designed to motivate entrepreneurial thinking amongst school pupils and their trainers, and to breakdown resistance to self-employment amongst German school leavers.

In outlining a road map for entrepreneurial development, Ellen Bommersheim stressed the importance of taking a holistic to entrepreneurship support. Some of the crucial elements in this road map would include increased transparency and linkages amongst regional stakeholders; using SWOT analysis to identify and import good practices; gaining the commitment of stakeholders to the introduction of good practices with the aid of a regional development team; focusing the use of public funds on effective financing of start-up support; initiating outreach and entrepreneurial support to a diverse variety of targets; and providing training and skills updating to start-up advisors in the light of changing market conditions.

The seminar used these presentations to consider how good practices in entrepreneurship training could best be transferred into new contexts, particularly those involving countries with developing economies. Many examples of good practice entrepreneurship training in OECD have started as bottom-up rather than top-down initiatives, which can be funded on a small-scale and developed into a larger set of activities with experience. Rashad Bibars' presentation on the creation of Jordan's Business Development Centre demonstrates the effectiveness of using such a model. The BDC's growth reflects the nature of innovatory ventures of any kind, as is demonstrated by the rapid organic growth from tiny beginnings of London's new "tech city" in its east end, based on the successful use of "crowd-funding" and free software (*The Economist*, 2013).

Regardless of whether a bottom-up or top-down development pathway is pursued, the seminar noted that most OECD entrepreneurship training units have been created by with the aid of people who had previous experience of similar work in other universities and colleges or in VET. So the

obvious point of departure for transferring good practice into a new setting is to link up with those institutions already identified as offering this quality of training to their own students. In the absence of existing links with universities, colleges and VET providers of good practice entrepreneurship training, technical assistance agreements should aim to incorporate the creation of an international network from which individual universities, colleges and VET providers in the recipient country can draw assistance. Establishing this network requires some prior effort on the part of OECD countries to identify and involve their good practice universities, colleges and VET providers in setting up suitable links, and to identify staff members willing to offer their services on secondment as required. The GZI/BMZ arrangements offer an excellent model in this respect.

Discussion groups in the seminar considered other lessons to be drawn from these presentations. They identified the effective management of projects as central to the transference of good practice entrepreneurship training. This required the local managers of any VET, university or college entrepreneurial training scheme to identify its overall goals; undertake a SWOT analysis to establish the strengths and weaknesses of its plans, and the opportunities and threats to be faced in pursuing them; to use surveys of labour market information to create a road map for reaching its goals; to analyse the available options in following the road map; to create an appropriate set-up for managing the project in the light of these preparations; and finally to implement such arrangements and to ensure effective ongoing monitoring and evaluation of the results.

Essential ingredients in delivering effective training projects to this end included:

- creating a shared common vision
- co-operation with and between the core partners
- participation of stakeholders in the delivery of outcomes
- trust building amongst all associated with the scheme
- promotion of change agents and champions
- the strengthening of structures and processes required for delivery, and
- an ability to change as circumstances required.

The crucial partners in any transferred training scheme should be identified from the outset, along with the essential needs and resources of the project. In seeking to adopt good practices, it was important to meld national as well as international approaches to ensure that arrangements were adequately tailored to local requirements. This would require the careful mapping of local sectors to establish their labour market characteristics. To ensure adequate resources, external assistance should be supplemented by national and local funding through private and public sources. Local businesses and practitioners should be used to establish a network designed to provide human as well as financial assistance. This would also help strengthen the commitment of stakeholders.

The success factors for transferring training schemes following the dual VET system would depend on more formal arrangements between local industry and governance, including legislation on training standards and qualifications, training regulations, the engagement of local chambers of commerce and the national system of vocational training. The dual system amounted to a socio-political project, in which small to medium sized enterprises became committed to the training of skilled school leavers. For any economy in the early stages of development, a pilot scheme along



these lines might be necessary in order to serve as a learning process for emerging sectors needing skilled labour in their expansion. Overall success required faith in the capacity of the private sector to fund the bulk of its skilled training needs through formalised arrangements. In addition, entrepreneurial training through VET depended on establishing the cultural prestige of craft-based skills within the national economy.

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