



Republic of Tunisia
Ministry of Youth, Sports and Professional
Integration



TOWARDS AN ENTREPRENEURIAL CENTRE

REFLECTION TOOL

Name	
Vocational Training Centre	
Date	

Instructions:

1. Complete this reflection tool for each topic from 1 to 8
2. Review the compiled results in order to generate ideas to identify the priorities and next steps for your VET Centre



LEADERSHIP AND SUSTAINABILITY

1. LEADERSHIP AND COMMITMENT OF THE VTC MANAGEMENT
 The Centre’s management team is committed to demonstrating and developing an entrepreneurial culture throughout the centre, with the aim of involving all staff and stakeholders in the creation of the Centre’s vision and entrepreneurial values

Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.

®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
1.1. Leadership is aware of entrepreneurial development	Management is not yet aware of how important entrepreneurial skills are for training and learning.	Management is aware of how important entrepreneurial skills are for training and learning. The Director supports innovation in the way in which training and learning are designed and delivered, and encourages staff to involve stakeholders in training and learning activities.	Management runs a recognition/awards programme for administrative staff, teachers and learners to recognise their commitment to developing entrepreneurial skills (study programmes/entrepreneurial activities or individual entrepreneurial achievements)	0	?

<p>1.2. Participative and entrepreneurial leadership</p>	<p>Management does not yet have the channels to enable it to understand the needs of administrative staff, teachers and learners</p>	<p>Management gathers ideas and/or opinions from administrative staff, teachers and learners to assist in informing decision-making at Centre level</p>	<p>Management adopts a participatory and entrepreneurial approach to decision-making at Centre level, with active channels enabling the inclusion of the ideas and opinions of administrative staff, teachers and learners</p>	<p>0</p>	<p>?</p>
<p>1.3. Leadership is engaged with stakeholders</p>	<p>Management does not yet have access to channels enabling it to listen to the needs of external stakeholders (local community, business, civil society, families, young people, etc.).</p>	<p>Management involves external stakeholders in decision-making at Centre level.</p>	<p>Management has created a unit responsible for relations with external stakeholders.</p>	<p>0</p>	<p>?</p>
<p>1.4. Co-creation of the VTC's vision and values</p>	<p>The Centre has a vision, but the administrative staff, teachers and learners do not participate in its development</p>	<p>Administrative and teaching staff and/or learners contribute to the development of the Centre's vision and common values. The vision and values are reflected in a set of actions or strategies</p>	<p>Administrative and teaching staff and learners feel involved and share the vision and common values. The Centre offers training to all staff to help them develop the entrepreneurial skills they need in order to develop and help realise that vision. The vision and values are reflected in a set of actions or strategies.</p>	<p>0</p>	<p>?</p>

1.5. Staff awareness of entrepreneurial skills	Staff (administrative and teaching) are not aware of entrepreneurial skills or their importance at Centre level.	The Centre offers training to some members of staff to help them develop the entrepreneurial skills they need in order to conceive and contribute to the achievement of the Centre's vision.	The Centre offers training to all staff to help them develop the entrepreneurial skills they need in order to conceive and help make the Centre's vision a reality.	0	?
1.6. Communication	The Centre does not yet have the channels enabling it to communicate effectively with administrative staff, teachers and learners.	The Centre communicates the centre's vision and entrepreneurial activities to external stakeholders and to administrative and teaching staff and learners.	The Centre has a communication strategy which shares the Centre's vision and activities with everyone and which focuses on entrepreneurial development.	0	?
For your VTC, what are the three recommendations in this area?					
What is the priority for your VTC?					

LEADERSHIP AND SUSTAINABILITY

2. REVENUE GENERATION AT THE CENTRE
The Centre actively seeks out opportunities to diversify sources to generate new or innovative revenue in order to boost sustainability

Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.

®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
2.1. Corporate services	The Centre provides no services to local businesses	The Centre has a range of paid services and businesses are able to access the centre's resources.	The Centre has a strategic approach to sharing resources with and providing paid services to local businesses, often involving learners.	0	?
2.2. Corporate support	The Centre receives no support from businesses	The Centre receives in-kind support from businesses to support training	The Centre cooperates with business to develop new training offerings and tailored services and to generate revenue for the Training Centre	0	?

2.3. Participation in funded projects	The Centre is not involved in funded activities or projects relating to innovation or entrepreneurial skills	The Centre participates actively in projects to develop innovation or entrepreneurial skills at local or regional level	The Centre is represented in activities or funded projects relating to innovation or entrepreneurial skills – in order to create economic, social or cultural value	0	?
2.4. Businesses in the centre	The Vocational Training Centre does not have any 'centre businesses' managed by learners (relating to professional areas of their learning).	The Vocational Training Centre is in the first stages of developing a 'centre business' in order to offer learners practical work experience.	The Vocational Training Centre has created 'learner-run businesses' in more than one skills area covered by the study programmes in order to offer learners practical work experience.	0	?
For your VTC, what are the three recommendations in this area?					
What is the priority for your VTC?					

STAKEHOLDERS AND ECOSYSTEMS					
3. PARTNER IN THE SKILLS ECOSYSTEM					
Commitment and involvement within the ecosystem of local/regional skills					
<i>Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.</i>					
®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
3.1. Responding to the ecosystem's needs	The Centre knows who partner organisations and businesses are. The Centre also knows its capacity to meet the skills needs of those organisations and businesses.	The Centre has practically aligned the training it offers with the skills needs of the local ecosystem.	The Centre has fully aligned the training it offers with local/regional skills needs and measures the impact of its services in the local/regional ecosystem.	0	?
3.2. Active partner in the skills ecosystem	The Centre is a member of local or regional committees	The Centre is represented in local or regional committees concerning skills development, employment and/or economic development.	The Centre is a leading organisation within a network or hub focused on skills development. It is also involved in taking decisions relating to skills development policies. The Centre shares its practices with other centres and supports them	0	?

			in developing their own entrepreneurial activities.		
3.3. Developing innovation or entrepreneurial projects	The Centre is not involved in activities or projects relating to the development of innovation or entrepreneurial skills.	The Centre is represented in local or regional activities or projects relating to the development of innovation or entrepreneurial skills – creation of economic, social or cultural value	The Centre is actively involved in projects to develop innovation or entrepreneurial skills at regional, national or international level.	0	?
3.4. Engagement with stakeholders	The Centre does not engage with stakeholders to support entrepreneurial development	The Centre actively focuses on the participation of stakeholders to support entrepreneurial development.	Stakeholders support and run activities and contribute to strategy and governance in the field of entrepreneurial spirit and entrepreneurial skills. The Centre has signed cooperation agreements with stakeholders and they play an active role in training and	0	?

			the governance of the centre.		
For your VTC, what are the three recommendations in this area?					
What is the priority for your VTC?					

STAKEHOLDERS AND ECOSYSTEMS

4. STAKEHOLDERS ACTIVELY PARTICIPATE IN TRAINING AND APPRENTICESHIPS
Stakeholders participate in designing and providing training, apprenticeships and assessments

Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.

®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
4.1. Cooperation with trainers	The Centre does not yet work with stakeholders to support the development of trainers' technical and entrepreneurial skills.	Stakeholders offer training to trainers to update their sectoral/employment knowledge and skills and create stakeholder networks.	Stakeholders participate in the skills development of Centre staff in the field of technical and entrepreneurial skills.	0	?
4.2. Cooperation with learners	The Centre does not yet work with stakeholders to organise joint extracurricular activities or visits for learners to support their training and the development of entrepreneurial skills	Stakeholders organise joint extracurricular activities with the Centre to support training and the development of entrepreneurial skills.	Stakeholders organise and finance joint projects to support training and the development of entrepreneurial skills.	0	?

<p>4.3. Recognising the contribution of Centre staff in the engagement with stakeholders</p>	<p>The Centre leader/director does not yet recognise the efforts of Centre staff to involve stakeholders in training to develop entrepreneurial skills.</p>	<p>Centre staff are recognised (informally) by the Centre for their efforts to involve stakeholders in training to develop entrepreneurial skills, but this is not linked to an official process.</p>	<p>Staff are officially recognised by the Centre for their efforts to involve stakeholders in training to develop entrepreneurial skills, for example by an awards programme.</p>	<p>0</p>	<p>?</p>
<p>4.4. Training and apprenticeships</p>	<p>The Centre does not involve stakeholders in designing or delivering training.</p>	<p>Stakeholders (business or community) participate in assessing learners' learning, including the development of entrepreneurial skills</p>	<p>Stakeholders participate in designing and assessing learners' learning, including the development of entrepreneurial skills.</p>	<p>0</p>	<p>?</p>
<p>For your VTC, what are the three recommendations in this area?</p>					
<p>What is the priority for your VTC?</p>					

TRAINERS AND STAFF					
5. ENTREPRENEURSHIP TRAINING					
Learning and teaching methods are recommended when designing and providing training programmes					
<i>Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.</i>					
®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
5.1. Experiential learning	Trainers are not yet using active/experiential teaching methods	The Centre is able to demonstrate that several training modules use active/experiential teaching methods to develop learners' entrepreneurial skills, including projects led by learners.	The Centre uses active/experiential teaching methods to develop learners' entrepreneurial skills in all modules of the training programme, including projects led by learners.	0	?
5.2. Learning about the world/in a real context	Trainers are not yet using teaching methods linked to the world of work/real context of the profession	The Centre is able to demonstrate that several training modules use active/experiential teaching methods to develop learners' entrepreneurial skills, including projects led by learners.	The Centre is able to demonstrate that all modules of the training programme use learning in a real context, with the participation of stakeholders, to develop learners' entrepreneurial skills	0	?

5.3. Collaborative learning	Trainers are not yet using collaborative learning.	The Centre is able to demonstrate that several modules of the training programme use collaborative learning to develop learners' entrepreneurial skills.	The Centre is able to demonstrate that all modules of the training programme use collaborative learning to develop learners' entrepreneurial skills	0	?
5.4. Creative learning	Trainers do not use creative problem solving	The Centre is able to demonstrate that several modules of the training programme use creative problem solving to develop learners' entrepreneurial skills.	The Centre is able to demonstrate that all modules of the training programme use the creative problem-solving approach to develop learners' entrepreneurial skills	0	?
5.5. Value creation	Trainers do not enable learners to create value for others through their learning	The Centre is able to demonstrate that several modules of the training programme enable learners to create value for others (pleasure, social, cultural or economic value) to develop their entrepreneurial skills.	The Centre is able to demonstrate that all modules of the training programme enable learners to create value for others (pleasure, social, cultural or economic value) to develop their entrepreneurial skills.	0	?
5.6. Reflective learning	Trainers do not use feedback learning approaches (for example reflection, questioning and feedback from peers as a formative assessment)	The Centre is able to demonstrate its use of feedback learning approaches to develop learners' entrepreneurial skills	The Centre is able to demonstrate that all modules of the training programme use peer-based feedback learning approaches to develop learners' entrepreneurial skills	0	?

5.7. E-learning	Trainers do not use e-learning or online training methods.	Trainers use online training and learning methods using Zoom or Teams.	Trainers are experienced in online learning and look for digital tools which meet training and assessment needs	0	?
5.8. Learning assessments	Entrepreneurial skills are not assessed in any part of the training programme	Entrepreneurial skills are explicitly included in formative assessments in certain parts of the training programme	Entrepreneurial skills are explicitly included in formative assessments in all parts of the training programme	0	?
For your VTC, what are the three recommendations in this area?					
What is the priority for your VTC?					
Comments	At what overall level would you place your centre?			0	
	What is the main improvement/recommendation in this area?			?	
	What is the next step?			?	

TRAINERS AND STAFF					
6. SUPPORT FOR STAFF AND TRAINERS					
<p>All employees within the establishment are supported in order to understand and actively engage in the entrepreneurial development of the Centre. For teaching staff, trainers are encouraged and deployed to improve their understanding of entrepreneurial skills and the use of entrepreneurial teaching methods and training tools.</p> <p><i>Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.</i></p>					
®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
6.1. Raising staff awareness	Staff (administrative and support) are not aware of entrepreneurial skills or their importance at Centre level.	The Centre offers training to some members of staff to help them develop the entrepreneurial skills they need in order to conceive and contribute to the achievement of the Centre's vision.	The Centre offers training to all staff to help them develop the entrepreneurial skills they need in order to conceive and help make the Centre's vision a reality.	0	?
6.2. Training for trainers	No training is available to trainers to develop their entrepreneurial training skills	Trainers may have access to opportunities to develop their entrepreneurial training skills	Trainers' receive entrepreneurial training capacity-building at least once every 2 years.	0	?

6.3. Cooperation among trainers	There is no cooperation among trainers in entrepreneurial training activities.	Trainers are encouraged to work collaboratively, in particular by working in multi-disciplinary teams on entrepreneurial training activities.	Expert trainers/resources accompany and train other trainers in entrepreneurial training and encourage multi-disciplinary learning.	0	?
6.4. The training programme includes entrepreneurial skills	Entrepreneurial skills are not covered/highlighted in any module or part of the training programme	Entrepreneurial skills are included in the learning outcomes in some modules or parts of the training programme	Entrepreneurial skills are included in the learning outcomes for all modules of the training programme.	0	?
6.5. Recognition of trainers	Trainers (administrative and teaching staff) are not recognised for providing entrepreneurial training.	Trainers are recognised by annual awards or a seal of approval at Centre level.	Trainers are recognised by annual awards or a seal of approval at local, regional, national or international level.	0	?
6.6. Recognition of administrative staff	Staff are not recognised for providing extra-curricular activities which stimulate learners' entrepreneurial spirit.	Staff are encouraged and recognised by awards or a seal of approval for extra-curricular activities which stimulate learners' entrepreneurial spirit.	Staff are encouraged and recognised by awards or a seal of approval for extra-curricular activities which stimulate learners' entrepreneurial spirit at local, regional, national or international level.	0	?

For your VTC, what are the three recommendations in this area?	
What is the priority for your VTC?	

LEARNERS AND CAREERS					
7. LEARNERS' AWARENESS IS RAISED BY ENTREPRENEURIAL LEARNING AND ASSESSMENTS					
Increase the awareness, understanding and practical application of EntreComp skills by means of learning and assessment throughout the study programme					
<i>Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.</i>					
®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
7.1. Visibility	Learners are not aware of entrepreneurial skills.	Learners know where, why and how they can develop their entrepreneurial skills.	Learners know where, why and how they can develop their entrepreneurial skills and where they can use those skills in life and in future work.	0	?
7.2. Assessments carried out by learners	The Centre does not yet involve learners in self-assessments.	Learners are invited to assess their own work (self-assessment) and the work of other learners (peer assessment) as part of the entrepreneurial training process.	Learners actively participate in assessments (self-assessment and peer assessment). This is regarded as an essential requirement of each learning session.	0	?

7.3. The voice of learners	The Centre has limited channels to engage with learners and listen to their views	The Centre encourages learner-centred ethics and can demonstrate this using examples of assessments centred around learners, the use of learner feedback and learning opportunities led by learners.	The Centre has solid learner-centred ethics in its vision and can demonstrate this using examples of learner-led assessments, by the participation of learners in decision-making and learning opportunities led by learners. This includes feedback as a learner which influences the ongoing revision of every training programme.	0	?
7.4. Activities carried out by learners	The Centre does not offer opportunities for extra-curricular entrepreneurial learning	The Centre offers learners opportunities for extra-curricular entrepreneurial learning	The Centre prioritises learner-led learning in training programmes and opportunities for extra-curricular entrepreneurial learning	0	?
For your VTC, what are the three recommendations in this area?					
What is the priority for your VTC?					

LEARNERS AND CAREERS					
8. SUPPORT FOR CAREER DEVELOPMENT					
Recognition of EntreComp skills for employability and support for grassroots student entrepreneurs, including information on and flagging of external start-up support					
<i>Highlight or colour in the boxes which reflect the current situation in your Centre in order to demonstrate the progress made towards becoming a transformative VET Centre.</i>					
®®®	1 Start	2 Development	3 Transformation	Which level has your centre reached? 1, 2 or 3?	Comments – what specific examples can you give to support your score?
8.1. Career guidance	The Centre does not have a career guidance service which develops entrepreneurial skills.	The Centre supports enterprising learners and graduates with initiations, skills workshops and extra-curricular clubs.	The Centre has a career guidance strategy to support the entrepreneurial development of learners and graduates as future employees or entrepreneurs.	0	?
8.2. Start-up guidance	The Centre does not offer a skills development pathway or support for future graduate entrepreneurs.	The Centre has an entrepreneurship club for future graduate entrepreneurs and workshops for start-ups.	The Centre has developed a clear pathway towards broader support for start-ups and gives direct references for learners and graduates who are interested in start-ups.	0	?

8.3. Stakeholder involvement	The Centre does not involve stakeholders in supporting careers and career guidance for future graduates.	The Centre involves stakeholders in career workshops which are centred around workshops on developing entrepreneurial skills	The Centre involves stakeholders in mentoring and advisory programmes aimed at learners and graduates as future employees and entrepreneurs.	0	?
For your VTC, what are the three recommendations in this area?					
What is the priority for your VTC?					

Your results

This table collates all of your results for the eight areas. It provides a way of identifying the priority areas for your VTC.

What should I do?

1. Read the latest information you entered for your VTC (this is automatically collected on this sheet and all previous Excel spreadsheets).

2. In column E, identify up to seven priorities for your VTC.

3. In column F, note what action is necessary for your VTC to proceed to the next step to work towards that priority. You may also mention any support or guidance that is needed at national/regional level in order to achieve the next stage of action.

Topics	Areas for action	Level of progress	Your specific comments on each area for action	Is this area an action priority? (Yes No)	IF YES – identify the next step to be taken in your PCP
LEADERSHIP AND COMMITMENT OF THE VTC MANAGEMENT	1.1. Leadership is aware of entrepreneurial development	0	?		
	1.2. Participative and entrepreneurial leadership	0	?		
	1.3. Leadership is engaged with stakeholders	0	?		
	1.4. Co-creation of the VTC's vision and values	0	?		
	1.5. Communication	0	?		
REVENUE GENERATION	2.1. Corporate services	0	?		

	2.2. Corporate support	0	?		
	2.3. Participation in funded projects	0	?		
	2.4. Businesses in the centre	0	?		
PARTNER IN THE SKILLS ECOSYSTEM	3.1. Responding to the ecosystem's needs	0	?		
	3.2. Active partner in the skills ecosystem	0	?		
	3.3. Developing innovation or entrepreneurial projects	0	?		
	3.4. Engagement with stakeholders	0	?		
STAKEHOLDERS ACTIVELY PARTICIPATE IN TRAINING AND APPRENTICESHIPS	4.1. Cooperation with trainers	0	?		
	4.2. Cooperation with learners	0	?		
	4.3. Recognising the contribution of Centre staff in the engagement	0	?		

	with stakeholders				
	4.4. Teaching and learning	0	?		
ENTREPRENEURSHIP TRAINING	5.1. Experiential learning	0	?		
	5.2. Learning about the world/in a real context	0	?		
	5.3. Collaborative learning	0	?		
	5.4. Creative learning	0	?		
	5.5. Value creation	0	?		
	5.6. Reflective learning	0	?		
	5.7. E-learning	0	?		
	5.8. Learning assessments	0	?		
SUPPORT FOR STAFF AND TRAINERS	6.1. Raising staff awareness	0	?		
	6.2. Training for trainers	0	?		
	6.3. Cooperation among trainers	0	?		
	6.4. The training programme	0	?		

	includes entrepreneurial skills				
	6.5. Recognition of trainers	0	?		
LEARNERS' AWARENESS IS RAISED BY ENTREPRENEURIAL LEARNING AND ASSESSMENTS	7.1. Visibility	0	?		
	7.2. Assessments carried out by learners	0	?		
	7.3. The voice of learners	0	?		
	7.4. Activities carried out by learners	0	?		
SUPPORT FOR CAREER DEVELOPMENT	8.1. Career guidance	0	?		
	8.2. Start-up guidance	0	?		
	8.3. Stakeholder involvement	0	?		
	AVERAGE SCORE (1 = low / 3 = high)	0			