

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

2025

TUNISIA

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ABOUT THIS PAPER

Each year, the ETF monitors developments in education, skills and employment in its partner countries to support informed decision-making by identifying trends, opportunities and challenges. The results are reported by country, across countries and by selected theme.

This document is the 2025 country-level report (country fiche) for Tunisia. Like all ETF monitoring, it draws on multiple sources of evidence and is the culmination of a year-long process of data collection, analysis and consultations. One key source of evidence is the ETF Key Indicators on Education, Skills and Employment (KIESE) database, which provides internationally comparable indicators on areas such as country demography, economy, education and employment. The indicators are sourced mainly from international repositories, including UNESCO, the World Bank, the OECD, Eurostat and the ILO, while some come directly from partner countries: for instance, from their labour force surveys¹.

Another source of evidence is the Torino Process, a flagship monitoring initiative of the ETF, which compiles system performance indices (SPIs) on the basis of KIESE data and expert surveys. The SPIs combine selected KIESE indicators to track policy and system performance in education and vocational education and training (VET) in key areas such as access, quality and system management. Where KIESE data is missing, the SPIs rely on expert surveys, which help fill the gaps and contextualise the findings at the analysis stage. 'Performance' in this context refers to the extent to which policies and systems deliver results in these areas². In 2025, the ETF compiled SPIs for a total of 32 areas and sub-areas of performance, including for groups of learners such as youth and adults, males and females, socio-economically disadvantaged young people and adults with no or low education.

ETF country missions complement these data sources by engaging with key policy stakeholders, gathering qualitative insights on policy developments, recently enacted legislation and major reform measures. Finally, where necessary, the ETF draws on third-party publications and analytical work to fill gaps in available evidence or to clarify developments that are not fully captured in the ETF monitoring evidence.

The country fiche begins with Chapter 1 – a country profile that describes the demographic and socio-economic conditions in the country. Chapter 2 presents recent policies in education and training, together with the structure of the education system, including adult learning. Chapter 3 provides an overview of employment and labour-market policies and introduces the main strategies, institutions and programmes. Chapter 4, which is the final chapter, presents the results of policies and arrangements in education and training.

¹ The full selection of KIESE indicators for 2025 can be found here: <https://bit.ly/4j6taZW>.

² The subset of KIESE indicators used for the calculation of the Torino Process SPIs in 2025 can be found here: <https://bit.ly/433OR8j>. The full list of questions used in the 2025 round of Torino Process system performance monitoring can be found here: <https://bit.ly/3YUlbXE>. For a full overview of the Torino Process system performance monitoring framework, see <https://bit.ly/47YGA6l>. The methodology for the calculation of the SPIs can be found here: <https://bit.ly/3XJq101>.

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KEY TAKEAWAYS

- **Country profile and developments:** Tunisia has a population of 12.2 million (2023), with youth aged 15–24 representing 20.5 %. Population growth remains modest at 0.7 %, and the dependency ratio is 50.6. Migration plays a limited demographic role: immigrants account for just 0.5 % of the population, while emigrants represent 5.8 %; remittances contribute 5.9 % of GDP.

Economic conditions remain challenging. GDP growth stagnated at 0.0 % in 2023, inflation reached 9.3 % and GDP per capita (PPP) stands at USD 13 932. Poverty affects 20.7 % of the population, and income inequality remains moderate (Gini 33.7). Tunisia's Human Development Index is 0.746.
- **Developments in education and training:** Tunisia's education system spans early childhood to tertiary education and follows ISCED standards. Access to vocational education and training (VET) is still limited, especially for females (SPI 25, compared to 50 for males). VET quality remains low (SPI 25), reflecting outdated curricula and insufficient transversal competencies. Adult participation in lifelong learning is extremely low (1.2 %), although quality scores are relatively higher than for initial VET (approximately SPI 45). Persistent gaps remain in digital and entrepreneurial skills. Dropout rates in initial VET average 22 %, reaching 25 % in CAP programmes. Socio-economic disadvantage and gender norms exacerbate disparities, particularly in rural areas. Major reforms are driven by the Education Sector Strategic Plan 2025–2035, which focuses on access, quality, governance and digitalisation. Key frameworks include the National Qualifications Framework, the national VET reform strategy and digitalisation initiatives such as Tunis Future School. Centres of excellence are expanding, with hubs specialising in Industry 4.0, entrepreneurship and green skills. International partnerships support system modernisation and inclusion. While digitalisation and the green transition are gaining traction, work-based learning and quality assurance remain uneven.
- **Employment and labour market developments:** labour market conditions remain fragile. Employment rates have stagnated at 38.7 %, while unemployment rose to 16 % in 2024 – three times the EU average. Gender disparities in labour force participation and employment are significant. Youth unemployment reached 41.5 % (an increase of over 3 percentage points since 2023), and the NEET rate remains high at 29.3 %. Employment is shifting structurally: agriculture has grown to 15.9 % of total employment, while services have declined to 53.6 % and industry to 29.2 %. The new National Employment Strategy (2025) introduces structural reforms, including job formalisation, the introduction of unemployment insurance and stronger incentives for entrepreneurship. The new Labour Code establishes permanent contracts as the default, limits probation periods and criminalises illegal subcontracting. Fiscal measures under the Finance Act 2025 support social protection and wage adjustments. Active labour market programmes encompass vocational training, wage subsidies and self-employment schemes. Flagship initiatives include Y-NEET, inspired by the EU Youth Guarantee, and *UPSHIFT*, which fosters youth entrepreneurship. Talent Partnerships with the EU promote legal migration pathways linked to skills development.
- **System management and organisation:** financial and material resources for VET are inadequate (SPI 25). Most funding covers salaries, leaving little for infrastructure or equipment. Human resource capacity is constrained by limited professional development for trainers. Data systems are fragmented, with poor international comparability (SPI 17). Governance reforms, including the new *Conseil supérieur de l'éducation et de l'enseignement*, aim to strengthen coordination. Internationalisation is a strong point (SPI 75), supported by Erasmus+ and global partnerships.

1. COUNTRY PROFILE

Table 1.1 Demographic and socio-economic context: key indicators, Tunisia

Indicator	Value	Year	Source
Total population (in thousands)	12 200.4	2023	UN DESA, World Bank
Relative size of youth population (%)	20.5	2023	UN DESA
Population growth rate	0.7	2023	World Bank, UN DESA
Dependency ratio	50.6	2023	World Bank, UN DESA
Immigrant stock as % of total population	0.5	2024	UN DESA
Emigrant stock as % of total population	5.8	2024	UN DESA
GDP growth rate	0.0	2023	World Bank
GDP per capita (PPP)	13 931.9	2023	World Bank
Migrant remittance inflows (USD mil.) as % of GDP	5.9	2023	World Bank
Inflation rate	9.3	2023	IMF
Poverty headcount ratio (USD 8.30/day)	20.7	2021	World Bank
Gini coefficient (income inequality)	33.7	2021	World Bank
Human development index (HDI)	0.746	2023	UNDP, World Bank

Source: ETF KIESE database

1.1 Demography

This section takes a look at a selection of indicators in Table 1.1 that describe the size and growth rate of the population, its age and its economic structure, as well as the scale and impact of inward and outward migration on population size, composition and skills availability.

Tunisia, with approximately 12.2 million inhabitants in 2023, is a mid-sized country by North African standards. Its population is relatively modest compared to major regional economies. About one in five Tunisians (20.5 %) is aged between 15 and 24. This relatively large youth group provides a steady flow of young people into the workforce, which can support economic growth if matched with employment opportunities.

Population growth remains moderate but positive, with an annual increase of about 0.7 % in 2023. This modest expansion ensures that the youth cohort will remain larger in the near future, which in turn can help ease concerns about potential labour shortages. Currently, Tunisia's dependency ratio is around 51 dependants per 100 working-age adults, which places a manageable tax and social-protection burden on the employed population. However, if fertility rates continue to decline and life expectancy rises, this ratio could gradually increase over time.

Migration has only a minor impact on the demographics of Tunisia. Immigrants represented just 0.5 % of the population as of 2024, meaning that the workforce and its skills are largely shaped by domestic resources. Similarly, while the diaspora accounted for approximately 5.8 % of Tunisia's population in 2024 – meaning that around one in seventeen Tunisians lives abroad – this outward migration remains moderate. Remittances and skills gained abroad are beneficial but do not fundamentally alter the availability of workers in Tunisia, nor its economic dynamic.

1.2 Economy

The data in this section describes the economic context of the country in terms of GDP growth rate, GDP per capita (PPP), migrant remittance inflows as a percentage of GDP and the inflation rate (Table 1.1).

With GDP growth standing at 0.0 % in 2023, Tunisia's economy showed no real growth. This stagnation limits the ability of the government to generate additional revenue for social services or infrastructure unless new borrowing or external support is secured. At the same time, inflation was high and reached around 9.3 %. Such rapid price increases reduce household purchasing power and savings and put pressure on living standards and overall economic stability.

GDP per capita in Tunisia was approximately USD 13 932 in 2023, which positions it between the lower-middle and upper-middle-income categories according to World Bank criteria. This income level is significantly lower than EU averages and also below that of some regional peers. To narrow the development gap, Tunisia will need faster growth, for instance through better productivity in key sectors such as manufacturing, digital services and tourism.

Remittances from Tunisians living abroad contributed around 5.9 % of GDP in 2023. While this inflow is significant, it does not dominate the economy or fully compensate for weak domestic economic performance. Remittances support household consumption and bring foreign currency into the economy but, in the case of Tunisia, are not large enough to significantly change the overall economic conditions.

1.3 Income and living standards

This section describes the economic well-being and living standards of the population in terms of poverty levels, income distribution and overall human development (Table 1.1).

In Tunisia, roughly one in five people (20.7 %) lived below the upper-middle-income poverty line (USD 8.30 per day, PPP) as of 2021. This means a significant part of the population continues to face vulnerability to rising prices and job losses, particularly given Tunisia's flat economic growth and high inflation in 2023.

Income inequality in Tunisia remains moderate. The Gini coefficient in 2021, the latest year for which there is data, was 33.7, which is only slightly above the average for the EU. However, this is still sizeable and suggests that at the time of data collection, the economic benefits were not reaching all segments of society equally.

Tunisia's Human Development Index of 0.746 (2023) falls in the high human development range, thanks to decades of progress in education and health. Since the 1980s, Tunisia has substantially improved school enrolment, literacy and life expectancy through heavy investments in social development. For example, adult literacy now exceeds 80 % and children can expect about 15 years of schooling on average – a result of policies like allocating ~7 % of GDP to education (one of the highest rates globally) (Norris, 2020). However, Tunisia's HDI remains lower than typical EU/OECD levels primarily because its economic and social metrics still lag behind those of more developed countries. In particular, the income component of the HDI is much weaker: according to the World Bank, the GDP per capita of Tunisia (Table 1.1) is only a fraction of that in Europe and places the country roughly 129th worldwide in income (World Bank, n.d.).

1.4 Recent developments

Tunisia continues to navigate a period of institutional consolidation and economic adjustment. Since the adoption of the 2022 Constitution, the political system has evolved towards a presidential model emphasising executive authority and administrative centralisation. On 6 October 2024, Tunisia held a presidential election that was dominated by Kaïs Saïed, the incumbent president, who won around

89 % of the vote with very little opposition. In the past year, the presidency has maintained a strong coordinating role over political institutions, while legislative and judicial reforms have continued to align national structures with the 2022 constitutional framework. Several judicial and administrative actions targeting political figures, media actors and civil society organisations have attracted international attention. Authorities maintain that these measures are in line with the rule of law and necessary for safeguarding state security and public order.

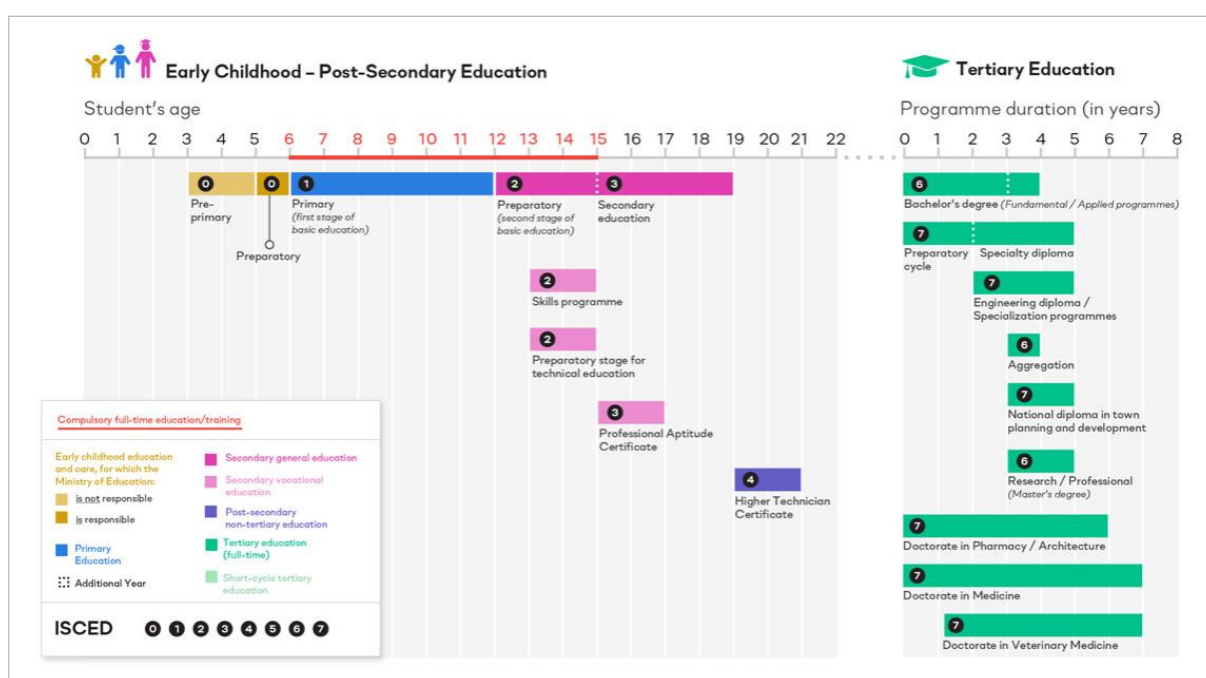
Public debate continues regarding the balance between institutional stability, pluralism and civic participation. Tunisia's decision in March 2025 to withdraw from the African Court on Human and Peoples' Rights reflects an ongoing effort to recalibrate international engagement in line with national priorities.

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS

2.1 Structure and levels of education, including VET

This section provides a brief description of how the education system is organised across different levels, including pre-primary, primary, secondary (distinguishing between general and vocational tracks), tertiary and adult learning. It uses the UNESCO ISCED classification and is based on monitoring information collected through the Torino Process expert survey³.

Figure 2.1 Structure of the education system: Tunisia (2025)



Source: UNESCO Institute for Statistics. (2021). Using ISCED diagrams to compare education systems. UNESCO.

Formal education

Preschool education (or Early Childhood Education and Care – ECEC) is the initial stage of formal education in Tunisia. It caters to children aged three to six years, is optional and is delivered primarily by kindergartens, *kouttabs* and other early childhood institutions, mainly supervised by the Ministry of Education.

Preschool education is followed by basic education (*Enseignement de base*), which is compulsory, lasts nine years and is divided into primary education and lower secondary education. Primary education takes six years and provides foundational skills in reading, writing, arithmetic and oral expression. Lower secondary education, also known as preparatory education, continues for three years and deepens these foundational skills. It also fosters the communication abilities of students in Arabic and in two foreign languages: French and English. At the end of basic education, students sit the national examination (*Examen National de Fin d'Études*). Those who pass receive a Certificate of Basic Education (*Diplôme de Fin d'Études de l'Enseignement*).

Students who successfully complete the first year of lower secondary education (7th year of basic education) may enrol in vocational education and training (VET), which provides two main pathways.

³ The full questionnaire can be found here: <https://bit.ly/418jfwC>. In this document, the survey may be referred to interchangeably as the 'monitoring survey', 'expert survey' or 'Torino Process monitoring survey'.

The first is the Skills Programme, which leads to a Competency Certificate (CC). This programme combines practical apprenticeships within enterprises with theoretical instruction at vocational institutions. If enterprise-based training is unavailable, students undertake practical internships alongside institutional training. The second vocational pathway is a two-year Preparatory Stage for Technical Education, which concludes with an Access to Vocational Training Certificate.

Alternative pathways within secondary vocational education include the Professional Aptitude Certificate (*Certificat d'Aptitude Professionnelle*; CAP), accessible to students who have completed the ninth year of basic education, and the Professional Technician Certificate (*Brevet de Technicien Professionnel*; BTP), which is open either to CAP holders or students who have completed two years of secondary education.

Upon completion of lower secondary education, students may also enter a general education track which lasts four years and consists of two sequential stages: two years of general academic education followed by two years of specialised secondary education. Initially, students follow a general curriculum; afterwards, they select a specialised area of study. Upper secondary education concludes with the Tunisian Baccalaureate examination (*Examen National du Baccalauréat*).

Tertiary education in Tunisia is provided by universities and higher institutes, which can be either public or private. Learners have a choice between three main academic qualifications. The Bachelor's degree typically requires three years of full-time study. The Master's or Engineering degree usually involves an additional two years, to a total of five years of tertiary education. The highest academic qualification is the Doctoral degree – depending on the discipline, this requires an additional three to five years of study beyond the Master's level.

Alongside academic programmes at the tertiary level, Tunisia's VET system offers the Higher Technician Certificate (*Brevet de Technicien Supérieur*; BTS), which is available to holders of a Baccalaureate and, under certain conditions, holders of a Professional Technician Certificate (BTP). The VET law of 2008 established pathways linking vocational education with secondary and higher education, and these pathways were reconfirmed through subsequent strategic reforms (VET 2014–2018 and Higher Education 2015–2025). However, practical progression between these educational pathways remains limited (ETF, 2024).

Adult learning

Recognition of the importance of adult education and training has increased only recently in Tunisia, driven largely by demographic trends and a growing shortage of skilled workers. At the time of ETF data collection, there were multiple opportunities for adults to enrol in non-tertiary education and training programmes. A prominent example is the Higher Technician Certificate (BTS), which is a post-secondary training programme provided through the VET system and available to holders of a Baccalaureate certificate.

Continuing vocational education and training (CVET) is another significant avenue for adult learning. It is coordinated by the National Centre for Continuing Education and Professional Advancement (CNFCPP), which organises diverse programmes for employed adults in line with Tunisia's lifelong learning strategy. This includes Competency Certificates (CC) and various modular training courses.

The National Agency for Employment and Self-Employment (ANETI) also provides opportunities for adult learners through active labour market policies (ALMPs). ANETI's training programmes specifically target adults who have not completed tertiary education. Examples of such programmes include the Work Experience Contract (*Contrat d'initiation à la vie professionnelle*), which offers work placements of up to 24 months in enterprises across all sectors, and the Adaptation Actions Programme (*Programme d'actions d'adaptation pour l'amélioration de l'employabilité*), aimed at individuals who have completed at least the seventh year of basic education.

ANETI further operates ANETI Tkawen, a free online training platform providing courses primarily in ICT and soft skills.

Adults of working age in Tunisia can also benefit from non-formal opportunities for learning. Such opportunities mainly address literacy and digital skills, and are generally organised and delivered by civil society organisations. For example, DVV International conducts activities aimed at promoting social and economic participation among adults, particularly women.

2.2 Strategy and legal framework

Tunisia’s education and training system is governed by a constitutional mandate that guarantees free and compulsory education until the age of 16 (Article 44 of the new constitution). Education is recognised as a fundamental right and a national priority, with significant public investment aimed at expanding access and improving literacy.

The Education Act (No 2002-80 of 23 July 2002) makes education a priority for the country, given that it can offer people better opportunities for social and professional development.

Tunisia’s education and training system has entered a new strategic phase under the **Education Sector Strategic Plan 2025–2035**, which seeks to modernise learning, enhance quality and relevance and align outcomes with labour market needs. The plan integrates reforms across general education, vocational training and higher education, with emphasis on digitalisation, governance and inclusion.

Table 2.1: Overview of the main legal framework

Domain / Level	Key Instruments / Frameworks	Date / Period	Main Provisions / Relevance
Constitutional Basis	Constitution of the Republic of Tunisia	2022	Establishes right to education and the obligation of the State to ensure equal access, promote scientific research and support youth development.
General Education Framework	<i>Loi d’orientation de l’éducation et de l’enseignement scolaire</i> (Law No 2002-80, as amended)	2002 (updated via decrees 2015–2023)	Defines structure of basic, secondary and technical education; sets compulsory schooling (6–16 years); outlines public/private education governance.
Education Sector Strategic Plan	<i>Plan sectoriel de l’éducation 2025–2035</i> (Ministry of Education)	Adopted 2024 / launching 2025	National ten-year framework guiding reform: access, quality, equity, governance and digital transition. Supported by UNICEF, GPE, EU.
Vocational Training and Employment	National Strategy for Reform of the Vocational Training System (SNFRFP)	2019–ongoing (updated 2025)	Restructures governance of VET, introduces competency-based training, expands work-based learning, promotes employer participation.
Higher Education and Research	<i>Projet de réforme de l’enseignement supérieur et de la recherche scientifique</i>	2015–2025	Focuses on governance, quality assurance, mobility, research industry links and international recognition of diplomas.
National Qualifications Framework (NQF)	Cadre National des Certifications (CNC)	Decree 2019-62 (implementation 2020–2025)	Aligns qualifications across education, VET and higher education with international standards and the European Qualifications Framework.
Teacher Training and Professional Development	Ministerial circulars and reform programme	2021–ongoing	Modernises initial and in-service teacher training, introduces continuous professional development and performance frameworks.

Domain / Level	Key Instruments / Frameworks	Date / Period	Main Provisions / Relevance
Digital Transformation and ICT in Education	National Strategy for Digital School (École Numérique)	2020–2030	Expands ICT integration, digital literacy curricula and online learning platforms; aligns with national digital strategy 'Tunisie Digitale 2025'.
Inclusion and Gender Equality	National Strategy for Inclusive Education	2019–2028	Promotes access for children with disabilities and gender balance in all education levels; supported by UNESCO and UNICEF.
Migration and Skills Mobility	Bilateral cooperation instruments (EU-Tunisia Partnership Priorities)	2023–2027	Encourages alignment of vocational standards with EU skills mobility frameworks; promotes recognition of qualifications for migration partnerships.
Labour and Apprenticeship Legislation	Labour Code (amended 2024) & Decree on Apprenticeship Contracts	1996 / amended 2024	Defines legal framework for apprenticeships, traineeships and enterprise-based training; links employment and education systems.

2.3 Main actors and governance

National level

The system is organised around: (a) basic/secondary education and general curricula under the Ministry of Education; (b) vocational training and employment-oriented programmes under the Ministry of Vocational Training and Employment; and (c) higher education and research under the Ministry of Higher Education and Scientific Research.

The 2022 Constitution of Tunisia established the Conseil supérieur de l'éducation et de l'enseignement (CSEE) as a consultative national body mandated to advise on education, teaching, vocational training, higher education and employment policies. Its legal framework was formalised by Decree-Law No. 2024-2 (September 2024), which defines its organisation and missions, and Decree No. 246 (May 2025), which sets out its regulatory and administrative arrangements. The CSEE is tasked with issuing opinions on major national education and training plans and submitting an annual report to the President, Parliament and relevant institutions. As of late 2025, the CSEE's institutional and administrative setup is still being finalised. The legal framework is complete, but the Council has not yet become fully operational – its permanent headquarters, staffing and first plenary session remain pending. The Ministry of Education and the Presidency have confirmed that the administrative and financial organisation is under completion. High-level political statements, including by the President in August 2025, have reaffirmed the CSEE's strategic importance for forthcoming education system reforms and called for its swift activation.

International level: donors

Several technical and financial partners are supporting the steering and implementation of education, vocational training and employment policies in Tunisia.

EU family / Team Europe:

- EU Delegation: the EU Delegation in Tunisia currently supports a multifaceted portfolio aligned to the 2023 MoU's five pillars (macroeconomic stability, trade & economy, green energy transition, mobility & migration, people-to-people contacts) and Global Europe's NDICI. A wide range of

programmes (2023–2025) is being implemented across education, vocational training, higher education and youth employment by several implementing partners such as GIZ, Expertise France, UNICEF, World Bank, African Development Bank, UNIDO, ILO and the British Council.

- European Investment Bank (EIB): EIB’s active portfolio focuses on (i) Transport, water, urban regeneration (roads, utilities, district upgrades); (ii) Energy & green mobility (ELMED interconnector, efficiency measures); (iii) SME & financial inclusion (credit lines, microfinance, venture capital); and (iv) Social infrastructure (school upgrades, food/agri resilience). Priority instruments include large-scale projects like the Sfax–Kasserine road, MSME facility, ELME, urban renewal and school modernisation. Disbursements accelerated progressively from 2023 to 2024.
- EBRD: the investment portfolio in the country is focused on (i) Private sector & SME finance, with inclusion themes; (ii) Green economy financing (renewables, energy efficiency, circular economy); and (iii) Public sector reforms in energy infrastructure (STEG), cross-border interconnectivity and modernisation. Key active instruments include the GEF framework, two utility-scale solar plants, digitalisation & grid loans for STEG and ongoing green SME schemes with EU/TCX.
- EU Member States Development Agencies
 - Agence Française de Développement (AFD) / Proparco – provides financial and technical support for training infrastructure, governance reforms and local employment projects.
 - German Cooperation (GIZ / KfW / BMZ) – implements comprehensive TVET modernisation programmes, promotes dual training systems and strengthens private sector engagement in skills development. It is one of the main implementing partners of the EU-funded programme PASE.
 - Italian Agency for Development Cooperation (AICS) – supports youth employability and entrepreneurship programmes. Together with UNIDO, the Italian Cooperation has committed to implement ‘Tunisie Professionnelle’, a project aiming to modernise VET centres, with emphasis on women and private sector partnerships.
 - Belgian Development Agency (Enabel) – implements initiatives focused on skills-for-jobs, inclusion and regional training centres.

International and development financial institutions

- World Bank – provides major financial and technical support for reforms in higher education, employability and digital learning. Current projects include initiatives to enhance teaching quality, strengthen governance and expand access to tertiary education. It is one of the main implementing partners of the EU-funded programme PASE.
- African Development Bank (AfDB) – supports vocational training centres, youth employment initiatives and skills-for-jobs programmes. In 2024, AfDB approved a grant to support youth and female entrepreneurship through the ‘CAP-Emplois’ project, aiming to create ~118 900 jobs through training, business support and institutional strengthening.

UN family:

- UNICEF – leads programmes promoting inclusive and equitable education, early childhood learning and prevention of school dropout. It is one of the main implementing partners of the EU-funded programme PASE.
- International Labour Organization (ILO) – focuses on apprenticeships, youth employability and strengthening public employment services. JEUN’ESS is a flagship EU-ILO initiative under the EU4Youth programme (2019–2025), funding SSE-led entrepreneurship to provide decent jobs, encourage formalisation and build institutional ecosystems in disadvantaged regions.
- UNDP – contributes to youth employment, local development and institutional capacity-building.

- Other UN Entities – UNHCR, UNFPA and IOM contribute to complementary initiatives on education access, youth inclusion and migration-linked skills development.

Innovative and results-based financing mechanisms

- Education Outcomes Fund (EOF) – a global results-based financing mechanism engaging with Tunisian authorities and partners to design outcome-oriented education and employability programmes. The EOF aims to link disbursements to measurable learning and employment results, promote accountability and attract blended financing for education reform.

Civil society and private sector partners

- Education for Employment (EFE)-Tunisia – deliver training, entrepreneurship and school-to-work transition programmes targeting youth and women.
- Chambers of Commerce and employer federations (such as UTICA – Tunisian Confederation of Industry, Trade & Handicrafts; ANCE – Tunisian Association of Construction Contractors; AVFA – Agricultural Extension and Training Agency) – Active in apprenticeship design, dual training arrangements and local economic development partnerships.
- Private training providers and enterprises – increasingly engaged in co-developing competency-based curricula and offering work-based learning opportunities.

Other bilateral donors:

- British Council / FCDO (United Kingdom) – leads a programmes in language skills, employability and innovation in education delivery.

Tunisia is also a beneficiary of regional EU actions including Y-NEET and THAMM.

2.4 Policies and developments

Qualifications, validation and recognition of skills

In 2009, Tunisia adopted the national qualifications classification (CNQ), a reference framework designed to link the certificates and diplomas issued by different institutions to the corresponding qualification level (Presidential Decree 2009–2139 of 8 July 2009). The national qualifications classification covers the different pillars of the education and training system, but has had limited success to date in linking up the different educational pathways.

In recent years, the Ministry of Vocational Training and Employment has been developing a register of qualifications as part of a general reform of qualifications, which includes the operationalisation of the national qualifications classification. This work is still in its early stages. Over the last few years, a team from the Ministry of VET has been working closely with the ETF and the European Union on the qualifications system, partly to provide support for the development of a qualifications register, and partly on the design of a skills and diploma recognition system. The work is currently being implemented.

There have been some pilot schemes on the validation and recognition of skills acquired through non-formal and informal learning for qualifications in particular sectors. Although this is a high priority for the ministry due to the higher number of migrants, programmes in this area have not yet been rolled out on a larger scale.

Tunisia is also part of the African Continental Qualifications Framework (ACQF). The national qualifications classification and the qualifications register could be linked to the ACQF and to the European Qualifications Framework.

Quality assurance

VET quality assurance is overseen by the MEFP's Directorate for Evaluation and Quality in Education. Quality assurance involves a 'product', meaning learning outcomes that comply with the relevant descriptions in the national qualifications classification, and a 'process', which ensures that training establishments deliver high-quality training. This process is based on the National Vocational Training Quality Standard (RNQFP), developed some years ago as a digital tool. However, it has never been fully implemented and now requires some revisions.

The quality assurance mechanisms of training providers vary depending on whether they are public or private institutions. The Tunisian Vocational Training Agency (ATFP) encourages public institutions under its remit to use the National Vocational Training Quality Standard. It is, however, up to the institutions whether they do so. The ATFP has begun to update its eight quality assurance process standards, introducing a digitalisation process, to allow it to bring its VET centres within the framework of the National Vocational Training Quality Standard.

It is important to extend the use of the National Vocational Training Quality Standard to all public and private institutions. This represents one of the Ministry's priorities for the coming years. It should also be noted that private institutions are free to adopt their own quality assurance procedures and processes (ETF, 2021a).

The Ministry monitors performance indicators and oversees the system of diplomas and certificates, the quality of training providers and teacher training. Performance indicators include the number of learners and their pass rates, graduate employment rates by qualification level and sector of employment, and unemployment rates by education/qualification level. The Ministry's unit responsible for performance-based budget management publishes these figures in the annual performance reports (GBO, 2022).

Qualifications and their quality are also monitored using a specific system developed by the EU PEFESE⁴ programme. To improve the quality of the certificates awarded following initial training, a project was launched to standardise the system for recognising diplomas, including in the areas of training and certification of learning outcomes (ETF, 2021a).

Work-based training

There are three types of work-based training programmes in the Tunisian system: apprenticeships, dual learning and traineeships. The vast majority of students on work-based training programmes are undertaking dual learning (79 %), followed by residential training (15 %) and apprenticeships (6 %) (ONEQ and MEFP, 2018).

Dual learning is a good alternative to full-time study at a training centre. It helps students become familiar with working culture and the technology companies use, and to work on real projects and acquire practical skills. Investing in this system is seen as a way to invest in the skills of the workforce of the future. However, despite partnership agreements having been signed with companies, Tunisia's dual learning offering has remained limited. Students sometimes struggle to secure work experience placements. Some sectors that offer less attractive working conditions, such as the leather industry, generally have more training places. Young people thus find employment more easily in these sectors, sometimes even before completing their VET programme (Chelbi, 2017).

In pre-COVID-19 times, the textile and tourism sectors were showing positive signs of recovery. A decade ago, the textile sector was in decline: materials and equipment had fallen into disuse and investment had plummeted. Then, when the sector started to recover, investments resumed. Similar trends were observed in the tourism sector. Given the important role that dual learning can play in helping future employees acquire the skills they need, new partnerships were developed with companies. This led to agreements being signed with training centres, traineeships being set up, companies appointing mentors and students being remunerated for their work (Ferchichi, 2019).

⁴ Budgetary support programme for education, training, higher education and graduate employability.

In 2019, an ETF study on work-based learning highlighted five issues: (i) the presence of various governance and funding challenges; (ii) the growing reluctance of trainers and apprenticeship advisers at training centres to attend companies' sites to check on their trainees; (iii) communication, an area in which centres have made little effort and in which public supervisory bodies are not very effective; (iv) the lack of trained tutors available to instruct and supervise trainees at companies; and (v) mobility, which has two facets: mobility between regions and mobility between countries (Chelbi, 2017).

Digital education and skills

The 2021–2025 Digital Strategy has five components, one of which, 'Smart Tunisia', concerns the potential of Tunisia's human capital to catalyse its digitalisation and transform it into a talent hub to drive job creation and growth.

Specific measures on digital education and training had been launched well before the emergence of COVID-19, but on a smaller scale than recent efforts. The French telecommunications company Orange has set up several digital schools, which make digital devices available to students.

Launched in 2023, the Tunis Future School project is a joint initiative by the Tunisian Ministry of Education and Classera, a company specialising in educational technology. It seeks to transform education in Tunisia through a digital learning platform. The platform is expected to be made available to around 2.5 million students in 500 schools in its initial phase, and then gradually extended throughout the country.

Career guidance

The ETF Career Guidance 2024 Report for Tunisia reviews the national career development system, noting strong institutional engagement but fragmented coordination across ministries and stakeholders. Career guidance services exist across education, VET and employment structures, yet accessibility and quality vary significantly by region, and vulnerable groups remain underserved. Digitalisation efforts are underway, but tools remain uneven and require investment to ensure wider, equitable access. The report highlights the need for clearer governance, stronger cooperation mechanisms and sustainable funding to modernise the system. Despite challenges, Tunisia benefits from active institutions, work-based learning traditions and motivated stakeholders, offering a solid basis for reform.

Centres of excellence

Tunisia has launched several reforms and programmes to strengthen Vocational Education and Training (VET) institutions and create centres of excellence that foster innovation and best practices.

- Entrepreneurial VET centres: nine public VET centres were accredited as Entrepreneurial Centres in 2021, introducing governance models that integrate private-sector partnerships and work-based learning. These centres serve as pilots for entrepreneurial education and regional smart specialisation.
- Expansion and modernisation of existing centres: under the Ministry of Vocational Training and Employment (MEFP) and ATP's 2026 plan, over 70 public VET centres are being upgraded with new infrastructure and specialisations, including automotive mechatronics, aerostructures and electric vehicle maintenance.
- New excellence hubs: high-tech Industry 4.0 training hubs have been launched in Sfax (2025) and Béja (2026), focusing on automation, robotics, IoT and advanced manufacturing. These complement earlier hubs in Ariana, Monastir and Sousse.
- International excellence initiatives: through Erasmus+ Centres of Vocational Excellence (CoVEs) and the PULSE project, Tunisian institutions such as IMSET-Tunis are introducing SmartLabs – entrepreneurship modules and incubators – fostering innovation and cross-border best-practice exchange.

- Tunisie Professionnelle (UNIDO & Italian Cooperation): a EUR 6.5 million programme launched in 2025 to modernise VET centres, embed innovative pedagogies and strengthen public–private governance.

These initiatives collectively aim to raise quality standards, embed innovation and align VET with market needs, positioning Tunisia as a regional leader in vocational excellence and supporting its transition to digital and green economies.

Green transition

Tunisia is progressively embedding **green skills** into its education and vocational training systems to align with climate resilience and sustainable development goals. Several flagship initiatives illustrate this shift:

- Skills for a Green and Inclusive Tunisia (2025–2030), led by Colleges and Institutes Canada (CICan) with the Ministry of Higher Education, introduces sustainability-focused curricula across technical institutes, promotes campus greening and supports gender-balanced employment in green sectors.
- Greenstep (2024–2025), funded by the Union for the Mediterranean, trains youth and MSMEs in green entrepreneurship. It covers waste management, sustainable tourism, agriculture and renewable energy, while linking training to business incubation.
- Tunisie Professionnelle (UNIDO and Italian Cooperation) and the Nexus project (World Bank, AVFA, ANETI) integrate climate-smart practices into vocational curricula, particularly in agriculture and energy-related trades.
- Complementary efforts by ETF, GIZ and UNEVOC–UNESCO provide technical guidance for greening TVET, teacher training and institutional planning, while the Global Partnership for Education supports systemic curriculum reform to include sustainability competencies.

Education and training statistics

Tunisia has no comprehensive education information system. Some ministries and related institutions collect data on specific indicators, such as student numbers and marks. The data is published regularly by the National Statistics Institute (statistics on education) and the relevant ministries or institutions (ONEQ in the case of VET). The short ‘VET in figures’ report was last published in 2020, based on data for 2018.

The importance of monitoring, particularly performance monitoring based on specific criteria and indicators, is a key priority for the country and for the education and training reforms. Monitoring was an integral component of the action plan for the VET reform, for example. As indicated above, the VET system has a performance-based budget. However, this system is yet to be fully implemented.

Although data does exist and is collected regularly, it is not always easily accessible. Furthermore, the absence of digitised systems and databases complicates the analysis and assessment of trends and potential problems related to policies in the sector.

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS

3.1 Strategy and legal framework

A new **National Employment Strategy** was launched in March 2025. It positions employment as a constitutional right and a cornerstone of economic and social development. The strategy responds to persistent challenges of high youth unemployment, informality and skills mismatches, while preparing the workforce for digital and green transitions. This strategy marks a shift towards employment stability, social protection and skills modernisation, aligning Tunisia with international labour standards and creating opportunities for EU engagement in financing, technical assistance and governance support.

There are four strategic pillars:

- **Formalisation and Stability:** promotes open-ended contracts as the norm, introduces an unemployment insurance fund and incentivises self-employment and entrepreneurship, particularly for graduates and women.
- **Quality and Protection:** enhances social protection for laid-off workers, enforces fair wages and aligns workplace standards with ILO principles of decent work.
- **Governance and Coordination:** establishes multi-level structures linking employment services (ANETI), vocational training (ATFP) and regional authorities, supported by tripartite social dialogue.
- **Digital and Sectoral Activation:** integrates AI and digital skills into training systems and targets job-rich value chains such as agriculture, tourism and renewable energy.

Legal and institutional measures

The strategy is reinforced by the **Labour Code Reform (Law No 9-2025)**, which makes permanent contracts the default, limits probation to six months and criminalises illegal subcontracting (see sub-section below). The **Finance Act 2025** introduces unemployment insurance, funded by social contributions and tax exemptions for vulnerable workers. Regional employment plans launched in late 2025 aim to create 15 000 jobs through community-based enterprises and co-ownership schemes.

The new **Law No 2025-9 of 21 May 2025**, published in the Official Gazette on 23 May 2025, introduces sweeping reforms to Tunisia's labour code by introducing provisions that significantly affect both individual and collective labour relations. Its dual objective is clear: to secure career paths by strengthening employee protection, and to strictly regulate employers' contractual practices, particularly with respect to sub-contracting.

- **Permanent Employment Contracts (*Contrats à durée indéterminée* – CDIs)** will now be the default employment model. Fixed-term or temporary employment contracts (*Contrats à durée déterminée* – CDDs) are limited to three specific cases. Any CDD concluded outside of these exceptions is deemed null and automatically reclassified as a CDI, with full reinstatement of accrued seniority.
- **Probation periods** will be capped at six months, renewable once. Termination during this period requires notice of 15 days. Once this period is exhausted, any subsequent contract must be a CDI, and no further probationary period may be imposed.
- **Sub-contracting** is criminalised, with fines of TND 10 000 (doubled for legal entities). Only narrowly defined service contracts are permitted.
- **Legal service contracts** must meet three criteria: technical expertise, non-core business activity and employer authority over workers.

Service providers have three months to comply and must regularise their own situation within this timeframe. Workers who are made available by sub-contracting companies will be considered permanent employees of the beneficiary company as of 23 May 2025.

Tunisia's **Finance Act 2025** introduces landmark fiscal and social measures to support the implementation of the National Employment Strategy. Key provisions are set out below.

- **Unemployment Insurance Fund:** established to provide income security for laid-off workers, financed through a 0.5 % payroll contribution from employers and employees, supplemented by state allocations and earmarked levies. This marks Tunisia's first structured unemployment protection mechanism.
- **Minimum wage adjustments:** the Act enforces phased increases in the Guaranteed Interprofessional Minimum Wage (SMIG) and Guaranteed Agricultural Minimum Wage (SMAG), improving living standards and reducing wage inequality.
- **Tax reforms for social equity:** revised income tax brackets and higher corporate tax rates aim to fund expanded social protection while maintaining fiscal sustainability. Temporary tax amnesties and compliance incentives are included to ease transition for businesses.

These measures reflect Tunisia's commitment to formalising employment, enhancing worker protections and building resilience against labour market shocks. Effective implementation will require clear governance frameworks, stakeholder engagement and monitoring to balance social objectives with economic competitiveness.

3.2 Main actors and governance

National level

Tunisia's employment and youth policies are managed by distinct but interconnected governance structures. Employment policy is led by the Ministry of Employment and Vocational Training (MEFP) and its agency ANETI, supported by the Ministry of Social Affairs for labour law enforcement. Youth policy falls under the Ministry of Youth and Sports Affairs, guided by the National Youth Strategy 2035, which promotes civic engagement, entrepreneurship and decent work. Both domains converge on skills development and job creation, requiring strong coordination and international partnerships.

International level: donors

[See section 2.3](#) above (several donors and programmes work at the intersection of education and youth employment)

3.3 Policies and developments

Overview

Mobility

Under the New Pact on Migration & Asylum, in a Team Europe approach, the Commission, together with the EU Member States, has launched Talent Partnership with five countries, including Tunisia (as well as Morocco, Egypt, Bangladesh and Pakistan).

The objectives and components of each partnership have been defined during dedicated Talent Partnership Roundtables with partner countries. Talent Partnerships focus on the sectors of common interest jointly identified by the EU Member States and partner countries.

The Talent Partnership between the EU and Tunisia was launched during the first Talent Partnership Roundtable in June 2023, where both sides agreed on the priorities of their cooperation under Talent

Partnerships as well as the sectors of common interest. The second Talent Partnership Roundtable that took place in June 2024 was the occasion to exchange on the EU-funded Talent Partnership mobility schemes under the THAMM programme or labour mobility projects under the Migration Partnership Facility. The Talent Partnership Roadmap was endorsed during the third Talent Partnership Roundtable that took place in June 2025. The jointly identified sectors of common interest include Information & Communication Technology (ICT), tourism, transport & logistics, construction, agriculture and industry, mainly electric and metallurgic.

The Italy–Tunisia Talent Partnership, launched in 2024 under the EU’s Talent Partnerships framework, is a flagship initiative promoting legal pathways for labour mobility while investing in skills development in Tunisia. Implemented through the THAMM Plus – Building Talents and Crafts programme, it targets sectors with high demand in Italy, notably construction and technical trades.

The programme is financed by EUR 8.625 million from the EU and EUR 400 000 from Italy and coordinated by IOM in partnership with the Italian Agency for Development Cooperation (AICS), Tunisia’s ANETI (National Employment Agency) and AFTP (Vocational Training Agency). Over the 2024–2027 period, it will train 2 000 Tunisian workers in technical skills, the Italian language and safety standards, followed by job placement with Italian companies under fair recruitment conditions.

Youth entrepreneurship

UPSHIFT is an innovation and social entrepreneurship programme launched by UNICEF in Tunisia in 2024, in partnership with the Ministry of Youth and Sports. It targets NEET youth aged 15–24, equipping them with life skills, design thinking and entrepreneurial competencies to develop solutions for community challenges. The programme uses a hybrid model combining bootcamps, mentorship and digital tools, aligned with UNICEF’s global UPSHIFT methodology.

By late 2024, UPSHIFT had organised 24 bootcamps, trained over 1 200 young people and generated 480 project ideas, with finalists pitching to local stakeholders. To ensure sustainability, UPSHIFT trains facilitators and supervisors within Tunisia’s youth centre network, embedding the approach into national structures. The programme complements formal employment schemes by fostering informal innovation-driven pathways for youth empowerment and inclusion.

UPSHIFT contributes to Tunisia’s broader human capital development agenda by promoting entrepreneurship, civic engagement and gender-sensitive participation, reinforcing synergies with EU initiatives such as EU4Youth and Y-NEET.

Women entrepreneurship

Tunisia has launched strategies such as the National Strategy to Promote Women’s Entrepreneurship by 2035 and the National Strategy for the Economic Empowerment of Women and Girls in Rural Areas by 2030. Complementary initiatives are provided through entrepreneurship and self-employment schemes coordinated by ANETI, some with external support. In 2023, around 48 000 individuals – mostly women – benefited from these measures. One flagship programme is Raidet, run by the Ministry for the Family, Women, Children and the Elderly, which provides financial support and business services to women entrepreneurs with vocational or university diplomas. By 2025, Raidet had received over 21 000 applications and financed nearly 4 500 projects, prioritising innovative ideas and vulnerable groups across all governorates.

Youth Guarantee: Y-NEET Programme in Tunisia

The Y-NEET (Youth Not in Education, Employment or Training) programme is a three-year EU-funded initiative (2024–2026) implemented by the International Labour Organization (ILO) in partnership with the EU Delegation, ETF and the Union for the Mediterranean. With a regional budget of EUR 3 million, Y-NEET operates in eight Southern Mediterranean countries, including Tunisia, to address the high proportion of young people outside education and employment.

In Tunisia, Y-NEET focuses on adapting the European Youth Guarantee model to local conditions. It introduces early intervention tools such as individual profiling, case management and tailored

counselling, alongside outreach campaigns targeting vulnerable youth, especially women. The programme strengthens links between ANETI employment services and private-sector demand, while promoting employer engagement in apprenticeships and job placements.

Governance is ensured through a national steering committee established in early 2024, which coordinates activities with government, social partners and EU representatives. Regional seminars held in Tunis in October 2024 helped define action plans and monitoring frameworks. Y-NEET complements existing initiatives like CAP-Emploi and UNICEF's UPSHIFT, creating systemic support for NEETs rather than isolated interventions.

By embedding active labour market policies and improving service delivery, Y-NEET aims to reduce youth inactivity and foster inclusive employment pathways, contributing to Tunisia's broader human capital development agenda.

3.4 Active labour market programmes (ALMPs)

Tunisia implements a range of ALMPs through the Ministry of Employment and Vocational Training and its agency ANETI. Key activities include:

- vocational and soft-skills training for jobseekers;
- wage subsidies and in-service training to support internships and work placements;
- self-employment support, including the recently launched Auto-entrepreneur digital platform;
- youth insertion schemes targeting graduates and NEETs;
- overseas employment facilitation via regional employment offices.

According to the National Agency for Employment and Self-Employment (ANETI) data on 2024, the number of registered unemployed persons reached a total of 398 485, the majority of whom were women (58 %) and jobseekers without higher education (53 %). The stock number of unemployed persons at the end of 2024 was 76 249. Out of the total number of jobseekers registered throughout the year 2024, ANETI provided labour market services (orientation, guidance, individual activation plans) to 135 732 people. Over 100 000 jobseekers were involved in training programmes and circa 96 000 benefited from a career preparation contract (out of which the majority were women, young and higher educated). ANETI also implements a series of programmes aimed at developing jobseekers' entrepreneurship capabilities and promoting independent work. The number of recorded vacancies in 2024 by ANETI was just over 42 000, most of them in industry and services – accommodation, manufacturing of electrical equipment and the clothing industry in particular.

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT

4.1 Headline indicators

Education and VET

Monitoring a complex education and training system typically starts with three straightforward questions: who takes part, what do they achieve and what supports the process?

The first question explores the extent to which learners engage in education or training. It is addressed by indicators grouped under *Participation and access* in Table 4.1: net enrolment rates at lower and upper secondary levels, the share of students in upper-secondary VET, the gross enrolment ratio in tertiary education and adult participation rates in lifelong learning. The second question – what learners achieve – examines key education outcomes, such as learner progression and the skills or qualifications they obtain. These are reflected in the indicators under *Attainment, completion and outcomes*: the share of adults with tertiary qualifications, the rate of early leavers from education and training and the percentage of 15-year-olds underachieving in mathematics. The third question considers the financial, physical and informational resources that sustain the education process, reflected by the indicators under *Resources and data*: public expenditure on education as a share of GDP, the adequacy of infrastructure and the availability of internationally comparable data.

Table 4.1 Headline indicators: education and VET (Tunisia, EU average) (2022–2024)

Participation and access	2022	2023	2024	EU (1)	Source
Total net enrolment rate (lower secondary)	M.D.	M.D.	M.D.	98.1	UIS UNESCO
Total net enrolment rate (upper secondary)	M.D.	M.D.	M.D.	93.6	UIS UNESCO
Students in VET as a % of total upper secondary students	M.D.	M.D.	M.D.	48.8	UIS UNESCO
Gross enrolment ratio (tertiary)	37.1	38.1	M.D.	79.7	UIS UNESCO
Participation in training/lifelong learning in the previous four weeks (% aged 25-64)	1.3	1.3	1.2	13.3	LFS
Attainment, completion and outcomes	2022	2023	2024	EU (1)	Source
Educational attainment of total population: % with ISCED 5-8	16.9	16.3	16.3	30.2	LFS
Early leavers from education and training (% aged 18–24)	32.4	29.5	28.9	9.3	LFS
Underachievers in maths (% aged 15)	M.D.	N/A	N/A	31.1	PISA OECD
Resources and data	2022	2023	2024	EU (1)	Source
Public expenditure on education (as % of GDP)	6.8	6.7	M.D.	4.7	UIS UNESCO
Inadequate or poor-quality physical infrastructure (2)	M.D.	N/A	N/A	27.9	PISA OECD
Availability of internationally comparable data on education	N/A	15.0	17.8	N/A	TRP (3)

Notes: 1. EU average, latest available year. PISA data: OECD average. 2. Percentage of students in schools whose headteacher reported that the school's capacity to provide instruction is hindered at least to some extent by inadequate or poor-quality physical infrastructure. 3. ETF Torino Process (TRP).
Source: ETF KIESE database

Table 4.1 reveals substantial gaps in the availability of data for key education indicators in Tunisia. Enrolment data is missing entirely for lower- and upper-secondary education, as well as for the share of students in vocational programmes. This is essential information, and its absence creates a significant blind spot for the monitoring of educational participation and coverage. Currently, it is not possible to confirm whether universal enrolment targets are being met at the compulsory level, or to assess the balance of access and provision between general and vocational tracks. At the same time,

Tunisia's capacity to supply internationally comparable data on education has recently begun to improve, from 15 % of ETF monitoring indicators in 2023 to nearly 18 % in 2024.

Roughly two in five young people (38 % in 2023) enter higher education. Although this figure represents a slight increase compared to the previous year, it remains well below the EU average. Adult participation in lifelong learning is also low: only around 1.2 % have recently participated in training activities, compared to an EU average of 13.3 % (Table 4.1).

The proportion of Tunisian adults with tertiary education qualifications has stabilised at slightly above 16 % following a minor decline. Additionally, early school leaving, although gradually decreasing from approximately 32 % in 2022 to around 29 % in 2024, continues to be very high at the time of reporting. The rate remains more than three times above the EU benchmark, which is indicative of a context in which young people are at an ongoing risk of social exclusion and reduced employability.

Nevertheless, Tunisia allocates a significant share of its national wealth to education and VET (6.7–6.8 % of GDP), which is considerably higher than the EU average. However, due to the absence of recent quantitative data on school infrastructure, it is unclear how effectively this level of spending translates into adequate facilities for teaching and learning.

Employment and demand for skills

Table 4.2 Headline indicators: employment (Tunisia, EU average) (2022–2024)

Employment and labour market outcomes	2022	2023	2024	EU (1)	Source
Employment rate (% aged 15+ or similar age group)	38.9	39.0	38.7	54.7	LFS
Employment rate (% aged 15–24 or similar age group)	15.8	14.3	13.7	35.0	LFS
Employment rate of recent graduates aged 20–34 (ISCED 3–8)	M.D.	M.D.	M.D.	82.4	LFS
Unemployment rate (% aged 15+ or similar age group)	15.3	15.6	16.0	5.9	LFS
Unemployment rate (% aged 15–24 or similar age group)	37.2	38.1	41.5	14.9	LFS
NEET rate (% aged 15–29 or similar age group)	32.4	30.3	29.3	11.0	LFS
Demand for Skills	2022	2023	2024	EU (1)	Source
Employment by broad economic sectors (%): agriculture	11.5	11.8	15.9	3.3	LFS
Employment by broad economic sectors (%): industry	32.0	33.7	29.2	24.1	LFS
Employment by broad economic sectors (%): service	56.4	54.5	53.6	72.1	LFS
Incidence of vulnerable employment (%)	20.5	19.2	21.4	10.0	LFS
Employment by 'educational mismatch': % matched	M.D.	M.D.	M.D.	M.D.	ILOSTAT

Notes: 1. Data refers to 2019. 2. Data refers to 2019, age group 15–59. 3. Data refers to 2019, age group 16–24. 4. Data refers to 2019, age group 15–24.

Source: ETF KIESE database

The labour market data for Tunisia from 2022 to 2024 indicates stagnation in overall employment rates and worsening unemployment conditions, particularly when compared with EU countries on average. The overall employment rate among adults (15 and older) has remained essentially unchanged over the period captured in the table: around 39 % across all three years. This means that fewer than four out of every ten working-age adults are currently employed, according to official statistics. While this figure likely understates actual employment due to widespread informal economic activity (see also the discussion on incidence of vulnerable employment below), it nonetheless suggests serious constraints on Tunisia's economy to generate sufficient formal and secure jobs. At the same time, the unemployment rate has steadily increased, rising from 15.3 % in 2022 to 16.0 % in 2024 – almost triple the EU average (5.9 %). The combination of stagnant employment rates and rising unemployment suggests that Tunisia's labour market is struggling to absorb a growing workforce.

Conditions for young people (ages 15–24) have deteriorated significantly over the period since 2022. The youth employment rate has steadily declined from 15.8 % in 2022 to 13.7 % in 2024, which is

barely one-third of the corresponding EU average (35 %). Concurrently, youth unemployment has sharply increased to 41.5 % in 2024. This is more than two and a half times the EU figure (14.9 %) and suggests that young people in Tunisia are likely facing acute difficulties with their transition to employment. Although the share of youth not in employment, education or training (NEET) has declined from 32.4 % to 29.3 %, it remains nearly three times the EU rate (11.0 %). Despite tentative progress against this metric, nearly one-third of Tunisia's youth still face significant risks of long-term exclusion from economic participation.

Tunisia is experiencing significant changes in employment by sector. There has been a sizeable shift towards agriculture, where employment increased from 11.8 % in 2023 to 15.9 % in 2024. This is almost five times the EU average (3.3 %). Employment in industry rose slightly in 2023 but then fell back to 29.2 % in 2024, still somewhat above the EU average of 24.1 %. Meanwhile, the share of employment in the services sector has been on a steady decline. It reached 53.6 % in 2024, which is far below the EU average of 72.1 %. The significant rise in agricultural employment combined with shrinking employment in higher-productivity sectors like services merits attention, as it may have an impact on the longer-term economic prospects and productivity of the country.

Job quality has also seen setbacks. After a brief improvement in 2023, the incidence of vulnerable employment – jobs characterised by low security, informal arrangements and unfavourable conditions – increased again in 2024 to 21.4 %. This figure remains high in comparison to international standards: the EU average is 10 %.

Finally, significant gaps in data availability complicate the overall assessment. The absence of figures on the employment rate of recent graduates and on the alignment of workers' skills with job requirements makes it difficult to determine how effectively Tunisia's education and training systems support labour market needs and whether educational investments translate adequately into employment outcomes.

4.2 System performance indicators

As noted in the introduction to this paper, 'performance' in the context of ETF monitoring describes the extent to which VET systems deliver on their commitments to learners and stakeholders in support of lifelong learning. These commitments typically cover three key areas: ensuring broad and equitable access to opportunities for education and training; delivering high-quality and relevant education; and maintaining effective and efficient organisation and management of the education system, including adequate resourcing.

To measure performance systematically, the ETF uses System Performance Indices (SPIs), which summarise the extent to which education and training systems fulfil each of their commitments. Each SPI is presented on a scale from 0 to 100, with higher scores indicating stronger performance.

Both the headline indicators in Section 4.1 and the SPIs presented in this section are guided by the same core questions: Who takes part?; What do they achieve?; How do education and training systems support them?. The main difference between these two sets of data lies in how these questions are answered. Headline indicators answer the questions with single, stand-alone measures drawn directly from international data sources. The SPIs, on the other hand, are evaluative, composite measures. They are designed explicitly to assess how well VET systems fulfil broader policy commitments that cannot be adequately captured through individual statistics.

Access and participation

This section presents system performance in VET and adult learning against two specific policy outcomes: support for equitable access and participation for young people and adults, and support for young people in initial VET (IVET) to successfully complete their programmes.

The scope of SPIs tracking access differs according to the target group of learners. For youth, the SPI assesses access specifically to IVET, while for adults it captures access to continuing VET (CVET)

and other adult learning opportunities, such as those provided through active labour market policies (ALMPs). A separate SPI measures how effectively young learners in IVET are supported in progressing through their programmes and achieving graduation.

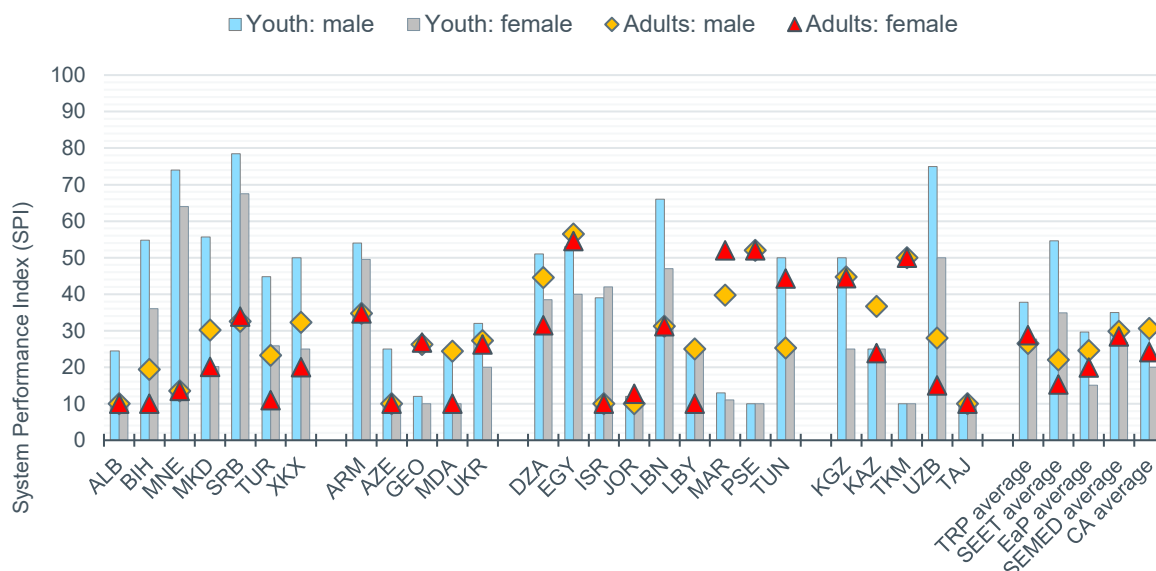
In both cases, performance depends on the policies and measures the country is implementing. They provide the opportunities, incentives and guidance needed to encourage participation and successful completion. The SPI results therefore reflect how effectively these policies deliver on their intended objectives.

Access by age and gender

The system performance data for Tunisia suggests considerable variation in how effectively the VET system supports learners in accessing vocational programmes, depending on their age (youth vs adults) and gender (male vs female). Young men benefit from more favourable systemic, cultural or contextual conditions for enrolling in vocational programmes (SPI of 50) compared to young women (SPI of 25) (Figure 4.1). Although initial VET is tuition-free and the constitution guarantees equal access, entrenched perceptions and sector-specific stereotypes continue to shape participation patterns. Specialisations remain highly gendered: men predominate in industrial, construction and mechanical fields, while women are more present in textiles and services. In 2019/20, only 5.8 % of female lower-secondary completers entered upper-secondary VET, compared to 18.6 % of males; in the period 2020–2021 the pattern was similar, with girls representing just one-quarter to one-third of new entrants (Ministère de l'Éducation [Tunisie], n.d.).

Low participation in initial VET is not explained by insufficient capacity: public providers offer extensive tuition-free places nationwide. The Tunisian Vocational Training Agency (ATFP), under the Ministry of Employment and Vocational Training, is the main provider, managing 137 centres across all 24 governorates and accounting for 75 % of enrolment capacity across 300 fields of study and 12 sectors. Other public providers include the Agency for Agricultural Vulgarisation and Training (AVFA), the Ministry of National Defence and the Training Agency for Tourism Trades (AFMT). However, multiple ministerial responsibilities, weak integration with the broader education system and limited permeability between programmes contribute to fragmentation and reduce attractiveness.

Figure 4.1 Access to learning opportunities by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100⁵.
Source: ETF KIESE and Torino Process databases

⁵ The Torino Process makes a distinction between theoretical (full) index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI < 10) and on the high end (SPI > 90) of the index

Adult learning is coordinated by the National Centre for Continuing Education and Professional Advancement (CNFCPP), while the National Agency for Employment and Self-Employment (ANETI) implements training for jobseekers alongside active labour market measures (ALMPs). Noteworthy programmes include the Programme d'appui au recrutement des diplômés du supérieur (PARDES), Contrat d'initiation à la vie professionnelle (CIVP), Contrat Service Civil (CSC) and the Programme d'actions d'adaptation pour l'amélioration de l'employabilité. CIVP has expanded from under 15 000 participants in 2004 to over 100 000 in 2023, with 51.6 % securing employment afterwards, nearly 39 % of them tertiary graduates.

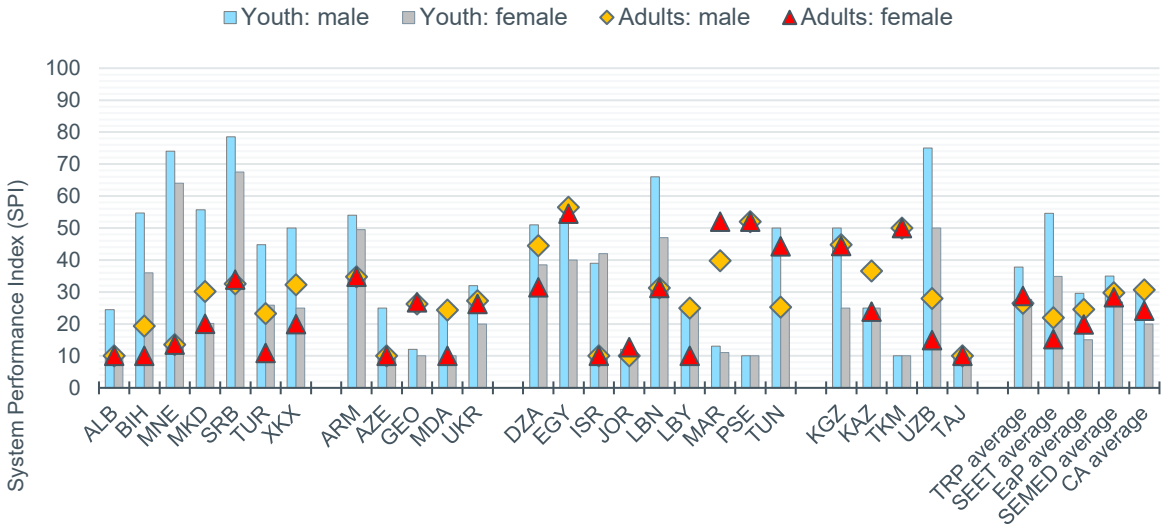
Despite such targeted actions, the overall participation of adults remains low. According to the monitoring survey, only 1.3 % of the population engaged in training within lifelong learning in 2023. Participation is particularly constrained for women, despite stronger systemic support. Social and cultural norms continue to assign women primary caregiving responsibilities, with rural women further restricted by childcare shortages and expectations around early marriage and motherhood.

To address these barriers, Tunisia has launched strategies such as the National Strategy to Promote Women's Entrepreneurship by 2035 and the National Strategy for the Economic Empowerment of Women and Girls in Rural Areas by 2030. Complementary initiatives are provided through entrepreneurship and self-employment schemes coordinated by ANETI, some with external support. In 2023, around 48 000 individuals – mostly women – benefited from these measures. One flagship programme is Raidet, run by the Ministry for the Family, Women, Children and the Elderly, which provides financial support and business services to women entrepreneurs with vocational or university diplomas. By 2025, Raidet had received over 21 000 applications and financed nearly 4 500 projects, prioritising innovative ideas and vulnerable groups across all governorates.

Retention and programme completion

Although conditions supporting access to IVET programmes are limited, as discussed previously, young learners can expect better systemic conditions for remaining enrolled and completing their vocational programmes (SPI of 39). However, this result remains below the regional average (SPI of 55), which suggests that Tunisia faces ongoing difficulties in ensuring learner retention and successful programme completion (Figure 4.2).

Figure 4.2 Access and programme completion in IVET – system performance index, ETF partner countries and international average



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

scale are truncated at the upper (10) and lower (90) decile end. This means that the reporting does not discriminate SPI values below 10 and above 90. The international average, on the other hand, is calculated using the full range of the index.

Drop-out rates remain a concern. The latest data places the average at 22.3 %, with some programmes, such as the *Certificat d'Aptitude Professionnelle* (CAP), reaching 25.5 % (ETF, 2021). Graduation rates continue to lag behind enrolment, which confirms ongoing challenges to learner progression (ETF, 2024).

According to the Torino Process expert survey, several factors contribute to these high drop-out rates. The most prominent are misalignment between programmes and learner expectations, inadequate resources, outdated training materials and teaching methods that fail to meet learner or labour market needs, particularly in rural areas. These shortcomings undermine learner motivation and may leave graduates ill-prepared for employment. In addition, fragmentation across multiple ministries and weak integration with the broader education system limit coherence, flexibility and learner progression.

Young men are disproportionately affected, with higher drop-out rates than their female counterparts. This pattern is consistent with broader trends in Tunisia, where the 2023 MICS survey highlights significant gender gaps, especially in secondary education, with completion rates substantially higher for young women (UNICEF, 2023). Girls in IVET, however, also face risks, including parental expectations to prioritise domestic responsibilities or early marriage, as well as limited career opportunities and discrimination in certain fields.

Socio-economic disadvantage exacerbates these challenges. Students from rural or poor households have much lower achievement rates (i.e. completion rates) and are more likely to discontinue their training. In upper secondary education, achievement rates were at 22.8 % for rural areas and 12.2 % for disadvantaged households, compared to 41.3 % in urban areas and 59.4 % in affluent families (UNICEF, 2023).

In response, Tunisia has introduced measures such as scholarships and financial assistance. A recent example is the USD 60 million programme launched by the Ministry of Social Affairs with the United States and UNICEF, which provides monthly cash transfers to vulnerable families with children aged 6–18 to help remove barriers to educational continuation.

Quality and relevance of learning outcomes

In this section, the SPIs capture the quality of the provision of basic skills and key competences to learners in IVET, as well as the degree to which adults possess foundational skills. These results are complemented by selected KIESE indicators, which track the relevance of learning outcomes by examining employment rates of individuals aged 15 and older, disaggregated by educational attainment in ETF partner countries.

ETF monitoring keeps quality and relevance separate because, although they often reinforce each other, they do not always coincide. Learners with strong foundational skills may still struggle to find suitable employment, while individuals might secure jobs without acquiring a comprehensive skillset. By tracking these aspects separately, the reporting hopes to identify both the intrinsic benefits of education and how effectively it aligns with the needs of the labour market.

Quality of learning by age and gender

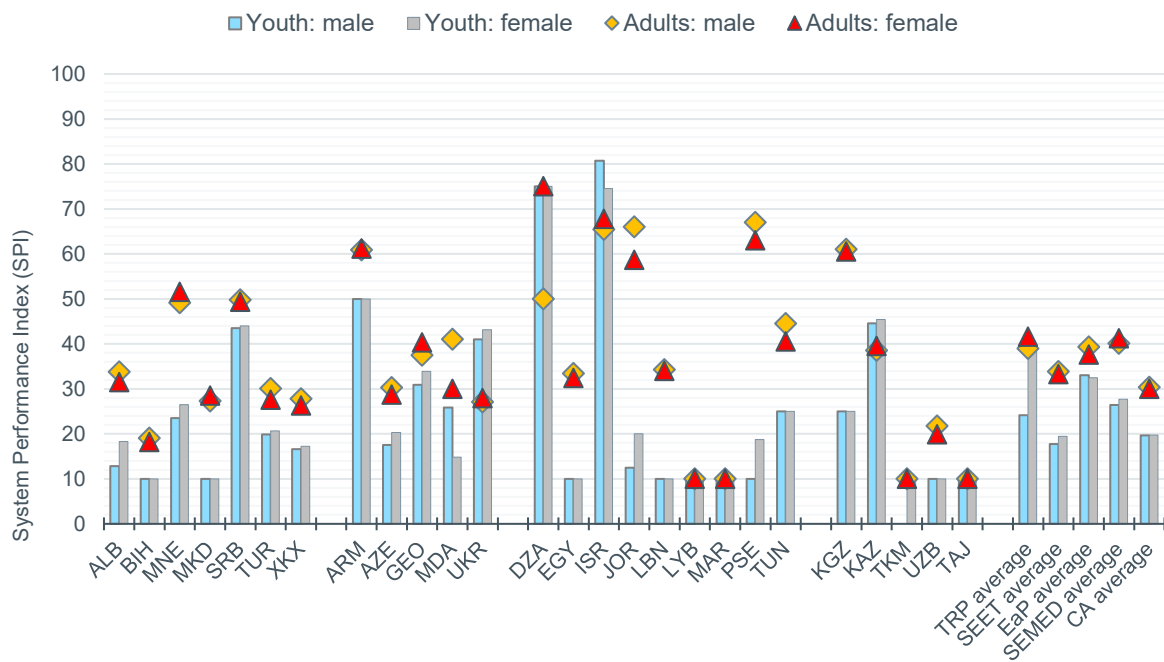
The monitoring data indicates that initial VET in Tunisia has limited success in providing young learners with good-quality education and training (SPI of 25 for both males and females, Figure 4.3). Such low scores imply that VET graduates may face difficulties progressing towards employment or further education.

At first glance, this finding contrasts with survey information suggesting that Tunisian VET programmes are generally well designed to equip learners with basic skills. According to some sources, Tunisia has developed one of the most advanced TVET systems in the SEMED region, drawing on international best practices and including the 'dual system' model with employer partnerships and on-the-job training (NEPAD, 2021). The National Professional Training Agency (ATFP) was even recognised as a leading TVET model in Africa by the African Union Commission in 2015. However, this complementary information is several years old, and conditions may have changed. In practice, the monitoring data shows that quality gaps lie mainly in the acquisition of key

competences such as foreign languages, digital and entrepreneurial skills, communication, creative and independent thinking, problem solving and other transversal competences. Training programmes are often outdated, with overlapping content across different certificates and diplomas, reflecting limitations in forecasting employer needs and weakening the relevance of provision for youth employment.

This challenge is also present in other SEMED countries (SPI of 28 for females and 30 for males, Figure 4.3) and in the broader Torino Process sample (SPI of 26 for males and 27 for females).

Figure 4.3 Quality of skills and competences by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

In contrast, adults in Tunisia are considerably more likely than youth to possess foundational skills and competences (SPI of 45 for men and 41 for women), suggesting that they are generally better prepared for employment or further training. Despite this, results are slightly below already modest SEMED regional averages (SPI of 49 for women and 52 for men). As in other countries in the region, the data suggests scope for education and training systems to strengthen the delivery of foundational skills to adults and for adults of working age to reach higher skill levels.

Several factors can help contextualise these results. Studies emphasise that weaknesses in earlier stages of education constrain youth inclusion and job creation, underscoring the need to strengthen both hard and soft skills, especially entrepreneurship. ANETI addresses such gaps through training programmes for jobseekers that target competences such as communication, self-esteem, soft skills and digital skills. Tunisia’s National Digital Strategy 2021–2025 also supports adult skill acquisition in areas such as digitalisation, cybersecurity and public-sector transformation, while the Tunisia Literacy Programme offers opportunities to gain basic skills needed for life and work.

Even so, these measures do not reach all groups equally. Adult women appear somewhat less likely than men to possess foundational skills and competences (SPI of 41 versus 45). Some reasons, such as improving access to adult learning or strengthening participation incentives, are within the remit of decision-makers. Others, such as caregiving and family responsibilities, are less easily addressed by policy. This contrasts with the equal (though low) results observed among younger learners, suggesting that gender-specific barriers to skills acquisition become more pronounced as women transition into adulthood.

Targeted measures have been introduced to counteract these barriers. Recognising women’s greater challenges in labour market integration, Tunisia has developed active labour market programmes with a focus on entrepreneurship. The Entrepreneurship Development and Investment Promotion (EDIP) initiative, for instance, provides business training and financial and technical support. ANETI also runs schemes aimed specifically at female jobseekers, supporting self-employment and small businesses. These programmes enhance transversal competences such as entrepreneurship and communication, improving women’s employability and opportunities for professional growth.

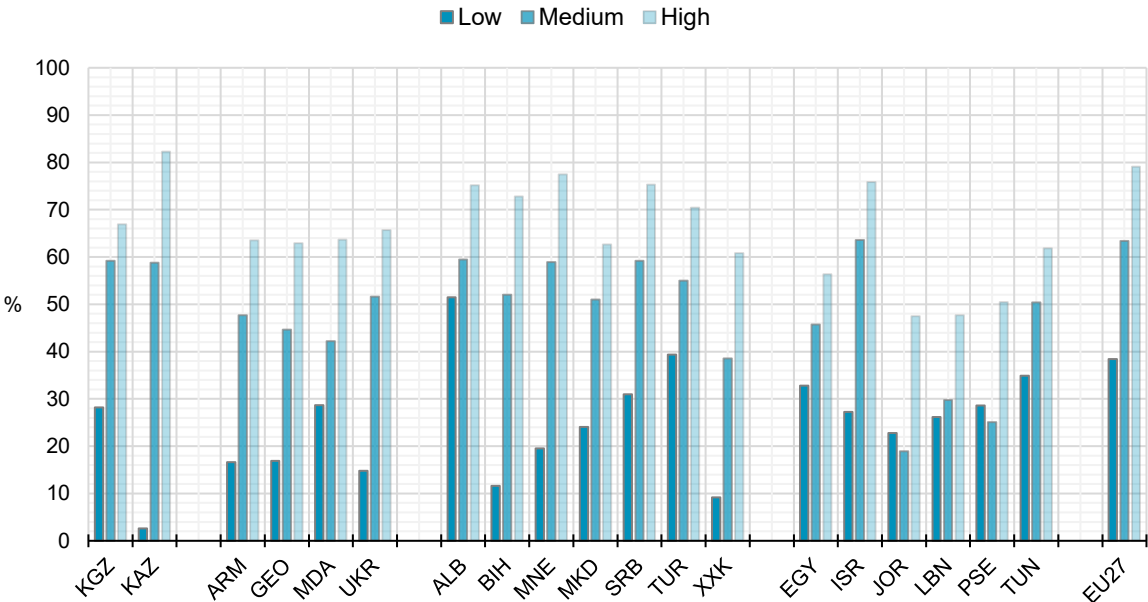
Relevance and labour market outcomes

This section uses employment data to gauge how effectively education in Tunisia meets labour market needs. Specifically, it compares employment rates in Tunisia, by the highest education level adults have reached, with EU-27 averages.

In Tunisia, the likelihood of being employed increases with each stage of educational attainment, yet adults remain less likely to be employed than their EU counterparts. The data in Figure 4.4 shows that, as in other Torino Process countries, higher education improves the chances of employment, but the relationship is only moderate. Moving from low to medium attainment raises employment by about 15 percentage points, from 35 % to just over 50 %, while tertiary education adds 11 points to reach 61.8 %. The gap between the least- and best-educated adults (27 percentage points) is narrower than the EU-27 average (41 points).

These modest gains may obscure the strengths of vocational education and training (VET). Although tertiary graduates have the highest overall employment rates, technical education graduates often secure jobs more quickly and transition more smoothly into the labour market than peers from general higher education. VET integration rates typically exceed 70 %, and many trainees sign contracts with enterprises before graduation. According to World Bank data, BTS holders have higher chances of employment, though it may take up to nine months to secure a first job. Within three years, 55 % of men and 52 % of women obtain stable positions (World Bank, 2020).

Figure 4.4 Employment rate (age 15+) by educational attainment, ETF partner countries (2024)



Source: ETF KIESE database

Nevertheless, tertiary graduates remain more likely to find employment overall, a result that may reflect underemployment rather than relevance of skills. The monitoring survey confirms that skill mismatch is widespread: few young people secure jobs aligned with their qualifications, while many work in positions for which they are not trained. Moreover, although VET eases the school-to-work transition, its impact on wages and working conditions is limited. Graduates do not necessarily earn

more or enjoy better conditions than those without VET qualifications. They do, however, benefit from active labour market policies (ALMPs) run by ANETI, including the *Contrat d'initiation à la vie professionnelle*, offering 12-month placements extendable to 24 months, and the *Programme d'actions d'adaptation pour l'amélioration de l'employabilité*, available to those with at least seven years of basic education.

Gender disparities further complicate labour market outcomes. Despite legal frameworks promoting equality, the integration of women remains limited. In 2024, Tunisia's unemployment rate stood at 16.2 %, with female unemployment at 21.3 % compared to 13.6 % for men. Among women with higher education, unemployment reached 30 %. Labour force participation was just 26.7 % for women, compared to 65 % for men (World Bank, 2020). Although training outcomes do not differ by gender, integration rates of female VET graduates remain considerably lower than those of men.

System management and organisation

In the final section on policy and system performance, the focus shifts to the organisation and management of the education and training system, with particular attention to VET.

The analysis presents data on system performance in the form of SPIs in three areas: effective allocation and use of financial resources in VET; allocation, use and professional capacity of human resources, including leadership skills and professional competence of school management and staff; and system steering and management, which includes data, quality assurance, school leadership and the internationalisation of VET.

Financial resources in VET and lifelong learning

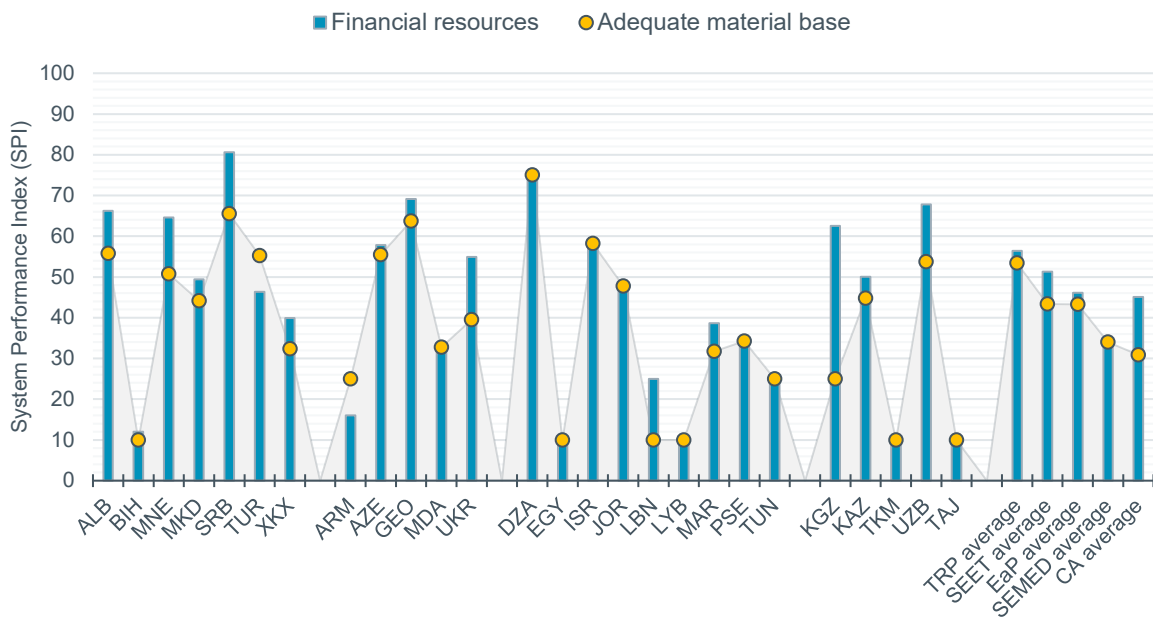
This section looks into how effective Tunisia is at ensuring adequate funding for VET, and how well this funding is converted into practical resources like workshops, teaching materials and equipment, which are essential for effective teaching and learning.

The monitoring data indicates that VET in Tunisia faces limitations in the availability of financial resources as well as in the adequacy of its physical infrastructure and learning materials. With an SPI of only 25 in both of these dimensions of monitoring, the results are well below the average for countries in the Torino Process monitoring sample (SPI of 48 and 43.5, respectively) and also below the regional average for SEMED (SPI of 36 and 39, respectively, Figure 4.5). The monitoring data indicates that VET in Tunisia faces limitations in both financial resources and the adequacy of its infrastructure and learning materials. With an SPI of only 25 in each dimension, results are well below the Torino Process average (SPI of 48 and 43.5) and the SEMED regional average (SPI of 36 and 39, Figure 4.5).

The SPI for financial resources suggests that available funding is far from adequate. Vocational training is mainly state-funded, supplemented by tax credits for private institutions. Since 2009, firms have paid a professional training tax of 2 % of total salaries (1 % for manufacturing firms, with agricultural, smaller and export-only firms exempt). Firms can recover about 60 % of training expenditure through tax credits, which cover initial and dual training, apprenticeships, training abroad and related costs. However, the effectiveness of this mechanism is uneven: small firms often lack capacity to organise training, treat trainees as free labour and fail to provide tutors. Students frequently view their training as of little value, though larger firms represent exceptions by offering structured training and employing trainees.

According to the Torino Process expert survey, the 2024 Budget Act allocates around TND 999.6 million to the Ministry of Employment and Vocational Training (1.43 % of the total state budget, up 1 % from 2023). However, most of this spending goes to salaries, leaving little for infrastructure and equipment. In 2018, about 80 % of total spending was on salaries, while less than 10 % went to investment. Initial vocational training receives about 91 % of funds, with 83 % of this directed to salaries, whereas continuous training accounts for only 5.5 %, limiting the scope for lifelong learning.

Figure 4.5 Allocation and use of financial resources in education and training – index of system performance, ETF partner countries and international average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

The budget distribution also highlights structural issues. The Tunisian Agency for Vocational Training (ATFP) receives the largest share, while CENAFFIF and CNFPP operate with smaller allocations, constraining their ability to improve trainer preparation or respond to private-sector demands. Incentives exist for private training centres, such as covering 25 % of initial investment and offering land concessions, but they are rarely used. In addition, the sector remains highly centralised, restricting the autonomy of centres to adapt to employer and labour market needs.

While some countries manage to provide adequate resources even under financial constraints, Tunisia does not follow this pattern. The equally low SPI for the material base reflects persistent difficulties in translating available funds into tangible improvements in facilities, workshops and equipment (Figure 4.5).

Human resources: allocation, use, professional capacity

With an SPI of 25 for the adequacy of human resources, the monitoring data suggests that VET in Tunisia faces substantial shortcomings in this important domain of system operation.

According to the Torino Process monitoring survey, teaching staff in VET are generally well-qualified academically, and many possess advanced degrees in fields such as engineering, alongside extensive teaching and occupational experience. However, the role of trainers and teachers in curriculum design, training delivery and assessment remains limited, which reduces their ability to ensure that VET programmes match labour market requirements more closely. This limitation undermines the potential of teachers and trainers to make vocational education more practical and relevant.

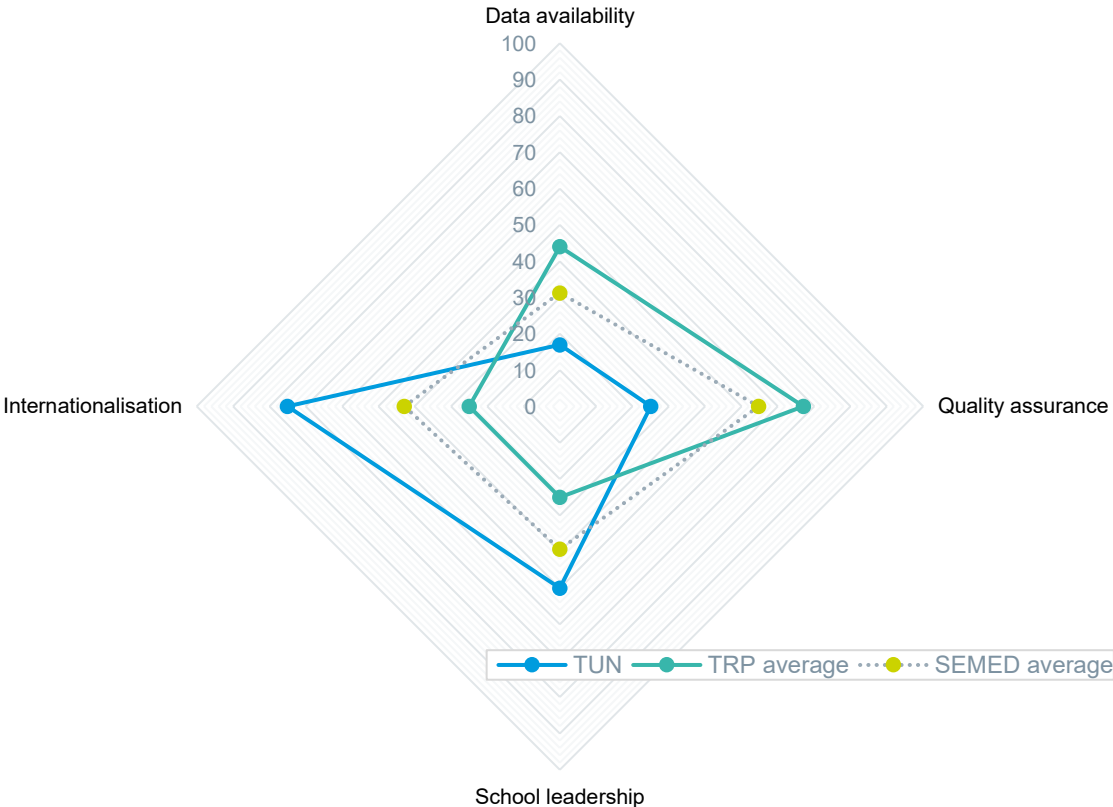
Another aspect of the problem, which helps to explain the lower performance score in this area, is the scarcity of professional development opportunities for teaching staff in VET. Such opportunities rely, for the most part, on external initiatives such as the Erasmus mobility programmes. To the extent available, other system-wide opportunities for continuous professional development remain barely institutionalised. Additionally, there are insufficient incentives or formal recognition for trainers who undertake professional development activities. Collaboration among trainers themselves also tends to be limited, as they lack systematic opportunities to regularly share knowledge and experience.

According to the expert survey, there are official initiatives to remedy this situation, such as training in-company trainers in innovative pedagogical approaches. However, whether these initiatives have a lasting impact will depend on Tunisia’s ability to create stronger incentives and viable institutional conditions for trainers to engage in ongoing professional growth.

System steering and management

Tunisia faces significant challenges with the collection of data on VET in accordance with international standards and their use, more so than other countries participating in the Torino Process monitoring, on average. For instance, Tunisia dropped out of OECD’s Programme for International Student Assessment (PISA) in 2015. In addition, the country lacks a centralised and comprehensive education information system. While specific indicators such as student enrolment and marks are regularly collected and published by the National Statistics Institute and specialised bodies like the National Observatory for Employment and Qualifications (ONEQ), other important VET-related data, such as graduate outcomes by sector, gender and region, have not been consistently produced or disseminated since 2018. According to the Torino Process monitoring survey, the situation has further deteriorated since the COVID-19 pandemic, likely due to financial constraints affecting statistical operations and surveys.

Figure 4.6 System steering and management – index of system performance, selected dimensions, ETF partner countries and Torino Process average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

The monitoring results in the domain of quality assurance in VET are comparatively low too, well below both the Torino Process and SEMED regional averages (Figure 4.6). This does not mean, however, that there are no promising practices and initiatives in support of quality assurance. Tunisia has established a legislative framework for quality assurance, anchored in Law 2008-10 on vocational training and managed primarily by the Directorate for Evaluation and Quality in Education within the Ministry of Vocational Training and Employment (MFPE). Since 2021, the Ministry has accredited nine

VET centres as Entrepreneurial Centres, marking initial progress in quality assurance implementation. In addition, sectoral committees in VET and higher education oversee the relevance of qualifications and place emphasis on programme validation and provider assessment. There are also recently released guidelines for provider self-assessment and quality monitoring (currently in the testing phase), which focus on learning outcomes.

However, while steps have been taken towards improving the reliability of quality assurance, the results from the quality assurance processes remain largely internal. Self-assessment reports, external evaluations and certification outcomes are not publicly accessible and are typically shared only within the involved ministries. Consequently, learners, teachers, employers, policymakers and the general public have limited access to information about the quality and effectiveness of VET programmes.

Although only mid-range, system performance in support of the professional capacity of school leaders in Tunisia is among the areas with more solid results (SPI of 50). The monitoring survey suggests that managerial and administrative staff has sufficient professional capacity, and that the work of school headteachers is supported by vocational training boards with broad stakeholder representation. The boards usually include school management, trainers, administrative personnel and representatives from the business community.

Tunisia has strong results for internationalisation (SPI of 75): a long-standing history of international collaboration and of integrating best practices from abroad into its VET programmes. The country also participates actively in international initiatives, including Erasmus+ capacity-building programmes in vocational education, and collaborates with international partners like the ETF, GIZ and DVV International. Tunisia is also part of the Vocational Excellence Network initiated by the ETF.

ABBREVIATIONS

ACQF	African Continental Qualifications Framework
AFD	Agence Française de Développement
AFMT	Agence de Formation dans les Métiers du Tourisme
AICS	Italian Agency for Development Cooperation
ALMPs	Active labour market programmes
ANETI	Agence Nationale pour l'Emploi et le Travail Indépendant
ATFP	Agence Tunisienne de la Formation Professionnelle
AVFA	Agence de Vulgarisation et de Formation Agricole
BTP	Brevet de Technicien Professionnel
BTS	Brevet de Technicien Supérieur
CAP	Certificat d'Aptitude Professionnelle
CC	Certificate of Competence / Certificat de Compétence
CDD	Contrat à durée déterminée
CDI	Contrat à durée indéterminée
CENAFFIF	Centre National de Formation de Formateurs et d'Ingénierie de Formation
CICan	Colleges and Institutes Canada
CIVP	Contrat d'initiation à la vie professionnelle
CL / CLO	Country Liaison / Country Liaison Officer
CNFCPP	Centre National de Formation Continue et de Promotion Professionnelle
CNC	Cadre National des Certifications
CNQ	Classification Nationale des Qualifications

CoVE	Centre of Vocational Excellence
CVET	Continuing Vocational Education and Training
CSEE	Conseil supérieur de l'éducation et de l'enseignement
CSC	Contrat service civil
DVV International	German Adult Education Association – International
ECEC	Early childhood education and care
EDIP	Entrepreneurship Development and Investment Promotion
EFE	Education for Employment
EIB	European Investment Bank
ELMED	Electricity Interconnection Project
EOF	Education Outcomes Fund
ETF	European Training Foundation
EU	European Union
EU4Youth	EU programme supporting youth employment
GBO	Gestion budgétaire par objectifs
GDP	Gross domestic product
GEFF	Green Economy Financing Facility
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPE	Global Partnership for Education
HDI	Human Development Index
ICT	Information and communication technology
ILO	International Labour Organization

IMF	International Monetary Fund
IMSET	A private Tunisian education group
IOM	International Organization for Migration
INT Unit	ETF's Intervention/International Unit
ISCED	International Standard Classification of Education
ISSET	Institut Supérieur des Études Technologiques
IVET	Initial Vocational Education and Training
JEUN'ESS	EU–ILO youth entrepreneurship initiative
KIESE	Key indicators on education, skills and employment
KfW	Kreditanstalt für Wiederaufbau
MEFP / MFPE	Ministry of Employment and Vocational Training
MICS	Multiple indicator cluster survey
MoU	Memorandum of Understanding
MSME	Micro, small and medium enterprises
NDICI	Neighbourhood, Development and International Cooperation Instrument
NEET	Not in education, employment or training
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
ONEQ	Observatoire National de l'Emploi et des Qualifications
PARDES	Programme d'appui au recrutement des diplômés du supérieur
PASE	Programme d'Appui au Secteur de l'Éducation
PEFESE	Programme d'Appui Budgétaire pour l'Éducation, la Formation, l'Enseignement supérieur et l'Employabilité

PISA	Programme for International Student Assessment
PPP	Purchasing power parity
PULSE	EU-funded project supporting VET excellence
RNQFP	Référentiel National de Qualité de la Formation Professionnelle
SEMED	Southern and Eastern Mediterranean
SMAG	Salaire Minimum Agricole Garanti
SMIG	Salaire Minimum Interprofessionnel Garanti
SPI	System Performance Index
STEG	Société Tunisienne de l'Électricité et du Gaz
THAMM	Towards a Holistic Approach to Labour Migration Governance
TND	Tunisian Dinar
UPSHIFT	UNICEF youth entrepreneurship programme

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