

TORINO PROCESS SYSTEM MONITORING REPORT: TUNISIA (2023)



TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
DISCLAIMER	3
KEY TAKEAWAYS	4
1. INTRODUCTION	5
1.1 FOCUS AND SCOPE OF MONITORING	5
1.2 COMPARABILITY AND RELIABILITY OF MONITORING DATA	6
2. MONITORING RESULTS: TUNISIA	7
2.1 POLICY AND SYSTEM PERFORMANCE IN 2023: OVERALL RESULTS	7
2.2 POLICY AND SYSTEM PERFORMANCE IN SPECIFIC AREAS OF MONITORING AND AGAINST SPECIFIC OUTCOMES	9
2.2.1 <i>Area A. Opportunities for lifelong learning: access and participation</i>	9
2.2.2 <i>Area B (1). Lifelong learning outcomes: quality and relevance</i>	11
2.2.3 <i>Area B (2). Lifelong learning outcomes: excellence and innovation</i>	13
2.2.4 <i>Area C. System organisation</i>	15
2.3 HOW DID POLICIES AND SYSTEMS BENEFIT SPECIFIC GROUPS OF LEARNERS?.....	17
2.3.1 <i>Female learners</i>	18
2.3.2 <i>Disadvantaged learners</i>	19
2.3.3 <i>Populations who are long-term unemployed, economically inactive, and have low educational attainment</i>	19
2.3.4 <i>Learners by country of origin</i>	20
3. SUPPLEMENTARY SOURCES AND INFORMATION	21
3.1 LINKS TO BACKGROUND INFORMATION AND DATA	21
3.2 DEFINITIONS, TERMINOLOGICAL CLARIFICATIONS, METHODOLOGICAL LIMITATIONS	21
3.2.1 <i>Definitions and terminological clarifications</i>	21
3.2.2 <i>Methodological limitations</i>	22

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This Torino Process monitoring was carried out in partnership with national authorities, experts, and stakeholders in Tunisia under the coordination of Mr Mohamed Kefi Rahmani, Director of the Observatoire National de l'Emploi et des Qualifications of Tunisia, who is also the national coordinator of Tunisia for the current round of the Torino Process.

The European Training Foundation (ETF) wishes to thank the national authorities of Tunisia, Mr Mohamed Kefi Rahmani, and all national stakeholders for their invaluable contribution and the provision of the accurate and extensive information in support of this monitoring exercise.

This monitoring report was prepared by a team led by Mihaylo Milovanovitch, Senior Human Capital Development Expert and Coordinator for System Change and Lifelong Learning at the ETF. The report follows a proprietary monitoring methodology developed by the same team and is based on evidence collected, processed, analysed, and verified by the ETF and by national stakeholders in Tunisia under the overall coordination of Mr Mohamed Kefi Rahmani as the national Torino Process coordinator for Tunisia.

DISCLAIMER

This version of the report is preliminary. While it encapsulates the collaborative efforts and inputs from various counterparts at various stages, it awaits final verification by the participating country. Therefore, the report is released as “work in progress” which may be subject to refinement and subsequent endorsement in the future.

KEY TAKEAWAYS

- **Scope of system performance monitoring:** The Torino Process monitoring covers three major areas of commitment to lifelong learners: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). These areas are divided into eight monitoring dimensions: access and participation in Area A; quality, relevance, excellence, and innovation in Area B; and system management/administration and resources in Area C.
- **Access and attractiveness:** Tunisia's VET system performs well in terms of accessibility and attractiveness. Young learners find VET more appealing compared to their international peers, and adult learners actively pursue CVET for skills enhancement and socio-economic advancement. However, access to VET is more limited for demographics such as the unemployed, and VET success rates, including graduation and progression to higher levels, are low. Once in VET, learners may also discover that the educational pathway they have chosen is rather rigid: transition from VET to successive academic/general education pathways and between parallel learning pathways is rather difficult.
- **Quality and relevance:** In certain aspects, the quality and relevance of learning provided by VET is comparable to that of other countries in certain aspects, but there are gaps as well. Young learners particularly lack key competences such as language and communication skills, while adult learners tend to demonstrate a stronger grasp of essential skills and abilities compared to other demographic groups. Despite a tradition of prioritising work-based learning, the alignment of VET with labour market demands is only average and so, while VET graduates in Tunisia may find employment, their acquired skills might not correspond to their jobs.
- **Excellence and innovation:** The performance of VET in Tunisia in terms of excellence and innovation is mixed. The country falls behind in areas such as pedagogy and teacher professional development, but excels in enhancing content, implementing VET programmes, and promoting social inclusion. Interestingly, innovation seems to be a priority in areas where learners face challenges. This implies an awareness of the system's shortcomings and an investment in innovative solutions, even though their effectiveness may be limited due to factors like administrative and financial barriers, resistance to change, and potential mismatches between solutions and learner needs. Although less focus is placed on innovation in above-average performing areas, recent legislative advancements, like laws on distance learning, demonstrate a continued push for innovative VET access solutions.
- **System management and organisation:** The VET system of Tunisia struggles in many of the areas monitored under system management and organisation, specifically due to a lack of reliable monitoring data. It lags behind international standards in participatory governance, public accountability, and quality assurance, with insufficient stakeholder involvement and resource constraints as potential reasons. Despite some relative strength in leadership capacity and moderate internationalisation efforts, the system suffers from an inadequate allocation of financial and human resources and poor infrastructure maintenance. Acknowledging these challenges, Tunisian authorities highlight the need for comprehensive reform, especially in public financing of VET.
- **Quality and reliability of monitoring evidence:** The monitoring results of Tunisia are less internationally comparable than those of other countries, on average, and they are also more susceptible to bias in international comparison. Tunisia, however, tends to self-assess the performance of its VET system somewhat more critically than other countries, on average.

1. INTRODUCTION

1.1 Focus and scope of monitoring

This report summarises the results of monitoring VET system performance in Tunisia, initiated in the context of the Torino Process in 2022 and completed in 2023.¹ “Performance” describes the extent to which the VET system delivers against a targeted selection of national and international obligations (commitments) to learners and other stakeholders in support of learning through life (lifelong learning - LLL). “VET system”² refers to the network of institutions, people, policies, practices, resources, and methodologies in a country and the way in which they are organised to provide individuals of any age with the practical skills, knowledge, and competencies needed for specific occupations, trades, or professions.

The focus of monitoring is on the contribution of initial and continuing VET (IVET and CVET) to the learning activities of youth and adults in any learning setting (formal and non-formal), undertaken to improve their knowledge, skills, competences, and qualifications for personal, social and/or professional reasons. The purpose of the Torino Process monitoring exercise is to provide decision-makers, practitioners, and stakeholders with a reliable basis for informed decisions about policy improvement, resource allocation, strategy design, and follow-up analysis in support of lifelong learning.

The monitoring framework which underpins this report covers three major areas of commitment to lifelong learners: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). These areas are divided into eight monitoring dimensions: access and participation in Area A; quality, relevance, excellence, and innovation in Area B; and system management/administration and resources in Area C. Within these areas and their dimensions, the Torino Process tracks a total of 30 system deliverables (outcomes)³ - the extent to which they are being delivered and how equitably they are distributed to thirteen groups of learners according to age, gender, socio-economic background, labour market and migration status, and typical learning setting.

The monitoring provides information in the form of a system performance index (SPI) for each of these outcomes and learner groups they serve, to a total of 82 indices per country.⁴ The SPIs can range from 0 to 100, where 100 indicates maximum or best performance. The indices describe VET system performance in formal and non-formal learning settings for youth and adults, females and males, disadvantaged learners, long-term unemployed jobseekers, economically inactive populations, and first-generation migrants.

This report showcases a selection of key monitoring results based on those indices, as follows: overall performance by broad monitoring dimension (Section 2.1), performance by specific area and system deliverable (Section 2.2 and subsections), and performance in support of specific groups of learners (Section 2.3). The report also provides an international average score⁵ for these results for reference purposes, and, where relevant, it showcases some of the disaggregated data used to

¹ The Torino Process is a multiannual review of vocational education and training (VET) in countries in East and South-East Europe (including Turkey), Central Asia, and the South and East Mediterranean region, which the ETF is carrying out in partnership with countries in these regions on a regular basis since 2010. For more information see <https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>

² This report may use “VET”, “VET system”, and “system” interchangeably.

³ Further in the report “outcomes” and “deliverables” are used interchangeably.

⁴ In rare cases where evidence is missing, the number of SPIs for a country can be lower.

⁵ “International average” refers to the average for countries participating in the Torino Process. At the time of preparation of this monitoring report, the evidence collection for some countries was still ongoing. As additional countries complete the monitoring exercise, the international averages shown in this report may change.

calculate the system performance indices. Links to the full dataset for Tunisia and the Torino Process monitoring framework and methodology can be found in this document's third and final section.

1.2 Comparability and reliability of monitoring data

The evidence for this monitoring report was collected and analysed in several steps from September 2022 until April 2023. After an initial round of collecting internationally comparable indicators for each of the system outcomes and learner groups covered by the monitoring framework, the ETF compiled a supplementary questionnaire for national authorities and stakeholders in Tunisia to gather information about outcomes and groups of learners for which such indicators were missing. The responses to the questionnaire were quantified and integrated with the rest of the monitoring data into a repository of mixed evidence, which was then used to calculate the system performance indices presented in this report.

In addition to messages about system performance, the monitoring delivers information also about the international comparability of results of each country, the extent to which these results may be susceptible to bias, and how self-critical a country is when it reports about its policy and system performance for external monitoring purposes. This is possible because the monitoring methodology foresees keeping accurate records about the availability, origin and type of evidence used to calculate the 82 performance indices and corresponding results for each country, including Tunisia.

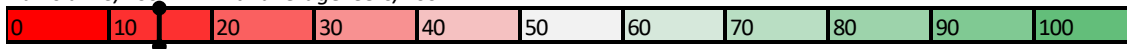
The monitoring results of Tunisia are less internationally comparable than those of other countries, on average. They are also more susceptible to bias in international comparison. Tunisia tends to be more self-critical when they self-assess the performance of its VET system, as shown in Figure 1.

On a scale from 0 (least internationally comparable) to 100 (fully internationally comparable), the overall comparability of monitoring results for Tunisia is 15 out of 100, which is low when benchmarked against the average of other countries participating in the Torino Process monitoring (Figure 1).

FIGURE 1. INTERNATIONAL COMPARABILITY AND CONSISTENCY OF MONITORING RESULTS: TUNISIA (2023)

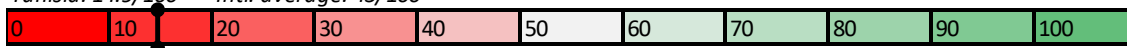
International comparability of performance results (0=least comparable, 100=fully comparable)

Tunisia: 15/100 Intl. average: 33.6/100



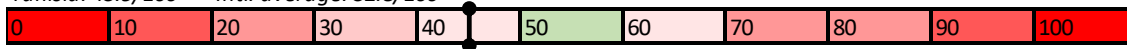
Risk of bias regarding system performance (0=highest risk, 100=lowest risk)

Tunisia: 14.9/100 Intl. average: 45/100



Tendency to be self-critical regarding system performance (most critical=0, neutral=50, least critical=100)

Tunisia: 45.9/100 Intl. average: 52.8/100



The results of Tunisia are also considerably more susceptible to bias in international comparison, which manifests itself as a tendency to be somewhat more self-critical about the performance of the VET system than other countries on average. As shown in Figure 1, on a scale from 0 (most critical) through 50 (neutral) to 100 (least critical), the score of Tunisia is 45.9 out of 100, against an international average of 52.8.

2. MONITORING RESULTS: TUNISIA

2.1 Policy and system performance in 2023: overall results

The Torino Process monitoring draws on multiple, often disparate, information sources and data. To facilitate a quick, efficient, and focused communication of key messages despite the diversity of information collected, the reporting of monitoring results aggregates the evidence in ways which facilitate a quick overview of system performance without sacrificing too much detail.

The eight monitoring dimensions mentioned in the previous section are the top layer of reporting in this respect. They capture VET system performance in various domains, the selection of which is aligned with national and international country commitments and reform and development priorities concerning learning. These eight dimensions are described as follows:

TABLE 1. DIMENSIONS OF POLICY AND SYSTEM PERFORMANCE MONITORING THROUGH THE TORINO PROCESS

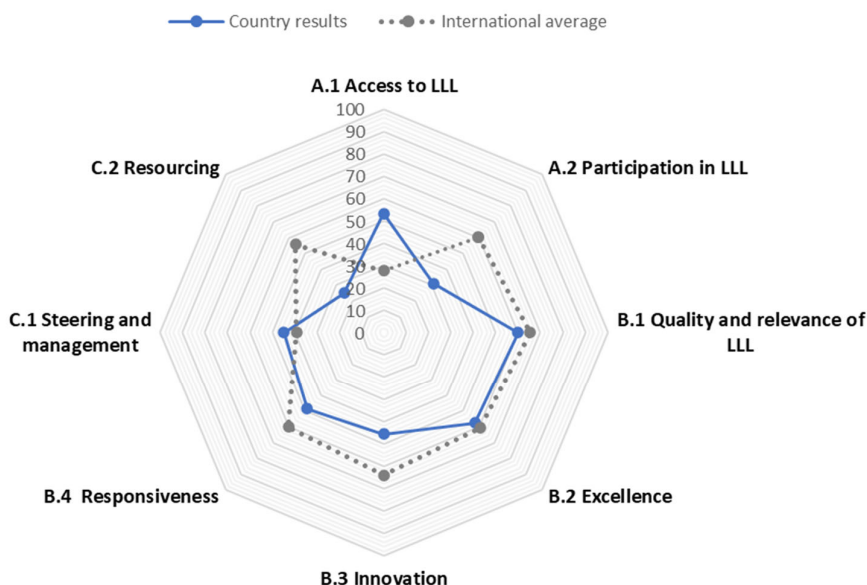
No.	Dimension	Description
1	Access to learning	This dimension captures the degree to which initial VET (IVET), continuing VET (CVET), and other adult learning opportunities to which VET could contribute, are accessible and attractive for learners irrespective of who they are and why they wish to engage in learning.
2	Participation in learning	This dimension captures the likelihood of VET learners to survive and thrive in the education and training system by looking at its vertical and horizontal permeability, that is whether learners can switch between general and vocational pathways and between formal and non-formal learning, as well as whether they complete their learning.
3	Quality and relevance	This dimension captures the extent to which learners in IVET and CVET are provided with basic skills and key competences, whether their learning has exposure to, and is relevant for, employment, and also whether they are provided with adequate career guidance.
4	Excellence	This dimension captures the presence of system-wide policies and measures to promote highest quality practices and results in teaching and training, content design and provision, governance and VET provider management, and equity and social inclusion.
5	Innovation	This dimension captures the presence of innovative practices and priorities on system level in the areas of access to learning, support for successful completion of learning, and quality of learning and training outcomes.
6	VET system responsiveness	This dimension captures the extent to which curricula for youth and adults consider themes of significance for sustainability, climate change awareness, and digitalisation, as well as whether the IVET and CVET systems are responsive to labour market needs, demographic changes, and socio-economic developments.
7	Steering and management	This dimension captures the availability of evidence for informed decision-making, the degree to which governance of VET is participatory, the presence and transparency of quality assurance arrangements, the quality and capacity of staff in leadership positions, and the degree of internationalisation of IVET and CVET.
8	Resourcing	This dimension captures the adequacy and efficiency of human and financial resources in IVET and CVET, and the extent to which the material base for learning and training is adequate, that is – conducive to effective teaching, training, and learning.

This section of the monitoring report presents the system performance of Tunisia in these eight dimensions of policy and system performance. The results reveal that Tunisia lags behind the mean performance of countries participating in the Torino Process monitoring in 2023 across most areas. Two noteworthy exceptions include the availability and use of opportunities for lifelong learning and the efficacy of steering and management of the VET system (Dimensions A.1 and C.2).

The data suggests that VET is a relatively appealing pathway for those seeking opportunities to reskill and upskill. Learners in Tunisia enjoy relatively unhindered access to VET, particularly in the context of lifelong learning, and this result is driven primarily by adult participation in education and training (as discussed later). In turn, this positions the country favourably against other countries in this dimension of monitoring. In addition, VET providers offer decent quality and relevance of learning, on average (Dimension B.2), and maintain a commendable level of openness to excellence in policy and practice (Dimension B.3).

On the flip side, Tunisian learners fare less favourably compared to their counterparts from other countries in their overall learning experience, including their prospects of success. In contrast to its reported ability to attract and engage learners of all ages, the VET system struggles to retain learners and see them through to graduation (Dimension A.2), it has a limited drive for innovation (Dimension B.3), and it is not overly responsive to external developments and demands (Dimension B.4).

FIGURE 2. INDEX OF SYSTEM PERFORMANCE BY MONITORING DIMENSION, TUNISIA AND INTERNATIONAL AVERAGE (2023)



Theoretical⁶ index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

⁶ The Torino Process makes a distinction between theoretical 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 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.

This situation is further complicated by deficiencies in the availability and use of human and financial resources (Dimension C.2) – a problem which is acute enough to merit calls for a complete overhaul of arrangements in this dimension,⁷ as staff and material deficiencies may hamper the effectiveness of teaching and learning to a substantial degree. The steering and management of the VET system (Dimension C.1), on the other hand, is a domain of better performance. In fact, this is one of only two domains in which Tunisia is in a more favourable position compared to other countries, on average.

2.2 Policy and system performance in specific areas of monitoring and against specific outcomes

VET performance in Tunisia in the eight monitoring dimensions presented above is driven by 30 policy and system outcomes. It is through these outcomes that the IVET and CVET subsystems work to meet the needs and expectations of stakeholders, particularly youth and adult learners. This section of the monitoring report presents findings about system performance on the level of these deliverables.

To facilitate reading and the navigation of content, the section groups the presentation of the 30 outcomes by the three major areas of commitment to learners, which were introduced in the first section of this report: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). Reporting in Area B, the largest by the number of outcomes, is divided into B (1) and B (2).

2.2.1 Area A. Opportunities for lifelong learning: access and participation

In Area A (Access and participation in opportunities for LLL), the Torino Process tracks the first two monitoring dimensions presented in Section 2.1 – access/attractiveness and participation, with six system outcomes. These outcomes include access to IVET, CVET, and other opportunities for lifelong learning, the vertical and horizontal permeability of the VET system, as well as the prospects of learners in IVET and CVET to graduate and - where relevant – progress to subsequent levels of education and training. The outcomes included under Area A are defined in Table 2.

In the previous section of this report, we highlighted the good performance of Tunisia in the dimension of accessibility and attractiveness of VET. Further scrutiny of this dimension reveals that this finding holds for both the IVET and CVET subsystems (Figure 2).

Young learners in Tunisia find VET somewhat more appealing than their peers in other countries, on average (Outcome A.1.1), and adult learners are reported to be much keener on accessing CVET than adult learners in other countries (Outcome A.1.2). According to information provided by national authorities, the attractiveness of CVET in Tunisia can be traced back to the willingness of the employed population to leverage learning opportunities offered by CVET as a hands-on, effective way of keeping their skills updated and boosting their chances for socio-economic advancement.⁸

⁷ Source: 2023 Torino Process self-assessment questionnaire for Tunisia.

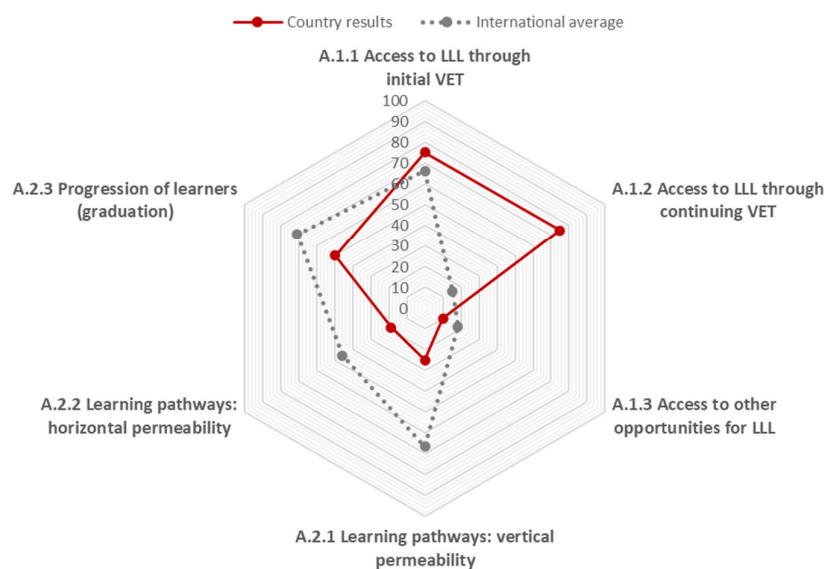
⁸ Source: 2023 Torino Process self-assessment questionnaire for Tunisia.

TABLE 2. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA A: ACCESS AND PARTICIPATION

Code	Deliverable (outcome)	Description
A.1.1	Access and attractiveness: initial VET	This outcome captures the degree to which initial VET is an attractive educational choice in comparison with other learning alternatives, and whether that choice is accessible to various target groups of learners.
A.1.2	Access and attractiveness: continuing VET	This outcome captures the degree to which continuing VET is an attractive choice in comparison with other skills development alternatives, as well as whether that choice is accessible to various target groups
A.1.3	Access to other opportunities for LLL	This outcome captures access to other opportunities for lifelong learning not covered by outcomes A.1.1 and A.1.2 and VET, such as active labour market policies (ALMPs)
A.2.1	Flexible pathways: vertical permeability	This outcome strives to capture the vertical permeability of the education and training system vis-à-vis initial and continuing VET, understood as possibility for transition between consecutive tracks of education and training (general and vocational).
A.2.2	Flexible pathways: horizontal permeability	This outcome strives to capture the horizontal permeability of the education and training system vis-à-vis initial and continuing VET, understood as the possibility for transition between parallel tracks of education and training (general and vocational), and between formal and non-formal learning settings
A.2.3	Progression and graduation of learners	This outcome refers to the degree of success (graduation, progression) of learners in VET, for instance in comparison with other education and training alternatives

However, accessibility to learning is significantly weaker for other demographics, such as the unemployed, and lower to other avenues of learning, such those provided in the context of active labour market policies (Outcome A.1.3) (Figure 3). Also, the ease of access to VET is at odds with the prospects of success in VET (Outcome A.2.3): graduation rates remain low, progression to higher levels of education and training is limited, and dropout rates remain high.⁹

FIGURE 3. PROMOTING ACCESS AND PARTICIPATION IN OPPORTUNITIES FOR LLL - INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

⁹ Ibid.

Once in VET, learners in Tunisia may also discover that the educational pathway they have chosen is rather rigid. Despite the existence of legal provisions to enhance permeability between VET and general education, transition from VET to successive academic/general education pathways (Outcome A.2.1, vertical permeability) and between parallel learning pathways in VET and general education (Outcome A.2.2, horizontal permeability) remains a difficult undertaking. This is attributed to persistent challenges in implementing policy plans, such as those concerning the introduction of a vocational baccalaureate. At the time of monitoring, the VET baccalaureate was still not operational.

2.2.2 Area B (1). Lifelong learning outcomes: quality and relevance

Monitoring Area B (Quality and relevance of LLL outcomes) includes two more of the dimensions presented in Section 2.1: quality (including relevance) and responsiveness of VET. Combined, these two dimensions comprise a total of eight policy and system outcomes.

These outcomes cover the quality of learning of youth and adults in VET in terms of key skills and competences, the exposure of learners in VET to the world of work, the employability of graduates from IVET and CVET, the availability of career guidance for them, as well as the relevance of learning and training content in VET. Under relevance, the monitoring records the responsiveness of the VET programme offering to demographic, labour market, and socio-economic developments, as well as the inclusion in VET curricula of themes on the green and digital transition. The outcomes included under Area B (1) are defined as follows:

TABLE 3. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (1): QUALITY AND RELEVANCE

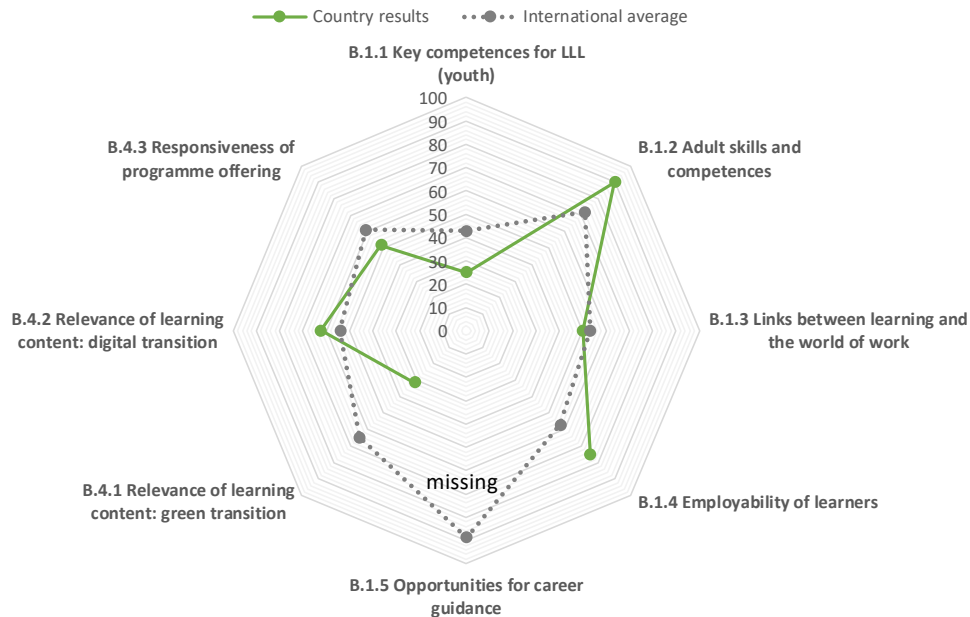
Code	Deliverable (outcome)	Description
B.1.1	Key competences for LLL, quality of learning outcomes	This outcome captures the extent to which the education and training system succeeds in the provision of basic skills and key competences for learners in formal education (including IVET), as defined in regular international surveys and international assessments
B.1.2	Adult skills and competences	This outcome captures the extent to which adults in working age dispose of basic skills and key competences, as captured by regular international surveys.
B.1.3	Links between learning and the world of work	This outcome reflects the pragmatic relevance of IVET and CVET programmes through the lens of participation in work-based learning (WBL) and the share of programmes with outcomes/objectives that include a WBL component
B.1.4	Employability of learners	This outcome refers to the labour market relevance of opportunities for LLL as captured through evidence of labour market outcomes of graduates from IVET, CVET, and other forms of LLL with a VET component
B.1.5	Opportunities for career guidance	This outcome strives to capture the timely availability of up-to-date information about professions and education programmes, which information allows prospective and current students in VET to take informed decisions concerning their education and employment paths
B.4.1	Relevance of learning content: green transition	This outcome captures the extent to which curricula for youth and adults consider themes of significance for sustainability and climate change awareness, including "green skills" for sustainable economies
B.4.2	Relevance of learning content: digital transition	This outcome tracks the extent to which curricula for youth and adults incorporate themes concerning digitalisation, and the extent to which learners are provided with basic digital skills as a result
B.4.3	Responsiveness of programme offering	This outcome captures the degree and speed of responsiveness of initial and continuing VET systems to the needs of the labour market and to other changes concerning demography and socio-economic developments

The performance profile of VET in Tunisia is mixed in terms of adaptability, flexibility, and efficiency in relation to socio-economic developments. While the VET system aligns with the performance levels of other countries in specific aspects of quality and relevance, it lags behind in other areas.

The relatively good score in the dimension of quality, which was described in Section 2.1, masks a wide gap in the extent to which VET in Tunisia manages to equip various groups of learners with key competences. The quality offered to young learners in particular (Outcome B.1.1) is subpar, both in international comparison and compared to other domains in focus of monitoring. According to the evidence behind this performance score, there is a prominent deficiency in the extent to which young learners dispose of fundamental skills, notably such concerning language and communication.¹⁰ In contrast, adult learners show commendable level of basic skills and key competencies (Outcome B.1.2), considerably above the average for other countries.

Unlike many other countries participating in the Torino Process, Tunisia has a long-standing tradition of prioritising work-based learning. Nevertheless, the degree to which VET programmes are linked to the labour market is not better than that of other countries in the monitoring, on average (Outcome B.1.3). Even with this average result, however, VET seems to be quite effective in facilitating a successful labour market entry for its graduates (Outcome B.1.4). However, the system lags behind others in terms of adjusting to evolving societal needs and producing graduates with the skill sets demanded by the labour market (Outcome B.4.3). It appears that, while VET graduates in Tunisia may find employment, their acquired skills might not correspond to their jobs.

FIGURE 4. SUPPORTING QUALITY AND RELEVANCE OF LLL - INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

In addition to a focus on immediate labour market needs, the Torino Process underscores the importance of monitoring how much curricula for youth and adults incorporate themes of long-term relevance as well – themes which help address societal challenges, such as digital skills, sustainability, green skills, and climate change awareness (Outcomes B.4.1 and B.4.2). Tunisia appears to be somewhat behind in these aspects, particularly in relation to the green transition. Conversely, when it

¹⁰ Source: 2023 Torino Process self-assessment questionnaire for Tunisia.

comes to incorporating learning about digital transition, the performance of Tunisia's VET slightly surpasses that of other countries.

2.2.3 Area B (2). Lifelong learning outcomes: excellence and innovation

In the second part of Area B (Excellence and innovation in support of lifelong learning), the Torino Process monitors two performance dimensions – excellence and innovation, which accommodate a total of eight system outcomes. These outcomes include excellence in pedagogy, learning content, governance, and inclusion into learning, as well as systemic innovation supporting access, participation, quality, and relevance of learning and training. The outcomes included under Area B (2) are defined as follows:

TABLE 4. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (2): EXCELLENCE AND INNOVATION

Code	Deliverable (outcome)	Description
B.2.1	Excellence in pedagogy and professional development	This outcome captures the extent to which excellence in teaching and training is an acknowledged policy priority, as well as the extent to which its implementation is bearing fruit across the education and training system, including in the domain of professional development of teachers
B.2.2	Excellence in programme content and implementation	This outcome captures the results of efforts to promote excellence in the content and implementation of VET programmes, with a specific focus on bringing them closer to the world of work (i.e. through work-based learning), on prioritising greening in curricula and teaching, as well as on promoting excellence in learning.
B.2.3	Excellence in governance and provider management	This outcome captures the results of efforts to promote excellence in the domains of financing, leadership, and governance, as well as the extent to which these examples are systemic or not
B.2.4	Excellence in social inclusion and equity	This outcome captures the results of efforts to promote excellence in the domain of equity and social inclusion in education and training, as well as the extent to which these examples are systemic or not
B.3.1	Systemic innovation: access to opportunities for LLL	This outcome captures the presence of innovative practices and policy solutions in the domain of access to opportunities for lifelong learning.
B.3.2	Systemic innovation: participation and graduation	This outcome captures the presence of innovative practices and policy solutions in the provision of support for participation in (and graduation from) opportunities for lifelong learning, and the extent to which they are systemic (or not)
B.3.3	Systemic innovation: quality of learning and training outcomes	This outcome captures the presence of innovative practices and policy solutions for raising the quality of learning and training in terms of the knowledge, skills, and abilities acquired by learners
B.3.4	Systemic innovation: relevance of learning and training	This outcome captures the presence of innovative practices and policy solutions for raising the labour market relevance of knowledge, skills, and abilities acquired by learners

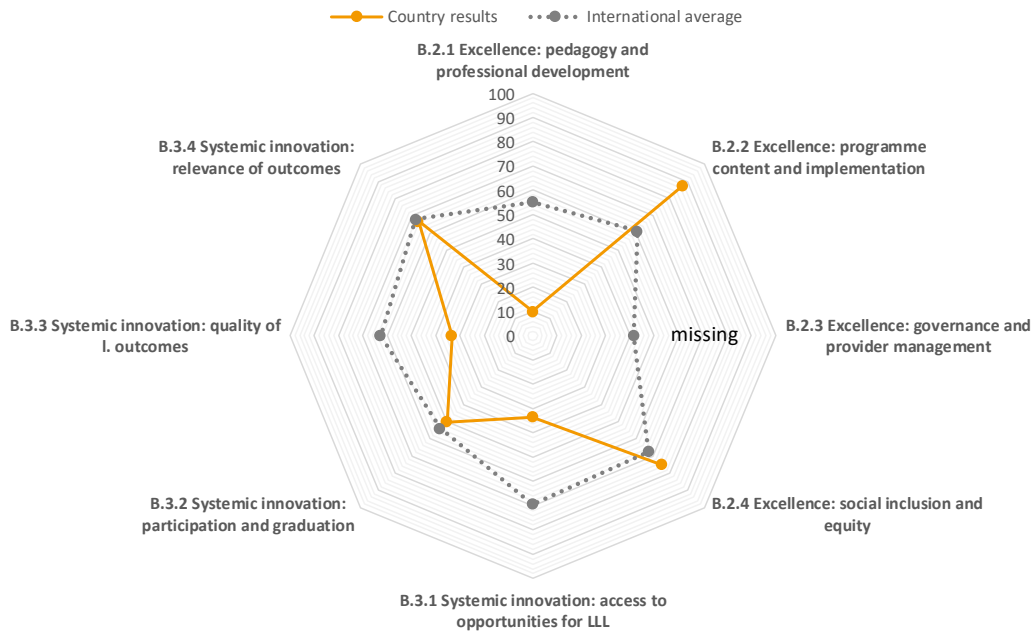
The Torino Process defines excellence as the presence of system-wide policies and measures that promote highest quality practices and results in a selection of key domains of policy and system delivery in VET.

The first of these domains pertains to pedagogy and the professional development of teachers and trainers (Outcome B.2.1). Tunisia scores low against this outcome which, judging by the experience of other countries, may be indicative of shortfalls such as outdated or ineffective pedagogical practices, lack of continuous professional development opportunities for teachers and trainers, and resource limitations. Further exploration of reasons behind the low priority attached to the promotion of high quality in this domain would be critical if Tunisia would wish to enhance teaching efficacy and empower teachers and trainers in VET to do their best for learners.

This finding is not indicative of the importance which Tunisia attaches to excellence in VET overall. On the contrary, national authorities report that the VET system is open to the promotion of highest

quality practices and solutions in other challenging areas for which there is data, for instance the improvement of content and implementation of VET programmes (Outcome B.2.2). Tunisia scores well above the international average against this outcome, but the results should be interpreted with caution as they refer to a relatively narrow band of programmes and programme content.¹¹ Another domain of high performance along these lines is excellence in support of equity and social inclusion (Outcome B.2.4). The evidence provided by national authorities describes various initiatives which help explain this result, such as the 'chèque formation' initiative, which ensures that those registered with training providers as being in need, can receive financial support for their education and training endeavours.¹²

FIGURE 5. EXCELLENCE AND INNOVATION FOR BETTER LLL - INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

In the context of system performance monitoring within the Torino Process, excellence and innovation represent distinct yet interconnected domains. While excellence refers to the pursuit of highest quality practices and outcomes in various, mainstream domains of vocational education and training policy and delivery, innovation focuses on the presence of pioneering practices and policy solutions within these and related domains. Innovation in the context of monitoring is a proxy for the adaptability, creativity, and forward-thinking approach in the VET system in responding to the evolving needs of learners and labour markets.

The Torino Process monitoring gauges systemic innovation regarding access to lifelong learning opportunities (Outcome B.3.1), participation and graduation (Outcome B.3.2), quality of learning and training outcomes (Outcome B.3.3), and relevance of learning and training (Outcome B.3.4). Like with

¹¹ In the case of Tunisia, the data is limited to Torino Process monitoring indicator I63 and to responses provided in the course of the UNESCO GRALE3 survey: <https://uil.unesco.org/adult-education/global-report>.

¹² Source: 2023 Torino Process self-assessment questionnaire of Tunisia.

excellence, the VET system is rather selective also in the degree to which it is open to innovation across these domains. Interestingly, innovation is more of a priority in domains in which learners are otherwise struggling, such as participation and graduation (Outcome B.3.2) and relevance of learning (Outcome B.3.4). This suggests that authorities and practitioners in Tunisia are well-aware of the deficits and shortcomings affecting their VET system and that they are investing in innovation as a form of remedy, but also that the effectiveness of these remedies remains limited.

The quest for reasons behind the limited effectiveness of innovative remedies is beyond the scope of this report, but experience from other countries suggests that these reasons may include administrative and financial barriers, resistance to change from educators and learners, lack of capacity, time lag for the impact of innovation to manifest, and a potential mismatch between the innovative solutions and the specific needs of learners.

In contrast, VET in Tunisia is less open to innovation in areas in which system performance is already above average for all or some groups of learners, such as access to opportunities for lifelong learning (Outcome B.3.1) and quality of learning outcomes (Outcome B.3.3). With an SPI score of 33 for both outcomes, performance for both is well below the international average. Certainly, whether to continue innovating in areas of more or less satisfactory system performance may be more a matter of strategy and prioritisation than an imperative for system improvement. At the same time, these observations do not mean that Tunisia has ceased to innovate in support of quality in VET and access to VET. For instance, a recent law on distance learning¹³ is bound to create the conditions for boosting alternative, innovative forms of access to learning opportunities through VET.

2.2.4 Area C. System organisation

In Area C (System organisation), the monitoring framework accommodates the last two dimensions presented in Section 2.1 – steering/management and resourcing, in which the Torino Process tracks a total of eight system outcomes. These outcomes include the availability and use of data for informed decision-making, the involvement of stakeholders in VET policy, provider management, and resourcing, quality assurance and accountability, the internationalisation of VET providers, as well as the availability and use of human and financial resources in VET. The outcomes included under Area C are defined in Table 5.

Like other countries participating in the Torino Process and even more than them, Tunisia struggles with the lack of reliable, comparable evidence for monitoring purposes (Outcome C.1.1). This is the domain of weakest system performance overall, especially regarding data for tracking the efficacy of system management and organisation. Consequently, the monitoring results in Area C heavily rely on the self-assessment of performance by national authorities and stakeholders.

The evidence collected in that way suggests that VET in Tunisia is underperforming compared to other countries and to other domains of monitoring in participatory governance (Outcome C.1.3), and public accountability and quality assurance (Outcome C.1.3), compared to international standards. Possible reasons, all of which merit further exploration, include insufficient stakeholder involvement, which hampers decision-making and program alignment; a lack of transparency that impedes accountability; weak quality assurance mechanisms leading to inconsistencies in training quality; and resource constraints limiting capacity improvements. The presence of management practices favouring top-down decision making might also deter participatory governance.

¹³ Source: 2023 Torino Process self-assessment questionnaire of Tunisia.

TABLE 5. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA C: SYSTEM ORGANISATION

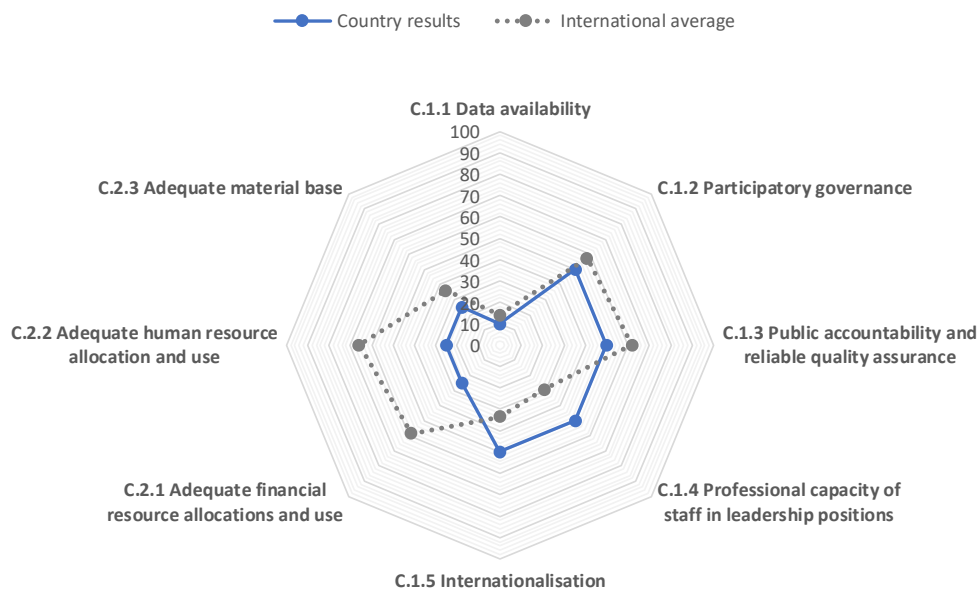
Code	Deliverable (outcome)	Description
C.1.1	Data availability and use	This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence to support monitoring and improvement
C.1.2	Participatory governance	This outcome captures the degree of involvement of the private sector and other external stakeholders in consultations and decisions concerning opportunities for LLL through initial and continuing VET
C.1.3	Public accountability and reliable quality assurance	This outcome tracks the extent to which reliable and trustworthy quality assurance (QA) mechanisms and accountability arrangements are in place which cover learners, teachers, and providers, as well as the extent to which the QA results are publicly available
C.1.4	Professional capacity of staff in leadership positions	This outcome monitors the availability and professional capacity of qualified staff in leadership roles and in other key administrative roles on provider level
C.1.5	Internationalisation	This outcome monitors the degree of internationalisation in IVET and CVET, such as internationalisation of QA arrangements, curricular content, qualifications (i.e. recognition of international credentials, awarding bodies being active beyond their country of origin, etc.)
C.2.1	Adequate financial resource allocations and use	This outcome captures the adequacy of financial resources invested in IVET and CVET in terms of level of investment and allocation, as well as the degree of diversification of funding between public and private sources
C.2.2	Adequate human resource allocation and use	This outcome captures the efficiency of human resource management in terms of availability of teachers and trainers, and the adequacy of their deployment and career management
C.2.3	Adequate material base	This outcome captures the extent to which the material base for learning and training is adequate, including learning and training materials which are supportive of and promote effective teaching, training, and learning

On a brighter note, Tunisia shows relative strength when it comes to the professional capacity of staff in leadership positions (Outcome C.1.4). However, national authorities also admit that at the time of monitoring, there was no reliable way of evaluating the performance of this category of professionals in VET beyond isolated, ad-hoc observations. The country reports also a somewhat better performance in the domain of internationalisation of VET (Outcome C.1.5), but the evidence suggests that efforts in this direction are only average in their effectiveness and limited to initiatives carried out by public bodies in charge of VET, not so much by the VET providers themselves.¹⁴

VET system performance is weaker in two more crucial areas: adequate allocation and use of financial (Outcome C.2.1) and human (Outcome C.2.2) resources. The SPI for both of these outcomes is a mere 25, lagging considerably behind the international averages of 58 and 66, respectively. This stark disparity suggests a lack of necessary funding and personnel required for effective and efficient operation of the VET system, specifically shortage of funding needed for running and developing VET, and of quality personnel like teachers, trainers, administrators, and support staff.

¹⁴ Source: 2023 Torino Process self-assessment questionnaire of Tunisia.

FIGURE 6. GOVERNANCE, PARTICIPATION, ACCOUNTABILITY, AND RESOURCES - INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

Tunisia falls below the international average also in terms of material resources (Outcome C.2.3), highlighting the persistent issue of inadequate infrastructure maintenance within the country. National authorities are well aware of these challenges and in the information provided for the Torino Process monitoring, they underscore the necessity for comprehensive reform in the public financing of Tunisia's VET system.¹⁵

2.3 HOW DID POLICIES AND SYSTEMS BENEFIT SPECIFIC GROUPS OF LEARNERS?

In this round, the Torino Process monitoring looks not only into the deliverables of national VET policies and systems in general but also into the degree to which they address the needs and expectations of present and prospective lifelong learners. The monitoring framework traces how well and equitably system outcomes are distributed to these learners depending on their age and gender and by features which can be influenced by policy, such as socio-economic disadvantage, labour market status, migration status and learning setting/pathway.

The next sections provide an overview of how the IVET and CVET subsystems in Tunisia perform in a key selection of monitoring dimensions for the following key selection of learner groups: female learners (Section 2.3.1), disadvantaged learners (Section 2.3.2), populations who are long term

¹⁵ Source: 2023 Torino Process self-assessment questionnaire of Tunisia.

unemployed, economically inactive, and have a low level of educational attainment (Section 2.3.3), as well as by their country of origin (Section 2.3.4).

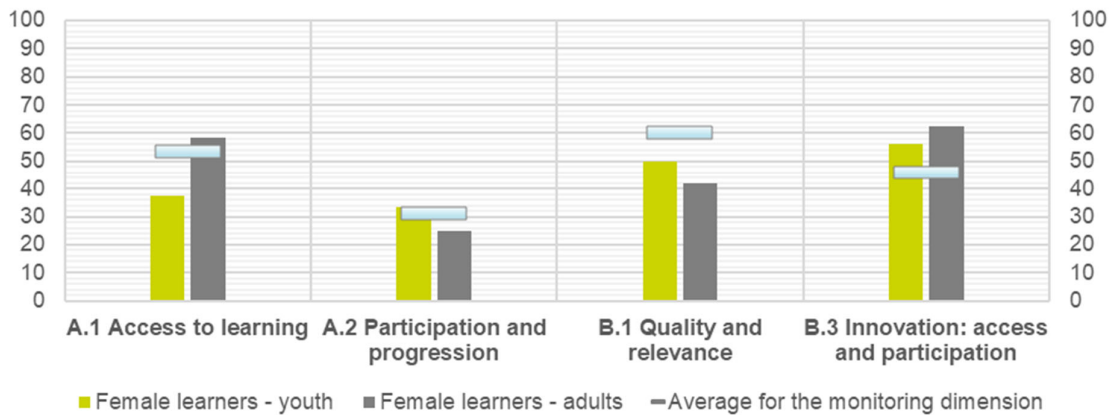
2.3.1 Female learners

This section describes findings about VET system performance regarding access, participation, quality and relevance, and innovation to the benefit of female youth and adult learners in VET in Tunisia.

The VET system in Tunisia differs in accessibility for young and adult females in favour of adults (Dimension A.1 – Access). While accessibility for adult females is greater than that of the average learner, the opposite can be observed for young females. Some IVET programs are implicitly reserved for males and gender segregation in some professions affects initial vocational education¹⁶.

The monitoring results highlight notable systemic obstacles to ensuring the success of both young and adult women in graduating from and progressing within vocational education and training. An age-dependent disparity emerges also in the context of access. While young women exhibit equal opportunities for successful graduation and progression in VET compared to their male counterparts, adult women face reduced chances relative to men. This discrepancy indicates an intersection of gender and age bias within the dimensions of Area A, encompassing access/participation, lifelong learning opportunities, as well as quality and relevance.

FIGURE 7. SYSTEM PERFORMANCE IN SUPPORT OF FEMALE LEARNERS IN SELECTED MONITORING DIMENSIONS, TUNISIA (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

Women, in comparison to men, exhibit a lower likelihood of successfully acquiring key competences and skills, and engaging in programs that address labour market needs and societal challenges. This gender disparity is further complicated by age, with younger women faring better than their older counterparts, albeit still lagging behind males. However, this dynamic shifts when considering the VET system's capacity to offer innovative practices and policy solutions fostering access and successful completion of vocational training. Here, women appear more likely to benefit from systemic innovation

¹⁶ Source: 2023 Torino Process self-assessment questionnaire of Tunisia.

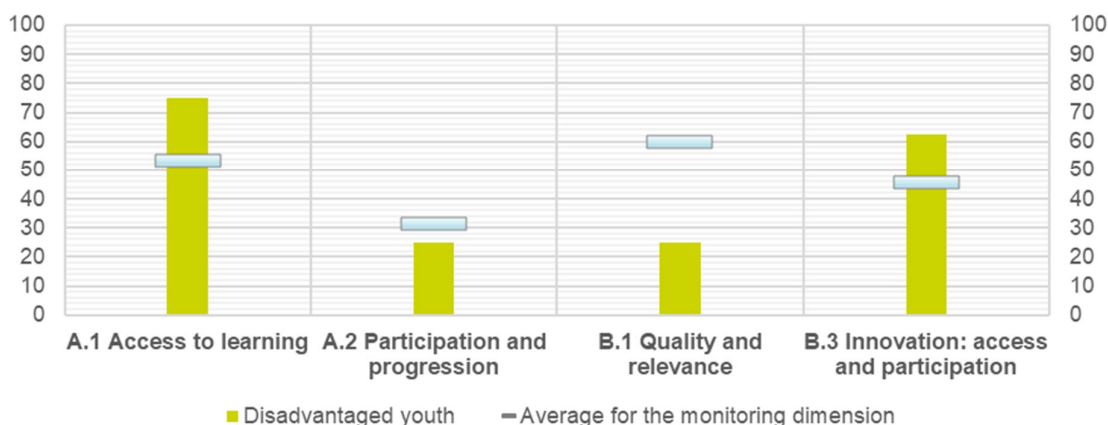
and policy initiatives than men. Additionally, adult female learners seem to derive more advantage from these supportive measures than their younger female counterparts.

2.3.2 Disadvantaged learners

This section describes how well the VET system caters to the needs of socioeconomically disadvantaged youth regarding access, participation, and quality/relevance of opportunities for lifelong learning through VET. The section also examines whether efforts to promote innovation in VET access and participation benefit Tunisia’s specific group of learners.

The monitoring results reveal significant efforts are being made to ensure access for disadvantaged youth learners in the VET system, with innovative practices and policy solutions being employed to promote enrolment and completion (Dimensions A.1 and B.3). This emphasis on social inclusion is confirmed by the preferential enrolment of this group in IVET.

FIGURE 8. SYSTEM PERFORMANCE IN SUPPORT OF SOCIO-ECONOMICALLY DISADVANTAGED YOUTH IN SELECTED MONITORING DIMENSIONS, TUNISIA (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

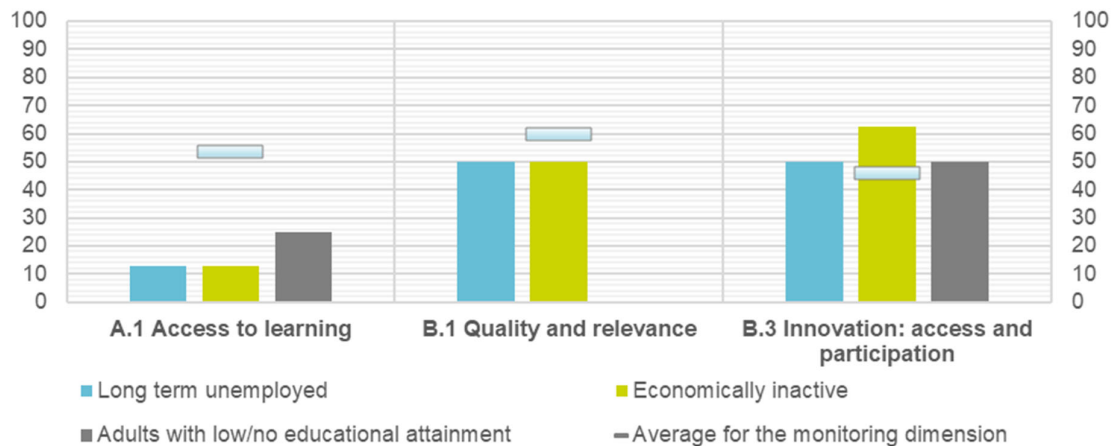
Despite these efforts to ensure initial access, disadvantaged learners encounter more hurdles in advancing through subsequent stages of learning, with a higher likelihood of either dropping out or repeating a year. As might be expected, the greatest disparity between disadvantaged learners and the average for all learners lies in the quality and relevance of education (Dimension B.1). The low performance of disadvantaged groups may be indicative of the additional obstacles these learners face when transitioning into the labour market.

2.3.3 Populations who are long-term unemployed, economically inactive, and have low educational attainment

Section 2.3.3 presents findings about VET system performance from the perspective of three strategically important groups of adults: the long-term unemployed, the economically inactive adults, and those with low or no educational attainment.

In Tunisia, a significant disparity exists in access to the VET system, particularly for long-term unemployed, economically inactive learners, and those with lower educational attainment. These groups face a much lower probability of accessing VET programs compared to the average learner, which in turn isolates them further from employment opportunities. Without the skills, training, and qualifications provided by VET programs, these individuals become even more removed from the job market. Their chances of securing employment decrease, and they risk remaining in their current unemployed or economically inactive states. This perpetuates a cycle of unemployment or underemployment, making it difficult for them to improve their economic situations.

FIGURE 9. SYSTEM PERFORMANCE IN SUPPORT OF ADULTS WHO ARE LONG-TERM UNEMPLOYED, ECONOMICALLY INACTIVE, OR HAVE LOW EDUCATIONAL ATTAINMENT, TUNISIA (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

Once enrolled, long-term unemployed and adults with low or no education benefit equally from systematic innovation in VET. Interestingly, economically inactive learners reap even greater benefits, possibly driven by targeted practices and solutions for women, given the high number of inactive women in the country. However, enhancing their situation in terms of quality and relevance remains challenging (Dimension B.1), while data deficiency obscures understanding of the issues faced by adults with low or no education.¹⁷

2.3.4 Learners by country of origin

The final section with monitoring findings discusses performance in the domains of access, participation, quality and relevance, and innovation in Tunisia for learners who are first-generation migrants.

According to information received by national authorities, there is lack of evidence concerning this group of learners. They are not in focus of evidence collection and there are no specific measures regarding access, participation, quality, or innovation for first generation migrants. Therefore, this monitoring report does not discuss VET system performance in Tunisia vis-à-vis this group of learners.

¹⁷ Source: 2023 Torino Process self-assessment report for Tunisia.

3. SUPPLEMENTARY SOURCES AND INFORMATION

3.1 Links to background information and data

The system performance indices presented in this report were calculated based on a selection of international quantitative indicators for Tunisia and the qualitative responses of stakeholders where such indicators were missing.

The full quantitative indicators collected for Tunisia for this 2023 round of monitoring can be found here:

<https://docs.google.com/spreadsheets/d/1FdpZjmHjn48xxkAYOv0f0Sii8kKS3Fxm/edit?usp=sharing&oid=110154518834912853011&rtpof=true&sd=true>

The full collection of qualitative responses to the country-specific questionnaire for Tunisia can be found here:

https://docs.google.com/document/d/1FklutQWRars_hfWo2DkH2FO7kA1SdhKS/edit?usp=sharing&oid=110154518834912853011&rtpof=true&sd=true

A full technical report about the monitoring framework and process in 2023 can be found here:¹⁸

<https://drive.google.com/file/d/1FNwIKtlhp4y-Hx02AiFtwJLM8ubQQ7PK/view?usp=sharing>

General information for the Torino Process as well as the reports and data of other participating countries, can be found here: <https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>.¹⁹

3.2 Definitions, terminological clarifications, methodological limitations

3.2.1 Definitions and terminological clarifications

This section provides an overview and definition of key terms in the Torino Process monitoring framework.

- **Youth:** Population in the official age of entrance and participation in initial VET programmes.
- **Adults:** Population of working age (15+ years of age) not enrolled in initial VET programmes.
- **Disadvantaged youth:** This refers to socio-economic disadvantage and describes youth with access to below-average levels of financial, social, cultural, and human capital resources.
- **Long-term unemployed:** Long-term unemployment refers to the number of people who are out of work and have been actively seeking employment for at least one year.
- **Inactive populations:** Adults of working age who are outside of the labour force, meaning that they are neither employed nor registered as unemployed (that is, seeking employment)
- **Lifelong learning:** any learning activity undertaken throughout life, to improve knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.
- **System performance:** describes the extent to which the VET system delivers against a targeted selection of national and international obligations (commitments) to learners and other stakeholders in support of learning through life (lifelong learning - LLL).

¹⁸ Release date for the report is 1 July 2023 upon completion of monitoring for all participating countries.

¹⁹ The Torino Process monitoring reports and data will be released gradually in the period March-May 2023 in the order in which countries submit their evidence and the reports are being finalised with them.

- **Initial VET:** Vocational education and training carried out in the formal system of initial education (usually upper or post-secondary) before entering working life.
- **Continuing VET:** Formal or non-formal vocational education and training carried out after initial VET and usually after the beginning of working life.
- **Adult education:** Adult education or learning may refer to any formal, non-formal, or informal learning activity, both general and vocational, undertaken by adults after leaving initial education and training.

3.2.2 Methodological limitations

The system performance indices developed in the framework of the Torino Process, are based on a rich methodological framework. This framework relies on various principles and theoretical underpinnings to ensure that the design, implementation, and evaluation of the indices is plausible in terms of theoretical foundations, technical reproducibility, and statistical fitness. The primary aim of these indices is to offer insights that can guide the monitoring of countries and inform their policy planning, not to promote their comparative ranking.

While various options were available during the different phases of the construction of the indices, the final choices represent a series of decisions which were deemed adequate and appropriate to promote reliability and avoid bias, in full awareness that by their very nature, indices like those require constant refinement. Therefore, the construction and calculation of the performance indices will remain an ongoing process to address the following limitations:

1. Refinement of aggregations and analysis: the current version of the indices represents a sub-set of the national systems under analysis. While these are sufficient for the formulation of initial findings, future cross-country analysis will include a larger number of countries with possible alternative (dis)aggregations i.e., at regional or development level, which may also affect the formulas using in the calculation of the indices as well as their values. The methodological framework of the Torino Process monitoring allows for such extensions and refinement without jeopardizing the validity of results which have been released already.

2. Choice of evidence: while the goal of this exercise is to monitor equally the different areas of interest, their dimensions and related outcomes, different countries may rely on a different, country-specific mix of qualitative and quantitative indicators from a predefined list for all countries. This also applies to the last available (reference) year for the quantitative indicators, which may vary between indicators and countries within a five-year limit.