



# TUNISIA

Population: **10,890,000** | Income Level: **Upper Middle Income** | Policy Decisions: **National** | Level of Career Development Initiatives on Scale of 1-5: **3**

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## EMERGING TECHNOLOGIES

Please describe how technologies are CURRENTLY used to support workforce preparation, placement, and development policies for young people in your country.

The Public Employment Service, ANETI, is the only subsystem that uses technology with good effect in Tunisia. It has an excellent website for job seekers and has stand-alone facilities in its offices for job seekers. Higher Education has a website that assists high school graduates to choose programs in higher education (applications for higher education). Education has a careers website that is defunct.

What are the challenges your country faces related to Emerging Technologies?

Resources: technology costs money and resources are limited. Strategy: we are only starting to develop a national strategy and we need to see where ITC can help us (all the subsystems) in an integrated way.

### Top 3 Barriers for Youth Employment:

1. A lack of knowledge on how to gain the proper skills needed for specific jobs.
2. A disconnect between the jobs available and the education received.
3. A lack of actual jobs available.



## WHY ROI MATTERS

Please describe how the value and impact of policies for workforce preparation, workforce placement, and development of young people is assessed (if at all) in your country.

At the moment the information is sparse. Much money is spent on work placement programs but the economy does not have enough work or jobs to absorb all our youth, university graduates included.

How is the value of career guidance provision in supporting such policies measured?

It is not really measured separately from the rest of the workforce placement programs. The guidance counselors in ANETI have several roles and are very involved in managing their work placement programs.

What are the challenges your country faces related to measuring Return on Investment (ROI)?

1. We do not have a tradition of this approach to public spending in employment, training and education.
2. The guidance services form a very small part of overall expenditure and so separate measurement is almost impossible.
3. We do not have a tracking system of graduates from any type of education or training program so it is impossible for us to measure;
4. There is a mismatch between skills supply and demand and high employment and family employment so that measurement is very difficult.



## ENGAGING EMPLOYERS

Please describe the formal and informal roles and mechanisms that employers play/participate in to support workforce preparation, workforce placement, and development of young people in your country.

The links between the education and higher education systems with the world of work are non-existent. For the workforce placement programs, ANETI and the employers work in cooperation at local level. For vocational training, the employers are involved in the design of the training programs though not in their evaluation.

What policies exist, if any, to support employer engagement? Please refer to occupational and labor market information, work experience, interventions in education and training institutions, and career guidance.

Employers have to pay a training tax which they can recover if they send their employees for training (continuous vocational training). Government gives money to private vocational training organizations to provide training placements for young people for certain specialties related to labor market needs. Employers in general have no role in career guidance.

What are the challenges your country faces related to Engaging Employers?

Motivation: because there is so much unemployment, there is little incentive for employer engagement unless there is a financial incentive. There is a need to change employers' attitudes to their national role in vocational training as in Germany.

2015 International Symposium Goal:

**“To gain knowledge and experience from other countries to help us to build a national policy and system of careers guidance.”**



## INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

Please describe how policies for workforce preparation (including entrepreneurship) and workforce placement are integrated or coordinated, if at all, in your country. Who and/or what is driving the integration or coordination? How are local communities and public service users involved, if at all, in those policies?

We are at a very early stage of development right now. As mentioned previously links between education and the labor market are very weak. Entrepreneurial training is provided by ANETI as part of its mission 'travail Independent'. But in general, partnership approaches in policy development is new to us. In the field of career guidance we are currently developing a national strategy involving consultation with all stakeholders including the general public. This is a new approach for us. It takes time.

# INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

*Continued...*

To what extent do these sectors coordinate such policy or program initiatives? To what extent do they include career guidance/advice/information provision? How useful and efficient are these to support the policy initiatives?

The role of career guidance in supporting workforce preparation and economic development is not well understood yet. The ministry for vocational training and employment is leading a project to develop a national guidance system with the cooperation of all other stakeholders and to raise awareness of the cost to individuals, families, societies and the economy of the absence of quality career guidance for all citizens. It has just started this work. There is a growing awareness among the partners that they share a common responsibility and there is a willingness established to work together. We have already held a two day national seminar in November 2014 involving all stakeholders including social partners and civil society including 6 Ministries (3 ministers attended the opening). Over 160 persons participated. We will now develop a national strategy.

All of this activity arises from a National Strategy for the Development of Human Resources 2014-2018 available in Arabic, French and English. The first part of this reform concerns vocational training but there is a specific objective to develop a national career guidance system for the benefit of individuals, families, society and the economy.

**What are the challenges your country faces related to Integrated Policies: Creating Systems that work?**

No tradition. We are only just starting with the NSDRH above. It has taken time and will take time. Political stability helps. We are in transition to democracy and the partnership approach is becoming better known and understood.

## Major Challenges:

1. Improving access for all citizens to career guidance services and products.
2. Developing a comprehensive and integrated careers information system.
3. Developing a common quality assurance framework for all sectors.



**Are there any other unique challenges within your country to which you would like to draw attention?**

Cooperation between stakeholders.  
Marginalization in society, and by regions...  
Geographical isolation (rural areas); dependence on tourism as a motor for the economy.

**Are there any additional examples of successful programs or policies you would like to share? Please provide references or links to any key reports that have discussed career development in your country.**

The present project to establish a national system and policy for career guidance. Links to the project documents (French and Arabic) will be provided later. The work of the guidance counselors in ANETI (PES) and recently in ATPF (vocational training centers)

**What is the extent and nature of government funding to support these developments? From which sources and for what purposes (distinguishing system development, system maintenance, and service delivery)? Where possible, please quantify the government funding provided.**

Funding for all of the above is national and some international (EU) funding is provided for technical assistance.

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