Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Tunisia

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Don't know yet

Q5. Who have you consulted with before completing this survey?

I completed this questionnaire based on my extensive professional experience as the former Director General of Guidance within the Ministry of Employment and Vocational Training in Tunisia. I have remained actively engaged in developments related to career guidance, employment policies, vocational education and training, and skills development through my current consulting activities, professional networks, and continuous monitoring of national and international developments in the field. Consequently, my responses reflect both my previous governmental responsibilities and my up-to-date knowledge of the current situation in Tunisia.

About you

Q6. What is your name?

Ammar Mejri

Q7. What organisation do you work for?

Provalis Consulting

Q8. What is your job title?

Founder, Managing Director and Senior Consultant in Employment, Skills Development and Career Guidance

Q9. What is your email address?

ammarmejri44@yahoo.com

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Tunisia

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people	X			
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)	X			
Adults in education	X			
Adults in work	X			
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants	X			
People in the criminal justice system	X			
Employers/businesses	X			

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

Yes. In Tunisia, career development services are also available for persons with disabilities, women returning to the labour market, entrepreneurs and business creators, recent graduates, and vulnerable populations through public employment services, vocational training institutions and specific national employment programmes.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.		X			
School leavers in my country are well prepared for successful transitions to work or further learning.				X	
There is a strong evidence base to support the provision of career development services in my country.			X		
AI is having a major impact on the education system in my country.				X	
AI is having a major impact on labour market in my country.			X		
AI is having a major impact on the provision of career development services in my country.				X	

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to some extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Tunisia's career development system is based on a network of public institutions and services aiming to support individuals in making informed education, training and employment choices throughout their lives.

The Ministry of Employment and Vocational Training plays a central role in the development and coordination of career guidance and employment support policies. The National Agency for Employment and Independent Work (ANETI) provides career guidance, counselling, job search assistance, and support for entrepreneurship, particularly for unemployed people, young graduates and job seekers.

Career development services are also provided within the education and training systems. Schools, universities and vocational training institutions contribute to preparing learners for transitions to further education, vocational pathways and employment. Vocational training centres provide guidance services to help young people choose appropriate training programmes aligned with labour market needs.

Tunisia has progressively strengthened links between education, vocational training and employment through skills development strategies, labour market analysis, partnerships with economic sectors, and programmes supporting employability and professional integration.

Despite these achievements, the system continues to face challenges, including improving lifelong career guidance, strengthening coordination between stakeholders, developing more comprehensive labour market information systems, enhancing early career guidance in schools, and adapting services to digital transformation and emerging technologies such as Artificial Intelligence.

Overall, Tunisia has an established career development framework, with significant public investment and institutional experience, but ongoing reforms are needed to make services more integrated, personalised, and responsive to rapidly changing economic and labour market conditions.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Ministry of Employment and Vocational Training (Tunisia): information on employment policies, vocational training strategies, and national programmes supporting employability and career guidance.
Website: https://www.emploi.gov.tn/
National Agency for Employment and Independent Work (ANETI): public employment services, career guidance, counselling services, job placement, entrepreneurship support and labour market integration programmes.
Website: https://www.aneti.tn/
Tunisian Agency for Vocational Training (ATFP): information on vocational education and training pathways, training centres and skills development programmes.
Website: https://www.atfp.tn/
Ministry of Education (Tunisia): information related to school education, educational pathways and student support services.
Website: https://www.education.gov.tn/
Ministry of Higher Education and Scientific Research (Tunisia): information on higher education pathways, university programmes and graduate employability initiatives.
Website: https://www.mes.tn/
National Observatory for Employment and Qualifications (ONEQ): labour market information, studies on employment trends, skills needs and qualifications.
Website: https://www.oneq.tn/
OECD Reviews of Vocational Education and Training and employment-related studies on Tunisia provide comparative analysis of skills development, employability and labour market transition issues.

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Tunisia has a long-standing experience in organising career development services, with career guidance considered as an important component of employment, education and vocational training policies.

An important initiative in this field is the organisation of the **National Forum on Career Guidance (Forum National de l'Orientation Professionnelle)**, which provides a platform for bringing together key stakeholders involved in guidance, education, vocational training, employment and the labour market. This forum contributes to strengthening coordination between institutions, sharing experiences, promoting good practices and discussing the evolution of career guidance services in response to social and economic changes.

Over the years, Tunisia has developed a diversified career guidance ecosystem involving the Ministry of Employment and Vocational Training, public employment services, vocational training institutions, schools, universities and other partners. These services aim to support young people and adults in making informed choices regarding education, training pathways and professional careers.

However, further development is needed to establish a more integrated lifelong career guidance approach, ensuring stronger coordination between all actors, improved access to services, better use of labour market information, and greater adaptation to digital transformation and new technologies.

The National Forum on Career Guidance represents a valuable opportunity to reinforce dialogue among stakeholders and contribute to the continuous improvement of Tunisia's career development system.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.		X			
Career development services support entrepreneurialism.		X			
Career development services help to address employers' skills and labour needs.					
Career development services can be accessed by small and medium sized businesses (SMEs).		X			
Career development services improve levels of job satisfaction.		X			
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).		X			
Career development services support equality of access to learning and work opportunities.		X			
Career development services contribute to the green transition.			X		

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

In Tunisia, career development services contribute to productivity by improving the alignment between individuals' skills, education and training pathways, and the evolving needs of the labour market.

Through the policies of the Ministry of Employment and Vocational Training, public employment services, particularly the National Agency for Employment and Independent Work (ANETI), provide career guidance, employability support and labour market information to help individuals make better career choices and access appropriate training and employment opportunities.

Career guidance services within vocational training institutions also play an important role in directing young people towards qualifications that correspond to economic sector needs. By reducing skills mismatches and facilitating smoother transitions from education and training to employment, these services contribute to improving workforce efficiency and productivity.

Furthermore, cooperation between training institutions, employers and professional organisations helps identify emerging skills requirements and adapt training programmes accordingly. Support services for entrepreneurship and self-employment also contribute to productivity by helping individuals develop viable professional projects and create economic value.

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

However, to further enhance the contribution of career development services to productivity, Tunisia needs to continue strengthening the use of labour market intelligence, digital career guidance tools, anticipation of future skills needs, and closer partnerships with employers, particularly small and medium-sized enterprises.

Overall, career development services are increasingly recognised as a strategic tool for developing human capital, improving employability and supporting the competitiveness of the Tunisian economy.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

In Tunisia, career development services contribute to an inclusive economy by promoting equal access to education, training and employment opportunities for different groups of the population.

Public career guidance and employment services, particularly those provided through the Ministry of Employment and Vocational Training and the National Agency for Employment and Independent Work (ANETI), aim to support young people, unemployed persons, graduates, women, persons with disabilities and other groups facing difficulties in accessing the labour market.

Career guidance services help individuals better understand their abilities, interests and career opportunities, while providing information on available training pathways and employment options. This contributes to reducing inequalities by enabling individuals, regardless of their social or educational background, to make more informed decisions about their professional future.

Vocational education and training institutions also play an important role in inclusion by providing accessible pathways for young people and adults to acquire skills that improve their employability. Specific employment and entrepreneurship programmes support vulnerable groups and encourage self-employment and the creation of small businesses.

Tunisia has also developed initiatives to strengthen the participation of women and disadvantaged populations in economic activity through targeted support measures, skills development programmes and employment integration mechanisms.

Nevertheless, further progress is needed to ensure a fully inclusive career development system, including wider access to lifelong guidance services, stronger outreach to remote and vulnerable populations, improved digital accessibility, and better coordination between all stakeholders.

Overall, career development services represent an important lever for social inclusion, human capital development and the promotion of equal opportunities within the Tunisian economy.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Mejri, A. & McCarthy, J. (2017). "Careers Information and Guidance in Tunisia: Institutional and Societal Challenges." In R. G. Sultana (Ed.), Career Guidance and Livelihood Planning across the Mediterranean: Challenging Transitions in South Europe and the MENA Region. Rotterdam: Sense Publishers, pp. 139–150.
This chapter provides an analysis of Tunisia’s career guidance system, its institutional framework, the role of career information and guidance in supporting education-to-work transitions, and the challenges of aligning skills development with labour market needs.
Ministry of Employment and Vocational Training (Tunisia) – Provides information on employment policies, vocational training strategies, employability programmes and national initiatives supporting labour market integration.
Website: https://www.emploi.gov.tn/
National Agency for Employment and Independent Work (ANETI) – Provides information on public employment services, career guidance, counselling, job placement and entrepreneurship support programmes.
Website: https://www.aneti.tn/

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Tunisian Agency for Vocational Training (ATFP) – Provides information on vocational training pathways, skills development and programmes supporting access to employment.
Website: https://www.atfp.tn/
National Observatory for Employment and Qualifications (ONEQ) – Provides labour market studies, employment indicators and skills needs analysis supporting better matching between qualifications and economic requirements.
Website: https://www.oneq.tn/
International Labour Organization (ILO) and OECD studies on Tunisia – Provide international perspectives on employment policies, skills development, decent work, productivity and inclusive growth.

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training		X			
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning			X		

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
The practice of compulsory assignment of students with academic challenges to TVET programmes
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
TVET options do not provide opportunities for educational progression e.g. to higher education
High rates of drop-out from TVET
Lack of career development services for learners considering TVET
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

In Tunisia, young people generally enter technical and vocational education and training pathways after completing basic education or secondary education. Initial vocational training pathways may start around the age of 15–16 for students leaving school after lower secondary education, while other young people enter vocational training after completing secondary education, generally around 17–18 years old. Higher-

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

level vocational qualifications are accessible to learners after secondary education or with relevant prior qualifications.

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

In Tunisia, the choice of a technical and vocational education and training (TVET) pathway generally takes place at different stages depending on the learner's educational background and career objectives.

Although some young people enter vocational training after completing lower secondary education, many others make this choice after completing part of secondary education or after obtaining the baccalaureate. Therefore, pathway selection is not limited to a single age group but occurs throughout different transition points in the education system.

An important challenge is ensuring that young people have access to high-quality career guidance before making these choices. Effective guidance requires accurate information about occupations, labour market opportunities, skills requirements and possible progression pathways. Without adequate information and counselling, some learners may choose TVET pathways by default rather than as a positive and informed career decision.

In Tunisia, strengthening early career guidance in schools, improving awareness among families, and increasing links between education, vocational training institutions and employers remain key priorities. A more integrated lifelong career guidance approach would help young people recognise TVET as an attractive pathway offering opportunities for employment, professional development and further learning.

The selection of a TVET pathway should therefore be based on learners' interests, abilities and career aspirations, rather than being perceived as an alternative option only for students experiencing academic difficulties.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

In Tunisia, career development services play an important role in supporting skills development policies, technical and vocational education and training (TVET), and lifelong learning by helping individuals make informed choices and facilitating better alignment between skills supply and labour market needs.

Career guidance is integrated into the missions of public employment services, vocational training institutions and educational structures. Through information, counselling and career planning support, these services help young people and adults identify appropriate learning pathways, choose suitable vocational qualifications and develop employability skills.

The Ministry of Employment and Vocational Training, together with institutions such as the National Agency for Employment and Independent Work (ANETI) and vocational training providers, uses career development approaches to support transitions from education and training to employment. Guidance services contribute to reducing skills mismatches by informing learners about occupational opportunities, labour market trends and priority economic sectors.

Career development services also support lifelong learning by encouraging individuals to update their skills, undertake further training and adapt to changing labour market requirements. They are particularly important for unemployed persons, career changers, adults seeking new qualifications and individuals wishing to develop entrepreneurial activities.

Tunisia has also promoted stronger links between vocational training institutions and economic sectors in order to ensure that training programmes respond better to employers' needs. However, further

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

development is needed to strengthen labour market information systems, digital guidance services, early career guidance in schools and continuous support throughout individuals' working lives.

Overall, career development services are a strategic component of Tunisia's skills development ecosystem, helping individuals navigate learning and career pathways while contributing to a more responsive and inclusive TVET and lifelong learning system.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

Key references providing insights into how career development services enhance skills development and support technical and vocational education and training (TVET) in Tunisia include:

* **Mejri, A. & McCarthy, J. (2017). "Careers Information and Guidance in Tunisia: Institutional and Societal Challenges."** In R. G. Sultana (Ed.), *Career Guidance and Livelihood Planning across the Mediterranean: Challenging Transitions in South Europe and the MENA Region* (pp. 139–150). Rotterdam: Sense Publishers.
This publication analyses Tunisia's career guidance system, its institutional framework, and the role of career information and guidance in supporting education, vocational training choices, skills development and transitions to employment.

* **Ministry of Employment and Vocational Training (Tunisia)** – Provides information on national policies related to vocational training, employment, skills development and career guidance services.
Website: https://www.emploi.gov.tn/

* **Tunisian Agency for Vocational Training (ATFP)** – Provides information on vocational training pathways, qualifications, training centres and programmes supporting skills acquisition and employability.
Website: https://www.atfp.tn/

* **National Agency for Employment and Independent Work (ANETI)** – Provides information on career guidance, counselling, employability support, labour market integration and entrepreneurship programmes.
Website: https://www.aneti.tn/

* **National Observatory for Employment and Qualifications (ONEQ)** – Provides labour market studies and skills needs analysis that support the adaptation of training policies to economic requirements.
Website: https://www.oneq.tn/

* **International Labour Organization (ILO) and OECD publications on skills development and vocational education and training** – Provide international perspectives on lifelong learning, skills anticipation, career guidance and TVET reform.
Websites: https://www.ilo.org/ ; https://www.oecd.org/

These references illustrate the role of career development services in improving the attractiveness of TVET, supporting informed learning choices, reducing skills mismatches and strengthening lifelong learning pathways.

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent work.		X			
Career development services support vulnerable groups to access the education and training system.		X			
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.				X	
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people		
Women and girls		
Men and boys		
Ethnic minorities		
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds		
People with low skill levels		
Migrants	X	
People with disabilities		
People with health and mental health challenges		
Younger people	X	
Older people		
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

Ensuring disadvantaged and vulnerable groups can thrive
85%
32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people?

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

Key references providing further insights into how Tunisia’s career development system supports vulnerable and disadvantaged people include:

* **Mejri, A. & McCarthy, J. (2017). "Careers Information and Guidance in Tunisia: Institutional and Societal Challenges."** In R. G. Sultana (Ed.), *Career Guidance and Livelihood Planning across the Mediterranean: Challenging Transitions in South Europe and the MENA Region* (pp. 139–150). Rotterdam: Sense Publishers.
This publication provides an analysis of Tunisia’s career guidance system, including the role of guidance services in supporting young people, job seekers and individuals facing difficulties in education and employment transitions.

* **Ministry of Employment and Vocational Training (Tunisia)** – Provides information on national employment policies, vocational training strategies, employment integration programmes and initiatives supporting vulnerable groups.
Website: https://www.emploi.gov.tn/

* **National Agency for Employment and Independent Work (ANETI)** – Provides public employment services, career counselling, guidance, job placement support, entrepreneurship assistance and targeted programmes for unemployed persons, graduates and groups facing barriers to employment.
Website: https://www.aneti.tn/

* **Tunisian Agency for Vocational Training (ATFP)** – Provides information on vocational training opportunities, qualifications and pathways supporting access to skills development for different categories of learners.
Website: https://www.atfp.tn/

* **National Observatory for Employment and Qualifications (ONEQ)** – Provides labour market studies, employment data and skills analysis supporting better targeting of employment and training policies.
Website: https://www.oneq.tn/

* **International Labour Organization (ILO) – Tunisia Programme** – Provides reports and analyses on employment inclusion, decent work, skills development and support for vulnerable populations.
Website: https://www.ilo.org/

These sources illustrate how career development services in Tunisia contribute to improving access to learning and employment opportunities, reducing barriers for disadvantaged groups and supporting their integration into economic and social life.


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