

TORINO PROCESS SYSTEM MONITORING REPORT: TUNISIA (2024 update)



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This 2024 Torino Process monitoring update was prepared by the European Training Foundation (ETF) using the most recent internationally comparable data from the ETF database of key indicators on education, skills, and employment (KIESE), with a cut-off date of August 2024. While this 2024 edition builds upon the foundation of the 2023 report, it was prepared without additional input or involvement from national authorities, experts, or stakeholders in Tunisia.

The 2023 edition of the monitoring report for Tunisia was put together 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. The 2024 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, under the general supervision of Hugues Moussy, Head of the Human Capital Development Intelligence Unit, ETF.

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. In addition, the monitoring tracks how well policies and systems deliver to specific groups of learners: learners by age, female learners, young and adult learners at risk, and learners with a migrant background.
- **Scope of the 2024 update:** This monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators were missing. In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.
- **Access and attractiveness:** VET in Tunisia is relatively accessible and attractive. Young learners find VET more appealing than their peer in many other countries participating in the Torino Process, and adult learners actively pursue CVET for various purposes. However, access remains weaker for groups at risk such as the long-term unemployed and those who are economically inactive or have low educational attainment. However, in 2024 graduation rates in VET remain low, progression to higher education – limited and dropout rates – high. While legal provisions aim to improve transitions from VET to general education, implementation challenges persist, such as delays in operationalising the vocational baccalaureate. Possibilities for horizontal transition have improved since 2023, driven by some progress in recognising and accrediting non-formal learning.
- **Quality and relevance:** VET system performance in delivering foundational skills and competences is mixed. Adult learners generally display stronger basic skills than the international average, but performance in that domain of monitoring has declines somewhat since 2023. Young learners, however, face persistent gaps in the acquisition of key competencies, particularly language and communication skills.

Tunisia's long-standing focus on work-based learning facilitates the transition to employment of graduates, yet the alignment between VET programmes and labour market needs remains at an average level of performance. Graduates often find that their skills do not fully match job requirements, highlighting limited adaptability to societal demands. The inclusion of digital skills in curricula has improved in international comparison, although this reflects a decline in performance in other countries rather than progress in Tunisia.

- **Excellence and innovation:** In 2024, the monitoring data suggests that Tunisia remains committed to excellence in VET, but performance in that domain is uneven. Excellence in pedagogy and teacher professional development remains an area in need of attention due to challenges such as outdated practices and limited resources. However, VET performs well in promoting best practices in programme content and implementation, and in social inclusion supported by initiatives like the chèque formation programme.

The system is open to innovation, which is a priority in areas where learners continue to face difficulties in 2024, such as graduation and the acquisition of skills and competences of relevance

to employment. While this reflects an awareness of system shortcomings, barriers such as administrative hurdles, resistance to change, and mismatches between solutions and learner needs still limit the impact of efforts.

- **System management and organisation:** Tunisia's VET system faces significant challenges in system management, particularly due to gaps in the availability of evidence, which hamper informed capacity for informed decision-making. Participatory governance, public accountability, and quality assurance remain weak, with limited stakeholder involvement and top-down decision-making practices. Resource constraints exacerbate these issues, affecting infrastructure maintenance and the allocation of financial and human resources, where Tunisia's SPI scores lag significantly behind the international average. On the other hand, the capacity of VET staff in leadership positions and the internationalisation of VET are areas of relative strength, though other countries seem to be progressing somewhat faster than Tunisia since the last round of monitoring.

The monitoring data also suggests that there is an urgent need to address gaps in the domain of human and financial resources, where national performance is well below the results of other countries participating in the Torino Process, on average.

- **Quality and reliability of monitoring evidence:** Despite improvement in the availability of internationally comparable evidence since 2023, the monitoring results of Tunisia are considerably less internationally comparable than those of other countries, 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 of monitoring and scope of reporting

This ETF report summarises the results of monitoring VET system performance in Tunisia for 2024 in the context of the Torino Process initiative.¹ It updates the previous edition of the monitoring report, which covered the period up to 2023.

To allow for tracking country progress over time, this new edition retains the themes selected for monitoring and reporting in 2023. As in 2023, it discusses the performance of the education and training system in Tunisia, particularly VET, in providing opportunities for lifelong learning which are accessible, of good quality, and well-managed (Chapter 2). The report also assesses the equity of these opportunities for learners of different backgrounds, genders, origins, and ages (Chapter 3).

The focus of monitoring in 2024 remains on the contribution of initial and continuing VET (IVET and CVET) to the learning activities of youth and adults 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.

"Performance," in this context, refers to the extent to which the VET system delivers on a targeted selection of commitments to learners and other stakeholders in support of lifelong learning (LLL). The term "VET system" encompasses the network of institutions, people, policies, practices, resources, and methodologies in a country and the way they are organised to provide individuals of any age with the practical skills, knowledge, and competencies needed for specific occupations, trades, or professions.²

As in 2023, 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. The dimensions are described at the beginning of Section 2.1 of this report.

To bring these dimensions of VET performance closer to real-world contexts, they were further broken down into **30 specific policy and system outcomes**. Here, 'outcomes' refer both to the commitments made by the education system—pledges to achieve specific results for defined groups of learners and stakeholders—and to the measurable results that demonstrate how successfully these commitments have been met in each country. For instance, an outcome such as "access to initial VET" indicates the presence of a commitment to provide access, and it also identifies an area of measurement of system performance in fulfilling this commitment. The 30 outcomes are described at

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 For a full overview of the Torino Process system performance monitoring framework and its conceptual underpinnings, see <https://bit.ly/47YGA6I>.

the beginning of the corresponding section and subsections in this report (Section 2.2, Subsections 2.2.1 to 2.2.4).

At the final step of disaggregation in the Torino Process monitoring framework, the 30 outcomes are broken down into specific, measurable targets (**monitoring targets**) that reflect how the 30 outcomes apply to the different groups of learners they are intended to serve. These groups include youth and adults, female learners, socio-economically disadvantaged youth, adults at risk of exclusion (long-term unemployed, adults with low or no education, economically inactive adults), and first-generation migrants. In 2023 and 2024 the Torino Process monitoring framework tracks a total of 82 monitoring targets: 30 core targets that reflect the outcomes irrespective of who the learners are (outcomes for the general learner population, so to speak), and 52 additional targets focused on specific groups of learners. A selection of results related to these additional, learner-specific targets is discussed in Section 2.3 of this monitoring report.

1.2 Monitoring metrics

In the context of Torino Process monitoring, performance is measured through a system performance index (SPI). The index is available for each of the monitoring targets in the Torino Process framework. The SPIs can range from 0 to 100, where 100 indicates maximum or best performance.

These SPIs are aggregate metrics which combine multiple administrative or big data indicators to provide a more comprehensive and realistic picture of what policies and systems are delivering across countries. Although such synthetic indices are more fragile and unstable than individual data points, they are necessary, as many of the outcomes in the Torino Process monitoring are complex and multifaceted and therefore cannot be fully captured by a single indicator. The diversity of learners within countries also limits how effective a single indicator can be in representing performance across various populations or settings.

To address this, the ETF monitoring combines conceptually coherent sets of indicators from its database of key indicators on education, skills, and employment (KIESE) to create the SPIs.³ This approach produces one index for each of the 82 outcomes monitored through the Torino Process.

The SPIs are intuitive and user-friendly way of presenting system performance even in areas that are otherwise difficult to monitor with traditional administrative measures. The single score they provide simplifies the interpretation of the otherwise complex data and is easier to use for planning and decision-making purposes. Therefore, in 2024, these indices, along with the KIESE data used for their calculation, continue to serve as key information source for the updated monitoring reports of all countries participating in the Torino Process.

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 score⁴ for these results for reference purposes, and, where relevant, it showcases disaggregated data used to calculate the system performance indices and information provided by national authorities through the monitoring

³ The full list of KIESE indicators and the selection of indicators used as proxies in constructing the Torino Process SPIs (KIESE SPI indicators) can be found at <https://bit.ly/4exAkF0>.

⁴ “International average” refers to the average for countries participating in the Torino Process.

questionnaire. Links to the full dataset for Tunisia and to the Torino Process monitoring framework and methodology can be found in the third and final section of this document.

1.3 Scope of update in 2024

As in 2023, this monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators for certain monitoring targets were missing.

In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. This lighter approach was adopted to reduce the reporting burden on countries by removing the need to provide detailed questionnaire responses every year. In addition, to maintain consistency in the types of data used to calculate system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024.

Since the 2024 update of performance indicators relies solely on internationally comparable KIESE data (KIESE SPI indicators), without supplementary qualitative inputs from countries, SPI values for which such data was not available for Tunisia in 2024, or for which it was not available consistently in both years, have remained unchanged from 2023. In some instances, this also means that some sections of the report may have remained the same as in 2023.

Where that happens, it does not necessarily indicate a lack of progress or stagnation; it may simply reflect the absence of new internationally comparable data beyond what was collected in 2023, or that data is available for only one of the two reference years (2023 or 2024). This may also result in fewer noticeable shifts in the landscape of system performance in 2024 as reflected by the SPIs. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.

Considering that each SPI refers to a specific monitoring target which tracks policy and system performance across a wide range of learner groups and areas in education and training, any change in the SPIs indicates a corresponding shift in performance in support of learners in those areas. Therefore, the proportion of monitoring targets with updated SPI values in a country shows, on average, how much the performance of education and training in that country has changed from one year to the next.

How many of the 82 system performance indices available for Tunisia have shifted between 2023 and 2024? In other words, what was the scale of changes in policy and system performance in the country over that period? Table 1 shows the total number of monitoring targets with validated SPI changes by country participating in the Torino Process monitoring, as well as the percentage of all monitoring targets in the framework that have changed between 2023 and 2024.

TABLE 1. AVERAGE SCALE OF CHANGE IN POLICY AND SYSTEM PERFORMANCE, TUNISIA AND ETF PARTNER COUNTRIES (2023-2024)

Country	Monitoring targets with validated change (total number)	Monitoring targets with validated change (share of all targets)
TUN	21	25.61%

ALB	24	29.27%
ARM	12	14.63%
AZE	12	14.63%
BIH	33	40.24%
DZA	1	1.20%
EGY	28	34.15%
GEO	32	39.02%
JOR	32	39.02%
KAZ	27	32.93%
KGZ	12	14.63%
LBN	11	13.41%
MAR	31	37.80%
MDA	15	18.29%
MKD	33	40.24%
MNE	33	40.24%
PSE	10	12.20%
SRB	43	52.44%
TUR	46	56.10%
UKR	30	36.59%
XXK	25	30.49%

Source: Torino Process database

System performance in Tunisia has seen more noticeable shifts since 2023 compared to many other countries in the Torino Process monitoring. The data indicates that 21 of the 82 monitoring targets (25.6%) were affected by an SPI change between 2023 and 2024, w across all areas of monitoring, as will be discussed later.

This places Tunisia on the upper end of the spectrum of change, similar to Albania, Egypt, Morocco or Ukraine, which had a change in performance of similar intensity. Like for other countries, however, it is important to note that the table includes only targets with validated, data-driven changes. They likely present a more conservative estimate of overall shifts in system performance in Tunisia since 2023 than may actually be occurring.

1.4 Comparability and reliability of monitoring data in Tunisia

In addition to messages about system performance, the Torino Process 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. In 2023, this mix of KIESE and self-assessment data led to the creation of three supplementary indices to help interpret the robustness of country results: an index of their international comparability, an index for the risk of bias in the results, and a self-assessment index which tracks the degree to which countries tend to be self-critical.

The international comparability index tracks the proportion of internationally comparable KIESE indicators available for calculating the system performance indices of each country. The higher the share of indicators available, the more internationally comparable the monitoring results. The risk of

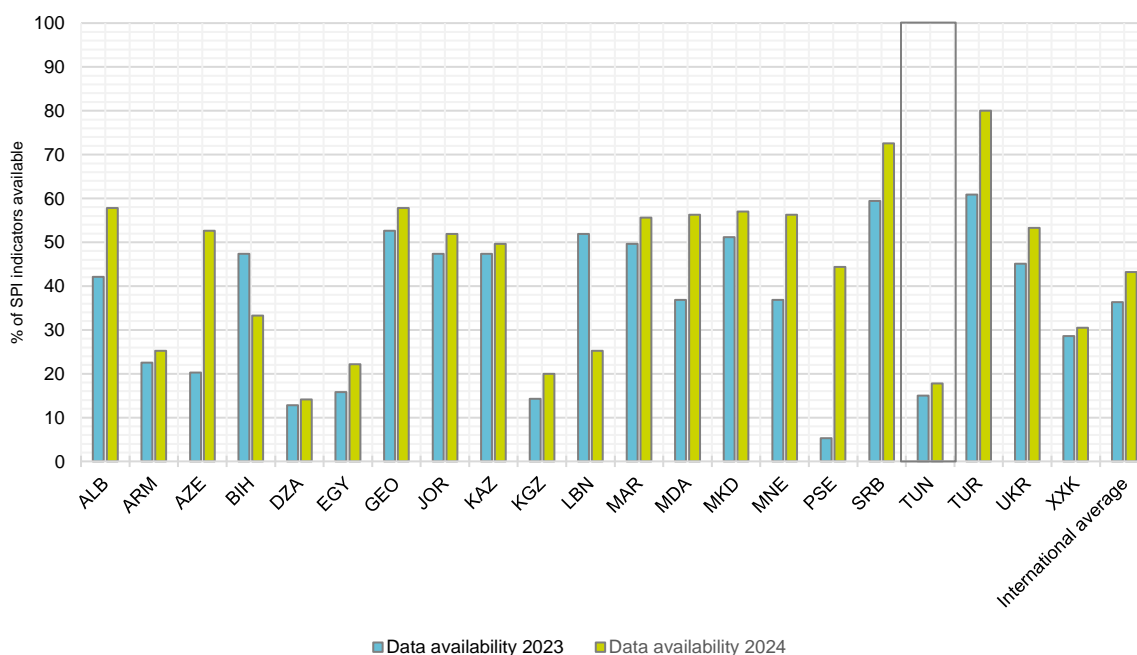
bias index, on the other hand, measures how many of the 82 SPIs per country are based on quantitative data versus self-assessment responses; a greater reliance on self-assessments increases the risk of bias. Finally, the self-assessment index reflects whether a country tends to be self-critical in reporting its policy and system performance through the self-assessment questionnaire.

In 2024, two of these indices remain unchanged, but still relevant: the risk of bias index and the self-assessment index, both of which are carried over from 2023. The risk of bias index remains relevant because it reflects the proportion of SPIs based on quantitative data versus self-assessment responses. This mix, which was established in 2023, continues to define the data composition of the 2024 results, as no new self-assessment evidence was collected from countries and thus, the proportion of SPIs which in 2023 relied on self-assessment responses by countries has remained the same for all of them.

The self-assessment index remains unchanged as well. Its relevance stems from the fact that it provides insights into how countries tend to report within the self-assessed portion of the results. Since no new self-assessment responses were collected in 2024, this index still continues to reflect tendencies toward positive or critical self-reporting within the self-assessed data from 2023.

The monitoring results of Tunisia are at higher risk of bias compared to other countries in the Torino Process, on average: less than 15% of the monitoring results for 2024 are based on quantitative evidence, compared to an average of 33.6% for the other countries participating in the system monitoring. Despite the higher bias potential, however, the responses provided by Tunisia in 2023 in the supplementary monitoring questionnaire are somewhat more self-critical than the self-assessment results of other countries in the Torino Process. This implies that even with a lower reliance on quantitative data, the self-assessment of performance by authorities and stakeholders in Tunisia does not appear inflated when compared to that of other countries, on average.

FIGURE 1. AVAILABILITY OF INTERNATIONALLY COMPARABLE DATA FOR SYSTEM PERFORMANCE MONITORING, TUNISIA AND ETF PARTNER COUNTRIES (2023-2024)



Source: Torino Process database

The international comparability of the data used for monitoring is the only reliability metric that has changed since 2023. The position of Tunisia on this metric has improved somewhat. While in 2023, only from 15% of the KIESE SPI indicators were available, in 2024 the share climbed to 17.8% (Figure 1). Despite improvement, however, in the group of countries covered by the Torino Process monitoring in 2024, Tunisia continues to rank in the lowest quartile in terms of the international comparability of its monitoring results. This positions the country well below the international average of 43.18%.

If the risk of bias in the monitoring results depends on the availability of internationally comparable evidence, and if Tunisia has somewhat more of this data in 2024 than in 2023, why has this not improved the reliability of monitoring results regarding risk of bias?

As noted earlier, to ensure consistency in the types of data used for calculating system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024. Consequently, the mix of SPIs by data type (quantitative or self-assessment) in 2024 remained unchanged from 2023. Since the number of SPIs based on self-assessment responses in Tunisia also remained the same, the risk of bias remains consistent. Moreover, even if this methodological limitation were set aside, simply increasing the volume of internationally comparable data would not necessarily reduce this risk, as additional data might primarily enrich SPIs already based on quantitative evidence in 2023.

2. MONITORING RESULTS: TUNISIA

2.1 Policy and system performance in 2024: 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 in Table 2.

TABLE 2. DIMENSIONS OF POLICY AND SYSTEM PERFORMANCE MONITORING THROUGH THE TORINO PROCESS

Code	Dimension	Description
A.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.
A.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.

B.1	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.
B.2	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.
B.3	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.
B.4	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.
C.1	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.
C.2	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 chapter of the monitoring report presents the performance of the VET system in Tunisia across the eight dimensions of Torino Process monitoring, and the evolution of that performance since 2023. Since data is currently available for only two years (2023 and 2024), it is too early to determine whether a consistent pattern or direction of change – a trend – exists over time, both in Tunisia and in other countries participating in the Torino Process monitoring.

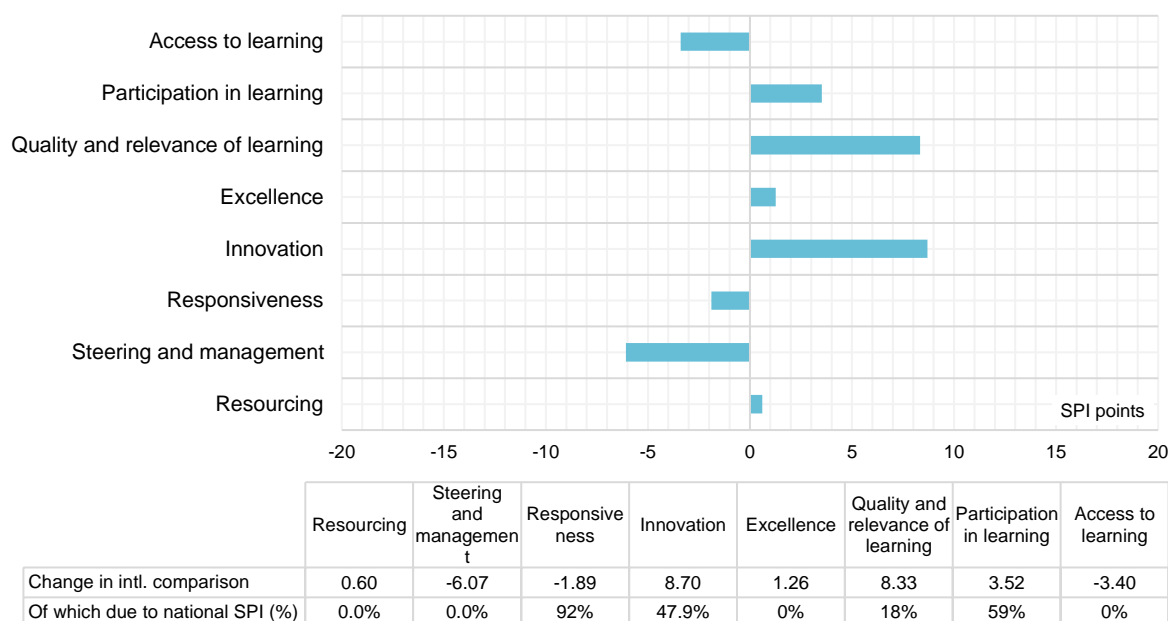
One way to address this temporary limitation is to track the relative standing of the country against the international average instead of looking at the national data in isolation. This approach allows for a more meaningful assessment of progress by placing the national monitoring results within a broader context, to show not only if performance in a given domain of monitoring is improving or declining, but also how that compares to developments elsewhere.

Looking at relative changes in performance, specifically the difference between national and international monitoring results, can be a useful proxy for the evolution of policy and system performance in a country even when a limited number of data points, or data points which lack update, restrict the ability to establish longer term performance trends. The approach also draws attention to the changing average performance of countries, which allows for a discussion of the broader context and how shifts in the average might reflect trends or challenges shared by countries participating in the monitoring.

Figure 2a provides a snapshot of how the performance of VET in Tunisia has evolved in the eight dimensions of monitoring since 2023, viewed through the lens of the average level of performance of other countries participating in the Torino Process. It presents the SPI point changes for each area – how much the results have diverged or converged relative to the international average since 2023 in each category – and it also distinguishes whether these changes stem from a shift in national SPIs and/or shifts in the broader landscape of cross-country performance. Keeping track of this information is important to avoid the appearance of progress or decline in cases where there is no change in national performance but only an evolution in the international context.

The most significant change occurred in the area of innovation, where the SPI increased by 8.7 points, largely reflecting developments at the national level. System performance in the dimension of quality and relevance of learning also improved, with an SPI increase of 8.33 points that was primarily influenced by changes in the international performance context. Similar improvements were observed in support of successful participation and graduation, where changes were driven mainly by national system performance.

FIGURE 2A. CHANGE IN SYSTEM PERFORMANCE BY MONITORING DIMENSION: TUNISIA AND INTERNATIONAL AVERAGE (2023-2024)



Source: Torino Process database

Some dimensions of monitoring, however, showed negative developments. The most significant decrease was in the domain of steering and management of the VET system (-6.07 SPI points), primarily due to an increase in the average performance of other countries participating in the Torino Process. Declines were also observed in access to learning (-3.4 SPI points) and relevance of learning (-1.89 SPI points). While the reduction in access was shaped by international developments, the negative shift in the responsiveness of learning was largely driven by national factors. In contrast, excellence improved by +1.26 SPI points, reflecting a decline in the international average.

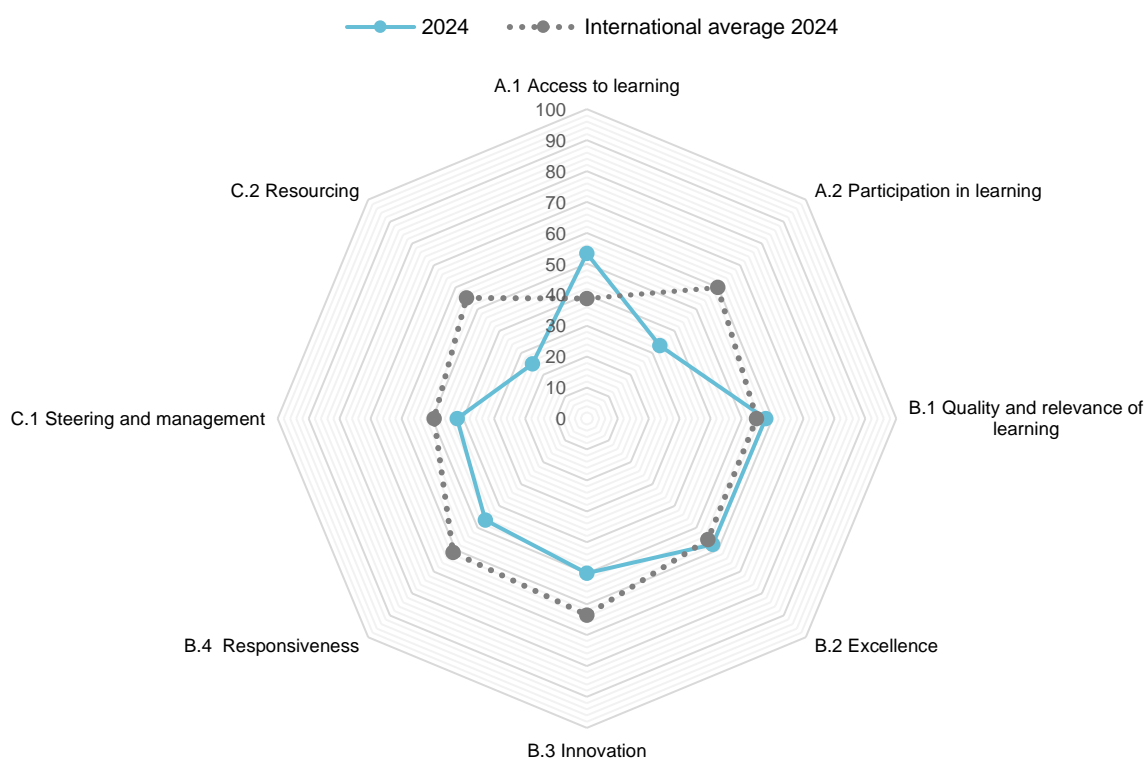
The 2024 update of monitoring results for Tunisia confirm that VET in the country continues to lag behind the mean performance of countries participating in the Torino Process monitoring across most areas. The exceptions include the availability and use of opportunities for lifelong learning (Dimension A.1) and – to a much lesser extent – the quality of learning and excellence (Dimensions B.1 and B.2). Unlike in 2023, when performance in support of system management in Tunisia was above the international average (Dimension C.1), in 2024 it is below as other countries in the Torino Process have made progress in that domain of monitoring.

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 2b. INDEX OF SYSTEM PERFORMANCE BY MONITORING DIMENSION, TUNISIA AND INTERNATIONAL AVERAGE (2024)



Theoretical⁵ index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

This situation is further complicated by considerable deficiencies in the availability and use of human and financial resources (Dimension C.2). According to authorities, this is a problem which is acute enough to merit calls for a complete overhaul of arrangements in this dimension as staff and material deficiencies may hamper the effectiveness of teaching and learning to a substantial degree.

⁵ The Torino Process makes a distinction between theoretical (full) index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI < 10) and on the high end (SPI > 90) of the index scale are truncated at the upper (10) and lower (90) decile end. This means that the reporting does not discriminate SPI values below 10 and above 90. The international average, on the other hand, is calculated using the full range of the index.

The steering and management of the VET system (Dimension C.1), on the other hand, is a domain of better performance, but, unlike in 2023 when this was one of only two areas in which Tunisia was in a more favourable position compared to other countries, on average, performance in 2024 is sub-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 of 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 (Table 2). 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 3.

TABLE 3. 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

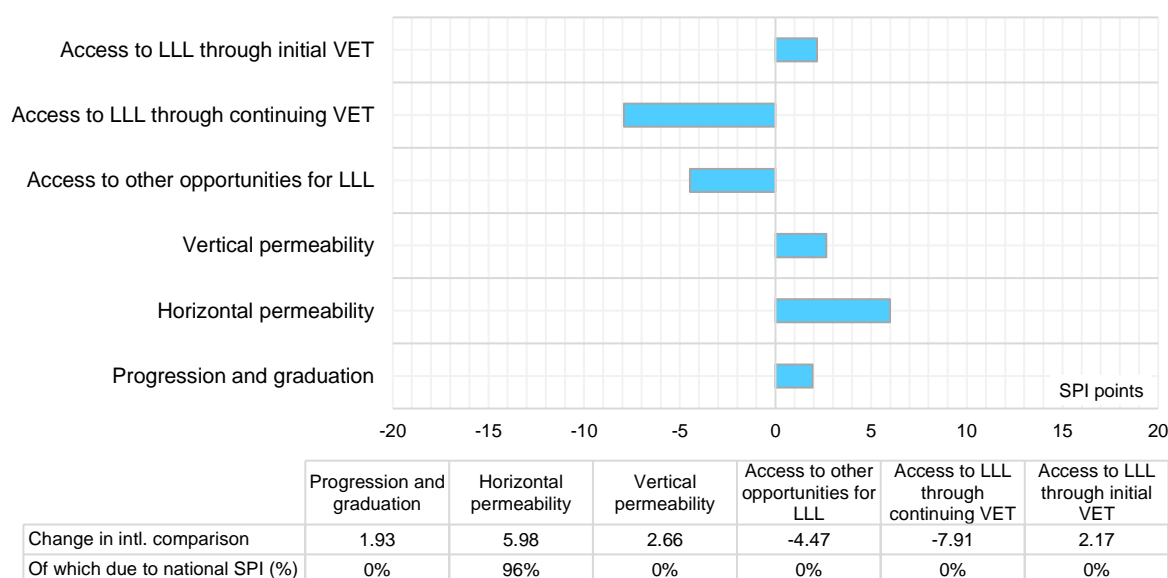
Figure 3a provides an overview of how the relative performance of VET in Tunisia has evolved since 2023, compared to the international average, in delivering access and participation for learners.

The results of Tunisia declined in international comparison in two domains measuring system performance in support of access to adult education: Access to CVET (-7.91 SPI points) and Access to other opportunities for lifelong learning (-4.47 SPI points). These declines do not reflect negative shifts in Tunisia’s national system performance but are instead due to advancements made by other countries in the Torino Process sample since 2023. In contrast, the performance of Tunisia in support of access to initial VET improved relative to the average results of other countries, driven entirely by negative developments in the international context.

Conversely, the results of Tunisia have improved in international comparison in domains monitoring first-time access to IVET, vertical permeability to higher levels of education, and support for progression and graduation. Additionally, the results for horizontal permeability of VET pathways – the ability of learners to move laterally within the education and training system, typically between different VET and general pathways or programmes at the same level – improved by 5.98 SPI points, with 96 percent of this change attributed to improvements in Tunisia’s national system performance.

However, as no national improvements have been observed in the other areas of improvement, the data suggest that, on average, ETF countries may be encountering greater challenges than in 2023 in maintaining the capacity of their education and training systems to ensure access, facilitate upward mobility, and support learners in completing their programmes.

FIGURE 3a. ACCESS AND PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023-2024)



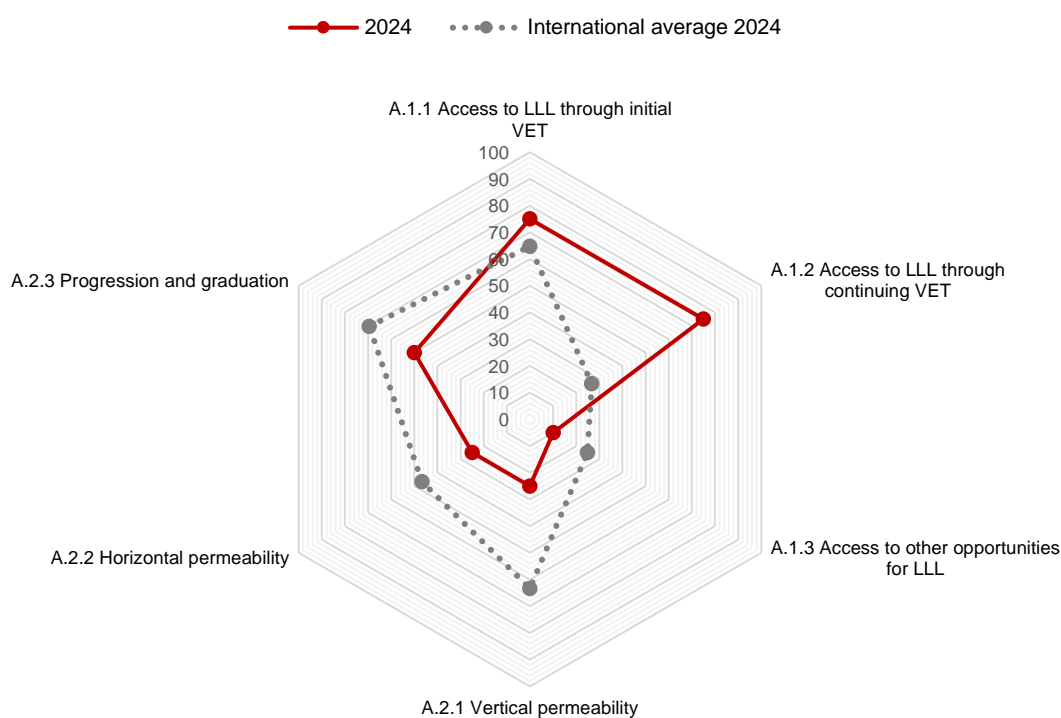
Source: ETF Torino Process database

The previous section of this report highlighted the relatively 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 3b).

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.

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 3b). 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, according to official information provided in 2023.

FIGURE 3b. ACCESS AND PARTICIPATION IN OPPORTUNITIES FOR LLL: INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

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, SPI of 25) 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.

In 2024, horizontal transitions from a VET pathway to a parallel general education pathway became somewhat easier, according to official information, with an SPI score of 25 compared to 46.7

internationally. This represents an improvement from an SPI of 19 in 2023. This positive change was partly driven by the evolution of KIESE SPI Indicator 24, which stems from the UNECO GRALE survey⁶ and is used for the calculation of the system performance result in this area.⁷ While in 2023 Indicator 24 assessed whether a policy framework for recognising, validating, and accrediting non-formal and informal learning existed, in 2024 it evaluated the progress made in improving these permeability in this way. While in 2023, Tunisia indicated that such a framework did not exist, in 2024 it reported of progress, specifically with regard to improving the recognition, validation and accreditation of non-formal learning and informal learning.

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

In the first part of Area B (Quality and relevance of LLL outcomes), the Torino Process follows another two of the dimensions presented in Section 2.1, namely quality/relevance and responsiveness of VET, with 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 pertaining to the green and digital transition. The outcomes included under Area B (1) are defined in Table 4.

TABLE 4. 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

⁶ Global report on adult learning and education (GRALE).

⁷ The full list of KIESE indicators and the selection of indicators used as proxies in constructing the Torino Process SPIs can be found at <https://bit.ly/4exAkFO>.

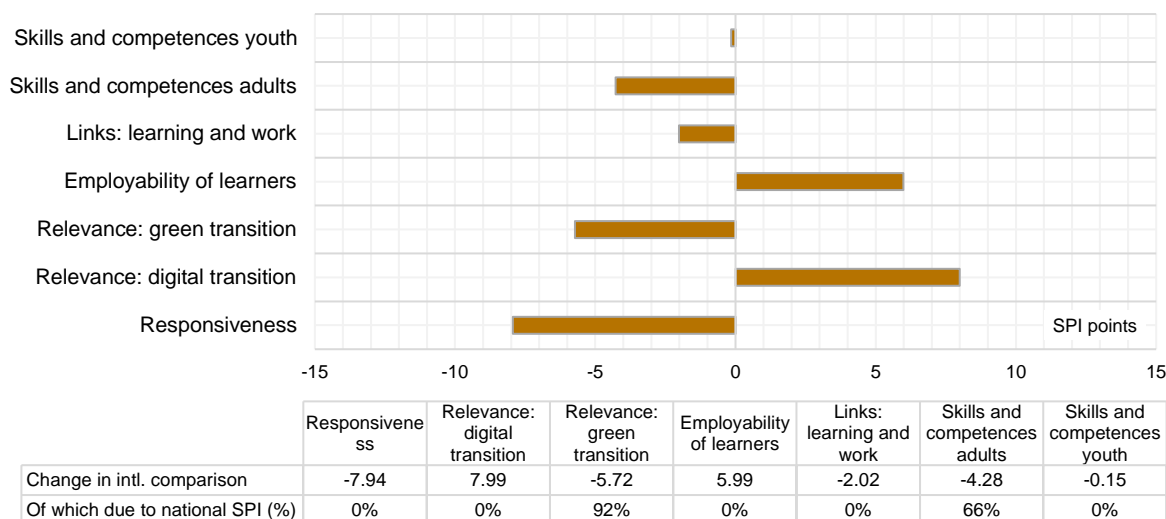
B.4.3

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

Figure 4a provides an overview of how the relative performance of VET in Tunisia has evolved since 2023, compared to the international average, in delivering quality and relevance to learners. The data indicate that the international performance context in this area has undergone changes across the full range of outcomes it encompasses. In comparison, Tunisia’s results have remained stable between 2023 and 2024 in all but two domains: the skills and competences of adults, and the adaptation of VET programmes to developments related to the green transition. Performance in both has declined in international comparison, largely due to a decline in national monitoring results.

FIGURE 4A. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023-2024)



Source: Torino Process database

The data indicate that VET system performance in Tunisia has improved in international comparison in only two domains of monitoring, namely the employability of VET graduates and the inclusion of digital transition content in VET programmes. This shift is attributed to a decline in the performance of other countries in both areas since 2023. In all other domains of system performance within this dimension of monitoring—such as the responsiveness of VET to labour market needs, the linkage of VET provision to the world of work, and, to a lesser extent, the skills and competences of youth—Tunisia’s relative standing has declined, as other countries have demonstrated greater agility and progress on average since 2023.

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.

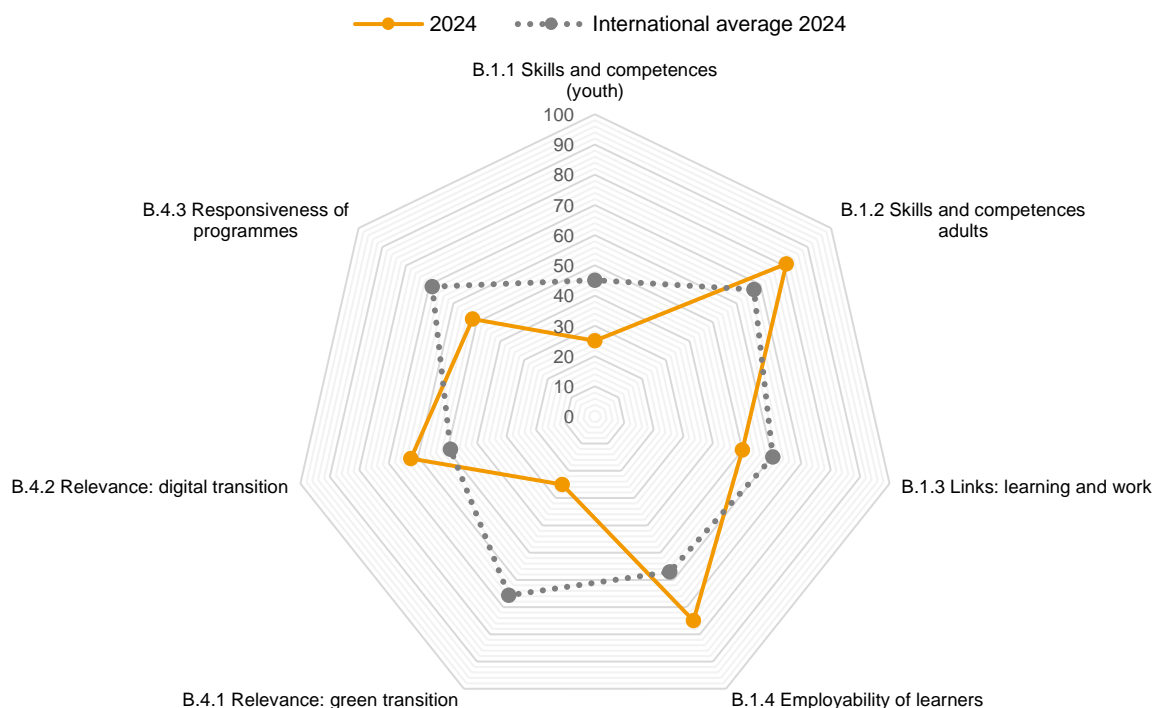
The relatively good score in the dimension of quality, which was described in Section 2.1, masks a wide gap in the extent to which VET in Tunisia manages to equip various groups of learners with key competences, both in 2023 and 2024. The quality offered to young learners in particular

(Outcome B.1.1) is subpar, both in international comparison and compared to other domains in focus of monitoring. According to the officially provided evidence used for the calculation of 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.

In contrast, adult learners in Tunisia demonstrate a level of basic skills and key competencies (Outcome B.1.2) that, while still considerably above the declining international average in 2024, has seen a decrease compared to previous levels. This decline reflects challenges faced not only by Tunisia but also by many other countries, highlighting a broader trend in the context of adult learning and education.

This decline is linked to a negative change in KIESE SPI indicator 39, which assesses the effects of adult learning and education (ALE) programmes. While the indicator remained consistent across both monitoring rounds, its focus shifted: in 2023, it reflected the perceived impact of ALE programmes on broad access to education and cultural resources, whereas in 2024, it targeted a narrower, more specific set of outcomes, namely the extent to which ALE programmes address intercultural dialogue and communication.

FIGURE 4b. QUALITY AND RELEVANCE OF LLL: INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2024)



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

Source: [Torino Process monitoring database](#)

Tunisia's reported scores on this indicator moved from 3 in 2023 (impact to a "large extent") to 1 in 2024 ("little"). This lower score reflects not only the change in conceptual focus but also a decline in the reported impact of ALE programmes under the new framework. This in turn led to a sizeable SPI decrease by 9 SPI points between 2023 and 2024.

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) – an observation made already in 2023. 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.

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). The relative standing of VE in Tunisia in the digital domain improved since 2023, but this was only due to a decline in the performance of other countries, big enough to put the stagnating results of Tunisia in a more favourable position. Conversely, when it comes to incorporating learning about the green transition, the performance of VET has declined since the last round of reporting, from 31 in 2023 to 25 in 2024. This decline contrasts with the international average, which remained stable at 66 across both years, indicating a widening gap in the relative performance of Tunisia on this outcome.

The decline in SPI is linked to shifts in the underlying KIESE SPI indicators (84 and 85). Indicator 84, which measures the presence of ecology and environmental issues within ALE programmes, had better results at the time of reporting in 2024, from "not at all" in 2023 to "somewhat" in 2024. However, KIESE SPI Indicator 85, which evaluates excellence in prioritising greening within ALE programmes, decreased from a 3 in 2023 ("to a large extent") to 2 in 2024 ("somewhat"). The lower score indicates that while environmental topics are increasingly present in ALE programmes (Indicator 84), their perceived contribution to broader sustainability outcomes (Indicator 85) has diminished under the revised framework.

This divergence between the two indicators highlights both progress and challenges. While ALE programmes in Tunisia have advanced in addressing ecological and environmental topics, there is room for improvement in translating these efforts into broader and more impactful sustainability outcomes. The decline in the SPI score reflects these mixed results, as well as the impact of more rigorous or focused criteria in the 2024 round of monitoring.

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 in Table 5.

TABLE 5. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (2): EXCELLENCE AND INNOVATION

Code	Deliverable (outcome)	Description
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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 the highest quality practices and results across key domains of policy and provision of programmes and services in VET. These domains include pedagogy and professional development, programme content and implementation, governance and provider management, and social inclusion and equity. Innovation, by contrast, reflects the adaptability, creativity, and forward-thinking approach of the VET system in addressing evolving labour market and learner needs.

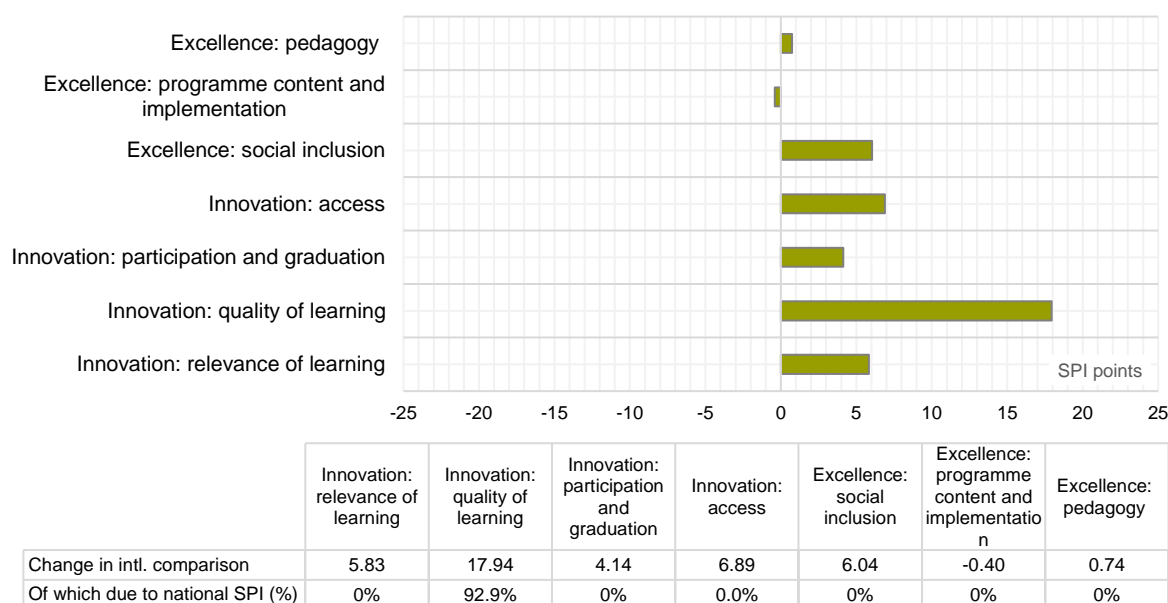
Figure 5a presents a comparative overview of how the performance of VET in Tunisia has evolved between 2023 and 2024 in relation to the average of other countries in the Torino Process in these domains of monitoring. It shows that the results for Tunisia in delivering excellence and innovation have improved in international comparison since 2023.

The most notable shift in this respect concern innovation in support of quality of learning, with an increase of 17.94 SPI points respectively, most of which due to positive changes in national performance. The relative standing of Tunisia in terms of openness to innovative practices in VET has also improved in other areas since 2023, namely in support of access and relevance of learning, as well as completion of VET programmes (participation and graduation). All these gains are due to a decline in average performance internationally, however.

Changes can also be observed in all domains related to excellence, but the shifts here are entirely due to developments in the international context and not due to specific improvements or setbacks in the VET system of Tunisia. The biggest shift in the excellence domains is in excellence in support of social inclusion, where the average performance of ETF partner countries has dropped between 2023 and 2024. While the average may mask the results of individual countries that have improved during this period, the decline suggests that other countries are facing significant enough challenge in maintaining or advancing high-quality, inclusive practices in their VET systems.

The first of the domains covered under “excellence” 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.

FIGURE 5A. EXCELLENCE AND INNOVATION - CHANGE IN SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023-2024)



Source: ETF Torino Process database

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.⁸

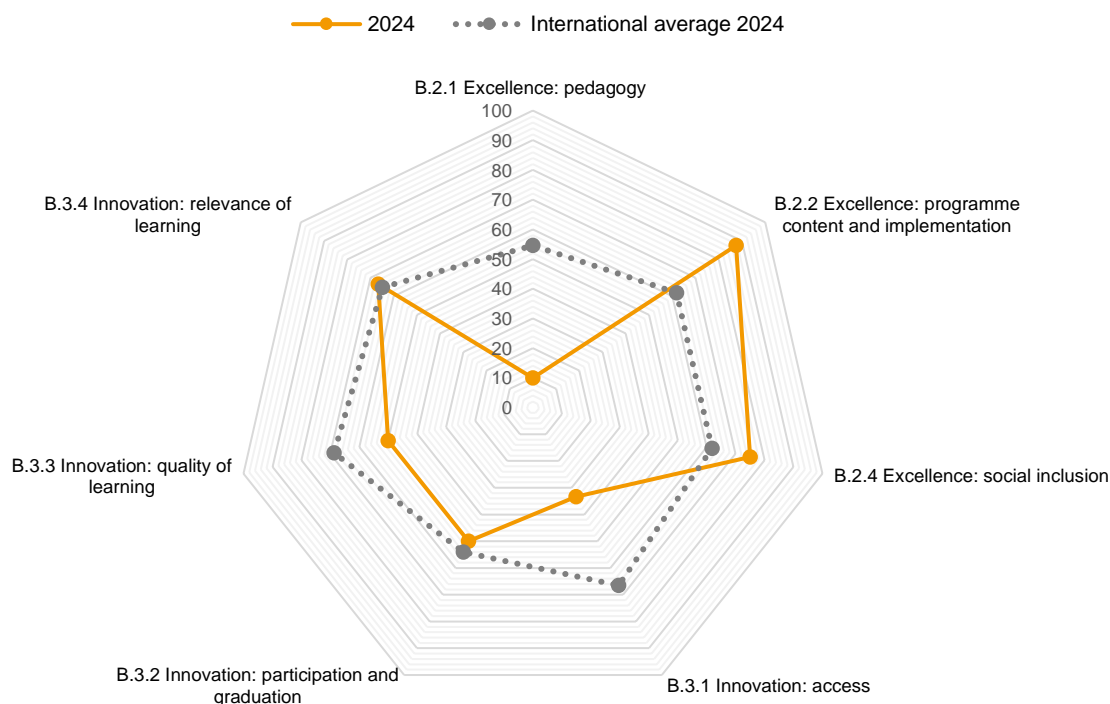
Another domain of high performance along these lines is excellence in support of equity and social inclusion (Outcome B.2.4). The evidence provided by national authorities describes various initiatives which help explain this result, such as the 'chèque formation' initiative, which ensures that those registered with training providers as being in need, can receive financial support for their education and training endeavours.

Like with 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

⁸ 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>.

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.

FIGURE 5b. EXCELLENCE AND INNOVATION: INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2024)



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

Source: [Torino Process monitoring database](#)

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.

It is important to note that the performance of the VET system in the domain of innovation in support of quality of learning (Outcome B.3.3) improved by a wide margin since 2023 (from an SPI of 33 in 2023 to an SPI of 50 in 2024). This increase contrasts with a slight decline in the international average SPI for this outcome, which dropped from 70 in 2023 to 69 in 2024.

Despite this improvement, VET performance in Tunisia remains sub-average in international comparison, which is an indication that innovation in support of quality learning continues to be an

area requiring further attention. The progress observed in the 2024 round of monitoring reflects developments captured by KIESE Indicator 79, such as advancements in curriculum quality, ICT integration in teaching, and improvements in educator training.

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, as noted already in 2023, a recent law on distance learning 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 6.

TABLE 6. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA C: SYSTEM ORGANISATION

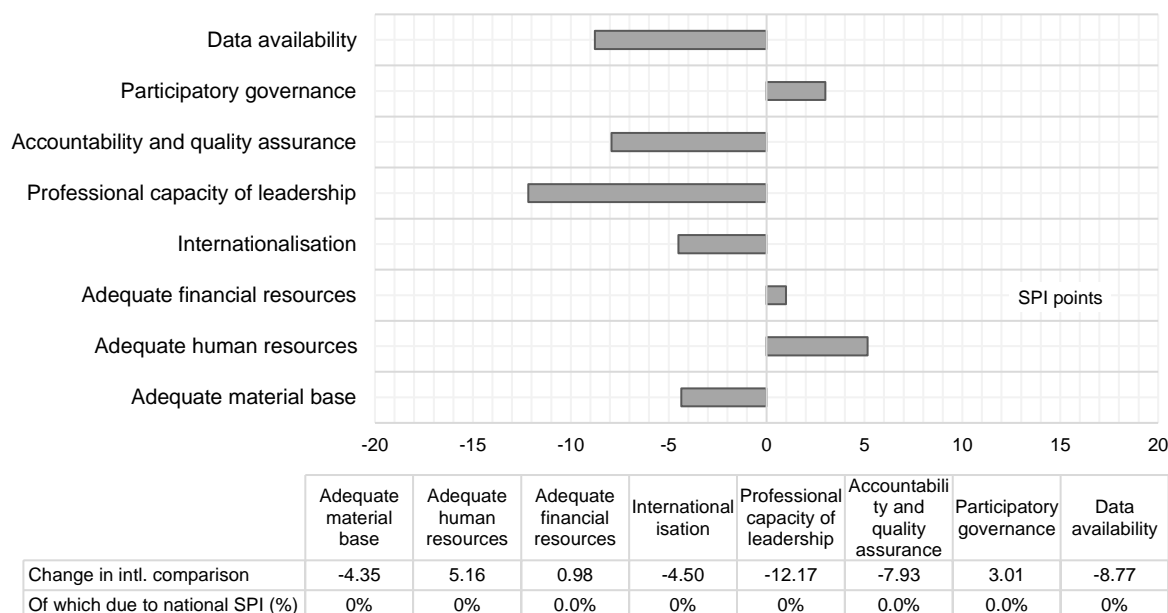
Code	Deliverable (outcome)	Description
C.1.1	Data availability and use	This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence 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

The data shown in Figure 6a reveals that system organisation is the domain with the highest number of areas where Tunisia's performance has changed since 2023. However, there is no internationally comparable evidence to suggest progress in national performance in any of these areas. This means that, although changes may have occurred, they were either documented only through national data or not captured by any data source.

The largest performance declines relative to the international average are observed in the professional capacity of school leadership (-12.17 SPI points), the availability of data for informed decision-making (-8.77 SPI points), and accountability and quality assurance (-7.93 SPI points). These shifts are partly due to Tunisia's relatively low result in 2023, such as in the domain of data availability (SPI of only 10), meaning that even modest improvements in the international benchmark in 2024 led to large SPI point differences. They are also partly the result of more substantial improvements in the international average, for example in the capacity of school leadership, where the benchmark rose from an SPI of 40 in 2023 to 54 in 2024.

The performance of Tunisia in ensuring an adequate material base for learning, funding, and human resources, on the other hand, has improved in international comparison since 2023, as other countries in the Torino Process sample appear to face increasing challenges in providing the necessary infrastructure, financial, and human resources to support effective VET system operation. Similarly, the improvement in "Participatory governance" is fully explained by downward shifts in the international context rather than changes at the national level.

FIGURE 6a. SYSTEM MANAGEMENT AND ORGANISATION - CHANGE IN SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2023-2024)



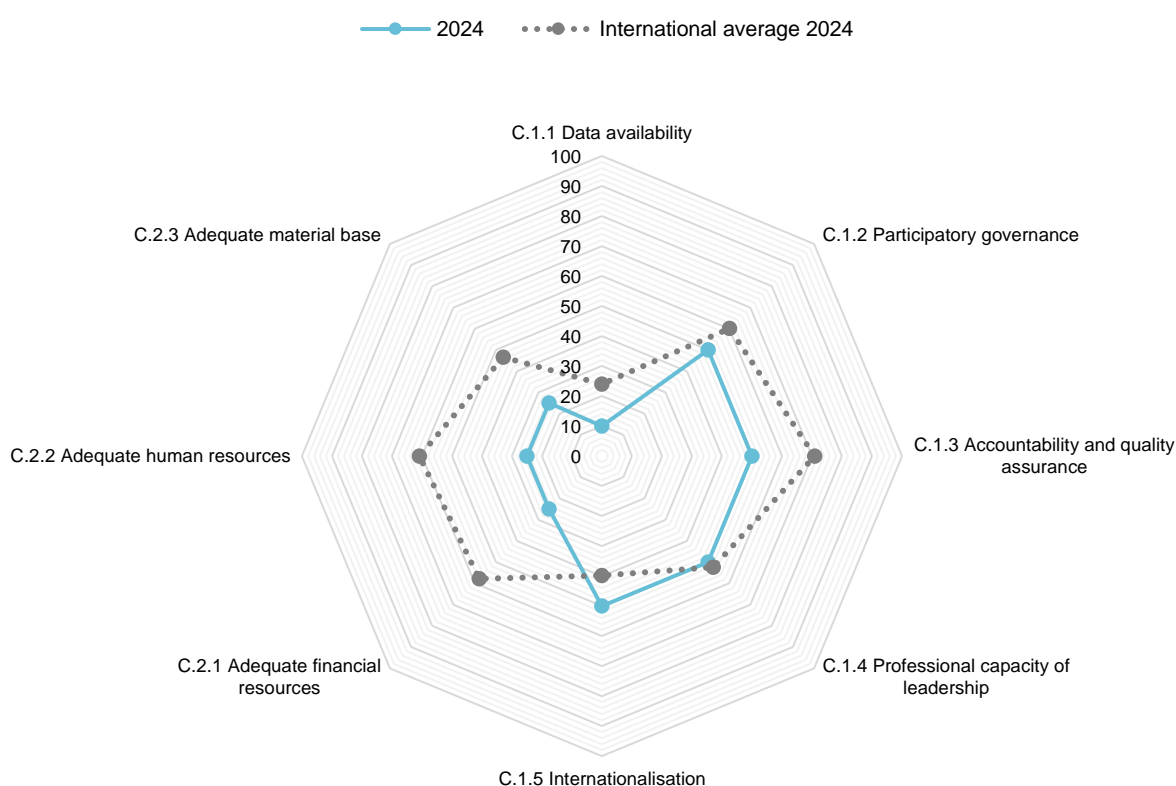
Source: ETF Torino Process database

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). In 2024, this remains the domain of weakest system performance overall, especially regarding data for tracking the efficacy of system management and organisation. Consequently, the monitoring results in

this section rely on the self-assessment of performance by national authorities and stakeholders and are at higher risk of bias.

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 the average of other countries participating in the Torino Process. The possible reasons 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.

FIGURE 6b. SYSTEM MANAGEMENT AND ORGANISATION: INDEX OF SYSTEM PERFORMANCE, TUNISIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

On a brighter note, the professional capacity of staff in leadership positions in the VET system is still an area of relative strength (Outcome C.1.4), although performance declined by more than 12 SPI points in international comparison as other countries in the Torino Process sample have progressed in this domain of monitoring. It is also important to note that the lack of reports on progress on national level is due to the lack of evidence. According to information provided by national authorities in 2023, 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.

Tunisia also reports also a somewhat better performance in the domain of internationalisation of VET (Outcome C.1.5) in international comparison (Figure 6b), but here too, relative performance has declined in international comparison. The evidence provided by Tunisian stakeholders through the country questionnaire in 2023 suggests that efforts in this direction are limited to initiatives carried out by public bodies in charge of VET, not so much by the VET providers themselves.

VET system performance is weaker in two more important 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 61, respectively, even though the international average for Outcome C.2.2 declined since 2023. 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.

Tunisia falls below the international average also in terms of material resources (Outcome C.2.3), although other countries in the Torino Process sample too are struggling with the persistent issue of inadequate infrastructure maintenance in their network of VET providers. National authorities are well aware of these challenges and in the information provided for the Torino Process monitoring in 2023, they underscore the necessity for comprehensive reform in the public financing of Tunisia's VET system.

2.3 How did policies and systems benefit specific groups of learners?

In this 2024 update, the Torino Process monitoring continues to track not only 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 – access and participation, and quality and relevance – for the following key selection of learner groups: youth and adults, female learners, socioeconomically disadvantaged youth, adults at risk of exclusion, and first-generation migrants.

2.3.1 Access and participation

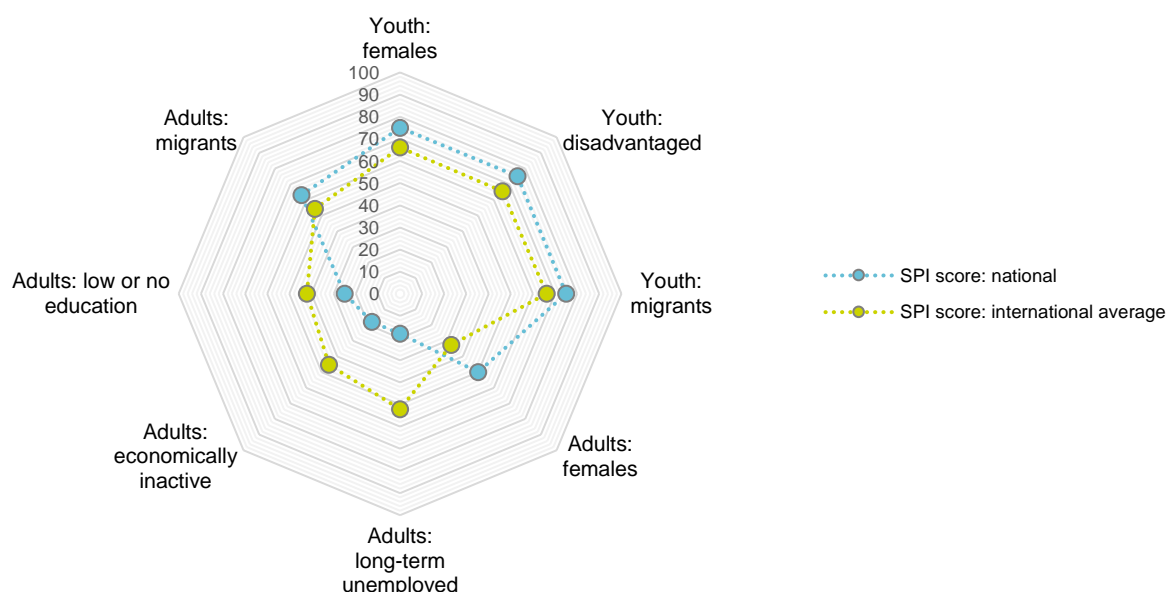
Overall results

The data presented in Figure 7 provides an overview of VET system performance in 2024 in support of access to learning opportunities for various vulnerable populations in Tunisia, compared to the international average. The figure indicates that access to learning for young learners of strategic interest—female learners, socioeconomically disadvantaged youth, and first-generation migrants—has remained stable, with an SPI of 75 in 2024 across all groups. Internationally, system performance in supporting access to educational opportunities for young learners at risk, including female learners, is lower than in Tunisia.

For adult learners who are at risk, the data in Figure 7 reveals a more nuanced picture. The SPI scores vary significantly among the different groups, as system performance seems to depend on the educational and socioeconomic backgrounds of prospective adult learners. Access to learning for adults who are long-term unemployment or economically inactive is an area of particularly low results

(SPI of 18 for each group), far below the international average SPI of 52 for the long-term unemployed and 45 for the economically inactive. In contrast, the policy and system arrangements in place are much more effective at delivering learning opportunities to adult female learners. With an SPI of 50, system performance in support of access for females is higher than the national average for adults (SPI of 43) and considerably above the international average of 33 for that group. National authorities also report strong performance in support of adults with a migrant background in this domain of monitoring.

FIGURE 7. SYSTEM PERFORMANCE IN SUPPORT OF ACCESS FOR SPECIFIC GROUPS OF LEARNERS, TUNISIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

Table 7 shows the evolution of monitoring results between 2023 and 2024 for Tunisia and for the international average, by broad age group (youth and adults), by gender, and by socioeconomic background of learners.

TABLE 7. ACCESS - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, TUNISIA AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	75	0	66	-1.04
Youth: disadvantaged	75	0	66	-0.29
Youth: migrants	75	0	66	-0.91
Youth: average	75	0	65	-2.17
Adults: females	50	0	33	0.73

Adults: long-term unemployed	18	0	52	0.15
Adults: economically inactive	18	0	45	2.00
Adults: low or no education	25	0	42	4.91
Adults: migrants	63	0	54	1.00
Adults: average	43	0	26	6.19

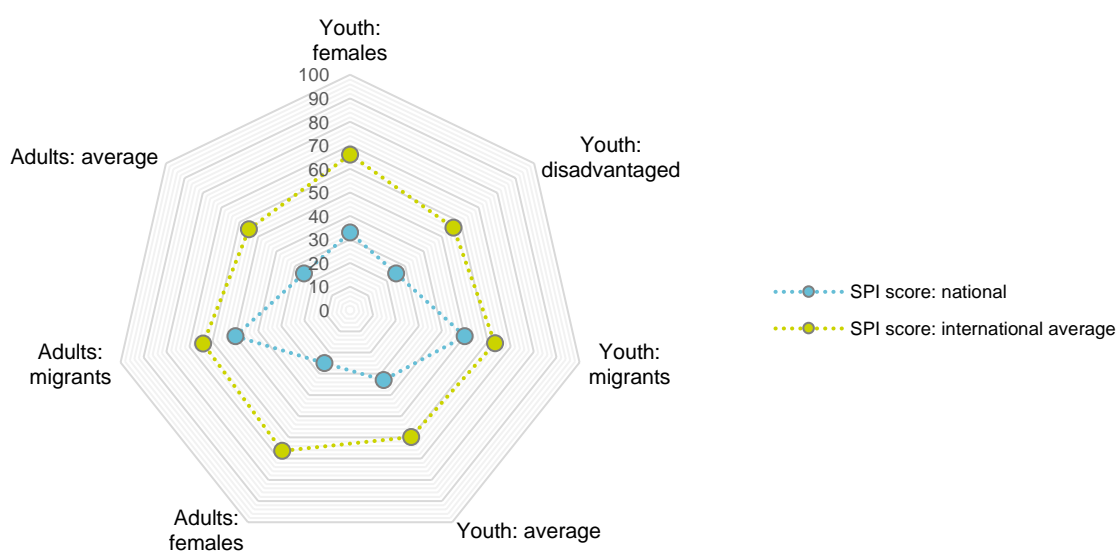
Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

The data suggests a decline in the international benchmark for system performance regarding access across all groups of youth learners. The most concerning result in the domain of access to learning in international comparison, however, is reflected in the national data for Tunisia and pertains to adults who are economically inactive and those with a low level of educational attainment. VET and adult education in Tunisia appear to place learners from these groups at a particular disadvantage, not only because there is no evidence of progress in system performance in this area, but also because the baseline performance for these groups was already considerably weaker than the international average. This stands in stark contrast to the overall increase in performance observed between 2023 and 2024 in support of access for these groups across the countries participating in the Torino Process.

For learners, access to education is the first step in their journey, but the ultimate goal is the successful completion of their programmes. To this end, several SPIs in the Torino Process monitoring framework assess how effectively policies and systems foster the progression and graduation of learners. Once enrolled, do learners – especially those at risk – receive the support they need to advance and achieve their educational goals?

FIGURE 8. SYSTEM PERFORMANCE IN SUPPORT OF PARTICIPATION OF SPECIFIC GROUPS OF LEARNERS, TUNISIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

While Tunisia performs well in providing opportunities for learning and often exceeds the international average, the monitoring results reveal significant challenges in ensuring progression and graduation. For all groups of special interest, VET system performance in supporting learners to complete their programmes falls below the international benchmark. This raises important questions about the barriers that may prevent learners from turning access into success.

The monitoring results suggest that youth with a migrant background have better prospects of completing their programmes than other learners in VET in Tunisia (Figure 8). With an SPI of 50, system performance in support of the progression and graduation of that group is significantly higher than the national average of 33. By contrast, socioeconomically disadvantaged youth face greater difficulties in progressing through and completing their programmes, with an SPI of 25, which is well below the national average. System performance in support of young female learners is also below average, with an SPI of 33, offering only moderate prospects for successful graduation.

Adults generally have lower chances of successfully completing VET programmes compared to youth. Among adult learners, the system performs strongest for those with a migrant background, reflected in an SPI of 50, which is the same as the score for youth migrants. Female adults face the greatest challenges, with an SPI of 25, the lowest among all groups. The national average SPI for adults is also 25, highlighting broader challenges in the system's ability to facilitate successful programme completion for this group. In an international comparison, Tunisia's performance in this area is weaker for most groups of adult learners, with female adults facing the largest gap and far poorer prospects than their peers in other countries.

Table 8 presents the evolution of monitoring results between 2023 and 2024 for Tunisia and other countries in the Torino Process, broken down by broad age group and specific learner characteristics. The data shows no change in Tunisia's SPI scores across most groups, except for a slight increase for youth on average (2.08 SPI points) and adults on average (3.13 SPI points). These improvements occurred against a backdrop of declining average performance in other countries. By contrast, the international average has shown some variability across all domains of monitoring.

TABLE 8. PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, TUNISIA AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	33	0	66	1.24
Youth: disadvantaged	25	0	56	0.84
Youth: migrants	50	0	63	0.89
Youth: average	33	2.08	60	-1.44
Adults: females	25	0	66	0.39
Adults: migrants	50	0	64	-0.35

Adults: average	25	3.13	55	-1.19
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Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

For youth, policies and systems in other countries participating in the Torino Process have become slightly more effective in supporting socioeconomically disadvantaged youth (+0.84 SPI points) and learners with a migrant background (+0.89 SPI points) between 2023 and 2024. While these are small increases, they indicate that other ETF partner countries are advancing with their inclusiveness agenda. However, the absence of documented improvements in Tunisia does not necessarily mean there has been no advancement. It may also reflect that any changes in the country have not been recorded in ways that align with international standards for assessing and comparing policy developments – a point of relevance when discussing system performance in the domain of evidence and data (see Section 2.2.4).

For adults, the international average shows uneven progress among Torino Process countries across different groups of adult learners. The SPI for adult females increased by 0.39 points, which indicates modest improvements in how some countries are supporting female adults' participation and progression in education and training. In contrast, there is a slight decline of 0.35 points for adults with a migrant background which suggests that, on average, countries are facing more challenges in meeting the needs of this group.

The decrease of 1.19 points in the international average for adults, points to broader difficulties in supporting adult learners in other countries. This suggests challenges in retaining adult participants in education and training - some VET and adult education systems may be struggling to maintain engagement. While performance in Tunisia in support of adults remains stable, the overall decline in the international average SPI suggests that some countries are encountering increasing difficulties.

Female learners

The VET system in Tunisia differs in accessibility for young and adult females in favour of adults (Dimension A.1 – Access, Figure 8). Accessibility for adult females is greater than that of the average learner, while it is the same as the average for young females. Some IVET programs are implicitly reserved for males and gender segregation in some professions affects initial vocational education.

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 (Figure 9). 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.

Disadvantaged learners: youth

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 (Dimension A.1, Figure 8). This emphasis on social inclusion is confirmed by the preferential enrolment of this group in IVET.

Despite these efforts to ensure initial access, however, disadvantaged learners encounter more hurdles in advancing through subsequent stages of learning, with a higher likelihood of either dropping out or repeating a year, according to official information.

Learners at risk: adults

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.

Learners by country of origin

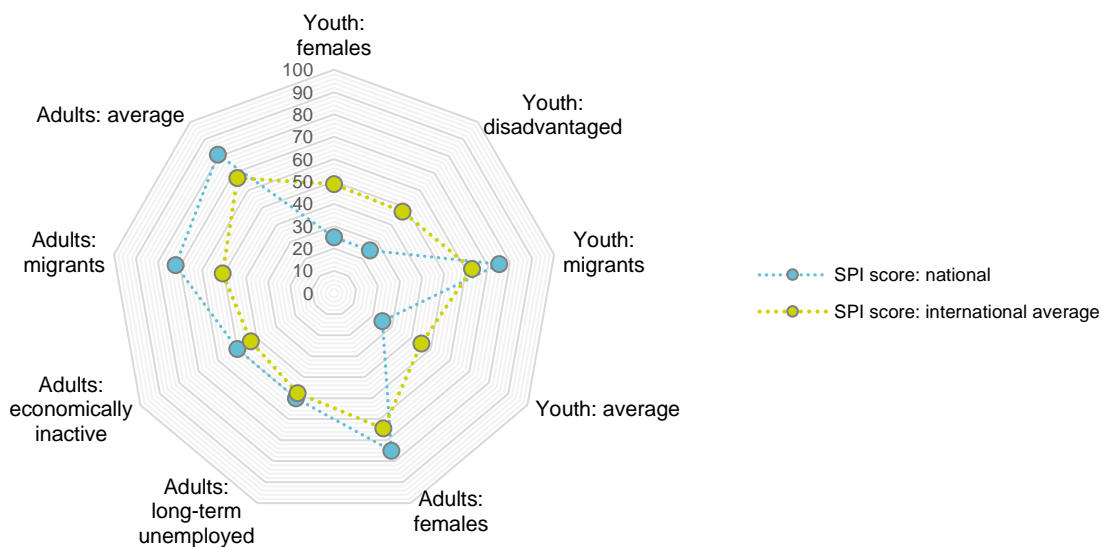
According to information received by national authorities, there is lack of evidence concerning this group of learners. They are not in focus of evidence collection and there are no specific measures regarding access, participation, quality, or innovation for first generation migrants. Therefore, this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

2.3.2 Quality and relevance

Overall results

The success of VET in Tunisia in delivering foundational skills and competences varies across learner groups, reflecting, to a large extent, their socio-economic background. For youth, system performance is below the average of other countries participating in the Torino Process for all groups except those with a migrant background (Figure 9). The SPI for youth overall is 25, compared to the international average of 45. Similarly, female youth and socioeconomically disadvantaged youth score 25, falling well below the international averages of 48.9 and 47.6, respectively. In contrast, youth with a migrant background stand out with an SPI of 75, which is significantly above the international average of 62.6.

FIGURE 9. SYSTEM PERFORMANCE IN SUPPORT OF QUALITY AND RELEVANCE FOR SPECIFIC GROUPS OF LEARNERS, TUNISIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

For adults, system performance is above the international average across all groups. Adults overall achieve an SPI of 81, compared to the international average of 67.3. Adults with a migrant background score 72, far exceeding the international average of 50.7. However, the prospect of possessing skills and competences seem to diminish based on the socio-economic status of adults. Those who are at risk due to long-term unemployment or economic inactivity are much less likely to have foundational skills and competences than those who are first generation migrants. They also face greater challenges than the broader adult population, with results lower than those for first-generation migrants or adults on average. These results suggest that, while the performance of VET in Tunisia is above average for adults overall and often exceeds international benchmarks, there are sizeable gaps in delivering quality for certain at-risk groups.

The analysis of changes from 2023 to 2024 reveals a shifting international landscape that reframes the interpretation of Tunisia’s national performance relative to other countries (Table 9), even though Tunisia’s SPI scores have remained static across all groups during this period.

For youth, the results of Tunisia in delivering skills and competences for females (national SPI of 25 vs. international average of 48.9, with a -6.54-point decline internationally) still appears weaker in relative terms, despite the drop in the average performance of other countries in the Torino Process sample. For youth with a migrant background (national SPI of 75 vs. international average of 62.7, with a 2.29-point increase internationally), Tunisia remains well above the international average, although the relative advantage has slightly narrowed due to the improvement in the international context. Relative performance for disadvantaged youth has also improved, again due to a decline in average performance internationally.

TABLE 9. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, TUNISIA AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	25	0	49	-6.54
Youth: disadvantaged	25	0	48	-1.24
Youth: migrants	75	0	63	2.29
Youth: average	25	0	45	0.15
Adults: females	75	0	64	-1.37
Adults: long-term unemployed	50	0	48	1.94
Adults: economically inactive	50	0	43	0.40
Adults: migrants	72	0	51	-0.78
Adults: average	81	-9	67	-4.72

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

Source: Torino Process monitoring database

For adults, the international context reveals greater variation. Performance in delivering good skills and competences to female adults (national SPI of 75 vs. international average of 64.43, with a -1.37-point decline internationally) now appears stronger in comparison. The gap in results for adults who are long-term unemployed (national SPI of 50 vs. international average of 47.68) has narrowed since 2023 due to a 1.94-point increase in the performance of other countries in the Torino Process, on average. There is a sizeable gap in performance in favour of VET in Tunisia also when it comes to economically inactive adults (national SPI of 50 vs. international average of 43, with a 0.40-point increase internationally), despite the incremental progress observed in other countries.

Female learners

Young female learners in VET are significantly less likely than their adult counterparts to succeed in acquiring key competences and skills or to participate in programmes addressing labour market needs and societal challenges. This age-based disparity runs counter to the goals of policies promoting quality and relevance, highlighting the need for a more tailored approach to support certain groups of female learners. As noted in the 2023 edition of the monitoring report, women also face additional disadvantages compared to men in acquiring foundational skills and competences (Figure 9).

The challenge is part of a broader trend that seems to impact other countries in the Torino Process as well. Since 2023, system performance in support of quality of learning for this group of learners declined by 6.54 points, suggesting that barriers to equitable access and outcomes for young women in VET are a shared concern across ETF partner countries.

Disadvantaged learners: youth

Socioeconomically disadvantaged youth in VET continue to face challenges in acquiring foundational skills and competences essential for further education and employment (SPI of 25). While system performance for this group is comparable to that of youth more broadly (SPI of 25 as well), the low level of overall support suggests that addressing the needs of disadvantaged learners remains a significant challenge. The results indicate that current efforts may not be sufficient to bridge foundational skill gaps for many young learners, regardless of their socioeconomic background.

Internationally, system performance for socioeconomically disadvantaged youth has also weakened slightly, by 1.24 SPI points, which suggests the broader presence of difficulties in ensuring equitable access to quality learning opportunities across ETF partner countries.

Learners at risk: adults

In Tunisia, the performance of VET and adult education systems in delivering key skills and competences shows some variation across different adult groups. The results for long-term unemployed adults and economically inactive adults are at the same level (SPI of 50 each), which is slightly above system performance for these groups in other ETF partner countries, on average (48 and 43, respectively). By comparison, adults in Tunisia are much more likely to possess foundational skills and competences than their peers in other countries of the Torino Process, on average (SPI of 81 for Tunisia versus an international average of 47).

The international average for adult skills and competences declined by 4.72 points since 2023, while the SPIs for long-term unemployed adults and economically inactive adults experienced smaller changes of -1.94 and +0.4 points, respectively. Tunisia's results indicate stronger performance in equipping vulnerable adult groups with foundational skills and competences compared to international benchmarks. However, the notable gap between the SPI for these groups and that of the broader adult population highlights the need for further efforts to ensure that VET and adult education systems provide equitable access to high-quality skill development opportunities for all adult learners.

Learners by country of origin

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.

3. SUPPLEMENTARY SOURCES AND INFORMATION

3.1 Links to background information and data

The full collection of quantitative indicators collected for Tunisia for this 2024 round of monitoring can be found here:

<https://docs.google.com/spreadsheets/d/1--JPYrOsSlq4wdCiNvNjCSXYCCqx3DcY/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

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>.⁹

3.2 Definitions, terminological clarifications, methodological limitations

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).
- **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.

⁹ The Torino Process monitoring reports and data will be released gradually in the period January-February 2024 in the order in which countries submit their evidence and the reports are being finalised with them.

- **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.