

**BILT Webinar Series – Skill up, stay ahead: TVET
for employability :**

1st Webinar: Promising practices in Work-Based Learning

**ALTERNATE TRAINING IN TUNISIA: MODEL FOR THE
EMPLOYABILITY OF YOUTH**

LEGAL BASIS: REGULATORY PROVISIONS & DEFINITIONS (1/2)

Law/Decree/Order	Definitions/Measures
Law No. 2008-10 of February 11, 2008 relating to vocational training, Articles 14, 15, 16 and 17	- Initial training (IVET) takes place in vocational training centers as part of an external alternation between these and economic enterprises, and as part of an internal alternation between vocational training centers and educational schools. - Initial training is organized within the framework of a partnership between the various vocational training structures and economic enterprises, in accordance with one of the three modalities of which: ❖ Alternate training is organized within a contractual framework between the vocational training structures on the one hand and economic enterprises or professional organizations on the other, according to a frequency set taking into account the training objectives and the specificities of the targeted jobs. This training method may be followed by anyone who has reached the age of fifteen or older. - Article 16 confirms and designates Alternate training as the mode that should dominate in the Tunisian vocational training system. - Alternate training is organized within the framework of an agreement concluded between the training center and the economic enterprise. Framework agreements may be concluded between one or more training centers and one or more professional organizations.

LEGAL BASIS: REGULATORY PROVISIONS & DEFINITIONS (2/2)

Law/Decree/Order	Definitions/Measures
Decree No. 2004-512 of March 1, 2004 , establishing the conditions of registration, the study regime and the certification of training in training centers under the Tunisian vocational training agency (ATFP). Articles 9 and 12	- Training is provided mainly through methods (or models) in which economic enterprises participate in the provision of training, particularly through Alternate Training (work-study) and apprenticeships. - The learners of each specialty are divided into groups which take turns alternating between the training positions of the training center and those of the economic enterprises according to a schedule set by mutual agreement between the center and these enterprises.
Order of the Minister of Vocational Training and Employment dated 2 August 2010 , fixing the reference general framework of the vocational training diplomas. Article 2	- The learner's exit profile and the minimum duration of initial training for any vocational training diploma are defined in the general reference framework. - For example: for the Professional Technician Certificate (Level 3 in NQF), A person capable to integrate the professional life: • Knows his responsibilities and rights as a worker. • Is familiar with the specific context of the profession as well as the job market in general. • Is able to coordinate his activities within a group and possibly assume responsibilities within a small team. • Is able to communicate and provide brief explanations about a project or idea, with an adequate level of language.
The National Employment Strategy (NES) of 2019	- In 2019, Tunisia adopted a National Employment Strategy (NES) which assessed the job market and the human resources development system, including vocational training. Among its main findings relating to vocational training, we find that Alternate training predominates in the national vocational training system.

Assessment of acquired skills compared to the Performance Threshold: a Mechanism to enhance the Graduates' Employability

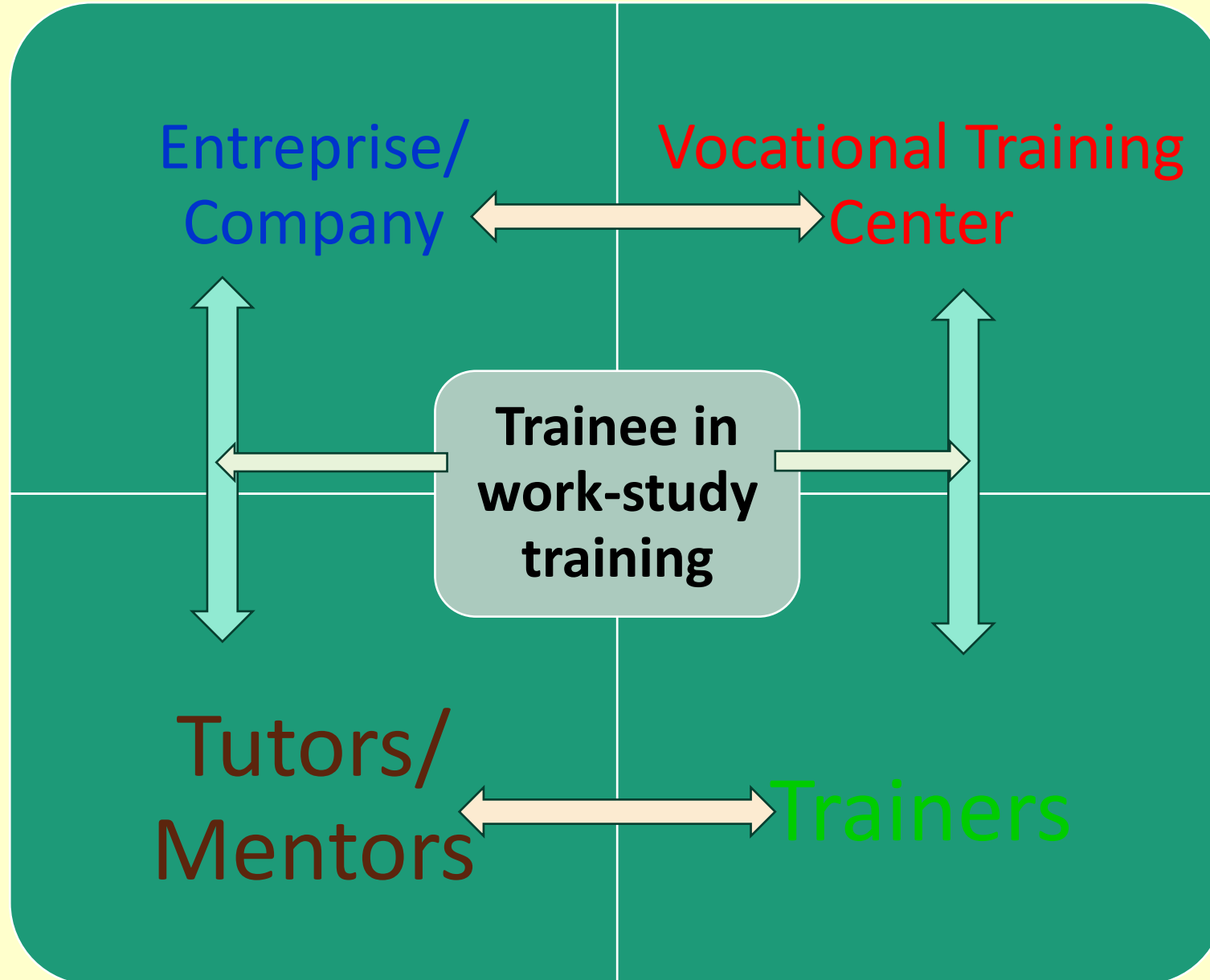
Within the Decree No. 2004-512 of March 1, 2004	Resulting Conceptual Measures
Art. 2. - Training in each specialty is carried out in the form of training modules corresponding to the different skills required for the exercise of the intended job.	- Adoption of the Competencies-Based Approach particularly in the engineering of training program development where the modular cutting matches the specific job skills. → Assessment by Skill
Art. 15. - The assessment of training outcomes for each skill must be subject to examinations organized at the end of the relevant module. The examinations are organized by the training institution according to a schedule established in consultation with the economic enterprises that contributed to the delivery of this module. A learner whose results in the examinations certifying the training module are equal to or higher than the performance threshold required for success in this skill , in light of the conditions defined by the training program for the specialty and mentioned in Article 2 above, shall be declared admitted to the relevant skill.	Today, this engineering is undergoing improvement, which will be the subject of a project to update current legal texts: - Design of a certification framework (Standardized document) for each training specialty. This framework is developed in close collaboration with professionals in the relevant field. - Change of the certification assessment unit, from a singular skill to a field of skills covering an area of employability related to the profession concerned. - Definition of performance criteria for each field of skills, the satisfaction of which in terms of mastery implies total mastery of the professional job concerned requirements.

STATE OF ART: Alternate Training/Actors/Points of Vigilance/Success Factors

Vocational Training Tax:

Tax-type collection system, the aim of which is to **make companies contribute to the financing of VET**. Its rate is 1% for manufacturing companies and 2% for other companies.

The Companies can use the instrument of the Advance on VTT to finance the continuing training of their professionals (CPD) they are responsible for **Tutoring or Mentoring**. The MEVT trains this population in **many projects of international cooperation**.



- **Involvement of the VT center to apply the provisions of the work-study agreement** which binds it to the host company of the learner.
- **Ensuring** the establishment of partnership relationships with companies operating in the training sectors in which it organizes training.

The CENAFFIF, the specialized institution in ToT, **implements annual training plans for training staff (VT Trainers in particular)**, mainly sessions of the pedagogical training and **How to implement the different processes of the Alternate Training**.

USE OF THE VTT: Enhancing the Vocational Training within Companies

Main Utilisation	Other Utilisations (by the MEVT)
Law No. 2007-69 of December 27, 2007 relating to economic initiative, established two instruments: i) The Advance on the VTT: Direct use by companies that request it up to 60% of their VTT from the previous year, in the financing of their Training activities. and, ii) the Drawing Right: DR	- Investments in infrastructure and equipment for training centers.
DR: Companies have the option of using the remaining amounts of their VTT after having used the 60% advance when they demonstrate their involvement by hosting trainees on work-study programs. The amounts allocated by the Drawing Right instrument are calculated in proportion to the number of trainees hosted.	- Partial financing of ATFP and CNFCPP management costs.

The main obstacle to the Sustainability of the Alternate Training is the Geographical Distribution of the country's economical fabric and its compatibility with the Vocational Training map. Similarly, coverage of Vulnerable populations, particularly those located in Rural Areas, remains a major challenge.

THANK YOU FOR YOUR ATTENTION

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