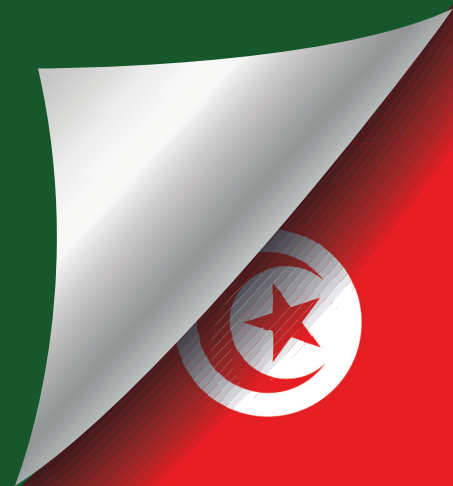


Mediterranean Youth, NEETs and women advancing Skills,  
Employment and Awareness in the blue and green economy

## Country Territorial Analysis

# TUNISIA





• Tunis

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# Introduction

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This research is conducted in the framework of the EU-funded project MYSEA, Mediterranean Youth, NEETs and women advancing Skills, Employment and Awareness in the blue and green economy. The project's aim is to increase the employability of young people, women and NEETs in the industries of the agri-food and waste sectors through the development of training oriented to both of them and by strengthening the local governance and sector-skills alliances between economic actors and TVET institutions to align the education curricula with sector's needs.

The Territorial Analysis is a document produced by every Partner Country, involved in the MYSEA project (Italy, Greece, Lebanon, Tunisia and Jordan) to describe the national context and summarize the findings from the national questionnaires and interviews. The situation analysis represents the reference to finalize the Cross Border Analysis and to design the Skills Development Agenda Scheme based on the Countries experience and requirements in order to develop cross border training curricula and improve common skills among the Mediterranean citizens.

The objective of this analysis is to report on the situation of young people, women and NEETs, as well as the agri-food sector and the waste management sector in Tunisia. At the same time, the situation in the field of vocational education and training will be examined as well as the offer of training courses for the other two sectors. Through the analysis of the current situation and the policies of the agri-food sector, waste management and vocational training, the research will attempt to outline the market trends in the first two areas mentioned above, as well as their staffing and skills needs. The results of the research, concerning young people, women and NEETs in Tunisia, have the main aim of finding jobs in the fields of agribusiness and waste management for project stakeholders by promoting the spirit entrepreneurship and innovation in these sectors.

In order to have a better analysis of the training needs, the research is supplemented by the results/answers of the questionnaires which were sent to the interested parties, to the economic actors, and to the interviews which were carried out by the representatives of the TVET institutions.

“The ENI CBC “Mediterranean Sea Basin” Program 2014-2020 is a multilateral cross-border cooperation (CBC) initiative funded by the European Neighborhood Instrument (ENI). The objective of the Program is to promote fair, equitable and sustainable economic, social and territorial development, which can advance cross-border integration and enhance the territories and values of the participating countries. The following 13 countries participate in the programme: Cyprus, Egypt, Spain, France, Greece, Israel, Italy, Jordan, Lebanon, Malta, Palestine, Portugal and Tunisia. The Managing Authority (MA) is the Autonomous Region of Sardinia (Italy). The languages of the official program are Arabic, English and French. For more information, please visit: [www.enicbcmmed.eu](http://www.enicbcmmed.eu)”.



## Context of the mission

The Mediterranean Youth, NEETs and women advancing Skills, Employment and Awareness (MYSEA) project works in partnership with CIES ONLUS, with the aim of promoting employment among young people, particularly NEETs and women, in the agri-food sector and the waste management sector, to respond to the social demands of young people, women and NEETs. In addition, this project is part of the territorial context of the Euro-Mediterranean region which shows a growing proliferation of sustainable and eco-responsible innovations in the aforementioned sectors.

## Mission Objectives

- Development of an inventory of the agri-food sector and the waste management sector in the intervention areas.
- Gather the views of economic and public actors, youth, women and NEETs on the agri-food and waste management sectors.
- Intercept requests for market trends and for the most solicited professional profiles.
- Examine potential adjustments in policies dedicated to creating opportunities for youth, women and NEETs.

## Analysis results

At the end of the interviews and online questionnaires for the targets, we were able to carry out the analyses through:

### Online questionnaires to:

- ✓ Youth, women and NEETs
- ✓ Economic actors
- ✓ Training Centers

### One-to-one interviews:

- ✓ Economic actors
- ✓ Training Centers

| Data to Collect                                     | Data Collected |
|---|----------------|
| 250 online questionnaires for young, women and NEET | 181            |
| 100 online questionnaires with economic actors      | 10             |
| 20 online questionnaires with TVET                  | 3              |
| 25 interviews questionnaires with economic actors   | 26             |
| 25 interviews questionnaires with TVET              | 6              |

*Figure 1: Number of questionnaires and interviews carried out*



## **Challenges faced during the research**

### **Mission Implementation Challenges**

- In collecting the information related to the waste management sector and to the identification of the actors, there was a difficulty in obtaining their contact details (telephone, e-mail,).
- No information on training centers related to the waste management sector (public, private).
- For the agri-food sector, there was the identification of only 2 training centers in the study areas.
- Several problems of access to information relating to the waste management sector.

### **Questionnaires**

- A problem to reach the economic actors of both sectors.
- No responsiveness of targets to obtain the answers required for all surveys.
- There were remarks regarding the length of the investigations.





## Analysis of data from the questionnaire for young people, women and NEETS

### Characteristics of youth surveyed (N=181)

#### Gender:

68% Women

32% Male

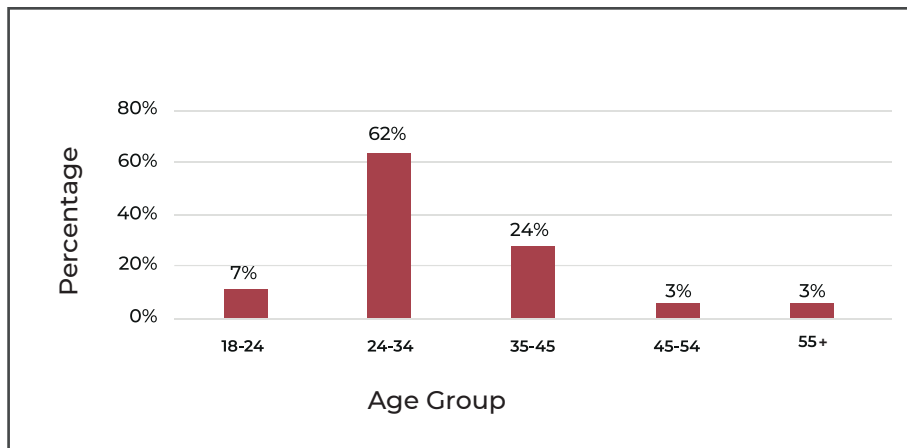


Figure 2: Age groups

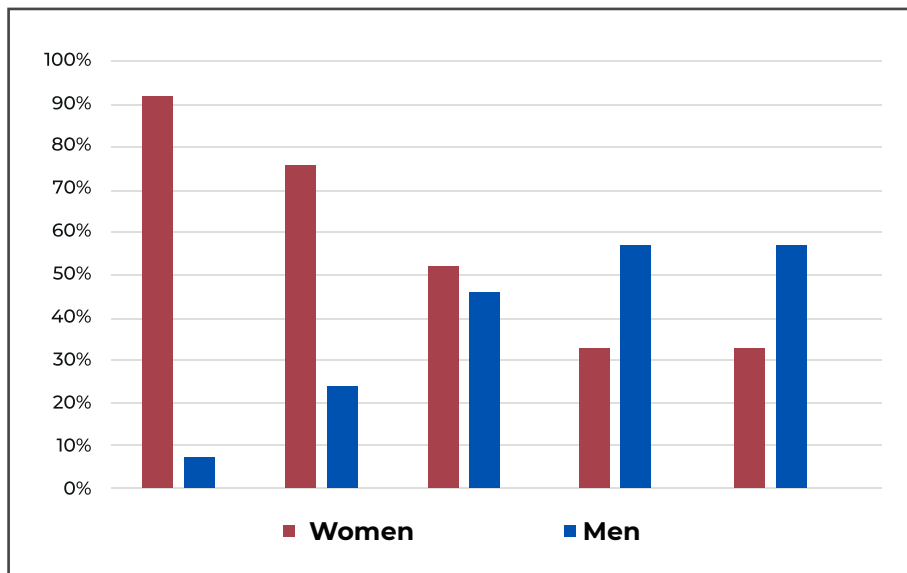


Figure 3: Sex and Age Group

## Education and interpersonal skills (N=181)

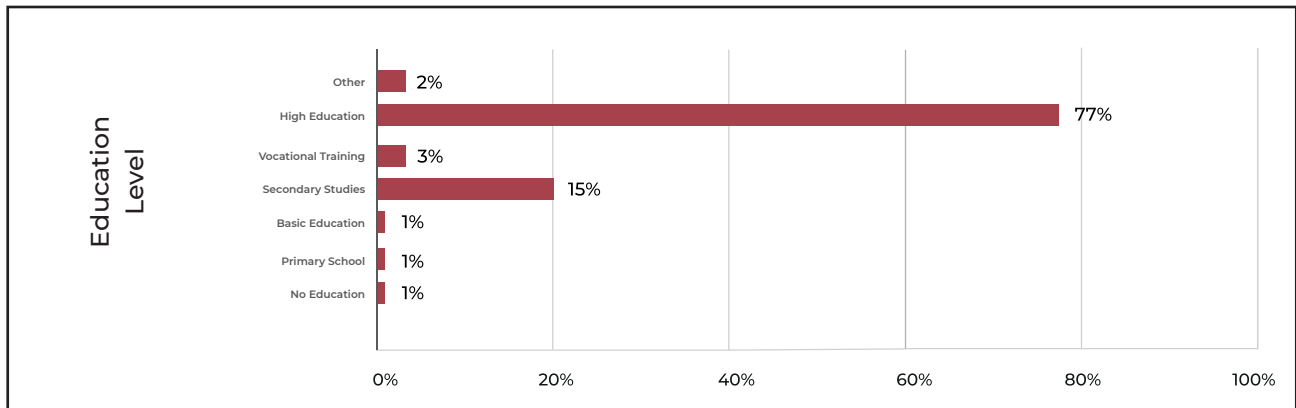


Figure 4: Level of education

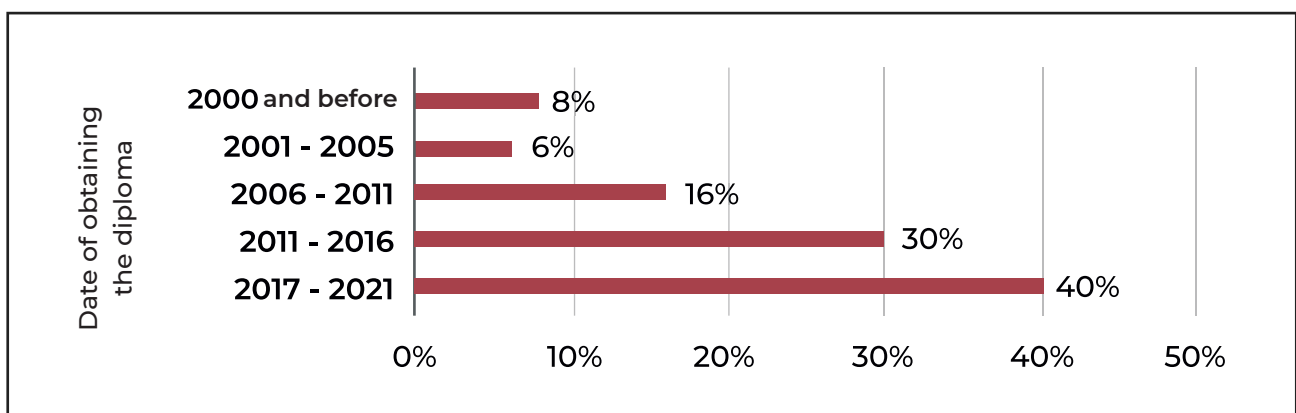


Figure 5: Period of obtention of diploma

## Employment status (N=181)

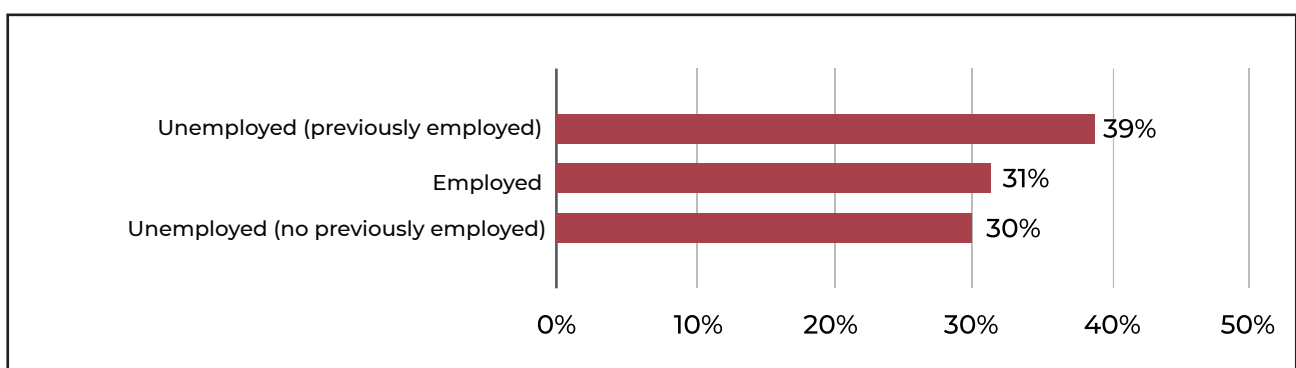


Figure 6: Current employment situation of respondents

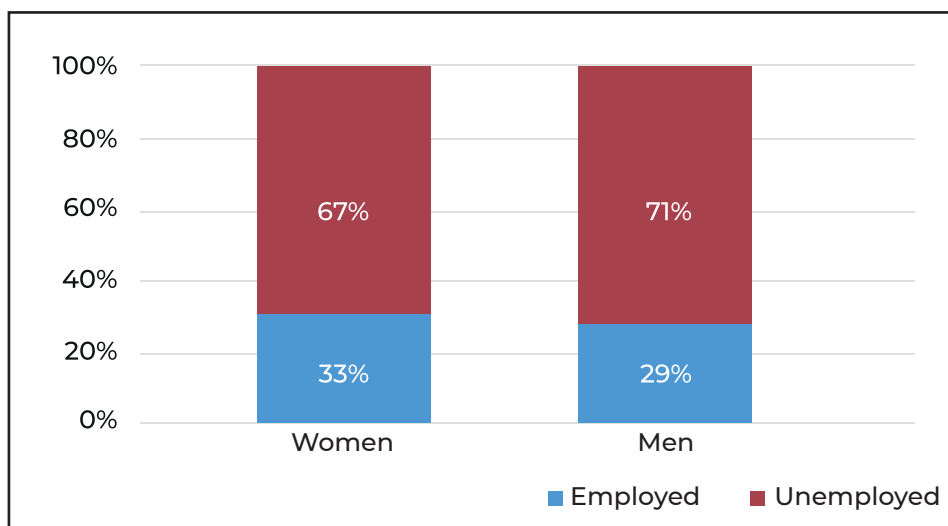


Figure 7: Current employment situation / Gender

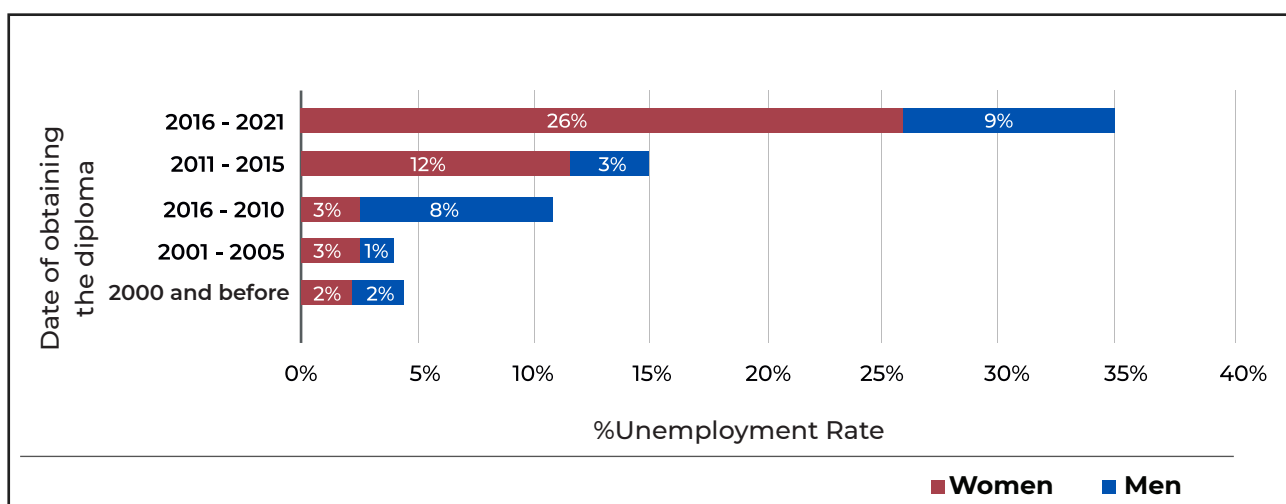


Figure 8: Percentage of unemployed / Gender / Year of graduation

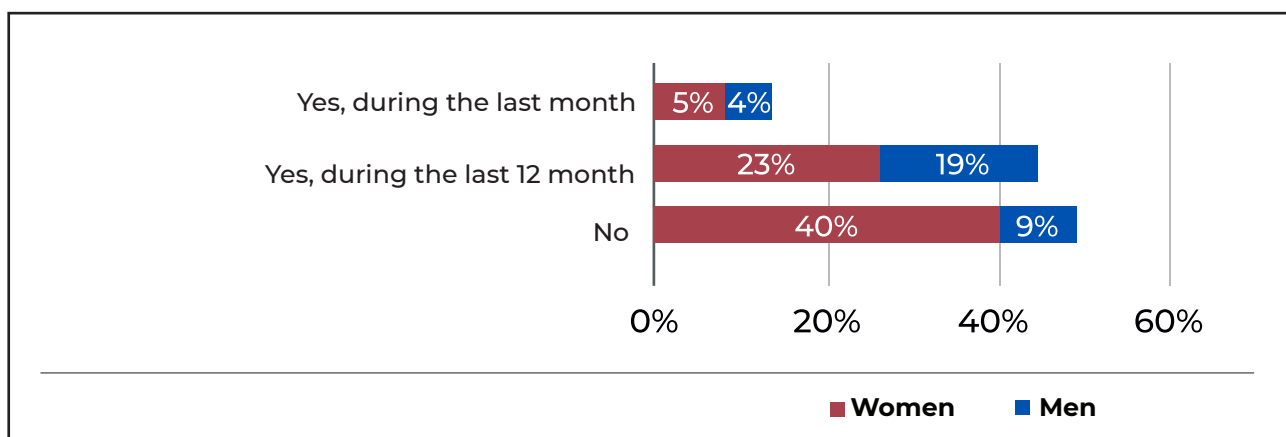


Figure 9: Self-employed activity / Gender

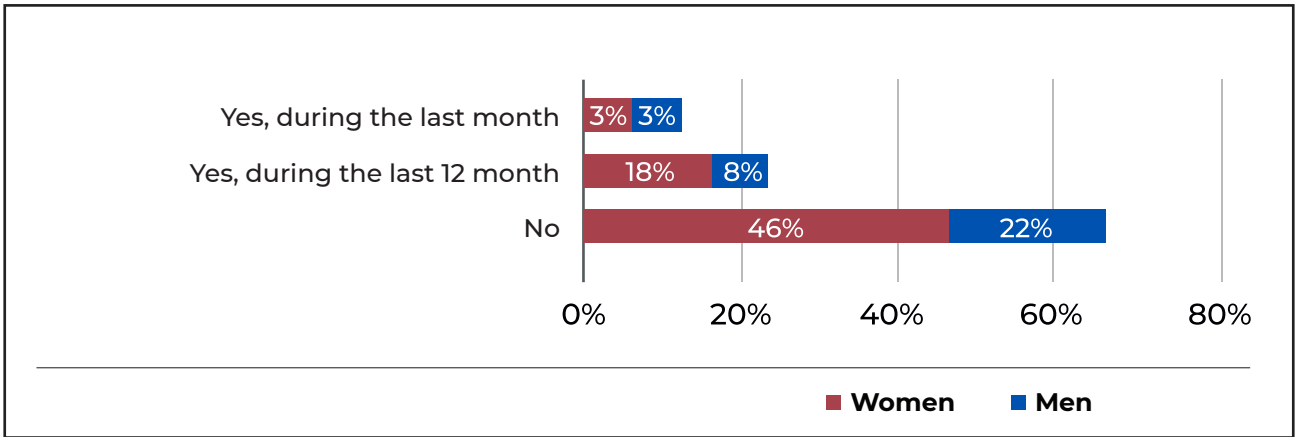


Figure 10: Unpaid professional activity / Gender

**Sustainability perspective (N=181)**

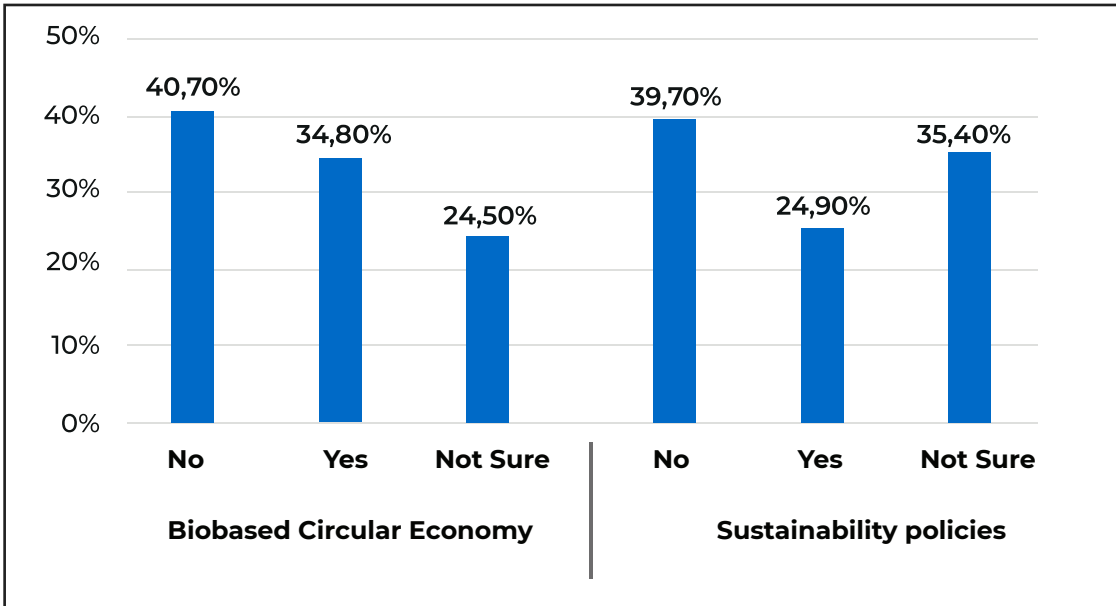


Figure 11: Knowledge of state policies

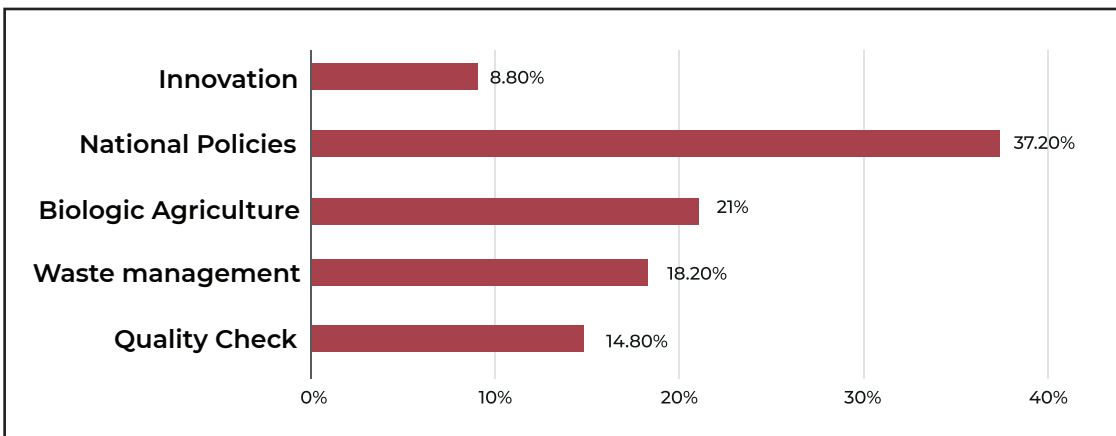


Figure 12: Factors influencing the implementation of a sustainable value chain

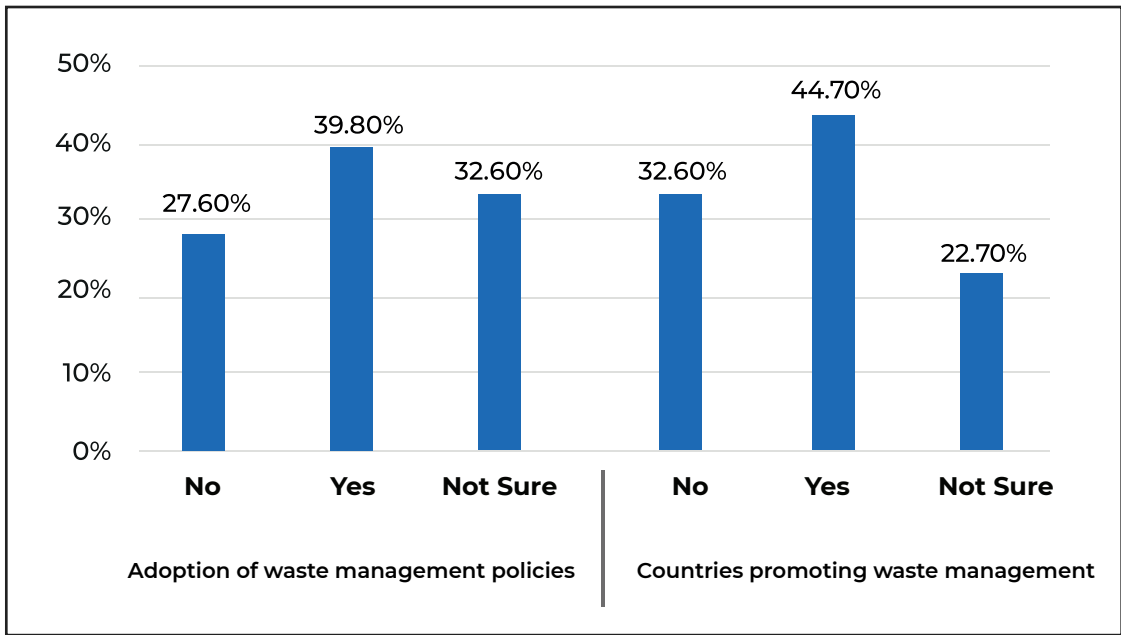


Figure 13: Knowledge of waste management policies

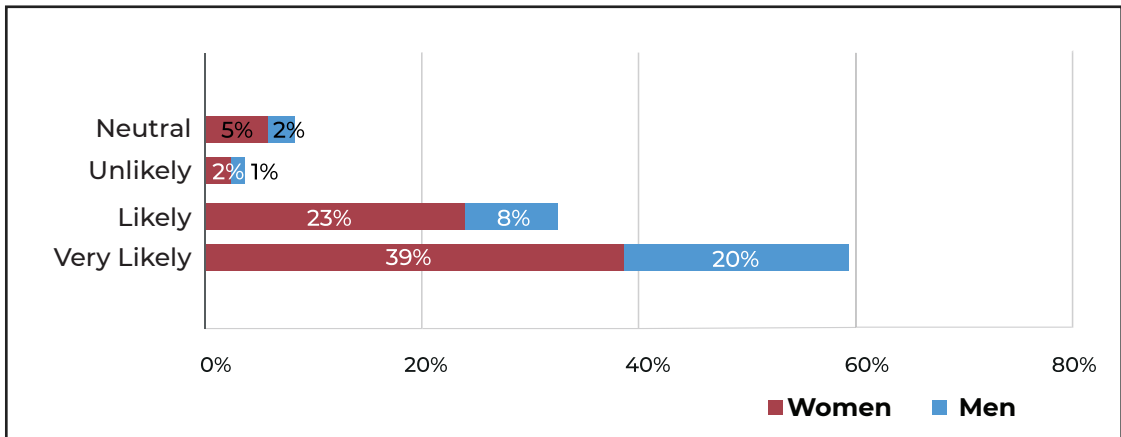


Figure 14: Youth engagement in the recycling process / Gender

### Inclusion of youth in the labour market (N=181)

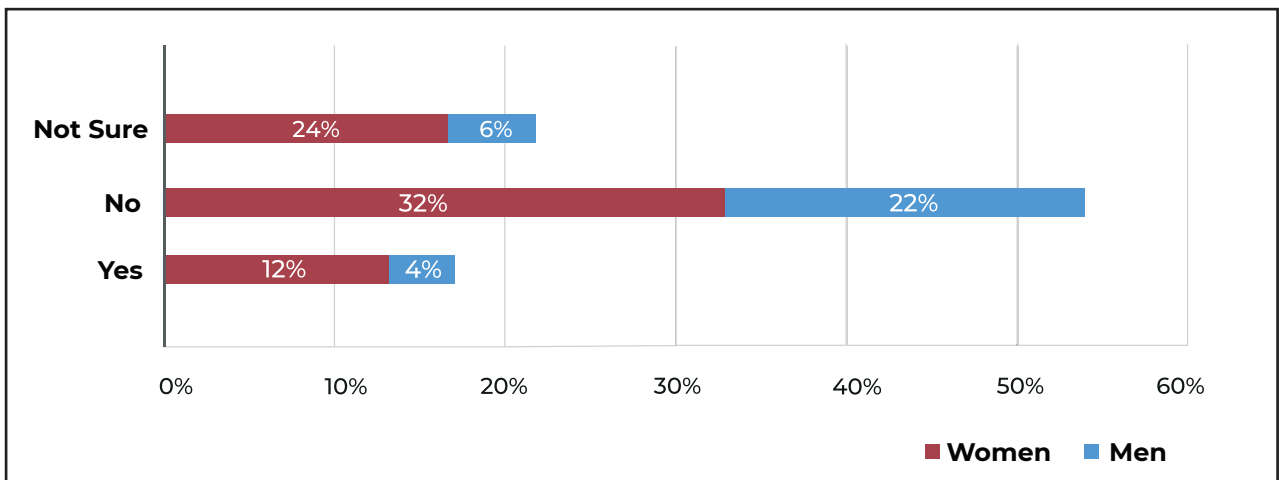
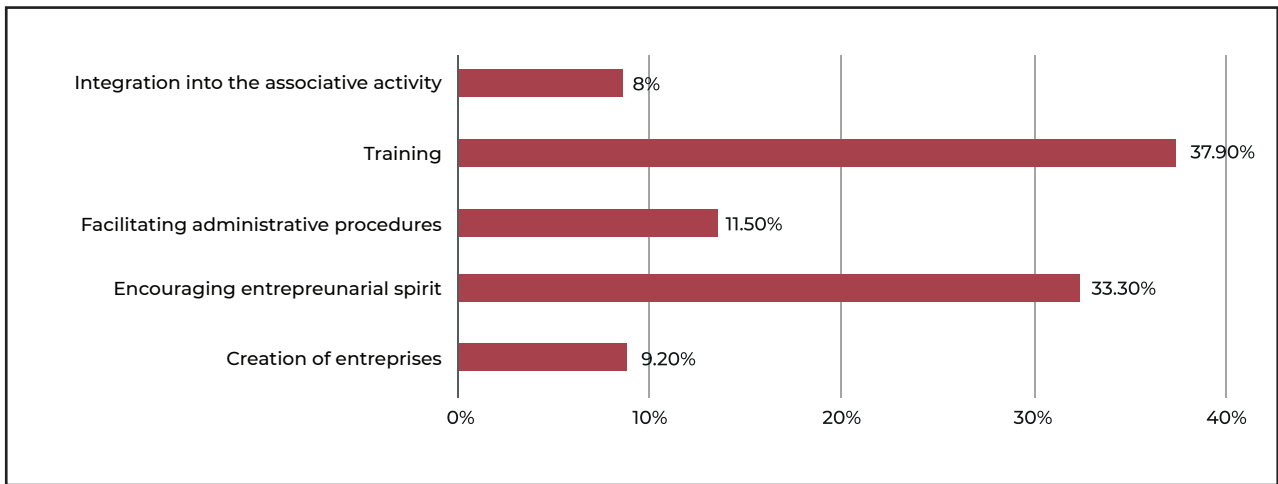
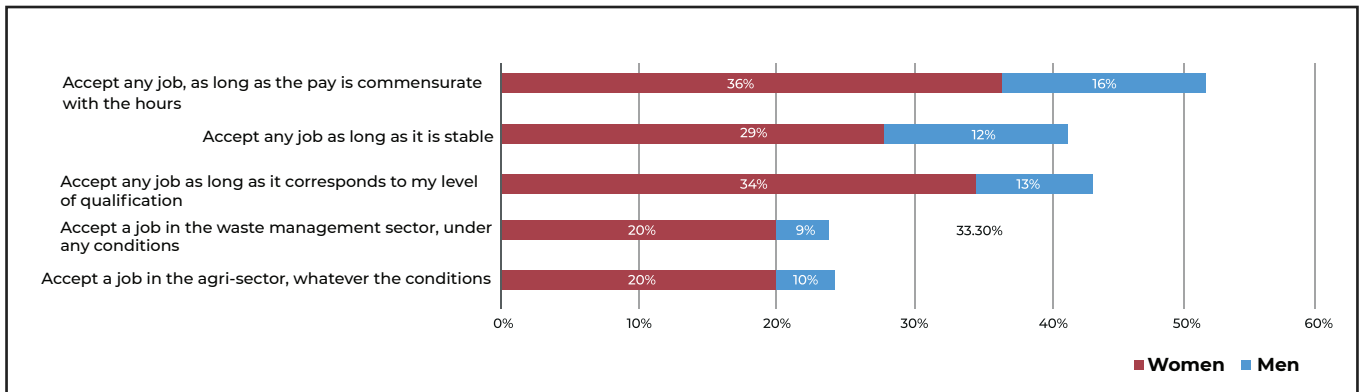


Figure 15: Knowledge of relevant employment policies in favour of young people / Gender

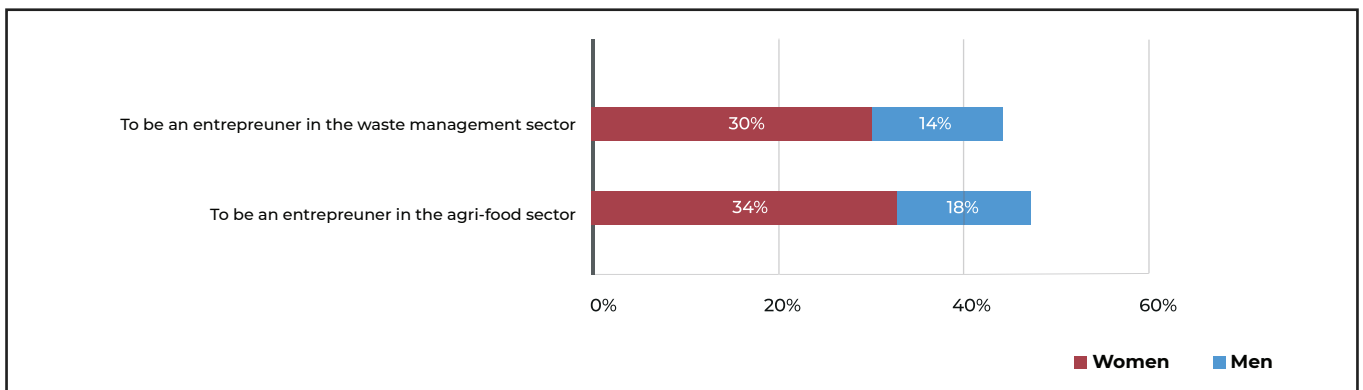


**Figure 16:** Suggestions for the inclusion of young people in the labour market



**Figure 17:** Youth intentions for work in the agri-food sector and the waste management sector / Gender

## Intent of respondents (N=181)



**Figure 18:** Choice of young people for the sector / Gender



## Recommandations

Harnessing the productivity and income generation potential of young people in rural areas by facilitating their access to finance and markets and thus providing them with relevant vocational education and training opportunities.

Improving the skills of young people, through training courses adapted to the needs of recruiters on the job market (the most demanded languages on the market such as English, an international language, soft skills, project management), by providing online training to facilitate access.

Solving the problems of access to finance for project leaders which remains a key issue for young people who want to integrate into the labour market. Therefore, the setting of the means of access to finance will allow young people, women, and NEETs to carry out their projects in the different sectors. This can be done through the dissemination of information on sources of financing (microfinance for example) during information days.

Encouraging young people to participate in different programmes and projects such as the CEFE programme, which is a set of training tools based on practical learning methods to acquire and strengthen entrepreneurial and management skills. Also, GIZ's CORP programme for integration into professional life and career change. The RAIDA program for the promotion of women's entrepreneurship of the Ministry of Women, Family and Elderly Persons in partnership with the BTS.

Also, the Agripreneur program which aims to create new economic opportunities in the agriculture, agri-food and related services sector for young men and women in rural areas of intervention. In addition, the Proagro project aims to improve living conditions in rural areas of Tunisia through support for the development of sustainable agri-food microenterprises and job creation in disadvantaged areas of Tunisia.

The offer of technical training in different themes according to the needs of young people (ICT, Soft Skills, ideation, project management etc.) will allow young people, women and NEETs to have a complementary source of information and support. Training courses can be set up on the valorization of local products at the artisanal level, following the specificity of the regions (traditional harissa, dried tomatoes, fruit jams, fruit drying, etc.)

Participation of young people in workshops carried out by training centers or by other bodies, such as "The professions of tomorrow" conference held by UTICA, to enrich their knowledge and technical practices.

Strengthening the capacities of young people by developing their skills according to the needs of job seekers. According to changes in the job market, the skills considered essential change according to the needs of the employer such as self-confidence, conflict and emotional management, career planning, sense of responsibility, teamwork, project management.

Encouraging young people to create their own projects by simplifying administrative procedures since the company is linked not only to the factors of realization and professional integration but also to the establishment of an entrepreneurial culture.



# Analysis of questionnaires and interviews for economic actors

## Respondent characteristics (N=10)

### Gender:

90% Female  
10% Male

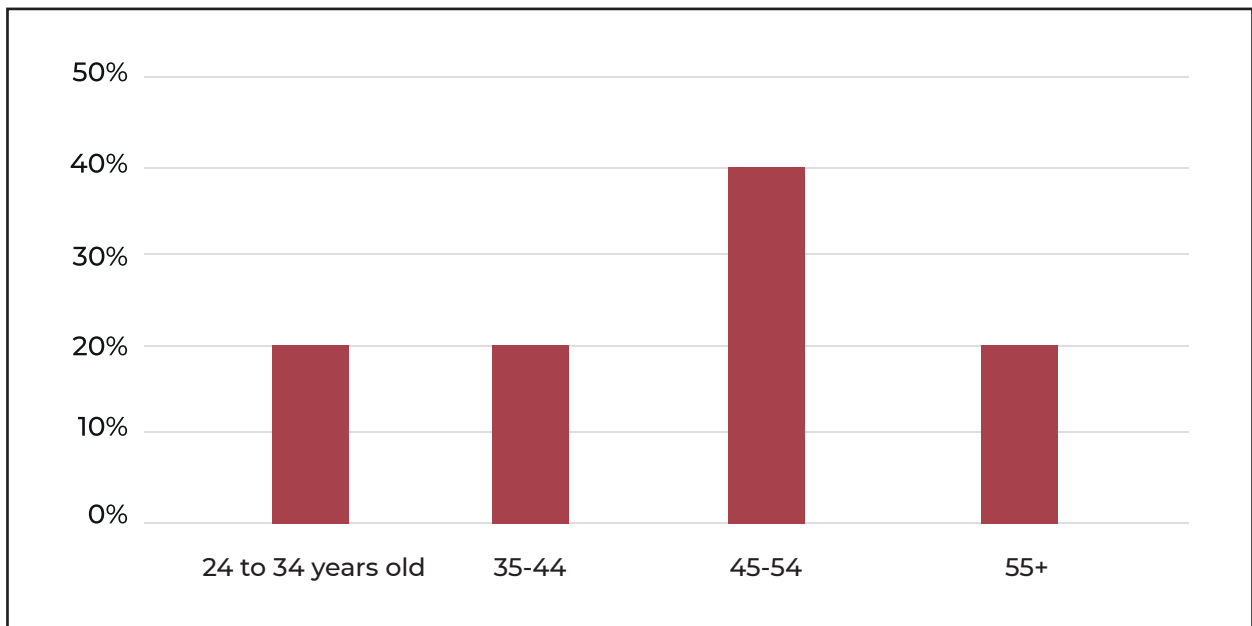


Figure 19: Age groups

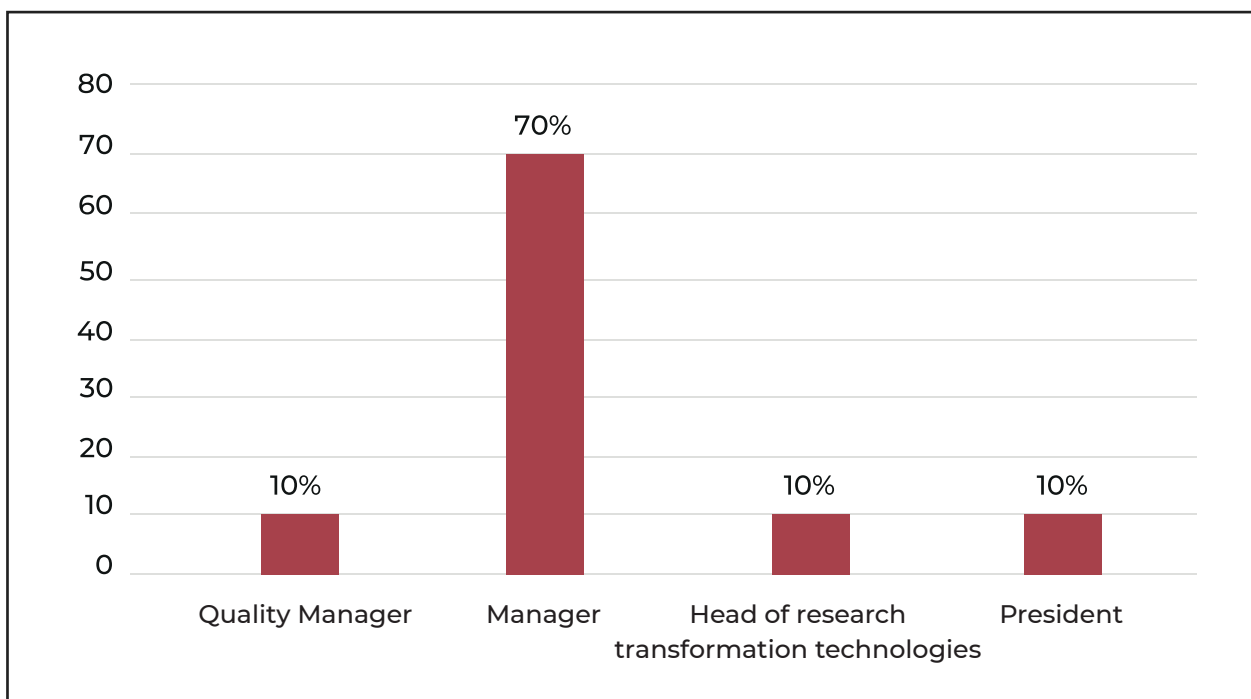


Figure 20: Current position in the company

## Company Profile (N=10)

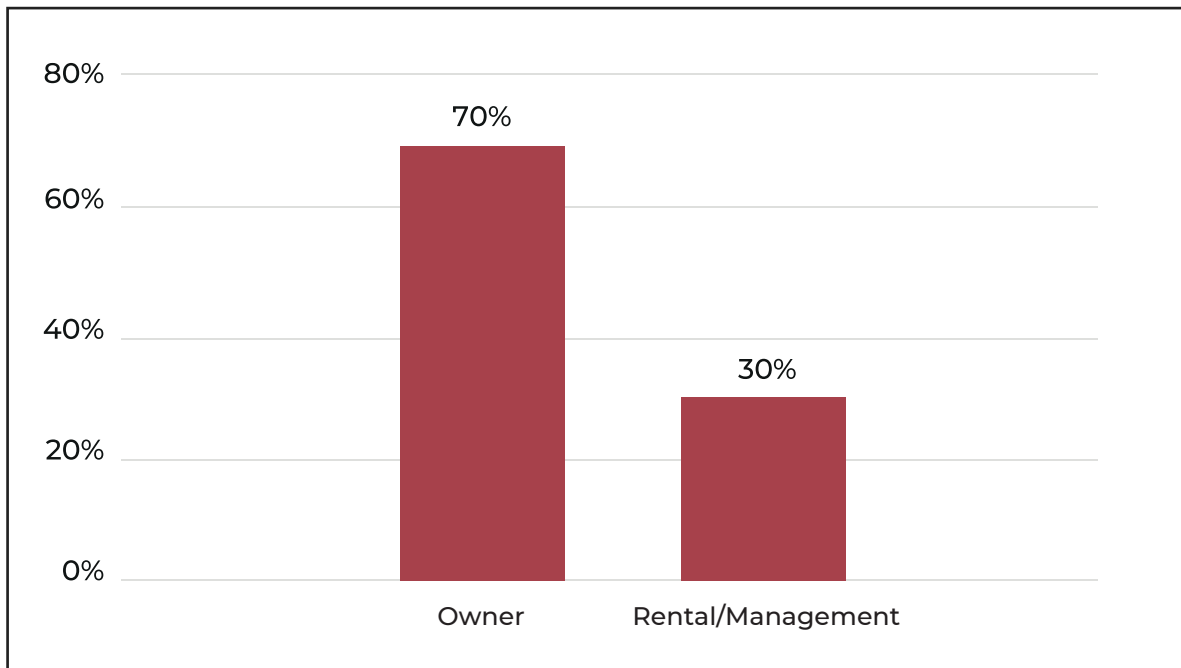


Figure 21: Ownership mode

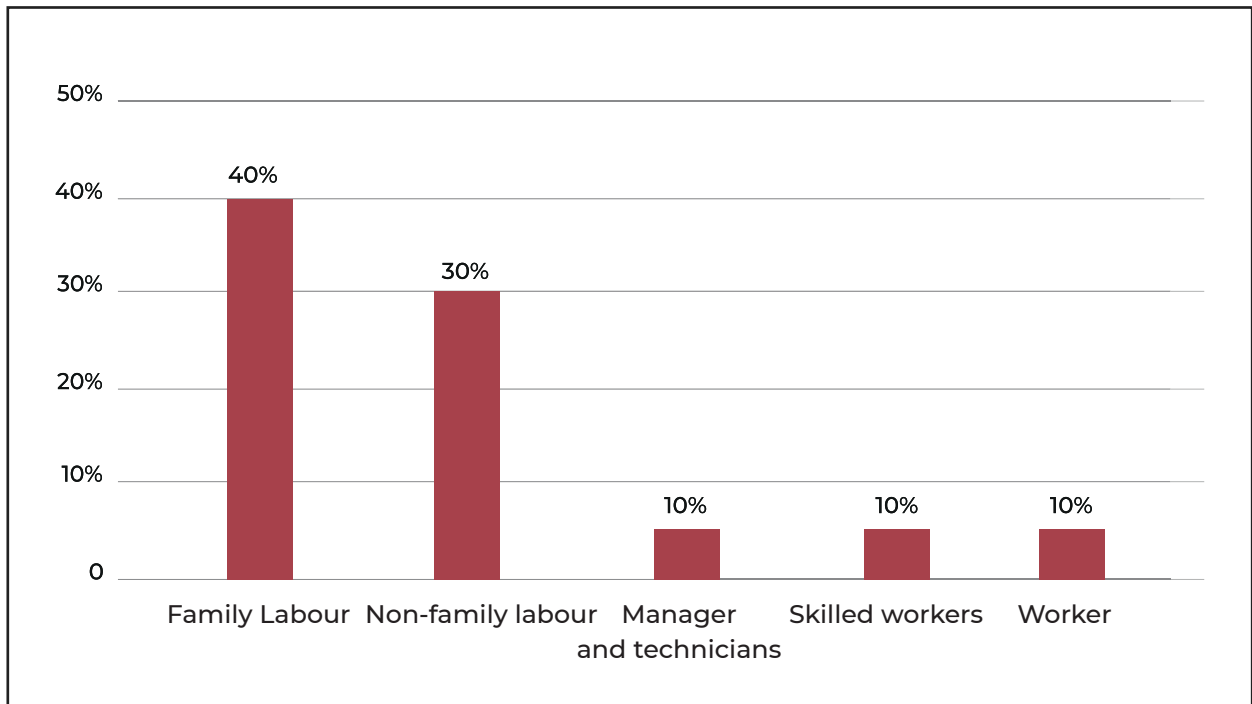
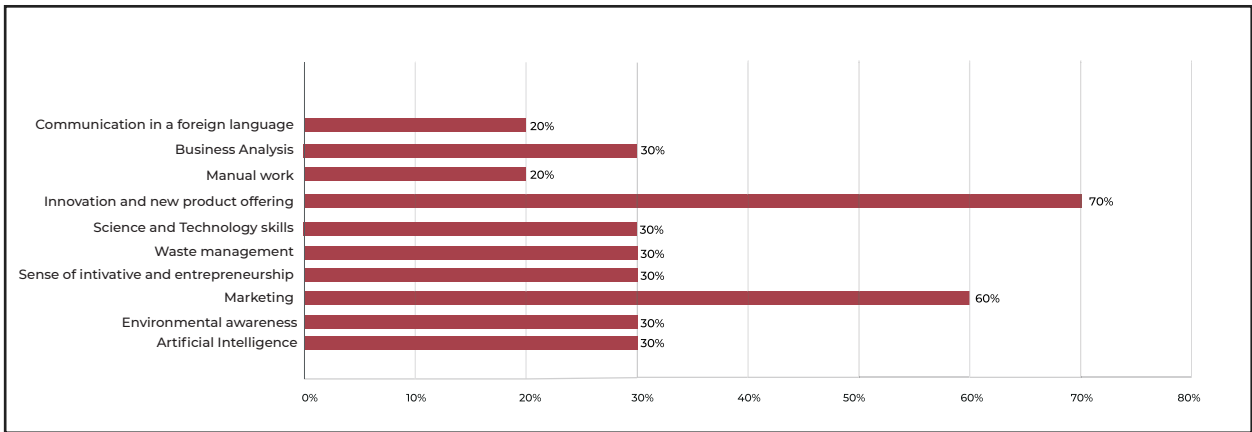
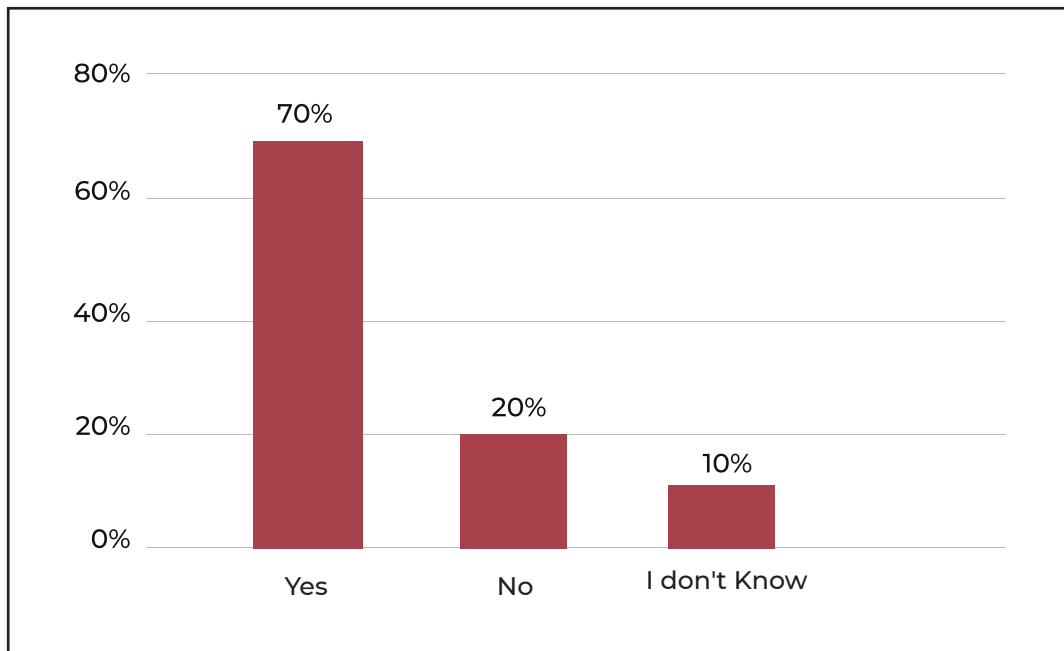


Figure 22: Type of employees

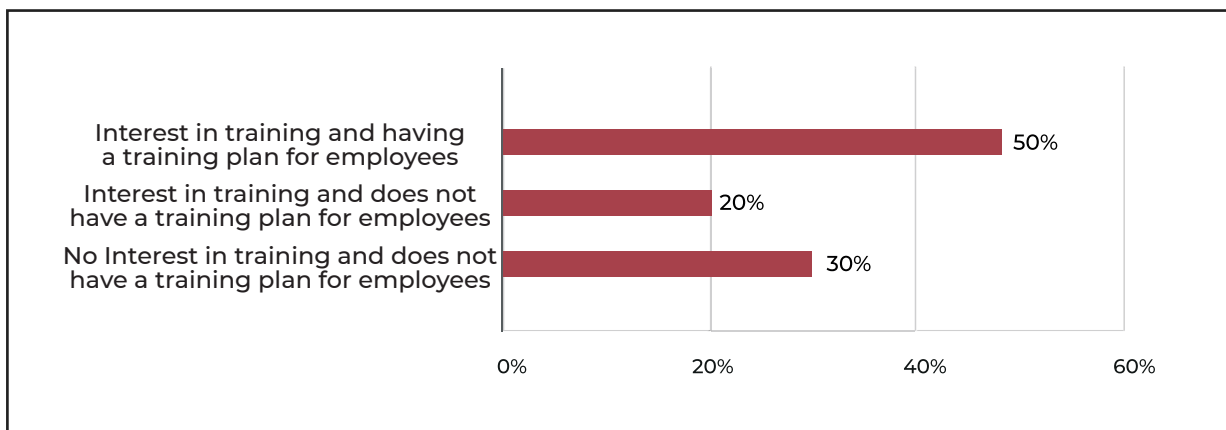
## Skills and competences (N=10)



*Figure 23: Skills and competencies required*



*Figure 24: The satisfaction of respondents by the skills of employees*



*Figure 25: Interest and disposition of training plans of companies*

## Sustainability perspective (N=10)

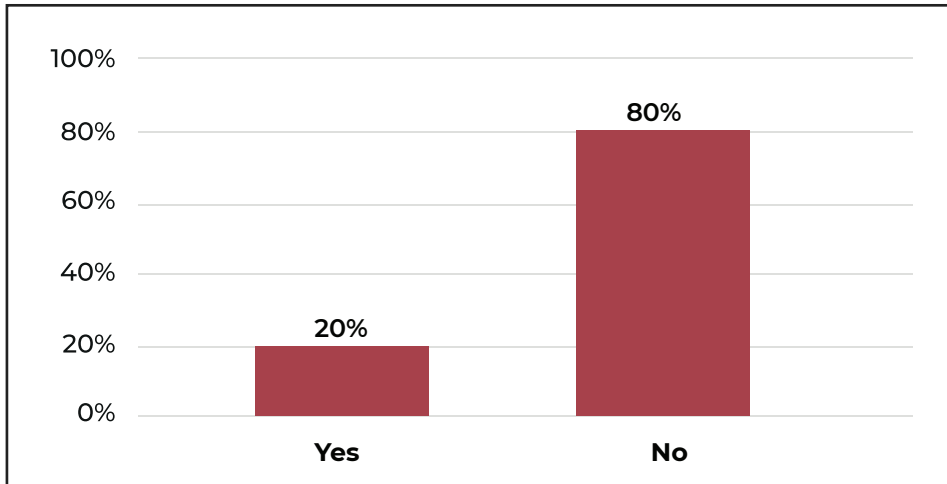


Figure 26: Knowledge of state policies regarding sustainability

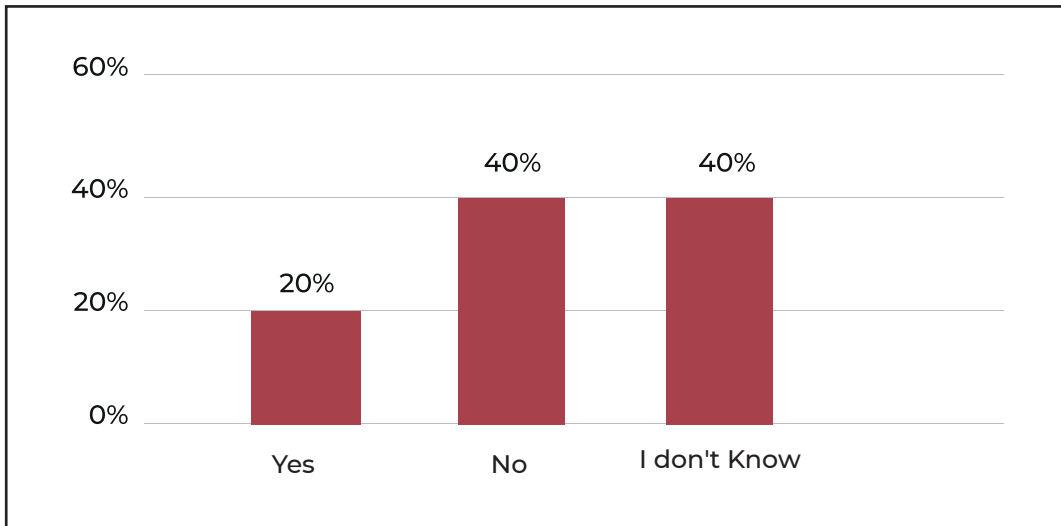


Figure 27: Knowledge of state policies regarding waste management

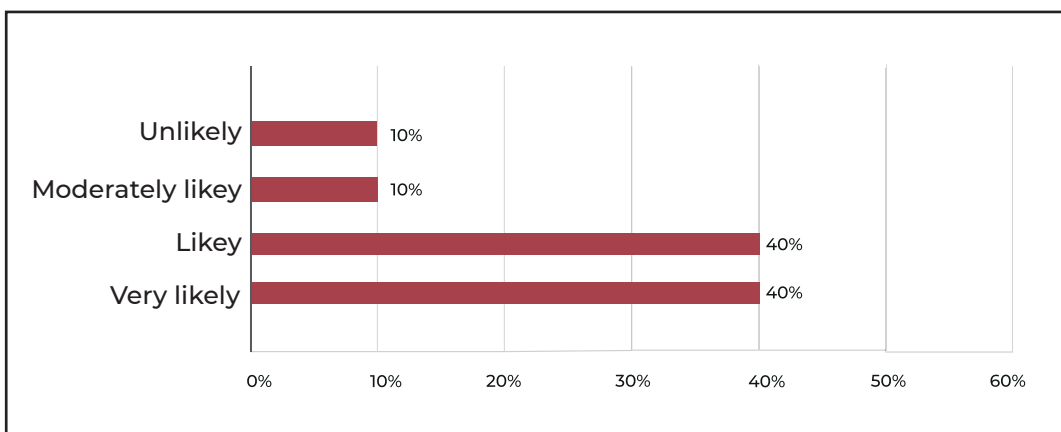
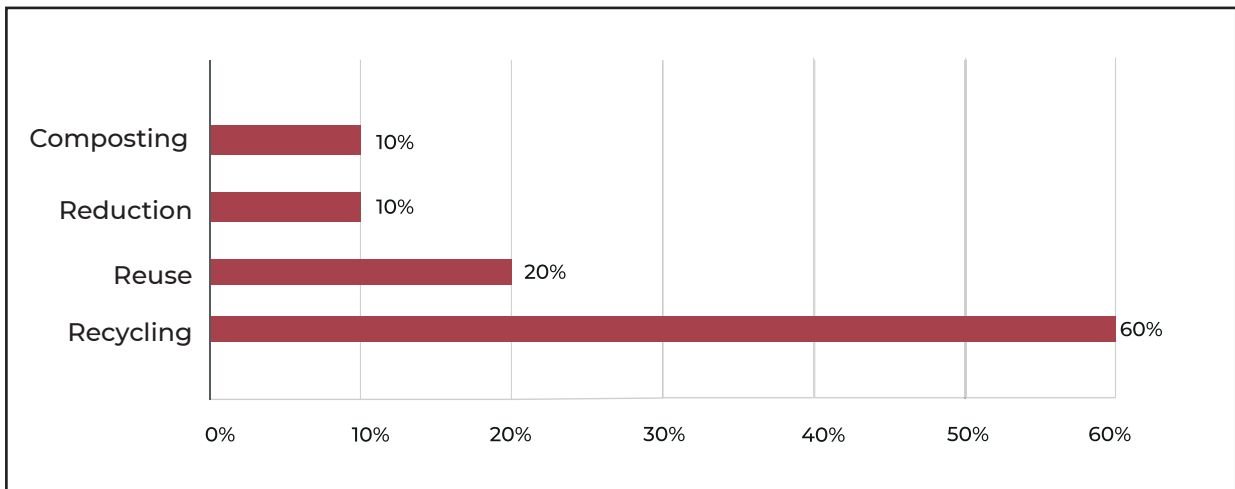


Figure 28: Opportunity to engage in recycling

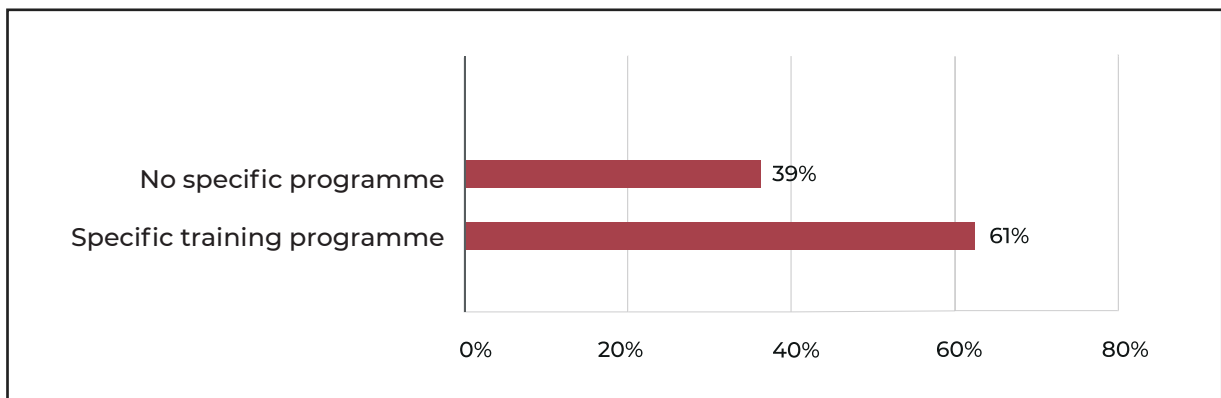


*Figure 29: Appropriate actions for waste reduction*

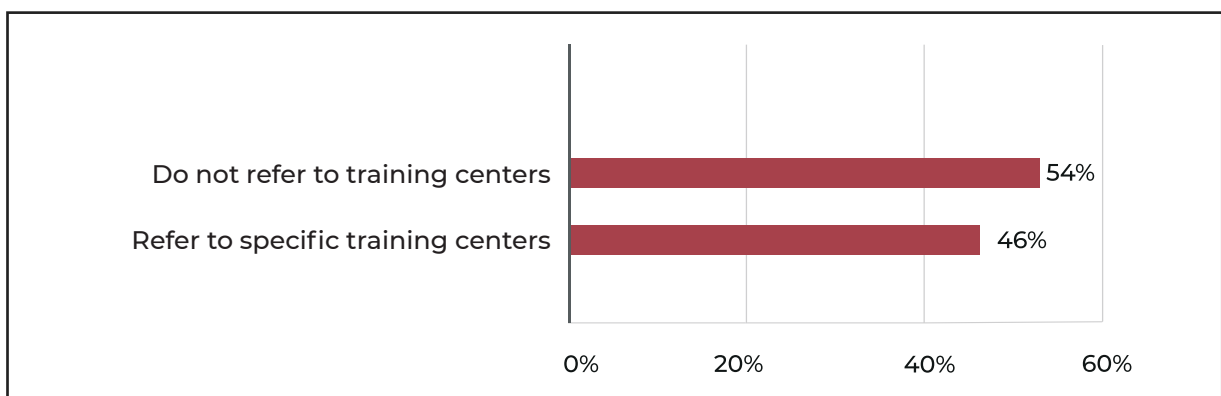
### **Semi-structured interviews (N=26)**

- ✓ 13 Private economic actors.
- ✓ 9 Public economic actors.
- ✓ 4 Civil society organizations.

### **Analysis of interviews with private actors (N=13)**



*Figure 30: Provides training programs for employees*



*Figure 31: References of employee training*

## Recommandations

- Facilitate administrative and legal procedures to encourage young people to launch their own projects, especially young graduates or at least explain and circulate information.
- Optimize waste collection circuits via digitalization to achieve optimal, efficient and efficient management, improve costs, raise user awareness and ensure monitoring of the collection process (traceability).
- Offer financial incentives (tax exemption, subsidy, ...) to companies and startups, to encourage them to recruit young people, women and NEETs.
- Supervise the staff of the municipality on the environmental theme since the municipalities do not have scientific and technical profiles that specialize in this sector, through training and supervision sessions that can be provided in the context of development projects, while using the recruitment of specialists and trainers to provide the necessary technical support.
- Identification of opportunities to create new professions related to the agri-food sector by involving all the actors of this sector.
- Sign agreements with private companies to facilitate the integration of students into their professional career.
- Strengthen the external communication skills of civil society organizations and provide them with soft-hard skills and advocacy training with the aim of supporting their negotiation skills and installing them in local and regional impact spaces. The acquisition of public speaking skills allows these structures to have the opportunity to act and defend the rights of their region, to be involved in decision-making and to facilitate dialogue and inter-actor synergies.







## Analysis of questionnaires and interviews for training centers

### Caractéristiques des répondants (N=3)

- ✓ Gender: Female 67% Male 33%
- ✓ Age groups 45-54 years
- ✓ Level of education: All holders of a university degree in agriculture and agri-food.

### Profile of Centers (N=3)

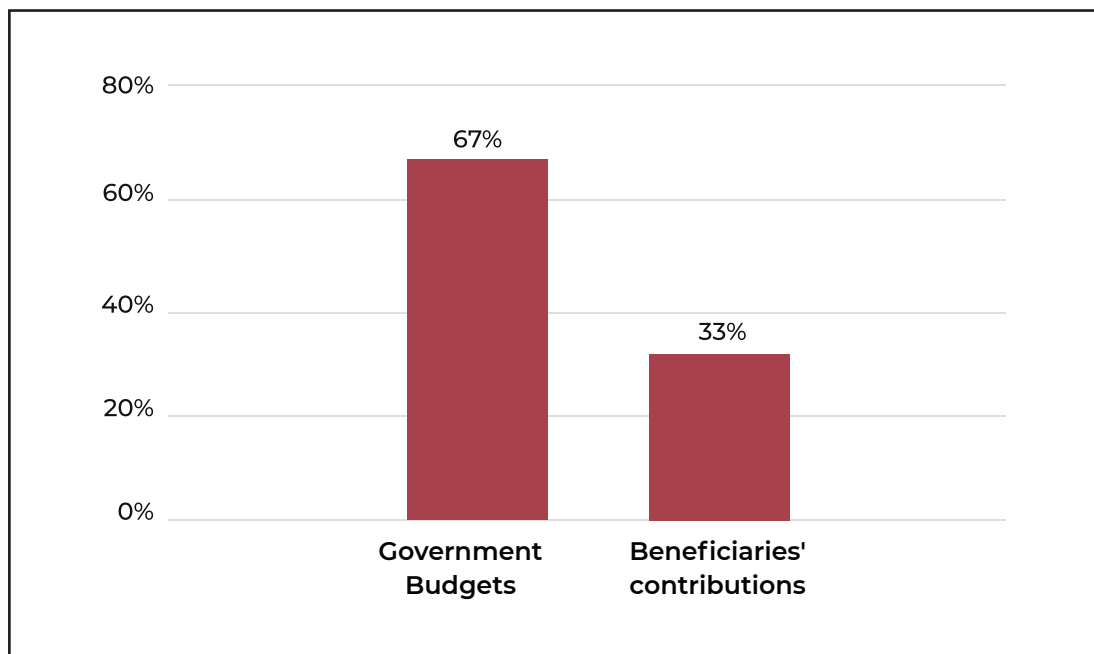


Figure 32: Source of funding

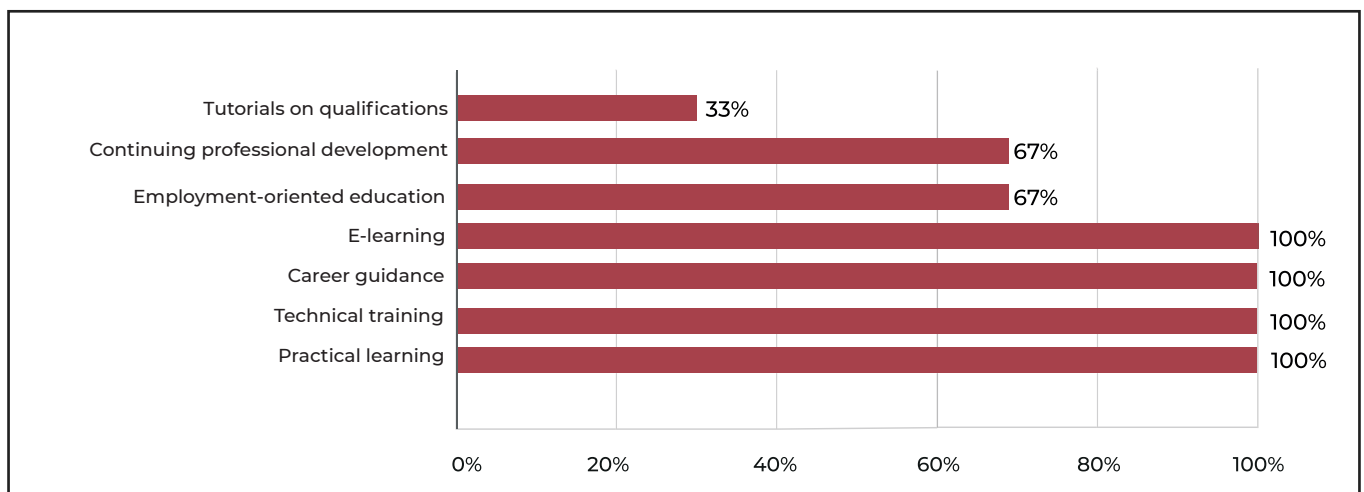
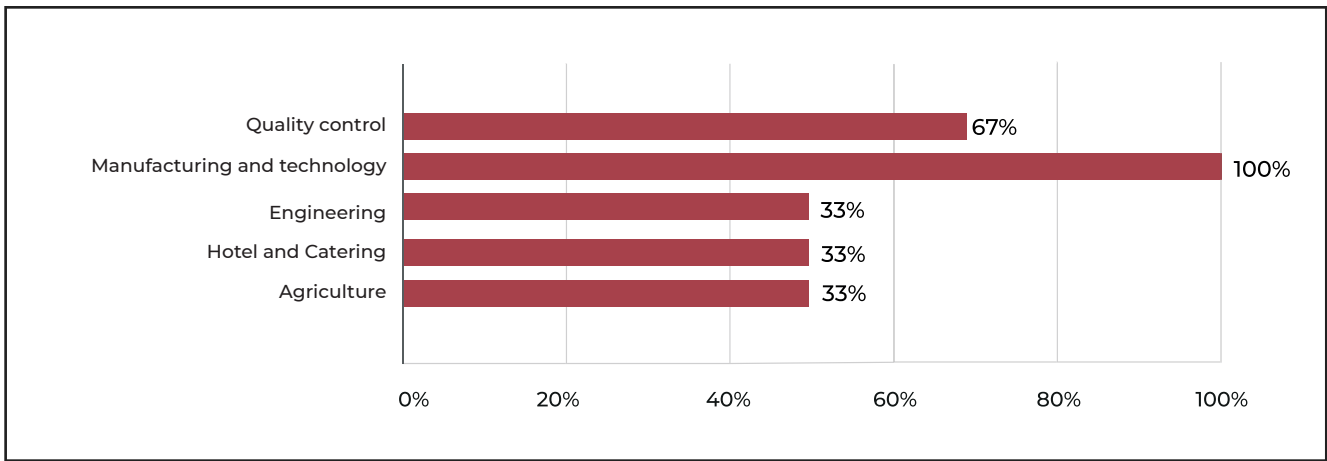
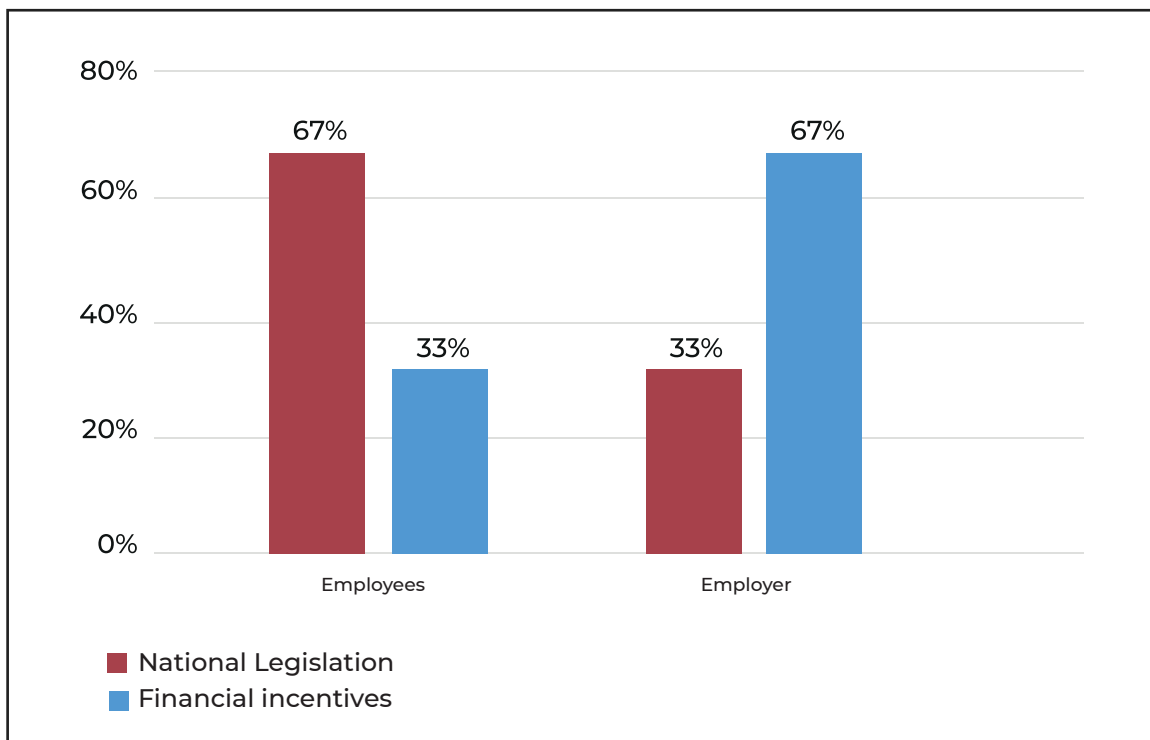


Figure 33: Services offered



*Figure 34: Field of training*



*Figure 35: Reasons for requesting training*

## Skills and competencies required:

### Science and technology skills:

- A sense of initiative and entrepreneurship.
- Waste management.
- Business analysis.
- Communication in a foreign language.
- Marketing.

All respondents have found, over the past five years, a shift in the demand for employment skills that focuses on soft skills.

## Services offered by Centers (N=3)

The centers offer technical knowledge and transversal skills in:

- Agri-food production technologies.
- Soft skills (communication and listening, leadership, teamwork).
- Entrepreneurial skills.
- Supervision.
- Online webinars.

To continue vocational training for workers, the centers surveyed mainly offer:

- Technical training.
- Training in the field of quality and health safety.

## Opinion on inclusion and employment policies (N=3)

The main priorities to support the employment of youth, women and NEETs that characterize the current economic period in this country are:

- Continue to provide qualifying and appropriate technical training.
- Help young people to set up for their own accounts.
- Development of the industrial sector.

✓ Current policies in favour of the employment of young people, women and NEETs in this country have made it possible to:

- Support through entrepreneurial spaces and incubators.
- The granting of financial aid for the creation of projects.
- The organization of civil society and associations.

## Structured semi-structured interviews (N=6)

✓ 3 Institutes of higher education

✓ 3 Training centers

The data collected showed that these technical and vocational training centers offer training programs in agri-food industries, industrial maintenance, industrial quality, and food packaging.

Higher education institutions offer both theoretical and practical training in the agri-food industry and in industrial biology and chemistry.

The training required on the job market for the agri-food sector is:

- Training in mechanics, electricity, and machines to intervene at a first level of diagnosis and maintenance.
- Training in the field of food safety and by respecting quality rules and hygiene, safety, and traceability procedures.
- Training in food manufacturing processes.
- Training in industrial refrigeration.
- Leadership training to master the functions of department manager or manager and adopt the behaviors of a team leader.

## Recommandations

The creation of a skills matrix, a very widespread analysis tool in the industrial world, which makes possible to map the available and desired skills to identify not only the training needs but also the resources of a team.

Establish new specialties in higher education institutions and training centers, which are more suitable for job offers on the labour market.

Strengthening the link between education, training systems and the world of work. Given the diverse learning needs of young people, all formal training institutions need to offer an equally diverse range of training.

Efforts to develop skills and increase labour productivity must be supported by improving the quality of basic education through the innovation of curricula to meet the specific needs of the employer and a stronger orientation of training policies towards integration.

# CONCLUSION

## **Training and support tools:**

Offer a variety of training courses such as entrepreneurial training programs (MORAINE, CEFE, CREE), additional training (management training, technical training).

## **Financial support:**

For business start-up project leaders, start-up financing is an essential issue, especially for young entrepreneurs dealing with major financing problems. The State must intervene to encourage this type of promotion, by creating financing structures dedicated to these new companies, whose objective is to meet their needs, both in the pre-creation phase and the post-creation phase, considered as critical phases in the creation of a company.

## **Logistical support:**

The logistical support of young promoters is symbolized by business incubators that represent structures that help project leaders to set up and create their businesses.

## **Educational support:**

The issue of human resources (and human capital), the educational mismatch between the training offered and the real needs of industrialists and stakeholders in the agri-food sector in terms of skills: the lack of certain specific profiles in the face of a growing demand for specific skills and the low attractiveness of the sector in terms of employment, mainly for young people and the decrease in motivation to work in the sector.

To respond to this problem, it is necessary to integrate training cycles (in higher education institutions and training centers:

- Growing difficulties are registered in: Lack of human resources (and human capital);
- Educational mismatch in the agri-food sector;
- Lack of specialized profiles facing the increasing demand for specific skills;
- Decreasing attractiveness and motivation to work in the agri-food sector, especially from young people.

To respond to these challenges, it is necessary to integrate training cycles in higher education institutions and training centers:

- Training for the strengthening of managerial skills (Marketing, leadership,);
- Training for the strengthening of production skills (labelling labelling, sensory analysis;
- Quality training.

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