

# CHAPTER 6

## The Way Forward: Inclusive Youth Policy and Institutions



## 6.1 Taking Stock of Young People's Gains Since the Revolution

Despite Tunisia's impressive social and political achievements, inclusion of young Tunisians remains a largely unfinished project. Comprehensively addressing the legitimate aspirations of youth will be critical for Tunisia to sustain its positive forward momentum. This report presents Tunisian youth's interests, aspirations, and identities, and shares how young Tunisians experience their frustrating socioeconomic circumstances. The Arab Spring demonstrated that, while economic exclusion is a critical issue, it is by no means the only form of exclusion experienced by young men and women. Youth are subject to a wide range of additional forms of political, social, and cultural exclusion, which in turn can exacerbate their economic exclusion.

- **Political exclusion.** Even though youth played a leading role in bringing about a change in regime, they have been unable to secure a role in the subsequently formed government, and they feel that they are not consulted on issues that directly affect them.
- **Confidence and trust.** Like their peers across the Arab world, young Tunisians have very low confidence in government and other public institutions. In late 2012, only 8.8 percent of surveyed rural youth and 31.1 percent of surveyed urban youth

these multiple forms of exclusion impact individuals, preventing them from actively contributing to Tunisian society.

**The majority of NEET and underemployed youth—particularly those with lower levels of educational attainment—has been largely ignored by mainstream youth programs and services.** Rather, they are part of the “other Tunisia,” which was evoked at the beginning of this report by a young activist highlighting the urgent need for greater equity. They are often the beneficiaries of alternative support systems provided by religious welfare organizations. Bridging the divide with this “other Tunisia” is an urgent imperative for equity. An appropriate strategy to address this particularly vulnerable population in Tunisia is the encouragement of partnerships

### Box 6.1. Eleven Principles of a National Youth Policy

1. **Nonformal learning:** Encourage active learning outside of the formal education system—e.g., life skills, foreign language training, and technical skills—through open and inclusive youth nongovernmental organizations (NGOs).
2. **Youth training policy:** Promote the development of good trainers in the youth sector, a prerequisite for the formation of effective youth NGOs.
3. **Youth legislation:** Draft legislation that includes youth NGOs in policy decision making and that ensures the efficiency of government institutions working on youth issues.
4. **Youth budget:** Allocate an administrative budget and project grants to youth organizations.
5. **Youth information policy:** Inform young people about opportunities that exist for them and ensure communication among all stakeholders in youth policy and transparency in the conduct of youth policy.
6. **Multilevel policy:** Outline youth policies to be implemented at both the national and local levels.
7. **Youth research:** Regularly identify the key issues for youth well-being, the best practices in addressing these issues, and the potential role of youth NGOs.
8. **Participation:** Support the active involvement of youth organizations in the design and implementation of youth policies.
9. **Interministerial cooperation:**

youth inclusion. These will also need to complement sector-specific policies—such as those in education, employment, and regional development—to address the needs of young people with greater efficiency. These policies should be reformulated with the participation of youth stakeholders, especially youth representative bodies, as partners in decision making. Moreover, policy implementation needs to be supported by performance-based management of institutions, strengthened by mechanisms for close interagency coordination that bring together government and youth organizations, and informed by systematic data collection and participatory monitoring and evaluation systems. As highlighted in figure 6.1, a multidimensional youth policy will include the following three pillars with their respective measures: (1) participation and active citizenship; (2) Access to economic opportunities; and (3) youth-friendly services at the local level.

**These three dimensions of youth inclusion policy, which involve participation, economic opportunities and**

**youth-friendly services require a specific set of measures at the national and especially at the local level, as indicated below.**

#### Participation, Voice, and Citizenship

##### *Local Level*

- Youth-led community development
- Competitive grant scheme to support the capacity of nongovernmental organizations (NGOs) to engage/provide services to excluded youth
- Institutional channels to influence local policy—i.e., local youth councils
- Legal protection for young disadvantaged people in conflict with police
- Confidence/trust building between youth, local authorities and police
- Joint youth initiatives between religious and non-religious organizations





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This study draws on separate household surveys for rural and urban Tunisia and additional comprehensive qualitative research.

## Urban Survey

As part of this study, the Tunisia Household Survey on Youth in Urban Areas (THSYUA) was conducted in 2012. The survey was conceived by a group of Tunisian professors and students, called *Projet Citoyen*, from various universities in Tunisia, particularly from *Ecole Supérieure des Sciences Economiques et Commerciales de Tunis* (ESSECT). Motivated by the observed differences between different parts of the country, including neighborhoods in the Grand Tunis area, the aim of the survey was to scientifically understand urban inequality, with a specific focus on economic opportunities for young people. This effort led to collaboration between the Tunisian National Statistical Office (*Institut National de la Statistique* or INS), the General Commissariat for Regional Development, and the World Bank. The INS provided the sampling frame, the commissariat, as the main government counterpart, provided guidance for the scope of the survey and its urban focus, and the World Bank provided technical and financial support.

THSYUA was designed to be regionally representative. The survey was representative across the seven regions of Tunisia—with Grand Tunis counting as a region separate from the northeast. The survey covered 4,214 urban households. The sample was drawn in two stages. The first stage was the selection of 352 enumeration areas, using the General Census of Population and Housing in 2004 as sampling frame. The second stage was the selection of 12 households, after full listing, within each sampled enumeration area. Data collection took place mainly in May and June 2012, with additional repeat visits taking place later in 2012. Fieldwork was carefully monitored to maximize response rates; the response was at least 85 percent in each region.

THSYUA uniquely combines original data on objective household and individual characteristics with data on perceptions and aspirations, particularly among youth. Based on a questionnaire that is broader and more detailed than a labor force survey, THSYUA allows

including the Algerian border. The survey was conducted in December 2012 and overlapped with parts of the data collection of the urban survey. The differences in seasons may have led to some systematic differences in terms of employment, which tends to be lower in rural areas during the winter, but probably did not affect other outcomes. The data of the rural and urban survey have not been pooled for any of the analysis.

The THSYRA sample was drawn from the latest available census, the 2004 General Census of Population and Housing, provided by the INS. This census also provided the sampling frame for the corresponding Urban and Peri-Urban Youth Survey. Proportional-

the following groups: school dropouts, those with secondary school education, students, youth who had acquired professional training, unemployed graduates, young people working in the informal sector, micro-entrepreneurs, young salaried workers, and young entrepreneurs. Interview parameters covered education, educational reform and quality, experience of unemployment and employment, and the state of the country since the revolution.

The use of personal relationships, social institutions, and professional networks to identify and recruit respondents resulted in a gender bias that favored males and in having a larger proportion of respondents in the upper range of ages, including several respondents older than age 29. Researchers were concerned that excluding unemployed graduates older than age 29 would alienate them from their younger peers and, in so doing, disrupt cohesion among Tunisian youth living in the same towns or neighborhoods.

Acting as facilitator and note-taker, respectively, an academic consultant and student-conducted focus group held discussions in French using guides and procedures that had been developed and pilot tested by the World Bank in cooperation with the National Youth Observatory and consultants. Researchers obtained permission from each of the focus group participants in order to audiotape the sessions. During the focus groups, participants were invited to participate in individual interviews. Those who expressed an interest in doing so provided the facilitator with their names and contact information.

Based on selection criteria—primarily the consultant’s assessment of the participant’s active participation and demeanor in the focus group in which he/she participated, the facilitator selected a participant from among those who had originally volunteered to be individually

interviewed. The facilitator subsequently elicited additional detailed narrative information from the participant using a semistructured interview guide developed by the World Bank in cooperation with the National Youth Observatory and consultants. Consultants also conducted interviews with individual service providers working for public or NGO institutions and others providing services to youth in the 14 communities included in the sample. As with the selection of focus group participants for individual interviews, facilitators used criteria that were developed by the National Youth Observatory in cooperation with the World Bank. All interviews were audiotaped with the permission of the interviewee.

In the case of both the focus groups and individual interviews, the audio recordings were transcribed, and the local consultants, with support from the students, analyzed the data using the Glaser and Strauss grounded theory method—specifically the editing style of analysis, using the full transcription of the focus groups and the individual interviews (Glaser and Strauss 1967). Through this process, using a structured form, the researcher carefully read the responses to identify key words in each response, used these to develop categories of responses within the questions, and then used these categories to develop themes across the question items. This process is hierarchical, with key words being the foundation and the themes being the highest level of answer grouping. The analysis was also independently carried out by World Bank advisers to ensure quality control; this is standard practice in qualitative research. The consultants used the software program NUDIST™ for the analytical process.

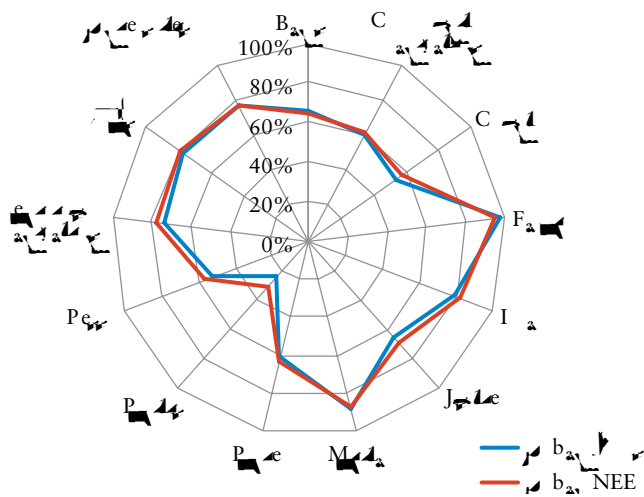
## Note

1. Enumeration areas are also referred to as *District de Recensement* by INS.





**Figure A2.1. Trust in Public and Religious Institutions by NEET (Urban)**



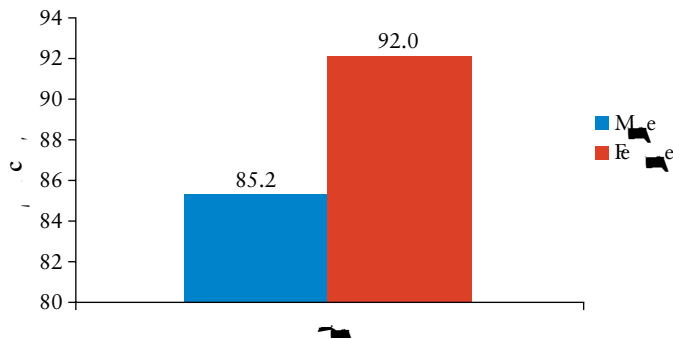
Source: World Bank 2012e.  
 Note: Figure includes all youth aged 15–29 who are not in school or training.

**Figure A2.2. Trust in Public and Religious Institutions by NEET (Rural)**



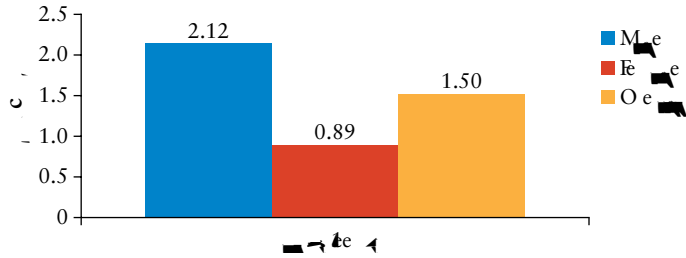
Source: World Bank 2012d.  
 Note: Figure includes all youth aged 15–29 who are not in school or training.

**Figure A2.3. Importance of Community Organizations for Local Development (Rural Tunisia)**



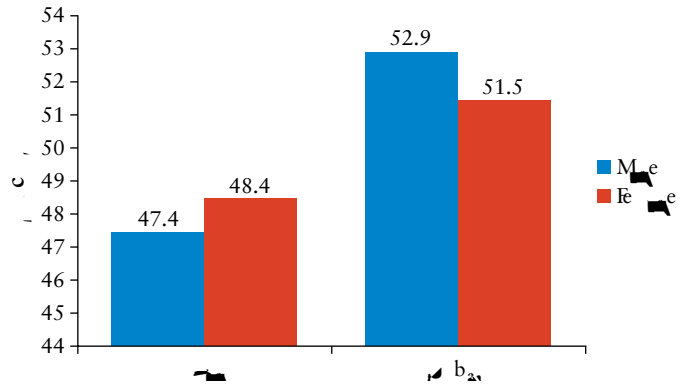
Source: World Bank 2012d.  
 Note: Figure includes all youth aged 15–29. Data is only available for rural areas.

**Figure A2.5. Youth Volunteering (Urban Tunisia) by Gender**



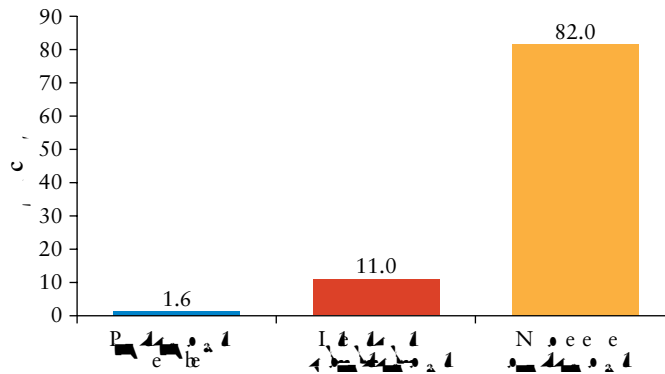
Source: World Bank 2012e.  
 Note: Figure refers to all youth.

**Figure A2.6. Youth Participation in Elections**



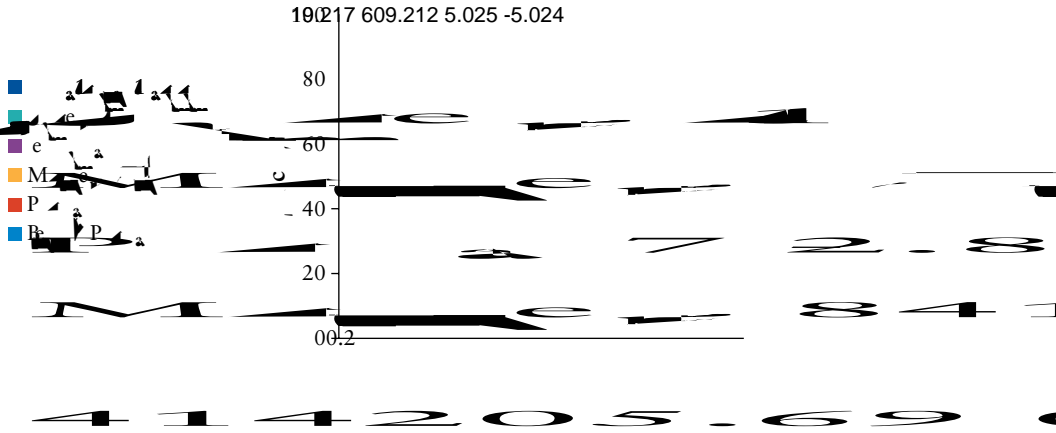
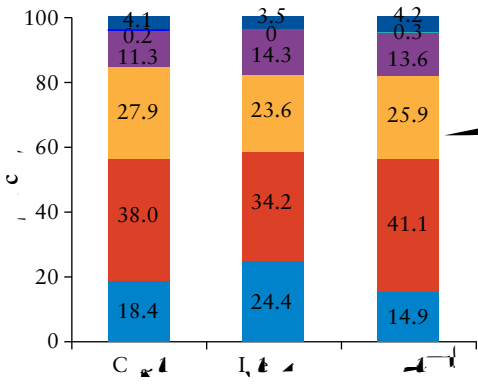
Source: World Bank 2012d; 2012e.  
 Note: Figure includes all youth aged 15–29.

**Figure A2.7. Active Engagement in Politics**



Source: ONJ 2013.  
 Note: Figure includes rural youth aged 15–29.









# Annex 4. Economic Opportunities













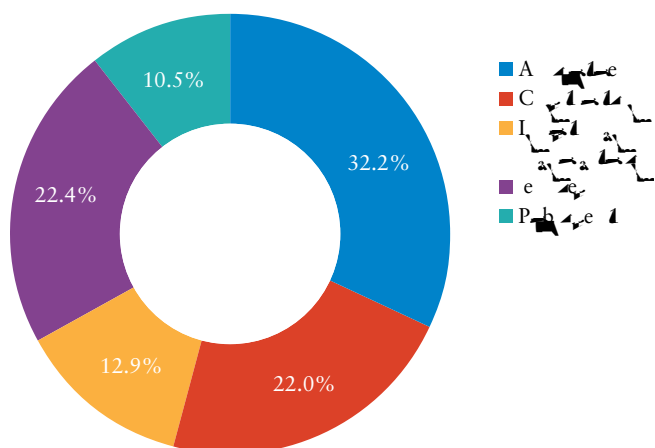




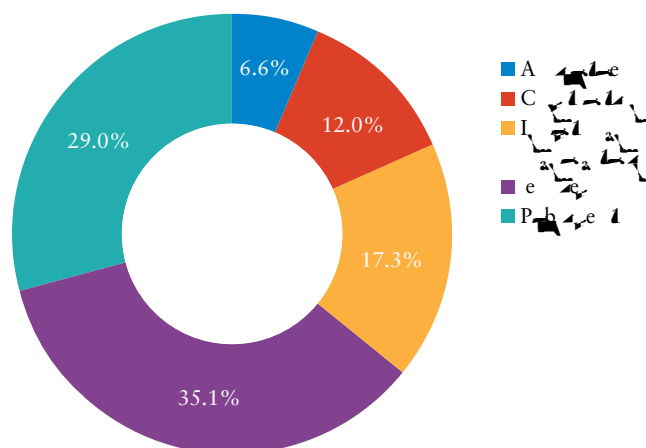
Figure A4.1.

Figure A4.3. Adult Employment by Sector

a. Rural



b. Urban

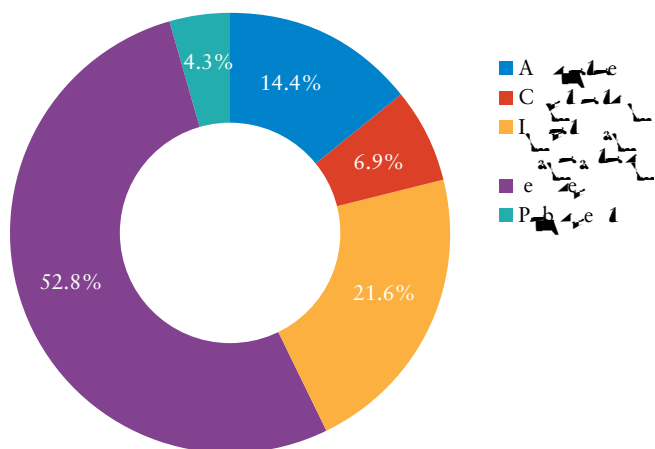


Source: World Bank 2012d; 2012e.

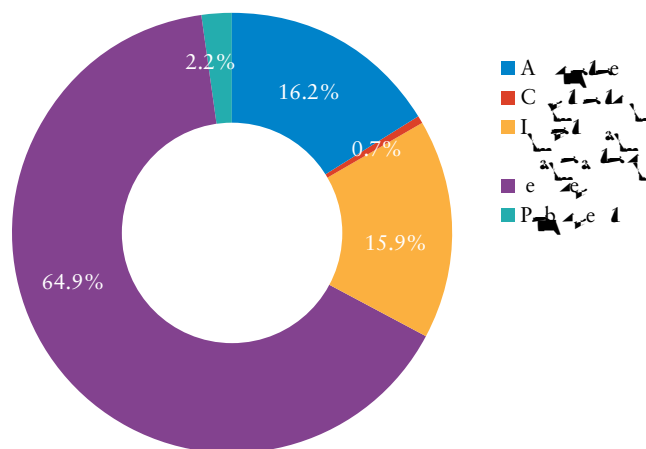
Note: Figure only refers to working adults and excludes self-employed adults. The agricultural sector includes jobs in the food processing industry.

Figure A4.4. Intention to Work in Public Sector

a. Rural



b. Urban



Source: World Bank 2012d; 2012e.

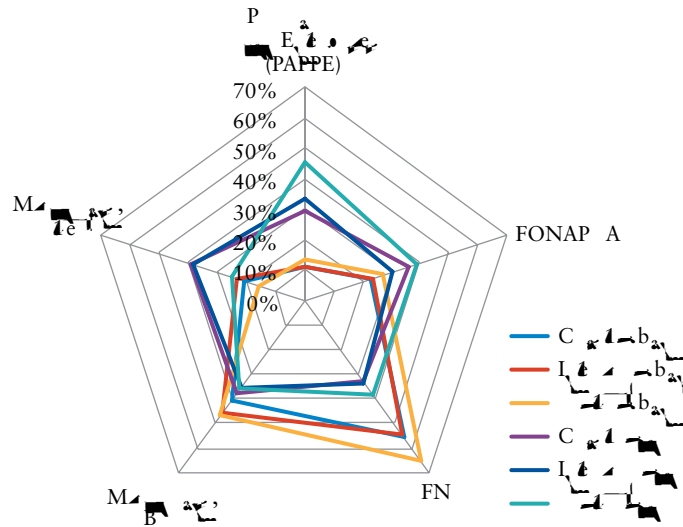




**Figure A5.1. Awareness of Active Labor Market Programs by Region and Gender**

**a**

Figure A5.3. Awareness of Entrepreneurship Programs by Region

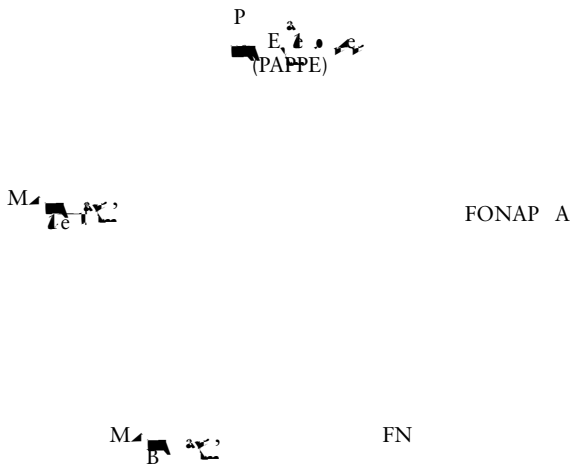


Source: World Bank 2012d; 2012e.  
 Note: Figure refers to all youth.

Figure A5.4. Awareness of Entrepreneurship Programs by NEET and Gender

a. NEET

b. Gender



Source: World Bank 2012d; 2012e.  
 Note: Figure refers to all youth.

