

CHAPTER 6  
The Way Forward:  
Inclusive Youth Policy  
and Institutions



*Young people in Tunisia should take responsibility and take their seat at the table and not wait for it to be given to them.*

Mohueb Garoui, Co-founder I-Watch,  
“The Arab Youth and Development Debate,” April 1, 2014, Tunis

## 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 trusted political institutions, according to this study’s findings.
- **Participation.** Despite dynamic online activism, community and civic engagement through formal institutions continues to be slight.
- **Social exclusion.** Youth feel socially undervalued, and their potential contribution is thwarted by political and social structures that are not geared

to address their problems. They often lack the skills, information, and confidence to challenge exclusionary practices.

- **Economic exclusion.** Unemployment among young people aged 15–29 increased after the revolution, with an official youth unemployment rate of 33.2 percent in 2013, according to the most recent ILO School-to-Work Transition survey (ONJ 2014). The rate of young people who are not in education, employment, or training (NEETs), however, is substantially higher. It is one of the highest in the Middle East and North Africa Region. In rural areas, 20.6 percent of older men are NEET compared with 46.9 percent of young men—a NEET ratio of 2.3. In urban areas, the NEET ratio among old versus young men is 2.6 (NEET affects 13.1 percent of older men versus 34.6 percent of young men). Young women are nearly twice as often affected by NEET than young men—60.2 percent in urban areas and 81.5 percent in rural areas. Moreover, a large proportion of youth depend on the informal sector for income generation, which provides no stable income and no access to social protection.

Moreover, exclusion continues to be manifest not only in the political and economic sphere, but also in social and psychological terms. Exclusion inevitably influences the identity and self-image of young people, which in turn has an impact on their capacity to fulfill socially sanctioned roles. This report has highlighted the persistent geography of exclusion through which young people in lagging regions of the interior and the south as well as in peri-urban areas suffer disproportionate exclusion. Young women are particularly vulnerable to some forms of exclusion due to social norms that restrict their economic, social, and political inclusion. Cumulatively,

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 between nongovernmental organizations (NGOs) and welfare organizations as well as local governments, with a view toward supporting community-based, youth-targeted interventions that address their multifaceted needs. These would include services such as free remedial education, supporting youth engagement in community life, providing youth-friendly spaces and programs, and promoting active labor market interventions involving work-based training and youth entrepreneurship (International Crisis Group. 2013a).

## 6.2 Guiding Principles for Strengthening Youth Inclusion and Participation

Participatory decision making in the design and implementation of youth policy and programs as well as in the management of community organizations yields benefits for all stakeholders and is likely to increase the impact of public investments (World Bank 2004). A key message of the report is that enabling active citizenship and civil participation among young Tunisians will be critical to sustaining the country’s regained positive forward momentum. Constructive dialogue between Tunisia’s youth and public institutions, together with broader civil society, political organizations, and the private sector, will be critical in addressing the most pressing barriers to youth inclusion. Facilitating youth inclusion enables the mobilization of the new generation as an economic and social resource that can directly contribute to sustaining the

political stability and economic growth of the country. The new constitution provides an excellent framework for innovative pathways to youth engagement and inclusion, provided that the spirit of Article 8 meaningfully guides the development of the policies and programs, which are priorities for young Tunisians. Participation is also one of the eleven guiding principles for effective national youth policy, as outlined in the Council of Europe’s Eleven Principles of a National Youth Policy (see box 6.1). These principles range from the need to offer training in life and technical skills that complement the formal education system to the establishment of representative youth advisory bodies that contribute to government decisions.

**Given Tunisia’s clear commitment to democracy, it would be valuable to align Tunisian institutions with good international practices that can strengthen the participation of youth in the design, implementation, and evaluation of relevant policies and programs.** Such policies and programs include education and employment policy reform, local economic development, and innovative youth service delivery with youth participation. To promote greater trust in the interaction with public institutions, it will be essential to ensure that youth leaders are selected through transparent and democratic processes and that they are subject to term and age limits. Top-down selection of youth interlocutors would be rightly perceived as tokenism and would ultimately discourage genuine participation.

## 6.3 Developing a Multidimensional Youth Inclusion Policy

**A multidimensional youth policy is needed to reduce barriers to youth inclusion and facilitate youth contributions to Tunisian society.** The approach to youth development is now ready to move from piecemeal initiatives to an integrated set of policies and investment strategies, allowing efficient use of financial resources. As Tunisia emerges from its long recession, public budgets will continue to remain constrained, requiring judicious resource allocation and selectivity. To ensure equity, this can best be achieved through national youth policies and any related reforms that cut across sectors but that have a common focus on

### 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:** Implement youth policies in a cross-sectoral manner, ensuring joint ministerial responsibility, possibly through a designated youth coordinating agency.
10. **Innovation:** Stimulate creative and innovative solutions to youth problems.
11. **Youth advisory bodies:** Establish structures—e.g., consultative committees with a mandate to influence government on youth issues.

*Source:* European Youth Forum 2002a.

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

Figure 6.1. Multidimensional Policy for Youth Inclusion



Source: World Bank.

### National Level

- Capacity support of youth-led national NGOs and coalition building
- Competitive grant scheme to support student and youth organizations
- Student consultative bodies at secondary and tertiary education levels
- Voice in national policy and reforms—e.g., through National Youth Councils

### Access to Economic Opportunities

#### Local Level

- Job counseling services in secondary schools in partnership with the private sector and NGOs
- Gender-sensitive youth-led community development, also with small cash transfers incentives
- Job intermediation
- Gender-sensitive individual and group entrepreneurship, through equity building grants and access to finance

- Apprenticeships and internships tailored to less educated youth and NEETs through gender-sensitive approaches

#### National Policy Level

- Job counseling services in universities through public/private/NGO partnerships
- Access to information—e.g., rigorous monitoring and evaluation, data, and youth policy dialogue on employment policy and Active Labor Market Programs
- Youth consultations and participation—also virtual—on labor market reform
- Beneficiary feedback and monitoring and evaluation

### Youth-Friendly Services

#### Local Level

- Youth-friendly services tailored for NEETs and other disadvantaged youth, particularly inactive young women, with youth participation (i.e., life skills, information and communication technology

and e-learning, entrepreneurship and employability skills, legal support services, peer mentoring, cultural activities, volunteering, and sports)

*National Level*

- Capacity building of NGOs providing youth services
- Quality standards of content
- Certification of skills
- Beneficiary feedback and monitoring and evaluation

**While the revolution has given young Tunisians a glimpse of the possibilities of a new future, the task of building that future largely remains to be done.** It is a task that cannot be accomplished by youth alone—any more than it can be accomplished without them. This is also not an undertaking that government can pursue

singlehandedly. New forms of partnerships between government, the private sector, civil society, and communities will be needed to imagine and accomplish the task that Tunisia faces of simultaneously reforming its politics, economy, and society. Young people require the space to participate fully in this process of renewal and, indeed, to benefit from it. The stakes could hardly be higher: the possibility of a productive and equitable economy and vibrant political and civil society is set against the possibility of growing polarization, frustration, and cynicism. Moving toward a constructive outcome holds the promise of a multitude of rewards, including the energy, awareness, goodwill, and commitment of the young men and women of Tunisia for whom this report bears witness.

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# Annexes



# Annex 1. Data Sources

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 a deeper understanding of the correlations of labor outcomes and seeks to better understand the job aspirations, perceptions, and constraints faced by young Tunisians in accessing economic opportunities and basic services. A unique feature of this survey is that specific modules were fielded to all individuals aged 15 and older, in every sampled household. In contrast to a typical labor force survey in which only very basic information on employment is collected, this survey captured detailed aspects of job searches, unemployment, working conditions, and job satisfaction. In addition, household members aged 15–29 were administered a module to gather information on their attitudes on government and the economy as well as their participation in skills training programs and other programs to expand job opportunities (World Bank 2013b).

## Rural Survey

Building on the data collection in urban areas, a second survey was implemented in 2012 in rural areas. The Tunisia Household Survey on Youth in Rural Areas (THSYRA) has a sample size of 1,400 households in the entire rural area of Tunisia as defined by the INS. For the purpose of sampling, administrative governorates were grouped into three survey regions. The data is representative on the level of these survey regions, which largely correspond to socioeconomically and geographically distinct rural zones. The first survey region covered the coast and included coastal governorates in the north and east of the country. The second survey region covered the south and included the southern governorates. The third survey region covered the rural interior of Tunisia and included the remote areas of central and western Tunisia,

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. Proportionality of the possible locations for determining the number of households in rural areas was used to ensure representativeness. Because of the overall research focus on youth, the sampling design ensures representativeness of the youth population, which is defined by ages 15–29. The proportionality to youth population size is based on the disaggregation of Tunisia into enumeration areas.<sup>1</sup> Each enumeration area contains about 100–120 households. In total, 70 enumeration areas were randomly selected—29 along the coast, 10 in the south, and 31 in the interior survey regions. The relative distribution between the survey regions corresponds to their respective shares of youth population. From each of these 70 enumeration areas, 20 households were randomly selected, leading to a total sample size of 1,400 households.

The random sampling of Primary Sampling Unit (PSUs) was performed by experts from the INS who were also responsible for the sample frame of the urban survey (THSYUA). The drawing of 20 households from each PSU is processed on a systematic and clearly defined approach. A random-walk procedure was conducted for each of the PSUs of the sample, which included two separate starting points at opposing ends of the east-west dimension of each PSU, moving toward the population center of the PSU to allow for full coverage of both centrally and remotely located households.

## Survey Comparisons

The International Labour Organisation (ILO) Youth-to-Transition Surveys and the World Bank Youth Surveys (THSYUA and THSYRA) build on the same official

sampling frame provided by the National Statistics Institute. In principle, survey results should be very similar. The main differences between the surveys are the sample size (ILO surveys are larger) and the survey period (ILO survey took place in 2013, while the World Bank youth surveys took place in late 2012). Overall, the estimates of youth unemployment and NEET based on ILO data are about 5–8 percentage points higher than the World Bank estimates. When taking into account the different survey times and samples, the differences are within a reasonable range of measurement variation.

In a separate publication by the National Employment Observatory, using the 2013 ILO Youth-to-Transition Survey, estimates are presented for “unemployed youth and not in school or training” (ILO 2104). This definition appears somewhat similar to the NEET concept used in this study, but differs in one important aspect. NEET includes all unemployed youth and all youth who are discouraged and are not actively searching for work. The NEET definition is more inclusive and considers all young people. Because a large segment of the Tunisian youth population is discouraged and does not actively search for jobs, these young people are officially not defined as “unemployed.” NEET is broader and considers all unemployed youth and all discouraged youth, except those in education or training. In fact, the main rationale for using the NEET concept instead of unemployment is to highlight the large segments of youth who are excluded from economic opportunities. Because of the narrow definition of unemployment, NEET estimates for Tunisian youth presented here are nearly twice as large as the figures presented for “unemployed youth not in school or training” (ILO 2104).

## Qualitative Research

Researchers organized 21 focus groups comprised of between 8 and 12 participants each, and conducted 35 individual interviews. In total, the qualitative research involved 199 young people in all seven regions of the country: Tunis (NE), Zaghouan (NE), Mahdia (CE), Jendouba (NW), Sidi Bouzid (CW), Gasfa (SW), and Médénine (SE). In order to achieve a representative sample, researchers took participant gender, rural/urban residency, and other characteristics into account to develop

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.

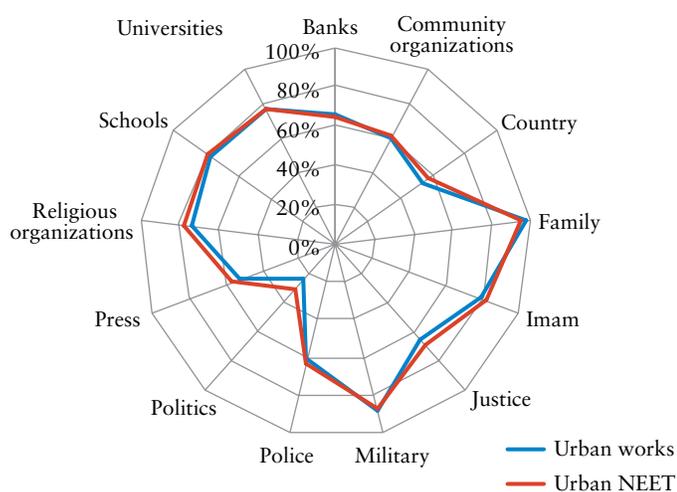
## Note

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



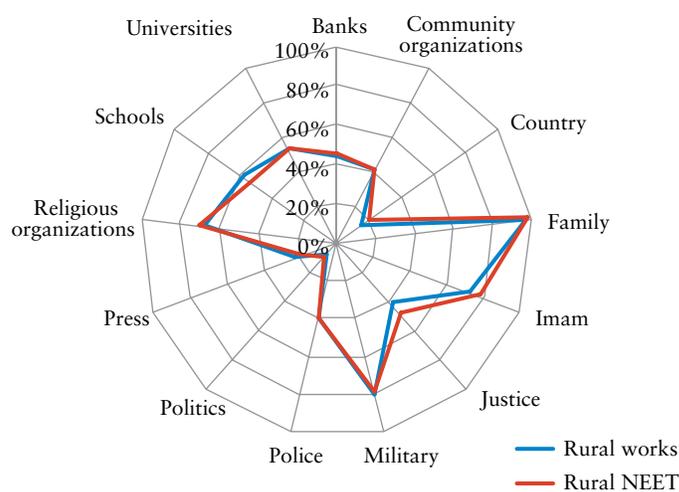
# Annex 2. Youth Participation, Voice, and Active Citizenship

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



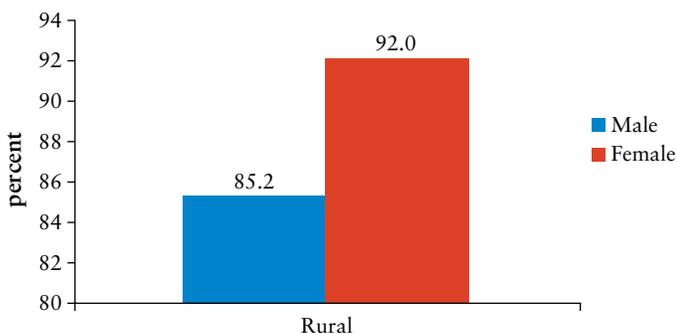
Source: World Bank 2012e.  
 Note: Figure includes all youth aged 15–29 who are not in school or training.

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



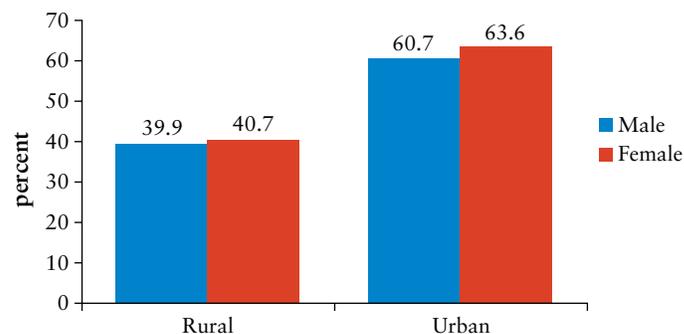
Source: World Bank 2012d.  
 Note: Figure includes all youth aged 15–29 who are not in school or training.

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



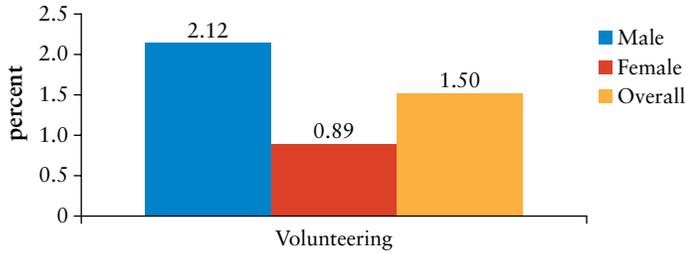
Source: World Bank 2012d.  
 Note: Figure includes all youth aged 15–29. Data is only available for rural areas.

**Figure A2.4. Trust in Community Organizations—Rural Versus Urban**



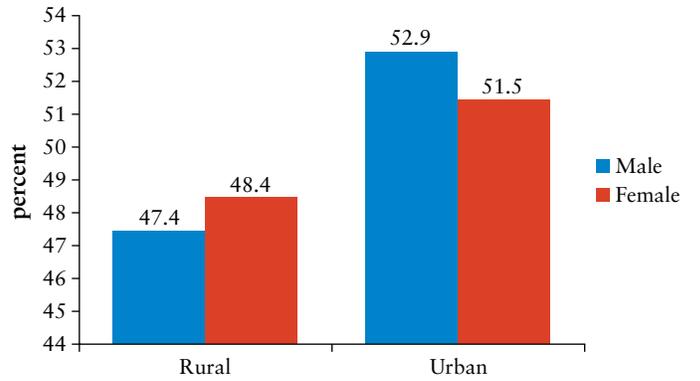
Source: World Bank 2012d; 2012e.  
 Note: Figure refers to all youth.

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



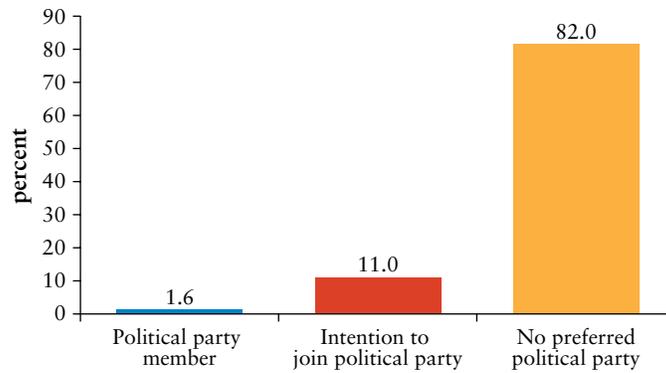
Source: World Bank 2012e.  
 Note: Figure refers to all youth.

Figure A2.6. Youth Participation in Elections



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

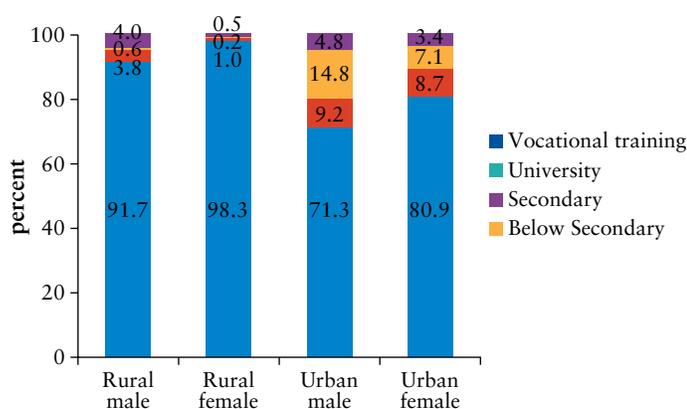
Figure A2.7. Active Engagement in Politics



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

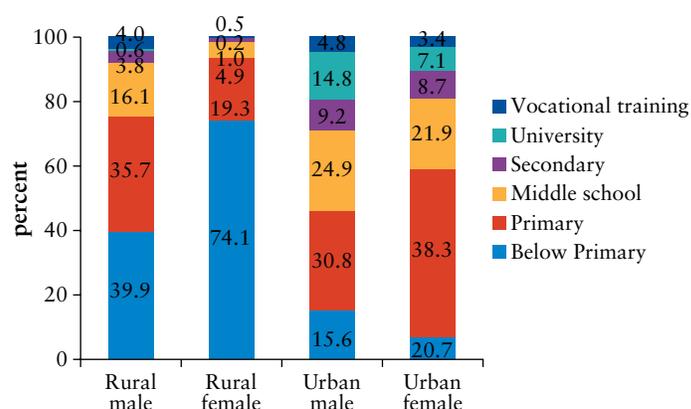
# Annex 3. Youth Inactivity and Unemployment

**Figure A3.1. Highest Education among NEETs by Gender (Ages 30–59)**



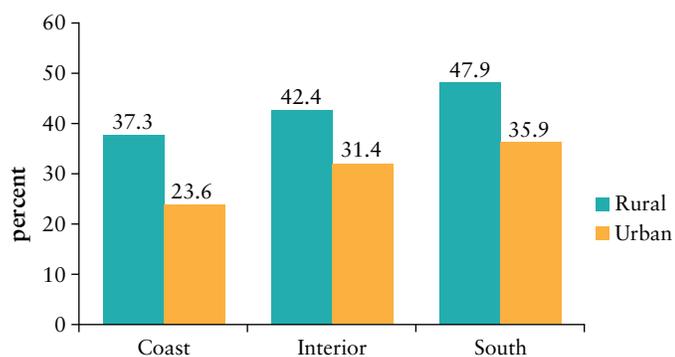
Source: World Bank 2012d; 2012e.  
Note: Figure refers to all NEETs aged 30–59.

**Figure A3.2. Highest Education among NEETs by Gender (Ages 30–59), Disaggregated**



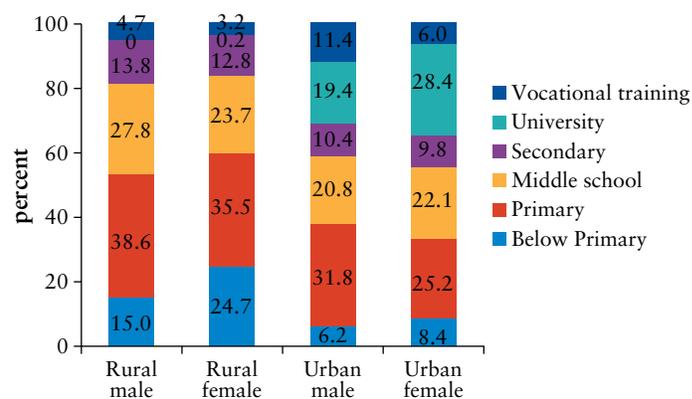
Source: World Bank 2012d; 2012e.  
Note: Figure refers to all NEETs aged 30–59.

**Figure A3.3. NEET by Region**



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

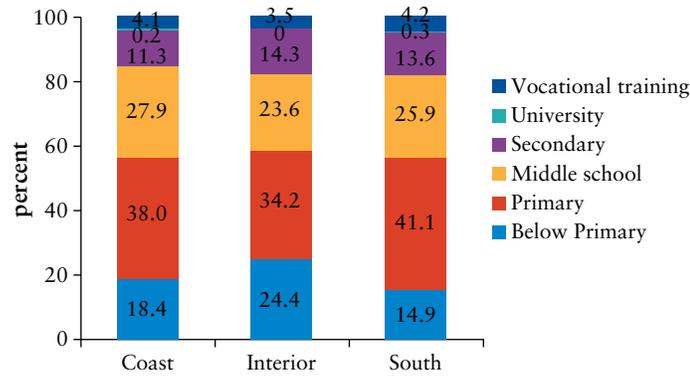
**Figure A3.4. Highest Education Among NEETs by Gender (Ages 15–29), Disaggregated**



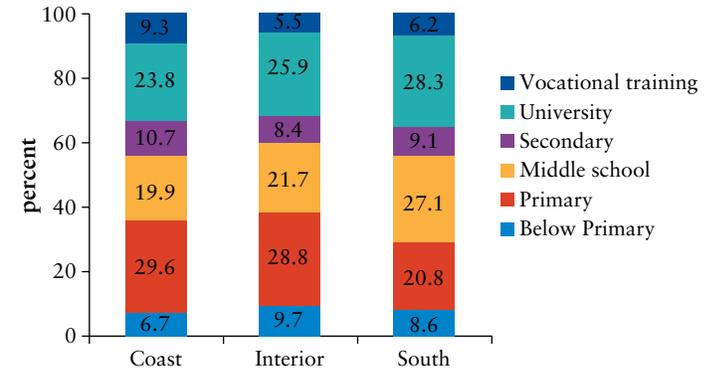
Source: World Bank 2012d; 2012e.  
Note: Figure refers to all NEETs aged 15–29.

Figure A3.5. Highest Education among NEETs by Region (Ages 15–29)

a. Rural



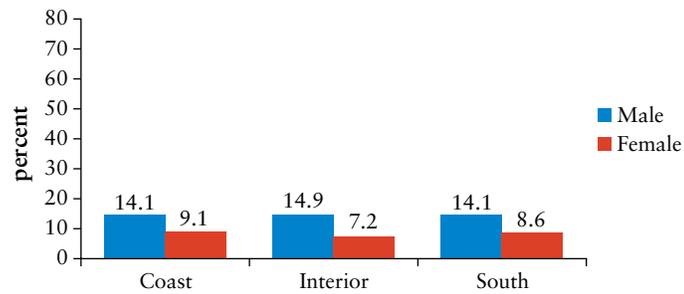
b. Urban



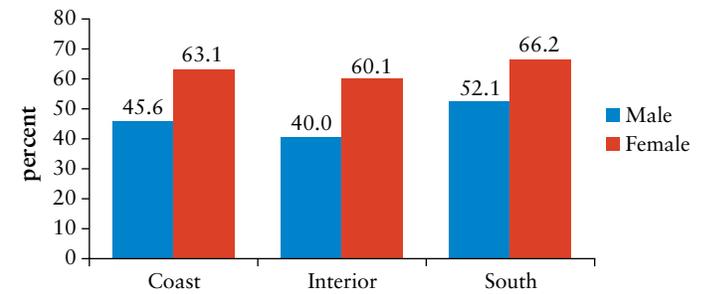
Source: World Bank 2012d; 2012e.  
 Note: Figure refers to all NEETs.

Figure A3.6. NEETs Registered as Unemployed by Region

a. Rural



b. Urban



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

Table A3.1. Probit Model of Early School Leaving

Explanatory Variables	Urban Tunisia			Rural Tunisia		
Female	-0.3551***	-0.3685***	-0.4262***	-0.2608***	-0.2459***	-0.2617***
	(0.0669)	(0.0695)	(0.0725)	(0.0511)	(0.0516)	(0.0524)
Primary Completed*		-0.5171***	-0.2838**		-0.2079***	-0.0531
		(0.1249)	(0.1251)		(0.0585)	(0.0608)
Secondary Completed*		-1.2092***	-0.8645***		-0.4319***	-0.1559
		(0.1519)	(0.1569)		(0.1060)	(0.1090)
Tertiary Completed*		-1.3352***	-0.8738***		-0.9332***	-0.7071***
		(0.1456)	(0.1508)		(0.0999)	(0.1038)
Vocational Training Completed*		-0.7510***	-0.4287**		-0.5310***	-0.3689*
		(0.1931)	(0.1938)		(0.1977)	(0.1994)
2nd Wealth Quintile			-0.1460			-0.1339
			(0.1301)			(0.0871)
3rd Wealth Quintile			-0.4249***			-0.4382***
			(0.1251)			(0.0877)
4th Wealth Quintile			-0.6567***			-0.5604***
			(0.1289)			(0.0909)
5th Wealth Quintile (Richest)			-1.3011***			-0.8949***
			(0.1298)			(0.0934)
Interior	0.0208	-0.0902	-0.2921***	-0.1651***	-0.1490***	-0.3616***
	(0.0799)	(0.0843)	(0.0930)	(0.0561)	(0.0570)	(0.0618)
South	0.0842	-0.0215	-0.0650	-0.0656	-0.0292	-0.1356*
	(0.0770)	(0.0828)	(0.0851)	(0.0748)	(0.0757)	(0.0778)
Observations	1,934	1,934	1,934	2,758	2,758	2,758
Pseudo R-squared	0.0217	0.0958	0.1720	0.0142	0.0431	0.0774

Robust standard errors are in parentheses. \* p<0.1, \*\* p<0.05, \*\*\* p<0.01

Note: Probit estimation. Dependent variable takes value 1 if the respondent did not complete secondary education; 0 otherwise. Single age dummies are included in the estimation but not shown. Reference categories are: Never Attended School or Primary Education not Completed, 1st Wealth Quintile (Poorest), Region Coast. Variables marked with an asterisk capture educational attainment of the most educated adult household member (aged 30 years or above).

Sample: Young people aged 19–29 years; youth currently in secondary education or below or in vocational training is excluded.



## Annex 4. Economic Opportunities

Table A4.1. Determinants of Employment (Probit Model)

Explanatory Variables	Urban Tunisia				Rural Tunisia			
	Female	-0.6288*** (0.0764)	-0.6085*** (0.0772)	-0.6076*** (0.0771)	-0.5984*** (0.0773)	-0.9781*** (0.0592)	-0.9664*** (0.0596)	-0.9650*** (0.0599)
Primary Completed		0.3163** (0.1605)	0.4005** (0.1653)	0.3690** (0.1641)		0.2715*** (0.0808)	0.3151*** (0.0819)	0.2574*** (0.0836)
Secondary Completed		0.2570 (0.1919)	0.4065** (0.1967)	0.3280* (0.1959)		0.0294 (0.1070)	0.1027 (0.1087)	-0.0002 (0.1111)
Tertiary Completed		0.0004 (0.1723)	0.1650 (0.1802)	0.0166 (0.1846)		0.4592 (0.6191)	0.8384 (0.6915)	0.7672 (0.7032)
Vocational Training Completed		0.0993 (0.2036)	0.2316 (0.2109)	0.1058 (0.2146)		-0.0377 (0.1677)	0.0595 (0.1680)	-0.0237 (0.1734)
Primary Completed Parent			-0.1797 (0.1161)	-0.2139* (0.1189)			-0.0422 (0.0618)	-0.1192* (0.0642)
Secondary Completed Parent			-0.5282*** (0.1565)	-0.5813*** (0.1594)			-0.2534** (0.1290)	-0.3662*** (0.1351)
Tertiary Completed Parent			-0.3276** (0.1514)	-0.4279*** (0.1565)			-0.6440*** (0.1445)	-0.7674*** (0.1459)
Vocational Training Completed Parent			-0.3995* (0.2231)	-0.4396* (0.2276)			-0.4663* (0.2632)	-0.5261** (0.2558)
2nd Wealth Quintile				0.0055 (0.1247)				0.2710*** (0.0886)
3rd Wealth Quintile				-0.0315 (0.1271)				0.4070*** (0.0929)
4th Wealth Quintile				0.1807 (0.1324)				0.5020*** (0.0965)
5th Wealth Quintile (Richest)				0.3585** (0.1404)				0.5303*** (0.1070)
Interior	-0.3342*** (0.0909)	-0.3389*** (0.0912)	-0.3761*** (0.0923)	-0.3365*** (0.0951)	-0.3065*** (0.0626)	-0.2770*** (0.0631)	-0.2632*** (0.0636)	-0.1236* (0.0671)
South	-0.5477*** (0.0868)	-0.5543*** (0.0871)	-0.5864*** (0.0886)	-0.5836*** (0.0898)	-0.3129*** (0.0802)	-0.3084*** (0.0803)	-0.2911*** (0.0807)	-0.2602*** (0.0817)
Observations	1,553	1,553	1,553	1,553	2,419	2,419	2,419	2,419
Pseudo R-squared	0.0765	0.0840	0.0919	0.0989	0.134	0.140	0.148	0.160

Robust standard errors are in parentheses. \* p<0.1, \*\* p<0.05, \*\*\* p<0.01

Note: Probit estimation. Dependent variable takes value 1 if the respondent worked in the last 12 months; 0 otherwise. Single age dummies are included in the estimation but not shown. Reference categories are: Never Attended School or Primary Education not Completed, 1st Wealth Quintile (Poorest), Region Coast. Variables marked with "Parent" capture educational attainment of the most educated adult household member (aged 30 or older).

Sample: Young people aged 15–29; youth currently in education or in vocational training is excluded.

Table A4.2. Determinants of Wage Income (Heckman Selection Model)

Explanatory Variables	Urban Tunisia			Rural Tunisia		
Female	-0.3074*** (0.0745)	-0.2862*** (0.0801)	-0.2638*** (0.0816)	0.1893*** (0.0680)	0.1819*** (0.0666)	0.1558** (0.0627)
Primary Education Completed		0.2002 (0.1466)	0.1473 (0.1454)		0.0272 (0.0703)	0.0163 (0.0683)
Secondary Education Completed		0.3918** (0.1862)	0.3056 (0.1887)		0.3776*** (0.0946)	0.3106*** (0.0922)
Tertiary Education Completed		0.6684*** (0.1592)	0.5094*** (0.1603)		0.1991 (0.2590)	0.0409 (0.2411)
Vocational Training Completed		0.4629*** (0.1604)	0.3396** (0.1624)		0.1156 (0.1267)	0.0383 (0.1234)
2nd Wealth Quintile			-0.0646 (0.0902)			-0.0688 (0.0740)
3rd Wealth Quintile			0.0369 (0.0853)			0.0135 (0.0723)
4th Wealth Quintile			0.1821** (0.0898)			0.0529 (0.0771)
5th Wealth Quintile (Richest)			0.2645*** (0.0974)			0.3193*** (0.0895)
Interior	-0.4678*** (0.0904)	-0.4295*** (0.0852)	-0.3651*** (0.0871)	0.0912 (0.0576)	0.0766 (0.0575)	0.1365** (0.0590)
South	-0.4780*** (0.0895)	-0.3992*** (0.0920)	-0.3826*** (0.0930)	0.0264 (0.0861)	0.0299 (0.0863)	0.0423 (0.0814)
Observations	1,570	1,570	1,570	2,420	2,420	2,420

Robust standard errors are in parentheses. \* p<0.1, \*\* p<0.05, \*\*\* p<0.01

*Note:* Estimation with Heckman sample selection correction. Dependent variable is logarithm of monthly wage. Single age dummies are included in the estimation but not shown. Reference categories are: Never Attended School or Primary Education not Completed, 1st Wealth Quintile (Poorest), Region Coast. Variables used in the selection equation of Heckman procedure are a set of dummy variables capturing educational attainment of the most educated adult household member (aged 30 or older): Never Attended School or Primary Education not Completed, Primary Education Completed, Secondary Education Completed, Vocational Training Completed, Tertiary Education Completed.

*Sample:* Young people aged 15–29; youth currently in education is excluded.

Table A4.3. Determinants of Informal Employment, Conditional on Being in Employment (Probit Model)

Explanatory Variables	Rural Tunisia			
Female	-0.6563***	-0.7160***	-0.7100***	-0.7141***
	(0.1073)	(0.1092)	(0.1097)	(0.1106)
Primary Completed		-0.4102**	-0.3963**	-0.3889**
		(0.1809)	(0.1822)	(0.1825)
Secondary Completed		-1.1626***	-1.1429***	-1.1025***
		(0.2133)	(0.2144)	(0.2148)
Vocational Training Completed		-0.6029*	-0.5720*	-0.5153
		(0.3232)	(0.3264)	(0.3299)
Primary Completed Parent			-0.1340	-0.0775
			(0.1051)	(0.1056)
Secondary Completed Parent			-0.0107	0.0437
			(0.2379)	(0.2476)
Tertiary Completed Parent			-0.1375	-0.0272
			(0.2876)	(0.2855)
Vocational Training Completed Parent			-0.4883	-0.3783
			(0.4678)	(0.4874)
2nd Wealth Quintile				0.0264
				(0.1813)
3rd Wealth Quintile				0.1609
				(0.1863)
4th Wealth Quintile				-0.2684
				(0.1778)
5th Wealth Quintile (Richest)				-0.2120
				(0.1878)
Interior	0.2491**	0.2634**	0.2519**	0.1952*
	(0.1060)	(0.1089)	(0.1081)	(0.1154)
South	0.1871	0.1758	0.1862	0.1389
	(0.1427)	(0.1485)	(0.1480)	(0.1478)
Observations	932	932	932	932
Pseudo R-squared	0.0601	0.103	0.105	0.116

Robust standard errors are in parentheses. \* p<0.1, \*\* p<0.05, \*\*\* p<0.01

Notes: Probit estimation. Dependent variable takes value 1 if the respondent was informally employed in the last 12 months; 0 otherwise. Age dummies are included in the estimation but not shown. Reference categories are: Never Attended School or Primary Education not Completed, 1st Wealth Quintile (Poorest), Region Coast. Variables marked with "Parent" capture educational attainment of the most educated adult household member (aged 30 or older). Tertiary university excluded in rural areas due to sample size.

Sample: Young people aged 15–29 years in employment over the last 12 months; youth currently in education or in vocational training is excluded.

Table A4.4. Determinants of Educational Attainment (Ordered Probit)

Explanatory Variables	Urban Tunisia			Rural Tunisia		
Female	0.1115*	0.1008*	0.1400**	-0.2125***	-0.2210***	-0.2038***
	(0.0596)	(0.0601)	(0.0607)	(0.0453)	(0.0452)	(0.0451)
Primary Not Completed Parent		-0.6485**	-0.4124		0.0099	-0.0793
		(0.2666)	(0.2660)		(0.0737)	(0.0743)
Primary Completed Parent		-0.1773	-0.0609		0.2293***	0.0816
		(0.2566)	(0.2550)		(0.0618)	(0.0634)
Middle School Completed Parent		0.1394	0.1327		0.4889***	0.3245***
		(0.2606)	(0.2578)		(0.0843)	(0.0851)
Secondary Completed Parent		0.4633*	0.4648*		0.5283***	0.3118***
		(0.2680)	(0.2663)		(0.1117)	(0.1136)
Tertiary Completed Parent		0.6339**	0.5109*		0.9487***	0.7321***
		(0.2660)	(0.2638)		(0.1059)	(0.1085)
Vocational Training Completed Parent		0.1987	0.1937		0.7284***	0.6177***
		(0.2891)	(0.2851)		(0.1994)	(0.2039)
2nd Wealth Quintile			0.2001**			0.2987***
			(0.0947)			(0.0705)
3rd Wealth Quintile			0.3744***			0.5523***
			(0.0975)			(0.0731)
4th Wealth Quintile			0.6384***			0.6216***
			(0.0990)			(0.0771)
5th Wealth Quintile (Richest)			1.1567***			0.7826***
			(0.1054)			(0.0847)
Interior	-0.0671	0.0498	0.2002**	-0.0830*	-0.0941*	0.1081**
	(0.0733)	(0.0756)	(0.0806)	(0.0489)	(0.0494)	(0.0527)
South	0.0433	0.1181*	0.1370*	0.1070*	0.0872	0.1440**
	(0.0673)	(0.0686)	(0.0700)	(0.0584)	(0.0595)	(0.0612)
Observations	1,658	1,658	1,658	2,436	2,436	2,436
Pseudo R-squared	0.0344	0.0738	0.108	0.0155	0.0339	0.0515

Robust standard errors are in parentheses. \* p<0.1, \*\* p<0.05, \*\*\* p<0.01

Note: Ordered probit estimation. Dependent variable is educational attainment measured by five categories. Categories in urban sample are: Never Attended School or Primary Education not Completed, Primary Education Completed, Middle School Completed, Secondary Education or Vocational Training Completed, Tertiary Education Completed. Categories in rural sample are: Never Attended School, Primary Education not Completed, Primary Education Completed, Middle School Completed, Secondary or Tertiary Education or Vocational Training Completed. Single age dummies are included in the estimation but not shown. Reference categories are: Never Attended School, 1st Wealth Quintile (Poorest), Region Coast. Variables marked with "Parent" capture educational attainment of the most educated adult household member (aged 30 or older).

Sample: Young people aged 15–29; youth currently in education is excluded.

Table A4.5. Determinants of Wage Income by Sector (Least Squares)

Variables	Urban Tunisia				
	Age	0.2863** (0.1390)	0.2217 (0.1390)	0.2342* (0.1378)	0.2253* (0.1365)
Age squared	-0.0045 (0.0029)	-0.0035 (0.0029)	-0.0038 (0.0029)	-0.0037 (0.0029)	-0.0040 (0.0028)
Female	-0.0859 (0.0535)	-0.1249** (0.0511)	-0.2108*** (0.0528)	-0.2083*** (0.0488)	-0.2560*** (0.0506)
Skilled		0.3963*** (0.0514)	0.3573*** (0.0535)	0.3231*** (0.0517)	0.3025*** (0.0548)
Construction			0.1603 (0.1543)		0.1725 (0.1501)
Industry			0.3991*** (0.1454)		0.3259** (0.1426)
Services			0.2625* (0.1448)		0.2503* (0.1414)
Public Service			0.4571*** (0.1484)		0.3516** (0.1454)
Informal Employment				-0.3156*** (0.0497)	-0.2790*** (0.0517)
Interior	-0.3432*** (0.0726)	-0.3355*** (0.0697)	-0.3282*** (0.0679)	-0.3116*** (0.0659)	-0.3090*** (0.0647)
South	-0.2307*** (0.0686)	-0.1979*** (0.0682)	-0.1297* (0.0726)	-0.1446** (0.0684)	-0.1002 (0.0712)
Observations	748	748	748	748	748
R-squared	0.1979	0.2620	0.2865	0.3026	0.3158

(continued)

Table A4.5. Continued

Variables	Rural Tunisia				
Age	0.2180***	0.1836**	0.1823**	0.1583**	0.1632**
	(0.0815)	(0.0803)	(0.0801)	(0.0792)	(0.0796)
Age squared	-0.0042**	-0.0037**	-0.0037**	-0.0032*	-0.0033**
	(0.0017)	(0.0017)	(0.0017)	(0.0017)	(0.0017)
Female	-0.1894***	-0.2371***	-0.2805***	-0.2941***	-0.3054***
	(0.0455)	(0.0438)	(0.0482)	(0.0465)	(0.0489)
Skilled		0.3124***	0.2383***	0.2601***	0.2147***
		(0.0463)	(0.0493)	(0.0460)	(0.0483)
Construction			0.0592		0.0590
			(0.0594)		(0.0591)
Industry			0.1981***		0.1359**
			(0.0571)		(0.0574)
Services			0.2160***		0.1743***
			(0.0603)		(0.0602)
Public Service			0.4363***		0.3378***
			(0.0943)		(0.0953)
Informal Employment				-0.2587***	-0.1915***
				(0.0474)	(0.0483)
Interior	-0.0749*	-0.1049**	-0.0889**	-0.0839**	-0.0793*
	(0.0421)	(0.0412)	(0.0406)	(0.0414)	(0.0407)
South	-0.1706**	-0.1769***	-0.2043***	-0.1623**	-0.1874***
	(0.0674)	(0.0670)	(0.0660)	(0.0662)	(0.0660)
Observations	935	935	935	935	935
R-squared	0.0469	0.0951	0.1294	0.1263	0.1443

Robust standard errors are in parentheses. \* p<0.1, \*\* p<0.05, \*\*\* p<0.01

Note: Dependent variable is logarithm of monthly wage. Reference categories are: Sector Agriculture, Region Coast.

Sample: Young people aged 15–29 who earned wage in the last 12 months (rural sample) or in the last seven days (urban sample); youth currently in education is excluded.

Table A4.6. Determinants of Self-Employment, Conditional on Being in Employment (Probit Model)

Explanatory Variables	Urban Tunisia				Rural Tunisia			
	Female	-0.9099*** (0.1717)	-0.8903*** (0.1722)	-0.9062*** (0.1703)	-0.9066*** (0.1696)	-0.2168* (0.1312)	-0.2170* (0.1310)	-0.2325* (0.1297)
Primary Completed		-0.1445 (0.2821)	-0.2068 (0.2845)	-0.2237 (0.2846)		0.0797 (0.1610)	0.0475 (0.1623)	-0.0085 (0.1635)
Secondary Completed		-0.2379 (0.3497)	-0.3461 (0.3406)	-0.3359 (0.3402)		0.0362 (0.2191)	0.0057 (0.2221)	-0.1219 (0.2337)
Tertiary Completed		-0.8450*** (0.3245)	-0.9766*** (0.3332)	-1.0008*** (0.3507)				
Vocational Training Completed		-0.0700 (0.3569)	-0.1756 (0.3540)	-0.1926 (0.3594)		0.3775 (0.3188)	0.3343 (0.3223)	0.1772 (0.3213)
Primary Completed Parent			0.1833 (0.1945)	0.1568 (0.1940)			0.1754 (0.1153)	0.1258 (0.1176)
Secondary Completed Parent			0.3437 (0.2873)	0.3064 (0.2793)			0.3801* (0.2305)	0.2770 (0.2267)
Tertiary Completed Parent			0.2958 (0.2747)	0.2514 (0.2706)			-0.0961 (0.3333)	-0.2294 (0.3383)
Vocational Training Completed Parent			0.2745 (0.3941)	0.3135 (0.4070)			0.4578 (0.4670)	0.2869 (0.4261)
2nd Wealth Quintile				-0.2049 (0.2280)				-0.1367 (0.1840)
3rd Wealth Quintile				0.1084 (0.2191)				-0.1362 (0.1919)
4th Wealth Quintile				0.0582 (0.2071)				0.1059 (0.1920)
5th Wealth Quintile (Richest)				-0.0026 (0.2404)				0.4959** (0.1989)
Interior	0.1637 (0.1717)	0.1182 (0.1750)	0.1445 (0.1768)	0.1553 (0.1847)	-0.3402*** (0.1130)	-0.3497*** (0.1150)	-0.3399*** (0.1155)	-0.2682** (0.1257)
South	0.3792** (0.1651)	0.3447** (0.1687)	0.3548** (0.1701)	0.3420** (0.1702)	-0.5123*** (0.1701)	-0.5194*** (0.1682)	-0.5308*** (0.1712)	-0.4813*** (0.1763)
Observations	719	719	719	719	929	929	929	929
Pseudo R-squared	0.0819	0.1060	0.1100	0.1140	0.0257	0.0276	0.0341	0.0599

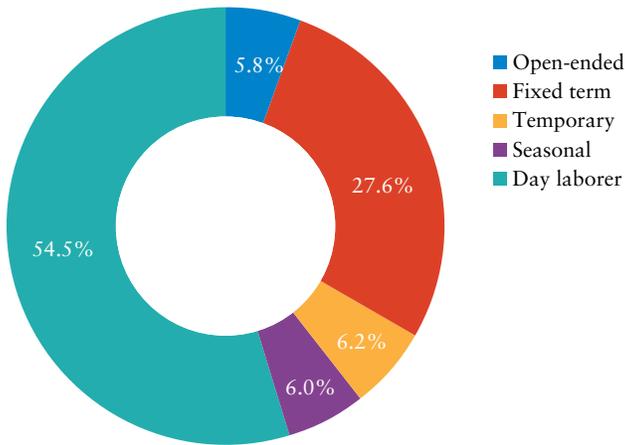
Robust standard errors are in parentheses. \* p<0.1, \*\* p<0.05, \*\*\* p<0.01

Note: Probit estimation. Dependent variable takes value 1 if the respondent was self-employed in the last 12 months (rural sample) or in the last seven days (urban sample); 0 otherwise. Age dummies are included in the estimation but not shown. Reference categories are: Never Attended School or Primary Education not Completed, 1st Wealth Quintile (Poorest), Region Coast. Variables marked with "Parent" capture educational attainment of the most educated adult household member (aged 30 or older).

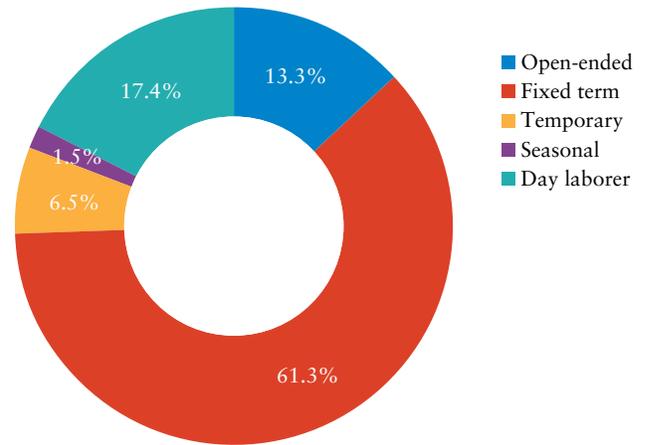
Sample: Young people aged 15–29 in employment over the last 12 months; youth currently in education or in vocational training is excluded.

Figure A4.1. Contract Type of Employed Adults (Aged 30–59)

a. Rural



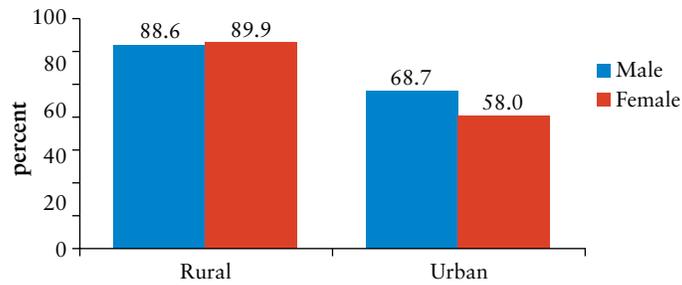
b. Urban



Source: World Bank 2012d; 2012e.

Note: Figure only refers to working adults and excludes self-employed adults.

Figure A4.2. Adult Employment in Low-Productivity Sectors

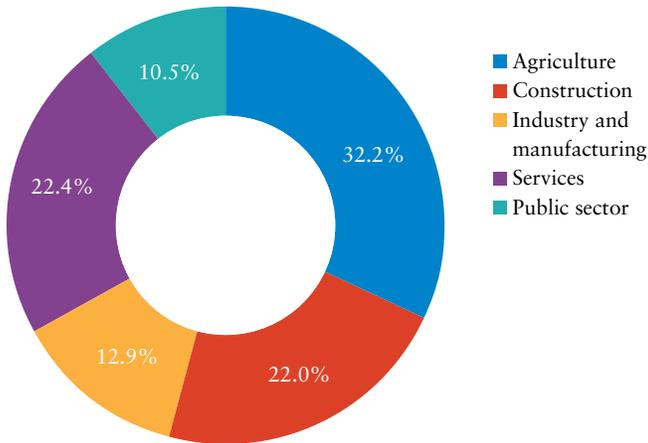


Source: World Bank 2012d; 2012e.

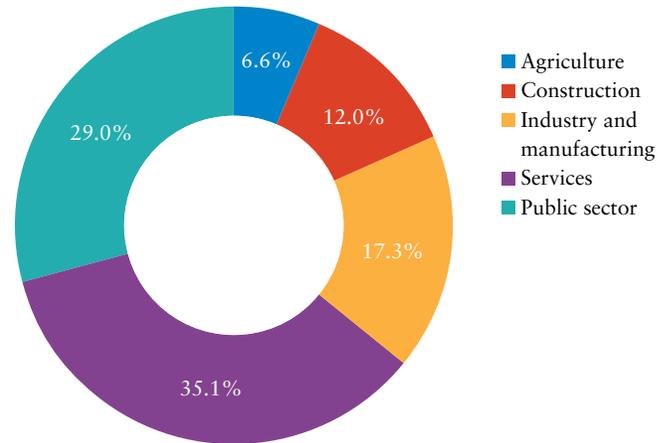
Note: Figure only refers to working adults and excludes self-employed adults.

Figure A4.3. Adult Employment by Sector

a. Rural



b. Urban

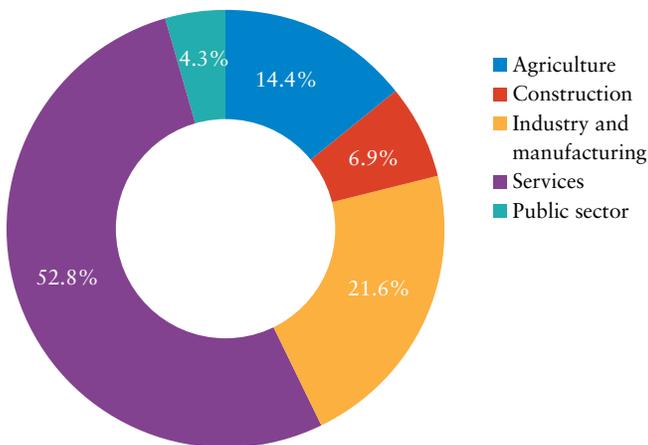


Source: World Bank 2012d; 2012e.

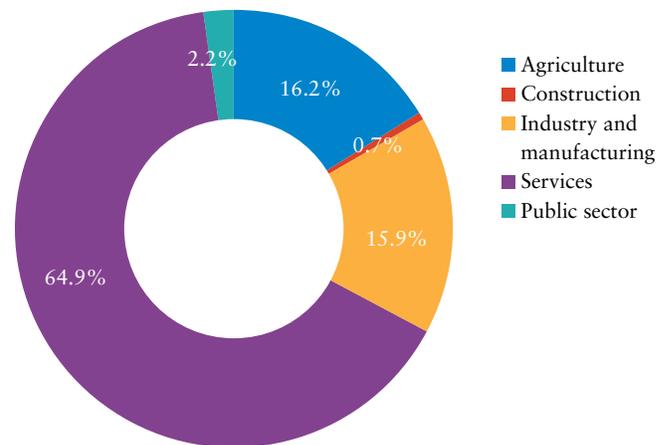
Note: Figure only refers to working adults and excludes self-employed adults. The agricultural sector includes jobs in the food processing industry.

Figure A4.4. Intention to Work in Public Sector

a. Rural

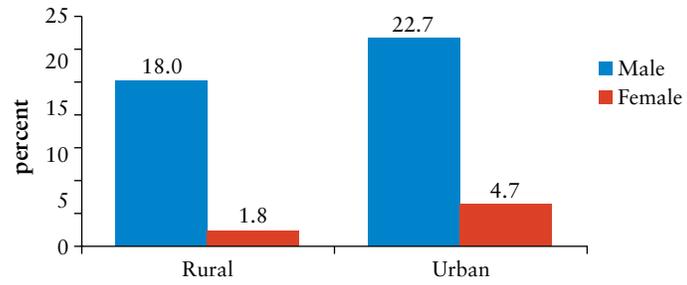


b. Urban



Source: World Bank 2012d; 2012e.

Figure A4.5. Adult Self-Employment—Rural Versus Urban



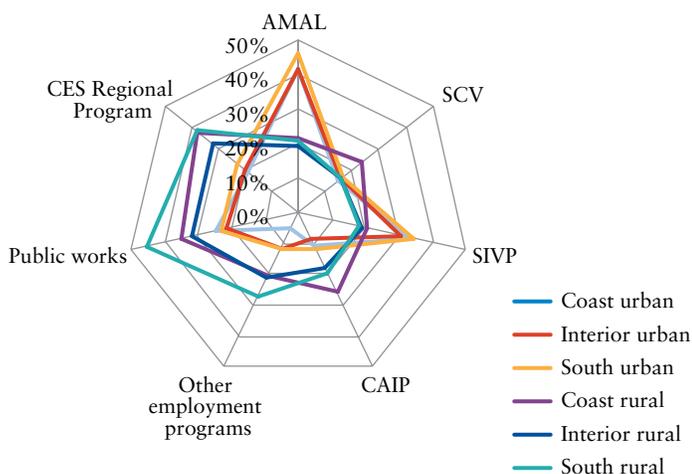
Source: World Bank 2012d; 2012e.

Note: Figure excludes all youth enrolled in education or training programs.

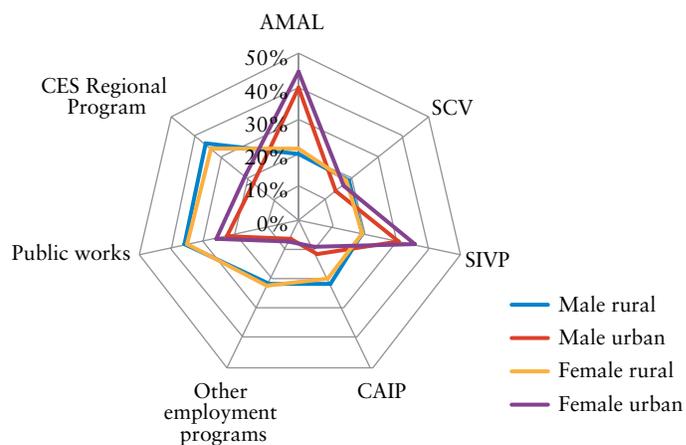
# Annex 5. Skills for Employment and Other Youth Services

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

a. Region

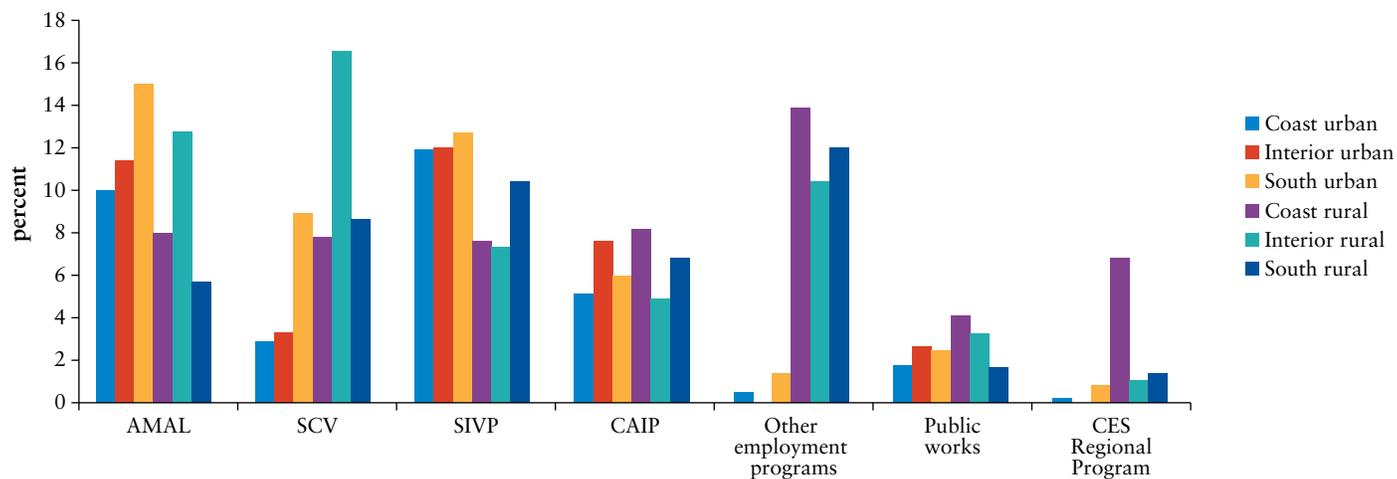


b. Gender



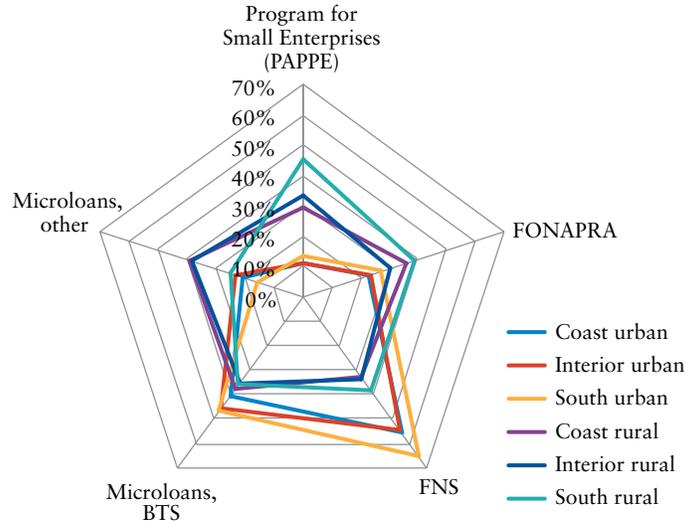
Source: World Bank 2012d; 2012e.  
 Note: Figure refers to all youth.

Figure A5.2. Take-Up of Active Labor Market Programs by Region



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

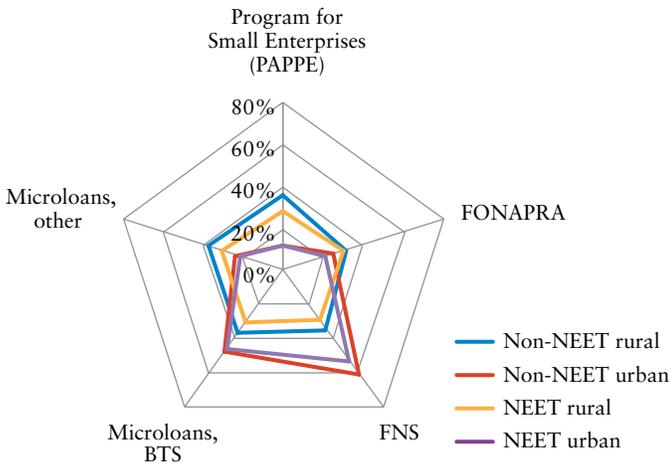
Figure A5.3. Awareness of Entrepreneurship Programs by Region



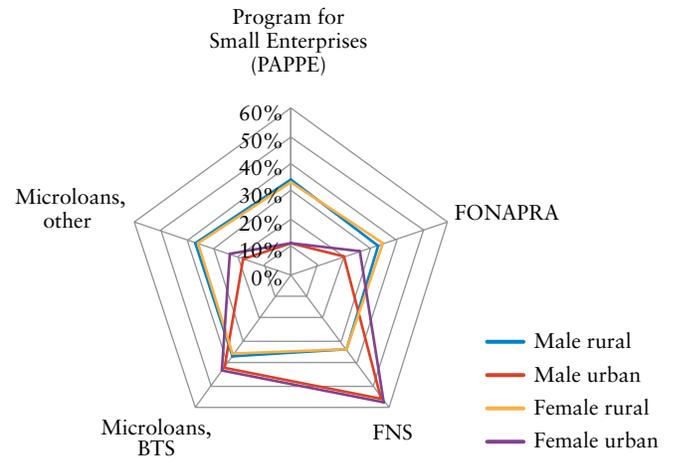
Source: World Bank 2012d; 2012e.  
 Note: Figure refers to all youth.

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

a. NEET

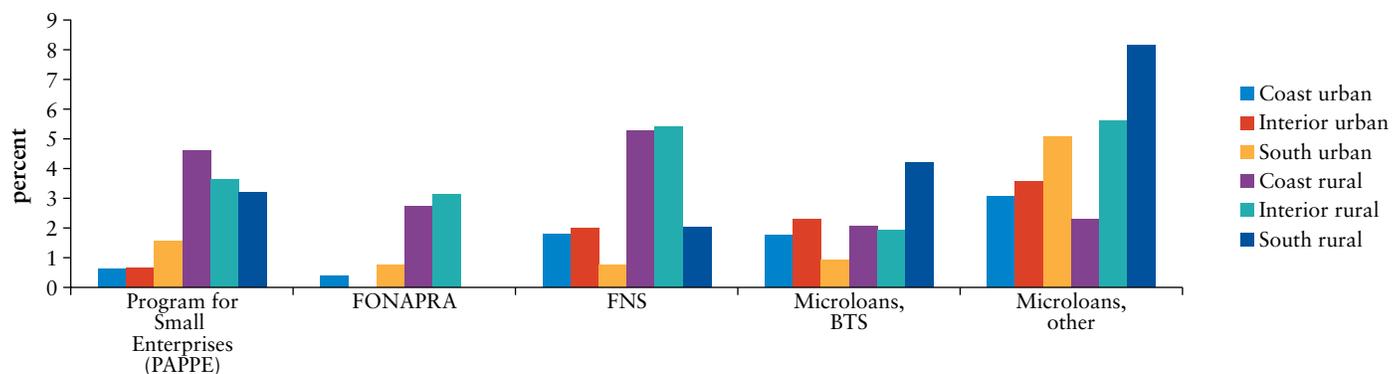


b. Gender



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

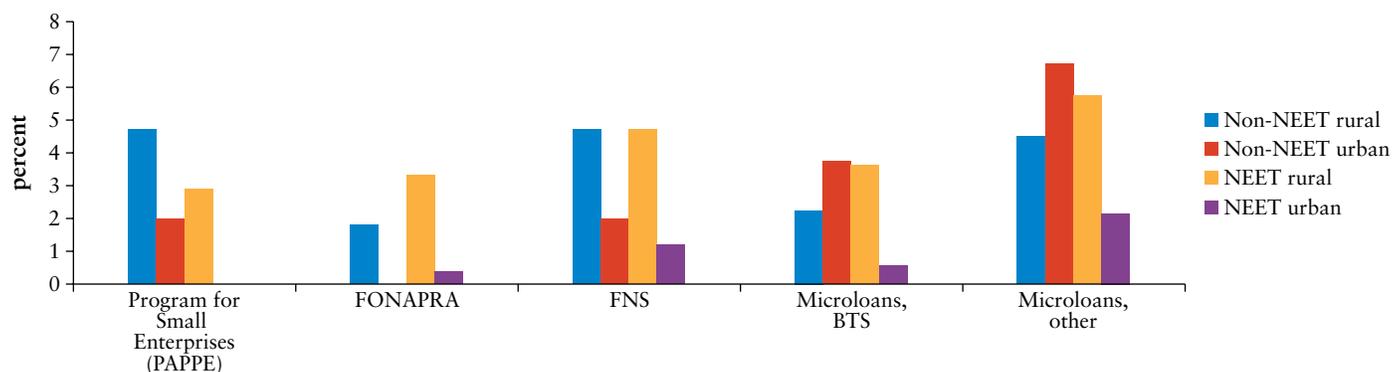
Figure A5.5. Take-Up of Entrepreneurship Programs by Region



Source: World Bank 2012d; 2012e.

Note: Figure refers to all youth.

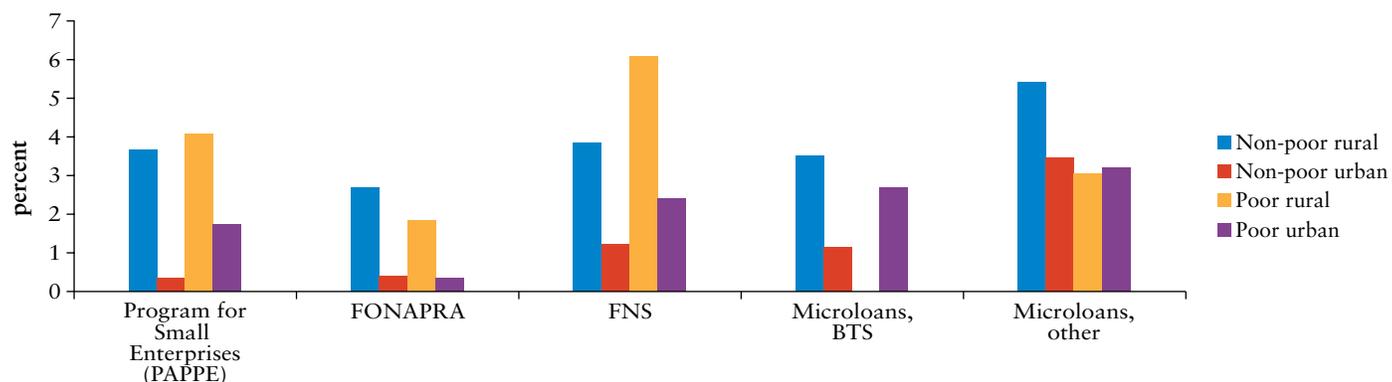
Figure A5.6. Take-Up of Entrepreneurship Programs by NEET



Source: World Bank 2012d; 2012e.

Note: Figure refers to all youth.

Figure A5.7. Take-Up of Entrepreneurship Programs by Poverty



Source: World Bank 2012d; 2012e.

Note: Figure refers to all youth.