

Handbook

Towards brighter futures: Empowering youth in the Arab Mediterranean countries through Education For Employment initiatives A Handbook for Practitioners¹

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Abbreviations

ADS	Social Development Agency, Algeria
ALMP	Active Labour Market Programme
AMCs	Arab Mediterranean Countries
ANAPEC	National Agency for the Promotion of Employment and Skills, Morocco
ANEM	National Employment Agency, Algeria
ANETI	National Agency for Employment and Self-Employment, Tunisia
ANGEM	National Agency for the Management of Micro Credit, Algeria
ANSEJ	National Agency for Employment Support of Youth, Algeria
CNAC	National Unemployment Insurance Fund, Algeria
DAIP	National Instrument for Professional Insertion, Algeria
DAS	Department of Social Action, Algeria
EFE	Education For Employment
ETF	European Training Foundation
EU	European Union
FLFP	Female Labour Force Participation
GDP	Gross Domestic Product
GNI	Gross National Income
ICT	Information and Communication Technology
ILO	International Labour Organisation

MENA	Middle East and North Africa
MSN	Ministry of National Solidarity, Family and Women's Affairs, Algeria
MTESS	Ministry of Labour, Employment and Social Security, Algeria
NEET	Not in Education, Employment or Training
ONEQ	National Observatory for Employment and Qualifications, Tunisia
PwC	PricewaterhouseCoopers
SDG	Sustainable Development Goals
SME	Small and Medium Enterprises
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
VET	Vocational Educational Training
WEF	World Economic Forum
YEI	Youth Employment Inventory

Introduction: A handbook for practitioners

Tackling unemployment worldwide, especially youth unemployment, represents one of the biggest challenges of our time. With a world population projected to reach 8.5 billion by 2030,² it is estimated that over 600 million new jobs need to be created, the equivalent of 40 million per year, to keep pace with the growth of the working-age population worldwide. There is also a need to improve conditions for about 780 million men and women who are working but not earning enough to lift themselves and their families out of poverty.³

The youth is particularly vulnerable. Currently, two out of five young people, almost 43% of the global youth labour force, are either unemployed or underemployed. Of the estimated 200 million unemployed in 2014, around 37% (or 73 million) were between the ages of 15 and 24 –⁴ the age group defined as ‘youth’⁵ (see Annex, Figure 1). Around 169 million young workers live in poverty (less than US\$2 a day). The number increases to 286 million if the ‘near poor’ are included (less than US\$4 a day).⁶

The Arab Mediterranean countries (AMCs) – Algeria, Egypt, Lebanon, Libya, Morocco, Palestine, Syria and Tunisia – amass the world’s largest youth population. Nearly one in five people is between 15-24 years old (compared with one in eight in the European Union – EU) and about 50% of the population (or 105 million) is under 25 (compared to 27.8%, or 141 million, in the EU).⁷

With a youth population this large, the region should be well placed to become one of the world’s most technologically advanced and economically stable areas. Experts argue that when the age-dependency ratio (understood as the ratio of dependents – people younger than 15 or older than 64 – to the working-age population – those aged 15-64) shrinks, there appears a ‘demographic window of opportunity’⁸ for economic growth, as greater productivity and higher incomes are possible. In the AMCs (excluding Palestine), the age-dependency ratio has decreased from an average of 90.1% in 1960 to 54.1% in 2015 (compared to 53% in the EU-28 in 2015).⁹ However, to reap the benefits of such an enormous human resource, young people must be well educated and prepared to compete in the global job market.

In the AMCs, instead of being an asset, the mismanagement of such a ‘youth bulge’ has turned it into a major source of concern for the region’s governments and the international community alike. Millions of young people, especially women, find themselves out of a job,

with youth unemployment rates reaching 32% in 2014, more than doubling the global average of 14% (see Annex, Figures 2 and 3).¹⁰ At a country-level, the youth unemployment rate has also often doubled or trebled that of total unemployment. The majority of the unemployed (up to 80% in some countries, such as Egypt) are looking for their first job and have no previous work experience.¹¹ Furthermore, a growing percentage of youth are not in education, employment or training (NEETs), which hinders economic growth, development, and stability. In 2013, 21.5% of young Algerians were NEETs, as well as 25.4% of young Tunisians and 27.9% of young Egyptians (compared with 12.9% in the EU).¹² According to the European Training Foundation (ETF), NEETs represent ‘one of the most serious social problems in the AMCs, as the exclusion of young people from the labour market contributes to high levels of poverty and lost opportunities for economic growth’.¹³

Informal or low-quality jobs are also a common feature in the AMCs. In Algeria, informality (defined by the absence of social protection in non-agricultural employment) accounts for 34.8% of GDP,¹⁴ while in Tunisia it is 39.2%.¹⁵ Similarly, many young Egyptians are in precarious employment, with 91% being informally employed.¹⁶

Inactivity during the young years has a negative impact on employability, future earnings, and access to quality jobs.¹⁷ Moreover, after years of searching for employment with no success, many young people run the risk of becoming discouraged and decide to leave the labour force. This not only represents a huge loss of productive capacity as it increases the dependency on older generations, but it also becomes a potential source of social unrest. Since the beginning of the financial crisis, social unrest (calculated here as the number of protests as a percentage of the total number of events) has gone up by almost 10%, demonstrating that social unrest tends to increase as joblessness persists and the risk is more acute in places where youth unemployment is high or rising rapidly.¹⁸ Young people’s frustration with the unemployment problem and the lack of opportunities were among the main factors that triggered the 2011 Arab uprisings.¹⁹ Five years on, prospects do not look any more promising and the risk of ongoing social turmoil remains high in many AMCs.

While there are several factors behind such high levels of youth unemployment, including growing demographics, fast urbanisation, political, economic, and social trends, one that stands out is the fact that education, particularly in the AMCs, does not necessarily lead to employment. In fact, unemployment is often higher among the more educated. In Egypt, for

example, unemployment among diploma-holders (understood here as those with a post-secondary or tertiary education) is eight times higher than among those with a primary education. Particularly worrisome is the increasing number of female graduates whose specialisations do not match labour market needs; in some countries, unemployment among female diploma-holders surpasses 90%.²⁰

Quality remains an unrelenting problem. As the AMCs become more and more involved in the global economy, there has been a major shift in the skills in demand, but despite important progress and increased government spending,²¹ the region's educational systems are not managing to prepare students to successfully find and maintain a decent job or offer their services as self-employed professionals. Employability remains a challenge. Companies are reportedly struggling to find enough skilled workers to fill their vacancies. A report by employment-services firm Manpower indicates that more than a third of employers has trouble filling in positions.²² A study by McKinsey & Company found that less than 50% of employers consider graduates adequately prepared for work,²³ and according to PricewaterhouseCoopers (PwC), 87% of CEOs consulted in the Arab world believe that the limited supply of candidates with the right skills is one of the biggest challenges for businesses today.²⁴

Among the skills that business leaders look for but cannot find in the area are soft skills like communication, teamwork, and analytical and innovative thinking,²⁵ but also critical, language, and leadership skills, CV presentation and interview skills, or general behaviour like punctuality, flexibility or adequate work attire (see Annex, Figure 4).

Students themselves also find that their education is not in line with the needs of the job market. Interviewees in Morocco as part of the SAHWA project commented that university curricula are mainly theoretical, with no practical applications or tests and void of soft skills or personal development, areas most valued in today's business environment.²⁶ Demotivation often occurs, not only in terms of looking for employment but also in terms of wanting to get an education. In Egypt, many end up wishing they had never spent their money on an education that yields no employment but rather saved it to cover the needs of their families.²⁷ Similarly, interviews in Algeria showed that in addition to being unable to find a job, those that do are often faced with below market conditions. This is especially the case for young women, who despite being increasingly more educated than their male

counterparts and being eager to work and contribute to society, would rather stay at home than be underemployed.²⁸ In Tunisia, according to data collected, most of those who are fortunate enough to get a job end up working in areas very much unrelated to their fields of study.²⁹ In Lebanon, focus groups revealed a lack of access (there are no universities in the villages, only in the cities), inadequate material (books are out of date), lecturers are unprepared, and there is a large degree of discrimination based on political affiliation and religious background.³⁰

This skills mismatch is aggravated by social and gender divides; employers are often reluctant to hire youth from marginalised socio-economic backgrounds or women. There are sharp differences between female and male youth unemployment, reaching almost double in some places, and the unemployment gender gap has been widening in the past decade (see Annex, Figure 5). In addition to having fewer opportunities than men have, many women choose not to join the labour market or exit early due to family obligations, inflexible work arrangements, or poor salaries, among others. The rate of female labour force participation (FLFP) in the AMCs is among the lowest in the world, currently at 22.2%, meaning that four in five working-age women are inactive. In contrast, the rate of male participation is 73%.³¹

All this has generated a severe youth unemployment crisis with which the region's economies are struggling to cope. Several measures at national and international level are underway to try to address the problem, but they are not producing the necessary results. While it is necessary to effect political, economic, and social reforms, the importance should lay on educational reforms and initiatives which address the skills mismatch and give youth the confidence to secure a job and succeed professionally.

A young, well-prepared population has the potential to spur sustainable growth and development. This Handbook aims to help address AMCs' youth unemployment crisis by providing some guidelines for practitioners working or wishing to work on youth unemployment in the region. It focuses on five specific AMCs: Algeria, Egypt, Lebanon, Morocco and Tunisia. Using the extensive field research conducted by the SAHWA project and additional desk research by the author, the first part of this Handbook explores initiatives taken at the international and national levels to mitigate youth unemployment and provides an overview of the labour market situation in each AMC under study, with a view to drawing lessons learnt from what works and what does not. It also includes a practical

factbook and a directory of the main actors in education and employment in each country that can serve as a focal point for practitioners in these countries. In the second section, five examples of successful programmes are presented, covering each country under study. Finally, building on the experience of organisations dedicated to designing and implementing education for employment initiatives such as Education For Employment (EFE), the third section offers a practical 10-step guide to setting up a successful youth education for employment programme to guide practitioners in helping young people make an effective transition from school to work (see Annex, Figure 6).

The challenge is not a simple one. And the AMCs ‘cannot make the needed leap [...] on their own’.³² This can only be achieved through enhanced, sustained coordination and cooperation among all stakeholders. With changes afoot in the region, the AMCs have an opportunity to establish the foundations for sustainable economic growth and development. It is time to harness all of the region’s potential to empower the youth in the Arab Mediterranean countries and place them on the path towards brighter futures for themselves, their communities and their countries.

1. Empowering youth in the Arab Mediterranean Countries

A country's youth carries the promise of a brighter future. The AMCs, with the world's youngest demographic, have huge untapped human resources that, if harnessed correctly, could turn the region into one of the world's largest economic powerhouses. But the extent to which this youth bulge will contribute positively to societal development depends on fundamental reforms that meet the current needs of young people. Challenges facing the youth today are not the same as those faced by older generations. Failure to attend to these needs are resulting in the social and economic marginalisation of a large proportion of society, rendering AMCs' youth unable to compete in an increasingly globalised economy.

Considerable resources have been invested at national and international levels, but given the nature and magnitude of the problem, current initiatives are not producing the necessary results to make a significant impact, be it because they are not sufficiently adequate or because they are not sufficiently far-reaching.

1.1. International initiatives

At an international level, several organisations are undertaking measures to combat unemployment and youth unemployment worldwide and in the region. The United Nations (UN) has embraced the need to 'promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all' in its new '2030 Agenda for Sustainable Development'. The International Labour Organisation's (ILO) 'Global Initiative on Decent Jobs for Youth' will 'assist young people in developing the skills needed to compete in today's job market'.³³ The World Bank lists over 5,000 employment initiatives worldwide; approximately 10% of those are in the MENA.³⁴

Creating more and better jobs has been on the EU agenda for the past two decades, in particular since the approval of the European Employment Strategy in 1997. Now, the Europe 2020 growth strategy³⁵ has three flagship initiatives that fall under the areas of employment, social affairs and inclusion: 'Youth on the move', 'An agenda for new skills and jobs', and the 'European platform against poverty and social exclusion'.

In terms of youth unemployment, key actions include:³⁶

- 'Youth Employment Package' (2012), which included a proposal to establish a 'Youth Guarantee' (adopted in 2013); a social partner consultation on a quality

framework for traineeships, followed by a Commission proposal for a Council Recommendation in December 2013 (adopted in 2014); and the European Alliance for Apprenticeships (launched in 2013);

- ‘Youth Employment Initiative’ (2013) to support young people not in education, employment or training;
- ‘Communication: Working together for Europe's young people – A call to action on youth unemployment’ (2013) to accelerate the implementation of the ‘Youth Guarantee’ and develop EU-level tools to help countries and firms recruit young people;
- ‘Youth on the Move’ (2010), which includes the ‘Youth Opportunities Initiative’ (2011) and the targeted mobility scheme ‘Your first EURES Job’;
- ‘EU Skills Panorama’ to gather information on skills needs, forecasting and developments in the labour market; and
- Measures in the field of education and culture, such as ‘Erasmus’ and ‘Erasmus+’.

In many AMCs, the EU works with local partners from the public, private and NGO sectors.³⁷ Moreover, the Youth Employment Inventory (YEI)³⁸ lists 328 youth employment programmes in the region as a whole. Of these, 291 are in the five AMCs under study, mostly in Egypt (184) and Tunisia (83), followed by Morocco (12), Lebanon (11) and, lastly, Algeria (1). These are devoted to improving young people’s labour opportunities, ranging from interventions aimed at improving the labour market information base (counselling, job search skills), increasing the demand for youth labour (wage subsidies and public works) and improving opportunities for young entrepreneurs (financial, technical, and training assistance). However, critics say they tend to reach only a relatively small proportion of the youth population, very few of them are women-specific, and there are problems related to a lack of monitoring, evaluation and mainstreaming in the system.³⁹

1.2. National initiatives and the labour market

At a national level, all five AMCs under study have adopted measures to try to mitigate unemployment in general and youth unemployment in particular. However, in most cases, government agencies lack the necessary capacity to provide the desired services. Furthermore, resources tend to be poorly allocated.

Most measures have focused on Active Labour Market Programmes (ALMPs), designed to help match labour supply and demand and to improve employability and job placement of unemployed individuals. However, experts argue that in these countries ALMPs often have little positive impact, producing only modest or no return in terms of employability and earnings. In order to create the millions and millions of jobs that are required to accommodate the old and new youth labour force, urgent political, economic, social and first and foremost educational changes must be put into effect. ‘The education system plays a crucial role with young people’s “employability” levels. If it is capable of addressing the demand of the market with a relevant supply of new youth human capital, the economy as a whole gains’.⁴⁰ However, if it is not, as is the case in the AMCs, the losses are tremendous for many generations to come. ‘A solid and good-quality early education probably represents a cheaper, more cost-effective preventative measure than later remediation through ALMPs’.⁴¹

1.2.1. Algeria

Table 1: Algeria Factbook	
Total Population	38.9 million (2014); 39.5 million (July 2015 est.)*
Population 15-24 years	16.64%*
Population ages 0-14	28.2% (2014)
Population growth rate	1.9% (2014) ; 1.84% (2015 est.)*
Fertility, total (births per woman)	2.9 (2014)
Urban population	70.1% (2014) ; 70.7% of total population (2015)*
Urbanisation rate	2.8% (2014) ; 2.77% annual rate of change (2010-15 est.)*
Labour force	12.4 million (2014)
Labour force participation rate	46.8% (2014)
Female labour force participation	15.4% (2014)
Male labour force participation	72.5% (2014)
Youth labour force participation	29% (2014)
Labour force with a tertiary education	15.2% (2011)
Unemployment rate, total	9.5% (2014) ; 11% (2015 est.)*
Youth unemployment rate, total	20% (2014)
Youth unemployment rate, male	17.6% (2014)
Youth unemployment rate, female	32% (2014)
Unemployment with tertiary education, total	23.1% (2011)
Unemployment with tertiary education, female	51.9% (2011)
Unemployment with tertiary education, male	10.6% (2011)
NEETs	21.5% (2013)
Total dependency ratio	51.5% (2014)
Youth dependency ratio	42.7% (2014)
GDP - real growth rate	3.8% (2014) ; 3% (2015 est.)*
GDP - per capita (current US\$)	US\$5,484.1 (2014)
Education expenditures	4.3% of GDP (2008)*
Gross enrolment ratio, tertiary, total	33.3% (2013)
Duration of compulsory education	10 years
Lower secondary completion rate, total	79.4% (2014)
Lower secondary completion rate, female	87.2% (2014)
Lower secondary completion rate, male	72% (2014)
Mean years of schooling, total⁴²	6.7 (2008)**

Source: Elaborated by the author. Data from World Bank, World Development Indicators, *CIA World Factbook, and **Unesco Institute for Statistics.

The Algerian economy is characterised by a strong services sector (58.4% in 2011), followed by industry (30.9%), and then agriculture (10.8%).⁴³ The labour market is mainly characterised by a low overall activity rate (46.8% in 2014), low FLFP rates (15.4% compared with 72.5% for males), high youth unemployment (20%), mostly for young women (32%), and a significant informal sector.⁴⁴

Since the 1990s, the private sector has taken over the public sector as the main employer and by 2011 the share of private sector jobs was 60%. However, most workers in the private sector have temporary contracts (79.5% in 2011). This has resulted in a growing informal sector.⁴⁵ According to the World Bank, in 2011 the size of informality as a percentage of GDP was 34.8% in 2011, the share of self-employment 29.6%, and the share of the labour force not covered by social security 63.3%.⁴⁶

Even though decreasing, Algeria is still experiencing a positive population growth (1.9% in 2014). Young people aged 15-24 account for almost 17% of the total population or 6.5 million people. As the labour force grows, surpassing 12 million people, the labour market cannot accommodate the youth, with a strong gender disparity: 32% for young women against 17.6% for young men. Rates have increased significantly among those with a higher education, especially females. The unemployment rate for women with a higher education has increased over 25% between 2001 and 2011.⁴⁷ Young people below 30 represent 72% of all unemployed people. When they have jobs, nearly 77% do not have national insurance. This is because most are employed in the informal sector.⁴⁸

The core of employment policy in Algeria has been the implementation of ALMPs, which falls under the remit of several departments and/or agencies that report to two main ministries:

- Ministry of Labour, Employment and Social Security (MTESS): National Employment Agency (ANEM), National Agency for Employment Support of Youth (ANSEJ) and National Unemployment Insurance Fund (CNAC);
- Ministry of National Solidarity, Family and Women's Affairs (MSN): National Agency for the Management of Micro Credit (ANGEM) and Social Development Agency (ADS).

These agencies have representatives at local level, in the Department of Employment in the *wilaya* (Ministry of Labour, Employment and Social Security) and the Department of Social Action or DAS (Ministry of National Solidarity, Family and Women's Affairs).

While Algeria has no youth policies *per se*, it has various regulations and programmes that affect youth.

The National Employment Policy, adopted in 2008, is the main reference for employment promotion. Ever since, the management of youth employment programmes has fallen under the remit of the ANEM. The main programme in this regard is the *Dispositif d'Aide à l'Insertion Professionnelle* (DAIP), which is composed of four main elements:

- Graduate integration contract (CID), intended for first job-seekers with a tertiary education or senior technicians;
- Professional integration contract (CIP), aimed at first job-seekers leaving secondary education or Vocational Educational Training (VET) Centres (CFPA) (including apprentices);
- Training insertion contract (CFI) – young job-seekers without training or qualification; and
- Subsidised work contracts (CTA) – proposed after the end of one of the contracts cited above (and sometimes earlier upon employer agreement).

In 2010, the government established a five-year plan 2010-14 to encourage job creation. Since 2011, following the social uprisings throughout the Arab world, Algeria has also tried to improve access to and funding of youth employment programmes.

The MSN has several social inclusion programmes designed to fight not only poverty but also youth unemployment. They are managed by the ADS at national level and implemented locally by the DAS. Programmes are grouped under three main headings:

- Insertion programme for graduates (PID), aimed at young university graduates and technicians without income, in precarious situations or with disabilities, as well as youth aged 19-35 with no income;

- Allowance for activity or community service, aimed at the social inclusion of disadvantaged people who are active and of employable age. It addresses the social categories that have no income; and
- Social inclusion programmes (DAIS), which aim to place unemployed, unqualified 18-59 year olds in temporary positions in the private or public sectors.

Directory of key actors in education & employment	
Ministry of Employment, Labour and Social Security (MTESS) / Ministère du Travail de l'Emploi et de la Sécurité Sociale	The main actor in employment policy and strategy, with three specialised agencies (ANEM, ANSEJ and CNAC). http://www.mtess.gov.dz/index.php/fr/
Ministry of National Solidarity, Family and Women's Affairs (MSN) / Ministère de la Solidarité Nationale, de la Famille et de la Condition de la Femme	In charge of the fight against poverty. It has many social inclusion programmes that are also geared towards youth unemployment. It has two main agencies (ANGEM and ADS). http://www.msnfcf.gov.dz/fr/
Ministry of National Education / Ministère de l'Éducation Nationale	In charge of educational matters. http://www.education.gov.dz/
Ministry of Higher Education and Scientific Research (MESRS) / Ministère de l'Enseignement Supérieur et de la Recherche Scientifique	Created in 1970, it is in charge of implementing the government's policy in the fields of higher education and scientific research. https://www.mesrs.dz/
Ministry of Vocational Educational Training / Ministère de la Formation et de l'Enseignement Professionnels	Responsible for public vocational and educational training. http://www.mfep.gov.dz/fr/presentation.html
Ministry of Youth and Sports / Ministère de la Jeunesse et des Sports	The main institutional actor in the conception, implementation, and monitoring of the national policy in the fields of youth and sports. http://www.mjs.gov.dz/
National Employment Agency (ANEM) / Agence Nationale de l'emploi	Under the MTESS, it intermediates between labour supply and demand. Private companies must refer to the ANEM for any vacancies or new job creation. Vacancies for civil servants are published on the Public Service Directorate. http://www.anem.dz/?module=site&crud=marche_emploi
National Agency for Employment Support of Youth (ANSEJ) / Agence Nationale de soutien à l'emploi des Jeunes	Under the MTESS, it supports youth employment and encourages the creation and expansion of production activities of goods and services by young entrepreneurs, through micro enterprises. Its mission is to advise, support and provide training for young people with project ideas, fund projects by young entrepreneurs, and monitor micro businesses created by young people. http://www.ansej.org.dz/
National Agency for the Management of Micro Credit (ANGEM) / Agence Nationale de Gestion du Micro-crédit	Under the MSN, its main mission is to alleviate poverty by providing micro credits to the poor. http://www.angem.dz/portail/index.php/fr/
Social Development Agency (ADS) / Agence de Développement Social	Under the MSN, it was created in 1996 to combat poverty, support employment and fight against social exclusion, and manage all pro-poor employment programmes under the Structural Adjustment Programme (SAP). http://www.ads.dz/
National Unemployment Insurance Fund (CNAC) / Caisse nationale d'assurance-	Under the MTESS, since 2011 it provides support to entrepreneurship to all unemployed. https://www.cnac.dz/

chômage	
Higher Council of Youth (CSJ) / Conseil Supérieur de la Jeunesse ⁴⁹	Intended to be a space for dialogue to strengthen youth participation in different fields.
General Union of Algerian Workers (UGTA) / Union Générale des Travailleurs Algériens	The main nationally and internationally recognised trade union and the only one that participates in the tripartite social dialogue. http://www.ugta.dz/index.php
Employers' Organisations	There are public and private employers' organisations in Algeria, which participate in the tripartite social dialogue and are important advocates of measures to improve the economy and foster job creation.

1.2.2. Egypt

Table 2: Egypt Factbook	
Total Population	89.6 million (2014) ; 88.5 million (July 2015 est.)*
Population 15-24 years	17.64%*
Population ages 0-14	33% (2014)
Population growth rate	2.2% (2014) ; 1.79% (2015 est.)*
Fertility, total (births per woman)	3.3 (2014)
Urban population	43.1% (2014) ; 43.1% of total population (2015)*
Urbanisation rate	2.3% (2014) ; 1.68% annual rate of change (2010-15 est.)*
Labour force	29.6 million (2014)
Labour force participation rate	52.9% (2014)
Female labour force participation	23.8% (2014)
Male labour force participation	75% (2014)
Youth labour force participation	33.9% (2014)
Labour force with a tertiary education	18.7% (2013)
Unemployment rate, total	13.2% (2014) ; 11% (2015 est.)*
Youth unemployment rate, total	42% (2014)
Youth unemployment rate, male	32.7% (2014)
Youth unemployment rate, female	64.8% (2014)
Unemployment with tertiary education, total	31.1% (2013)
Unemployment with tertiary education, female	40.1% (2013)
Unemployment with tertiary education, male	24.4% (2013)
NEETs	27.9% (2013)
Total dependency ratio	61.7% (2014)
Youth dependency ratio	53.3% (2014)
GDP - real growth rate	2.2% (2014) ; 4.2% (2015 est.)*
GDP - per capita (current US\$)	US\$ 3,198.7 (2014)
Education expenditures	3.8% of GDP (2008)*
Gross enrolment ratio, tertiary, total	32.9% (2013)
Duration of compulsory education	12 years
Lower secondary completion rate, total	No data available
Lower secondary completion rate, female	No data available
Lower secondary completion rate, male	No data available
Mean years of schooling, total	No data available

Source: Elaborated by the author. Data from World Bank, World Development Indicators, and * CIA World Factbook.

With 88.5 million citizens in 2015, Egypt has the largest population in the region. It is still experiencing rapid population growth (2.2% in 2014). Young people aged 15-24 account for almost 18% of the total population, or 15.6 million people, and around 33% of Egyptians, or 29 million, are below 15 years of age. This requires significant public investment in

education, health, employment, housing, and infrastructure. As the labour force grows, surpassing 29 million in 2014, the market struggles to integrate the younger generations, with youth unemployment rates reaching 42%. Young female unemployment is particularly striking at 64.8%. Out of the females with a diploma, 40.1% are out of a job. FLFP is also very low (23.8% compared with 75% of males), with almost four in five working-age females being inactive, compared to around one in five of working-age males.⁵⁰ The prevalence of low-quality informal jobs also poses a serious challenge to Egypt's youth; 91% of young Egyptians are informally employed.⁵¹

Several labour market barriers have been identified as hindering young people from entering the labour market or obtaining decent work, such as inappropriate education, inadequate technical, 'soft' or life skills, job matching problems, lack of labour demand, and discrimination, among many others.

Following a consultation process in 2009, the Ministry of Manpower and Migration launched a Youth Employment National Action Plan 2010-15 to increase the employability of young people, create more jobs, and eliminate the mismatch between labour demand and supply.⁵² The 2010 Egypt Human Development Report⁵³ outlines a proposed National Policy for Youth in Egypt, but experts say there is no indication that such a policy was adopted. In addition, the Ministry of State for Youth Affairs' strategic goals for 2013-17 include enhancing the political participation of youth, building cultural awareness, and developing training and research on youth.⁵⁴

Directory of key actors in education & employment	
Ministry of Manpower and Migration	The main institution in employment policies. Its activities include the registration of job-seekers, career guidance and counselling, training for interviews, preparing 'contract slips' for those who have found a job, providing licences, collecting notices of vacancies from employers, and job placements. http://www.manpower.gov.eg (in Arabic).
Ministry of State for Youth Affairs	Responsible for child and youth development.
Ministry of Industry and Trade	Owns the country's industrial training centres and is the host of the first EU-funded Technical and Vocational Education and Training (TVET) programme.
Ministry of Education and Ministry of Higher Education	Responsible for public education and technical training, the Strategy for Technical Education, the TVET Reform Strategy 2013-18 (co-funded by the EU), and TVET post-secondary education. http://moe.gov.eg/ (in Arabic)
Ministry of Planning	In charge of developing Egypt's economic and social development strategies. It has to plan, organise, and coordinate the efforts of state institutions to address and improve the structural problems of the labour market.

Ministry of International Cooperation	Coordinates all international projects supported by donors and international organisations. http://www.moic.gov.eg/ (in Arabic).
Social Fund for Development (SFD)	Created in 1991 under the umbrella of the UNDP, it is in charge of implementing many employment programmes. It supports the creation of new enterprises and the growth of micro and small enterprises. http://www.sfdegypt.org/web/sfd/home
Egyptian Observatory for Education, Training and Employment	Its main activities include producing reports based on Information and Decision Support Centre (IDSC) data and providing technical support to two pilot regional observatories. http://www.idsc.gov.eg/IDSC/Projects/DetailsList.aspx?ID=2 (in Arabic).
Egyptian Forum for Youth Employment Promotion	Founded in 2014, it aims to tackle youth unemployment with coordinated action by the ministries of Planning, Education, and Manpower and Migration. http://encc.org.eg/inside.php?p=temp_text&pid=100&id=170

1.2.3. Lebanon

Table 3: Lebanon Factbook	
Total Population	4.5 million (2014) ; 6.2 million (July 2015 est.)*
Population 15-24 years	17.04%*
Population ages 0-14	24.1% (2014)
Population growth rate	1.2% (2014) ; 0.86% (2015 est.)*
Fertility, total (births per woman)	1.7 (2014)
Urban population	87.7% (2014) ; 87.8% of total population (2015)*
Urbanisation rate	1.3% (2014) ; 3.18% annual rate of change (2010-15 est.)*
Labour force	1.7 (2014), excluding around 1 million foreign workers, or refugees
Labour force participation rate	51.9% (2014)
Female labour force participation	23.7% (2014)
Male labour force participation	71.2% (2014)
Youth labour force participation	30.3% (2014)
Labour force with a tertiary education	24.2% (2007)
Unemployment rate, total	6.4% (2014)
Youth unemployment rate, total	20.7% (2014)
Youth unemployment rate, male	18.7% (2014)
Youth unemployment rate, female	24.7% (2014)
Unemployment with tertiary education, total	27.9% (2007)
Unemployment with tertiary education, female	45.7% (2007)
Unemployment with tertiary education, male	23.6% (2007)
NEETs	No data available
Total dependency ratio	47.5% (2014)
Youth dependency ratio	35.5% (2014)
GDP - real growth rate	2% (2014) ; 2.9% (2015 est.)***
GDP - per capita (current US\$)	US\$10,057.9 (2014)
Education expenditures	2.6% of GDP (2012)*
Gross enrolment ratio, tertiary, total	47.9% (2013)
Duration of compulsory education	9 years
Lower secondary completion rate, total	59% (2013)
Lower secondary completion rate, female	61.9% (2013)
Lower secondary completion rate, male	55.9% (2013)
Mean years of schooling, total	7.6 (2007)**

Source: Elaborated by the author. Data from World Bank, World Development Indicators, * CIA World Factbook, ** Unesco Institute for Statistics, and *** ILO, World Employment and Social Outlook - Trends 2016, Geneva: ILO, 2016.

The Lebanese labour market is characterised by a low labour force participation rate (51.9% in 2014), low FLFP (23.7% compared to 71.2% for males), a large informal sector (36.4%), a high influx of foreign unskilled workers, and a large number of high skilled emigrants and low skilled immigrants (this is changing in particular due to the Syrian war, and many new Syrian migrant workers or refugees are well-educated, skilled workers). The massive influx of refugees is expected to further compound these challenges, with the largest impacts on women and young people, increasing the labour force by between 30% and 50%.⁵⁵ According to the World Bank, in 2014 the Lebanese workforce was made up of around 1.7 million, plus around 1 million foreign workers or refugees.⁵⁶

Young people aged 15-24 in Lebanon account for around 17% of the total population, or around 1 million people. Youth unemployment (20.7%) is over three times the total unemployment (6.4%). Particularly worrisome is the increasing number of university graduates, especially females, whose specialisations do not match the needs of the labour market, resulting in 45.7% of females with a diploma being out of a job. While many women do not participate in the labour market – 76.3% of working-age women are inactive compared to 28.8% of men – many skilled graduates migrate for job opportunities elsewhere.⁵⁷ The majority of workers who remain – employees and self-employed people – have only secondary education or less; around 40% have no education or only primary education.⁵⁸

The government has no specific employment strategy and there is no unemployment fund to support those who do not have a job.⁵⁹

The National Youth Policy Document, approved in 2012,⁶⁰ regulates national youth development policies. Among the most significant national employment programmes are the Electronic Labour Exchange, launched in 2012 with the assistance of the ILO, as a free online job-matching service; and the New Entrants to Work (NEW) programme, also launched in 2012 with technical and financial assistance from the World Bank. The latter offers first-time job-seekers life skills training, counselling, and placement services combined with twelve months on-the-job training (OJT) in a private firm. Also, the Integrated SME Support Programme (ISSP), launched in 2004 with EU help, aims to formulate policies conducive to the growth of SMEs.⁶¹

Directory of key actors in education & employment	
Ministry of Labour	Governs the labour market, regulates labour relations, and enforces labour law. http://www.labor.gov.lb/layouts/MOL_Application/default.aspx (in Arabic).
Ministry of Education and Higher Education / Ministère de l'Éducation et de l'Enseignement Supérieur	Established in 1955, it was merged with the Ministry of Vocational and Technical Education in 2000. It sets the education policy and governs public and private educational services. http://www.mehe.gov.lb/Templates/HomePage.aspx
Ministry of Youth and Sports / Ministère Libanais de la Jeunesse et des Sports	Created in 2000, it is responsible for youth affairs. http://www.minijes.gov.lb/Cultures/ar-lb/Pages/default.aspx
Ministry of Social Affairs / Ministère des Affaires Sociales	Provides short vocational training programmes in some of its social development centres. http://www.socialaffairs.gov.lb/en/msadefault.aspx?parm=10
National Employment Office (NEO) / Office National de L'emploi	Established in 1977, it is an independent agency under the Ministry of Labour responsible for conducting research on labour trends and issues, providing employment services, and improving the organisation of the labour market and the quality of the labour force. http://www.neo.gov.lb/Home.aspx?lang=fr-fr&
National Social Security Fund (NSSF) / Caisse Nationale de Sécurité Sociale	Manages key elements of the social insurance system. It provides health insurance, an end-of-service indemnity, and family allowances to formal workers in the private sector. It does not cover informal wage earners and those self-employed. https://www.cnss.gov.lb/ (in Arabic).
Directorate General of Vocational and Technical Education (DGVTE)	Part of the Ministry of Education and Higher Education, it administers the vocational and technical education and training system, managing policy and administrative matters including school management; curriculum and qualifications development and implementation; employment decisions; oversight of private sector training and schools; the organisation of programmes; and most day-to-day management decisions in schools and centres. It is also responsible for state examinations and the inspectorate.
Central Administration of Statistics (CAS) / Administration Centrale de la Statistique	A public administration office within the Presidency of the Council of Ministers, tasked with collecting, processing, producing, and disseminating social and economic statistics at national level. http://www.cas.gov.lb/
Civil Service Board	Controls the formal employment procedure in the public sector. http://www.csb.gov.lb/ (in Arabic).
Kafalat	A public financial company, which provides loan guarantees and aims to assist SMEs to access commercial bank funding. http://kafalat.com.lb/fr
Economic and Social Council / Conseil Economique et Social	Established in 1995, it is in charge of ensuring the participation of economic and vocational sectors in the formulation of the state's economic and social policy, and of cooperation and coordination among various sectors. http://www.ces.gov.lb/French/Pages/Homepage.aspx
General Confederation of Lebanese Workers (CGTL) / Confédération Générale des Travailleurs au Liban	Considered the most representative of the trade unions. http://www.cgtl-lb.org/Main.aspx (in Arabic).
Union Coordination Committee	Represents workers in the public sector and leads workers' activities concerning salary scale adjustment.

Association of Lebanese Industrialists (ALI)	The main national association of manufacturing companies operating in Lebanon. http://www.ali.org.lb/english/
Chambers of Commerce, Industry and Agriculture (CCIA)	There are four independent CCIAs in Lebanon (Beirut and Mount Lebanon, North Lebanon, South Lebanon and Bekaa Valley) working to promote the development of business enterprises. http://www.cci-fed.org.lb/English/Default.aspx?pageid=415

1.2.4. Morocco

Table 4: Morocco Factbook	
Total Population	33.9 million (2014) ; 33.3 million (July 2015 est.)*
Population 15-24 years	17.42%*
Population ages 0-14	47.3% (2014)
Population growth rate	1.4% (2014) ; 1% (2015 est.)*
Fertility, total (births per woman)	2.5 (2014)
Urban population	59.7% (2014) ; 60.2% of total population (2015)*
Urbanisation rate	2.2% (2014) ; 2.26% annual rate of change (2010-15 est.)*
Labour force	12.5 million (2014)
Labour force participation rate	52.7% (2014)
Female labour force participation	26.7% (2014)
Male labour force participation	75.9% (2014)
Youth labour force participation	36.4% (2014)
Labour force with a tertiary education	9.2% (2012)
Unemployment rate, total	9.2% (2014) ; 9.4% (2015 est.)*
Youth unemployment rate, total	20.2% (2014)
Youth unemployment rate, male	20.6% (2014)
Youth unemployment rate, female	19.1% (2014)
Unemployment with tertiary education, total	18.5% (2012)
Unemployment with tertiary education, female	33.5% (2005)
Unemployment with tertiary education, male	16.2% (2005)
NEETs	No data available
Total dependency ratio	50.2% (2014)
Youth dependency ratio	41% (2014)
GDP - real growth rate	2.4% (2014) ; 4.9% (2015 est.)*
GDP - per capita (current US\$)	US\$3,190.3 (2014)
Education expenditures	6.6% of GDP (2013)*
Gross enrolment ratio, tertiary, total	16.2% (2011)
Duration of compulsory education	9 years
Lower secondary completion rate, total	68.4% (2014)
Lower secondary completion rate, female	66.3% (2014)
Lower secondary completion rate, male	70.4% (2014)
Mean years of schooling, total	No data available

Source: Elaborated by the author. Data from World Bank, World Development Indicators, and *CIA World Factbook.

Morocco is a key partner of the EU in the region. It is the only country that enjoys an ‘Advanced Status’ (signed in October 2008) and is currently negotiating a Deep and Comprehensive Free Trade Agreement (DCFTA) with the EU, implying far-reaching integration with the EU’s internal market and approximation with the EU Acquis.

Growth is estimated to have reached 4.9% in 2015,⁶² particularly in the manufacture and services sector, pointing to a potential higher demand for a qualified workforce. However, economic growth has failed to translate into more jobs.

Morocco's population is young, with 17.4%, or 5.8 million people, being between 15-24 years of age. The labour force has been growing steadily – just over 100,000 per year –, reaching approximately 12.5 million in 2014. The participation rate is 52.7%, meaning that just over half of the population over 15 years old participates in the country's economic activity. The share of FLFP is very low, currently at 26.7% compared to 75.9% for males. The country has a very high youth dependency ratio of 40.9%, with very high costs for the economy as a whole, and unemployment for young men and women stands at 20.2%.⁶³ The Moroccan labour market is also characterised by an increasing informal sector, which absorbs most of the new entrants to the labour force.⁶⁴

In contrast with most countries analysed in this study, Morocco's labour supply is relatively low-skilled, especially in rural areas, with only 9.2% of the labour force holding a diploma in 2012, compared with an estimate average of around 17% for the AMCs.⁶⁵

In 2003, the New National Youth Policy (NPNJ) was adopted, focusing on youth, childhood and females. It includes action plans against social insecurity and exclusion. Morocco also has a national integrated youth strategy (SNIJ) that seeks to expand the country's network of youth services, which includes extra-curricular activities promoting social inclusion, ICT access and employment training. However, it is unclear whether they are fully functioning.⁶⁶ In addition, Morocco has a nationwide green sector strategy that has been identified as an important way to create job opportunities for the most vulnerable youth populations.⁶⁷

In 2011, in response to the Arab revolutions, the Moroccan government adopted a new constitution. In particular, article 31 of the new text declares that the 'state, the public establishments and the territorial collectivities work for the mobilisation of all the means available to facilitate the equal access of citizens to conditions that permit their enjoyment of the right [...] to a modern, accessible education of quality [...] to professional instruction and to physical and artistic education' and 'to work and to the support of the public powers in matters of searching for employment or of self-employment', among others.⁶⁸ However, critics say it is somewhat unclear how these rights will be guaranteed.⁶⁹

In 2012, around 5,000 young people participated in a nation-wide consultation to discuss the formation of a new national consultative council (youth council), however, there is no indication that the council has formally convened.⁷⁰

In 2015, the National Strategy for Vocational Education and Training (VET) (2015-2020) was adopted, with the aim of expanding VET provision for the large population of low skilled and vulnerable groups, enhancing the role of enterprises in the system, boosting apprenticeships and Centres for Vocational Training (CVT) and improving governance and coordination.⁷¹

Currently, there are two types of ALMPs in Morocco. For one, those aimed at promoting self-employment (*Moukawalati*). For another, those aimed at improving youth employability through access to a first job (integration contracts) and skills training. The latter corresponds to *Idmaj* programmes (insertion contract, professional integration contract and management of social insurance) and *Taehil* (retraining, contract-employment training and support package to emerging sectors).⁷²

Taehil's contract-employment training programme aims to:

- Help employers that are experiencing difficulty finding candidates with the necessary skills;
- Help job-seekers to improve their employability through the acquisition of the necessary skills; and
- Deliver trainings that integrate the needs of the job market.

Idmaj has a two-fold objective: to improve employers' ability to recruit young graduates and improve graduates' employability by connecting them to their first work experience.

Other improvements are in the making, including the National Employment Strategy (2020), which is in a stage of government consultation and that includes a pillar dedicated to human capital and pays special attention to the expansion of ALMP and employment services to marginalised groups. Furthermore, in accordance with the 2012-16 government declaration in terms of employment promotion, new programmes are being considered. The Moubadara initiative aims to promote the hiring of graduate job-seekers or those facing difficulties to join the labour market. And the Taetir programme aims to improve the employability of long-term unemployed graduates by granting a monthly scholarship up to one year.⁷³

There are many actors involved in employment promotion in Morocco, but there is a lack of dialogue among stakeholders, which makes it very difficult to solve the unemployment problem.

Directory of key actors in education & employment	
Ministry of Employment and Social Affairs / Ministère de l'Emploi et des Affaires Sociales	Plays an important role in regulating the labour market. It is in charge of designing, monitoring and evaluating employment measures, labour market intermediation, managing employment, carrying out studies, and making global or sectoral projections on supply and demand. http://www.emploi.gov.ma/index.php/fr/
Ministry of Social Development, Family and Solidarity / Ministère de la Solidarité, de la Femme de la Famille et du Développement Social	Responsible for social protection and development with a special focus on children, women, people with disabilities, and the elderly. It provides vocational training and support services and partners with organisations in the social development field. http://www.social.gov.ma/fr/accueil
Ministry of National Education and Vocational Training / Ministre de l'Education Nationale et de la Formation Professionnelle	Develops and implements government policy in the field of pre-school, primary and secondary education, BTS training and preparatory classes for schools, and ensures state control of private school education. http://www.men.gov.ma/Fr/Pages/Attributions-Men.aspx#
Ministry of Higher Education, Scientific Research and Professional Training / Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et de la Formation des Cadres	Responsible for determining the policies and direction of the education system in Morocco. http://www.enssup.gov.ma/fr
Ministry of Youth & Sports (MoYS) / Ministère de la Jeunesse et des Sports	Responsible for developing and implementing policy relating to youth, sports, the protection of children, and the advancement of women. http://www.mjs.gov.ma/fr/
National Agency for the Promotion of Employment and Skills (ANAPEC) / Agence Nationale de Promotion de l'Emploi et des Compétences	Under the Ministry of Employment and Social Affairs, it is in charge of intermediating between job-seekers and labour offers. It assists employers in identifying their skills' needs and is responsible in general for implementing ALMPs. http://skills.ma/infita/
Social Development Agency / Agence de Développement Social	Responsible for poverty reduction and social development. http://www.ads.ma/index.php?id=2&lng=
National Mutual Aid / Entraide nationale	Under the Ministry of Social Development, Family and Solidarity, it provides help and assistance to the population. It functions as both the distributor and a consultant on charitable funds. http://entraide.ma/fr/
Office of Vocational Training and Employment Promotion / L'Office de la Formation Professionnelle et de la Promotion du Travail	Created in 1974, its objective is to train young people to improve their capacity to compete in an increasingly global market. http://www.ofpptmaroc.com/
Higher Council of Employment Promotion	A consultative institution responsible for coordinating government policy and advising on all employment matters, including policies and measures to promote employment (primarily youth integration and management of the market).
National Observatory of the Labour Market	In charge of analysing the labour market, as well as monitoring and evaluating ALMPs.

Superior Council of Education, Training and Scientific Research / Conseil Supérieur de l'Éducation, de la Formation et de la Recherche Scientifique	Established in 2014, it replaces the Higher Education Council. It is an independent advisory that aims to serve as a space for strategic thinking, discussion and coordination on all issues relating to education, training and scientific research. It also has the role of informing policy-makers, stakeholders and the public, by means of systematic quantitative and qualitative assessments. http://www.csefrs.ma/pageFr.aspx?id=217
Economic, Social and Environmental Council / Conseil Economique Social et Environnemental	An independent body created in 2011, which provides advice on economic and training matters, and analyses and monitors economic and social policies, including those related to employment. http://www.cese.ma/Pages/Accueil.aspx
General Moroccan Employers Association (CGEM) / La Confédération Générale des Entreprises du Maroc	It is the private sector representative before public authorities and institutions. It speaks on behalf of its 88,000 direct and affiliate members and ensures a favorable economic environment for the development of enterprises. http://www.cgem.ma/fr/cgem

1.2.5. Tunisia

Table 5: Tunisia Factbook	
Total Population	11 million (2014) ; 11,04 million (July 2015 est.)*
Population 15-24 years	15.53%*
Population ages 0-14	23.3% (2014)
Population growth rate	1% (2014) ; 0.89% (2015 est.)*
Fertility, total (births per woman)	2.2 (2014)
Urban population	66.6% (2014) ; 66.8% of total population (2015)*
Urbanisation rate	1.3% (2014) ; 1.38% annual rate of change (2010-15 est.)*
Labour force	4.02 million (2014) ; 4.04 million (2015 est.)*
Labour force participation rate	51.3% (2014)
Female labour force participation	25.2% (2014)
Male labour force participation	71% (2014)
Youth labour force participation	31.6% (2014)
Labour force with a tertiary education	19.4% (2011)
Unemployment rate, total	13.3% (2014) ; 15.4% (2015 est.)*
Youth unemployment rate, total	31.8% (2014)
Youth unemployment rate, male	32.7% (2014)
Youth unemployment rate, female	29.9% (2014)
Unemployment with tertiary education, total	30.9% (2011)
Unemployment with tertiary education, female	23.3% (2005)
Unemployment with tertiary education, male	9% (2005)
NEETs	25.4% (2013)
Total dependency ratio	44.5% (2014)
Youth dependency ratio	33.7% (2014)
GDP - real growth rate	2.7% (2014) ; 1% (2015 est.)*
GDP - per capita (current US\$)	\$4,420.7 (2014)
Education expenditures	6.2% of GDP (2012)*
Gross enrolment ratio, tertiary, total	33.7% (2013)
Duration of compulsory education	9 years
Lower secondary completion rate, total	70.1% (2013)
Lower secondary completion rate, female	78.1% (2013)
Lower secondary completion rate, male	62.4% (2013)
Mean years of schooling, total	No data available

Source: Elaborated by the author. Data from World Bank, World Development Indicators, and *CIA World Factbook.

‘Employment, Liberty, Dignity’ was the slogan used for the Tunisian revolution of January 2011 that triggered the Arab revolutions. However, five years on, the situation has not improved – the poverty rate continues to remain worryingly high, unemployment, in particular among young men (32.7%) and women (29.9%), is an ever growing problem, and the economy is suffering (1% in 2015 from 3.5% in 2010).⁷⁴

Unemployment is a major cause of poverty in Tunisia, with 15.5% of the population living below the poverty line in 2010.⁷⁵ Young men and young women are more or less equally affected by unemployment, however, there are still disparities. Tunisia continues to rank low in terms of gender parity⁷⁶ and 74.8% of working-age women do not participate in the labour market, compared with 29% of men.⁷⁷

Young people aged 15-24 account for 15.5% of the total population, or 1.7 million people. The labour force is around 4 million and 19.4% has a diploma.⁷⁸ As the labour force grows, statistical estimates for the 2013-16 period indicate that an extra 80,000 jobs will be required to meet labour demand in existing sectors.⁷⁹

Informal employment is high (39.2% of GDP), the self-employed share of total employment is 24.7% and the share of labour force employees who make no social security contributions is 49.9%.⁸⁰

In 2012, the Ministry of Vocational Training and Employment adopted a National Employment Strategy 2013-17 to alleviate unemployment via three main objectives. First, by the end of 2013, to promote small businesses, improve vocational training systems and develop skills for sectors experiencing labour shortages. Second, by the end of 2015, to decrease the unemployment rate. And third, by 2017, to adopt a developed employment scheme and productivity upgrades. However, it is still not fully operational and criticisms abound.⁸¹

More recently, in 2014 the government launched ‘Smart Tunisia’, with the ambitious goal of creating 50,000 jobs over the next five years in the areas of offshoring, near shoring and colocation.⁸² The government is also placing emphasis on green jobs as a means to create job opportunities and combat unemployment.⁸³

There is no national youth policy or a formal plan for addressing youth unemployment, even though an Euromed 2013 report on youth work in Tunisia⁸⁴ says that the Ministry of Youth, Sports, Women and Families ‘is in the process of formulating a new youth policy that will

be “a product of the revolution”’. It is now argued that it is not enough for a young person to get a job, but that such a job must also fall under the category of decent work.⁸⁵ Tunisia has also ratified the African Youth Charter,⁸⁶ which provides a strategic framework for youth empowerment and development activities at the continental, regional and national levels across Africa.⁸⁷

As such, the government has allocated substantial funds to promote employment under many ALMP schemes, in order to provide jobs to unemployed youth and alleviate unemployment in general in Tunisia. Programmes have been implemented mainly by the government and by donors and NGOs. While the Tunisian government focuses on equipping graduates and non-graduates with the skills needed for the labour market or to build their own business, others focus more on SME creation, especially through micro finance.⁸⁸

Directory of key actors in education and employment	
Ministry of Vocational Training and Employment / Ministère de la Formation Professionnelle et de l'Emploi	Responsible for initial vocational training, continuous professional training, foreign investment and immigration employment, as well as the establishment of public-private partnerships related to employment. http://www.emploi.gov.tn/fr/
Ministry of Social Affairs, Solidarity and Tunisians Abroad / Ministère des Affaires Sociales, de la Solidarité et des Tunisiens à l'Étranger	In charge of implementing the state's social policies and strengthening social welfare, including in the areas of work, labour relations, and adult education. http://www.social.gov.tn/index.php?id=42&L=0
Ministry of Youth, Sports, Women and Families / Ministère de la Jeunesse et des Sports	Responsible for the implementation of youth policies. http://www.jeunesse-sport.tn/spjfr/
Ministry of Higher Education and Scientific Research / Ministère de l'Enseignement Supérieur et de la Recherche Scientifique	Develops and implements higher education and scientific research policies; supervises the activities of universities, higher education and research institutions and research facilities; and coordinates and monitors international cooperation actions in the field of higher education and scientific research. http://www.mes.tn/page.php?code_menu=17&code_menu_parent=13
Ministry of Education / Ministère de l'Éducation	Responsible for ensuring the right to education and training of all Tunisians. It pays special attention to children with special needs and Tunisian nationals abroad. In charge of defining national choices in the areas of education and school education, developing appropriate plans and programmes, as well as implementing them and evaluating results. http://www.education.gov.tn/index.php?id=397&lan=3
National Agency for Employment and Self-Employment (ANETI) / Agence Nationale pour l'Emploi et le Travail Indépendant	A public non-administrative body attached to the Ministry of Vocational Training and Employment. It is in charge of implementing the government's employment policies, especially for young people. It is also responsible for developing information on employment and professional qualifications, organising and placing the Tunisian workforce abroad, facilitating the reintegration of returned migrants and taking care of workers dismissed for economic and technical reasons and of people with special needs. http://www.emploi.nat.tn/fo/Fr/global.php
National Observatory for Employment and Qualifications (ONEQ) / L'Observatoire	A component of the national statistics system whose main mission is to collect labour market statistics, analyse employment and skills data

National de l'Emploi et des Qualifications	using relevant indicators and issue regular reports on labour market trends. It is also responsible for monitoring employment in enterprises by conducting surveys, for designing and developing employment databases, and for evaluating programmes and instruments used to place job-seekers. http://www.employabilite.tn/actualites/l-observatoire-national-de-l-emploi-et-des-qualifications
National Employment Fund 21-21 (FNE)	Aims to facilitate the integration of young people and all job-seekers facing difficulties in the labour market. It helps the youth acquire better training, improves job access opportunities, and sponsors specific programmes aimed at supporting the economic development of Tunisia.
National Social Security Fund (CNSS) / Caisse Nationale de Sécurité Sociale	Administers social security programmes through its regional offices. http://www.cnss.tn/
Tunisian Solidarity Bank (BTS) / Banque Tunisienne de Solidarité	Created in 1997, it finances micro projects for people who would not normally qualify for getting credit from commercial banks. http://www.bts.com.tn/
Youth Observatory / Observatoire National de la Jeunesse	Collects opinions of young people on their situation as well as on policy issues. http://www.onj.nat.tn/

2. 10 Steps to building a successful youth education for employment programme

Against this background, how should countries tackle youth unemployment? It is an immense challenge that requires solutions involving the governmental, the private and the non-profit sectors. Given the magnitude of the problem, beyond economic, political, social and educational reforms, there is an urgent need to invest in youth education for employment programmes that can help fill the skills mismatch and address the needs of young people, of businesses, of countries and of the region.

‘Not knowing where to start’ can be a considerable barrier to developing a youth employment initiative. Experience has shown that the programmes with the highest chances of successfully placing young people in a job are those that are based on a solid analysis of market needs and strong partnerships between the public and private sectors, are tailor-made and demand-driven, focus on bridging the skills gap, are results-oriented, and monitor performance and assess impact. While it is important to account for a country’s general specificities, some basic common elements make the difference between success and failure. As such, what follows are 10 basic steps to building a successful youth education for employment programme.

Step 1: Job market assessment

Prior to designing any youth education for employment initiative (or any initiative for that matter), it is first necessary to know the market where you plan to operate. A thorough field and desk analysis must be carried out to identify the main characteristics of the labour market of the country in question, including, *inter alia*, the main economic sectors, the sectors contributing to or most likely to contribute to growth and those that have the greatest potential for job creation, which companies are operating in the area, socio-economic figures pertaining to education and employment, which labour laws and systems are in place, and which are the key actors and institutions in the field.

More often than not, employment programmes dedicate very little time to market analyses. While a general understanding of the national environment is fundamental, the more the knowledge about the market the more successful the programme will be. It is fundamental that employment programmes are based on thorough and in-depth market analyses, which focus also on defining specific jobs in specific sectors. For example, if the tourism sector is identified as a main sector, practitioners must be able to define if the sector will need waiters, receptionists or travel agents, and how the need for each position will grow in the coming years.

Step 2: Company engagement

Any effective education for employment initiative must have an active participation of the private sector. Once you are thoroughly familiar with the country's labour market, it is time to establish direct partnerships with businesses. First, to determine what skills are in demand, so that the programme devised is demand-driven and young people are trained to the companies' specifications, thus making them eligible for current job openings or to offer their expertise as self-employed. Second, to secure pre-commitments from partner companies to hire graduates from the programme. All this can be done through round tables, interviews, surveys, personal meetings, etc.

Many initiatives tend to focus on the training alone, without giving extensive thought to job placement, but a successful programme is one that ensures that graduates are actually getting a job. This serves a double purpose, as it not only benefits young graduates themselves, but it is also extremely valuable for companies, as it increases their recruitment capacity at



reduced costs by giving them access to an adequately trained and ready to work from day one workforce, and reduces staff turnover by providing more retainable employees with the capacity to grow at the company, among others.

Companies should be ready to invest in the access to human capital in order to save later. For example, companies like Teleperformance and Maquardt in Tunisia, Accenture in Morocco or Souq.com in Egypt have all established a constant dialogue with educational institutions and civil society to create a pool of talent that can be recruited after the training.

Step 3: Skills assessment

Once partner companies have been identified, the next step is to determine what skills are in demand. One of the most noted barriers for companies when hiring locally is the fact that AMCs' youth do not have the adequate skills required for a workplace. The majority of young people in these countries lack soft skills, which are not being taught during their formal educational path. This has resulted in a mismatch between the supply of and demand for local human resources. It is fundamental to develop programmes that bridge the gap between educational systems and employers' needs in order to effect change.

In addition to a skills mismatch resulting from inadequate school curricula, it is often the case that those aged between 15 to 24 have never had a job. The result is a mismatch between what an employer might expect and what a young person actually knows. It is possible that young workers may lack experience documenting their working hours or even realising the need to notify the workplace if one is to be late or absent.

It is essential for practitioners to recognise the core competencies and cross-competencies required for each position, in order to best prepare the incoming youth for the job.

Step 4: Analysis of existing programmes

Before embarking on a new programme, it is fundamental to analyse what is already being provided out there. Resources are scarce and must be optimally channelled to maximise results. A good analysis of existing programmes will avoid a duplication of efforts, as well as making the same mistakes, thereby greatly improving the chances of success.



It might be also the case that instead of developing an entire new programme from scratch, existing programmes can be complemented with some of the missing elements needed for a successful youth employment programme. The magnitude of the youth unemployment crisis in the AMCs requires coordination among all actors. Disjointed and non-conformed employment programmes are set to fail.

Step 5: Curriculum development

After obtaining pre-commitments from companies and identifying their hiring needs and the necessary skills to be developed, the next step is to match training courses to these needs. Here again an active collaboration with employer companies is mandatory to figure out exactly what the curriculum should cover. It should reflect employers' needs and competencies and build skills that are required to succeed in the industry in the long term. Employers could, for example, contribute to design curricula, engage as lecturers and guest speakers, offer training, internships and mentoring as part of courses, job shadowing, and participate in career fairs, among many others.

The challenge, however, is not only creating and delivering programmes that are valuable to employers, but also that students are able to absorb.

The more effective programmes are the ones that take a more comprehensive and holistic approach, and step out of the box. Instead of focusing solely on traditional teaching methods such as lectures and book learning, it is also important to go further and invest in E-learning programmes and experiential learning methods, such as role-playing, mock interviews, physical and/or computer company simulations, and 'serious games', among others. It is important to 'bring the workplace to the classroom'.⁸⁹ This helps students understand and learn from their mistakes, as well as practice their newly acquired skills in real-time settings. The more hands-on experience students acquire, the better prepared they will be.

This also helps to scale-up quality training and skills, by offering tailored, practical experience to large numbers at comparatively low costs.

Step 6: Training trainers



Well-trained, committed teams, who possess the knowledge and the skills necessary for working with young people, are a fundamental feature of successful education for employment programmes.

Trainers should not necessarily come from an academic environment; there should also be individuals with an outstanding professional trajectory in specific sectors such as construction, marketing, sales, or human resources, depending on the courses to be taught. Private sector experience is essential to instil in youth a business culture and values.

Once trainers are identified, they too must be trained to acquire the necessary specific capacities. Training the trainers, and measuring their performance, is a crucial step to ensure high quality. Certified trainers will then be a useful resource for future programmes.

Step 7: Selecting candidates & training delivery

Now it is time to select the students. Putting this step further down the line guarantees that the youth receiving training is in line with the market demand and fits in with the profile companies are looking for, thus maximising the chances of success.

The selection process must include an in-depth analysis of existing skills. Through self-assessment tests, one-to-one interviews and/ or focus groups, practitioners can gather the necessary information to synergise the most effective classroom dynamics.

Once candidates have been accepted, training delivery is one of the most important parts of an education for employment programme. As mentioned above, the training must be as practical as possible, to allow students to learn and gain as much workplace experience as possible. This ensures a smooth integration into a first job position and greatly reduces the adaptation time of newcomers to a company.

Step 8: Job placement

Job placement is the most critical part of the programme. Once the training has been delivered, it is time to place this new and highly skilled labour supply within existing positions, making use of the pre-commitments secured with employers at the initial stages of

the programme. The most successful education for employment programmes have reported placement rates of over 80% and a job retention rate of over 90% after the first year.

Another interesting option to consider, especially in the case of high tech companies, where the fast-changing market environment requires rapid skills' innovation, is the possibility to hire youth on self-employment contracts, which do not necessarily require large investments or access to capital, but initiative and good ideas. This mode, in particular, could turn out very attractive for this type of companies investing in the AMCs, as well as the youth themselves, as it broadens young people's opportunities and at the same time is very cost-effective for companies.

Here collaboration with a private or government labour intermediation agency could be interesting when it comes to negotiating contracts between employers and youth, in order for practitioners to maintain their neutrality.

Step 9: Monitoring and evaluating

Effective programmes have established comprehensive monitoring and evaluations systems to assess their performance against set objectives and identify areas that need improving. This helps better inform planning, management, and execution of programmes.

Organisations may use multiple methods, such as surveys, focus groups, interviews or employment/self-employment status checks, among many others.

It is very important to include all stakeholders – students, employer partners, the entrepreneurship/ business community, trainers, education providers – and evaluations must be carried out at various time intervals throughout the project, so that the lessons learnt can be incorporated into the various phases of the programme, thus ensuring continuous improvement.

Continuous feedback and adaptation of the training model is required to fine-tune the programme to the ever-changing working environment. The more agile the programme is able to implement the feedback received, the more successful it will be. Furthermore, M&E systems can determine the social economic return of the programme, serving to prove the concept and engage additional stakeholders for potential scaling and sustainability efforts.

Step 10: Follow-up

In as much as it is possible, and resources allowing, programmes should offer follow-up services to youth participants, ideally for at least one year after completion of the programme – this is considered the most critical period for job retention.

Some effective education for employment programmes have created alumni networks to ensure participants remain continuously connected to other students and the programme.

Other successful youth employment programmes have gone further and include incentives such as paid on-the-job internships and continued mentoring during the first months of employment to make sure that students succeed in their first jobs.

Q&A

In a nutshell, anyone wishing to set up a youth education for employment programme should seek to address the following questions:

1. What are the sectors contributing to or likely to contribute to growth?
2. What are the sectors most likely to create jobs?
3. What are the socio-economic factors affecting employment prospects?
4. What jobs do companies need filling?
5. What are the main barriers to hiring locally?
6. What skills are needed?
7. What programmes are already out there?
8. How innovative and practical is your programme?
9. How does your programme seek to align youth and their interests with the available jobs?
10. How will the programme guarantee a long-term impact?

3. Practical case studies



Below are five examples of education for employment programmes that have been identified as having had a positive impact on the labour markets in Algeria, Egypt, Lebanon, Morocco, and Tunisia.

ALGERIA

‘Youth Employment Generation Programme in Arab Transition Countries in Algeria’ aimed at providing young people with a first job opportunity in order to fit into the world of work and strengthen their capacity to have a job that meets their aspirations.

Country of implementation: Algeria

Date of creation: March 2012

Timeline: 11 months

Status: Concluded

Beneficiaries: 83 youth; 20 NGOs

Implementing organisation: UNDP

Type: Non-governmental

Funding: UNDP and the Government of Japan

Budget: ₪500,000

Context: The project operated in a delicate social, political and economic context.

Objective 1: To provide Algerian youth with a first job opportunity in order to fit into the world of work.

Objective 2: To strengthen young people’s capacity to have a job that meets their aspirations.

2 Main programmes



Job creation



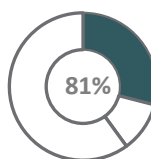
Institutional capacity development

The impact

More than 83 youth benefitted from the one-year job creation programme within NGOs

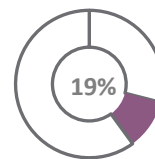
20 youth NGOs benefitted from institutional capacity development programmes

In numbers



Job placement

83



Institutional capacity development

20

EGYPT

‘Civil society empowerment for youth integration in the social and economic life of Egypt’ aimed at bridging the gap between private sector employers and unemployed youth through tailor-made educational programmes.

Country of implementation: Egypt

Date of creation: December 2011

Timeline: 27 months

Status: Concluded

Beneficiaries:

579 youth, 55% female, 45% male
24 NGO representatives

Implementing organisation: Education For Employment Egypt (EFE-Egypt)

Type: Non-governmental

Funding: Spanish Agency for International Development Cooperation (AECID)

Budget: €350,000

+ Inclusion into the EFE alumni network

Context: The project operated in a delicate social, political and economic context.

Overall objective: To contribute to Egypt's development through the strengthening of the civil society and the full integration of youth in employment.

Specific objective: To increase Egyptian youth's integration in the country's economic and social life.

4 Main programmes



Employability, with two components:

- Ekhtar awareness campaign
- Career directions



Job placement, involving three components:

- Training
- Job placement
- Internship



Civic engagement, to develop knowledge and practical skills to foster an effective and engaged citizenship.



Capacity building, with two components:

- The art of effective facilitation
- Delivering civic engagement programmes

The impact

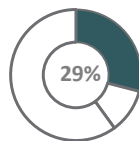
I am not a job seeker anymore. I have a good job in a great place. Assem H.

I uncovered my true potential and I learnt how to successfully pass a job interview. I am very happy that I found my dream job. Mohamed M.

The programme was the key to a new working life. I can't believe that I was accepted in the interview and I am now officially working. Asmaa B.

The training was an exceptionally good experience for me. Thank you! Maha E.

In numbers



Career Directions

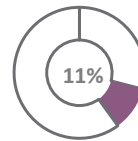
306



47%



53%



Job Placement

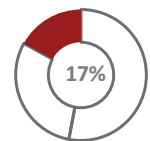
174



75%



25%



Civic Engagement

99



45%



55%



LEBANON

‘Enhancing local employment skills and enterprise in Nahr al-Bared Lebanon’

aimed at reducing poverty amongst Nahr al-Bared residents by providing better access to employment, self-employment and training opportunities.

Country of implementation: Lebanon

Date of creation: January 2010

Timeline: 36 months

Status: Concluded

Beneficiaries: 600 people

Implementing organisation: International Labour Organisation (ILO) and United Nations Relief and Works Agency (UNRWA)

Type: Non-governmental

Funding: Unavailable

Budget: Unavailable

Context: After the Nahr al-Bared camp (NBC) crisis in May 2007, the camp was destroyed with around 4,855 families displaced; 79% of those declared themselves unemployed.

Overall objective: To enhance local employment skills and enterprises in the NBC and Baddawi camps, in collaboration with other international agencies.

4 Main activities



Networking between employment service centres, private sector representatives and vocational training providers.



Delivering **rapid skills enhancement** programme.



Providing **counselling and referral** services.



Addressing the identified skills shortage through short-term and demand-driven **vocational training courses**.

The impact

Establishment of UNRWA Emergency Employment Services Centre (EESC) that coordinates recruitment, orientation and other related activities.

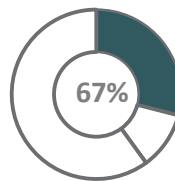
A total of 120,000 work days of employment generated for NBC residents within the execution and implementation of the overall emergency programme.

Establishment of a network between EESC, private sector representatives and vocational training providers.

A rapid skills enhancement programme delivered for 400 beneficiaries.

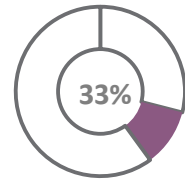
Self-employment opportunities identified and counselling and referral services to self-employment opportunities delivered to 200 beneficiaries.

In numbers



Rapid skills enhancement

400



Counselling and referral

200

MOROCCO

‘Creating Opportunities, Providing Jobs, Changing Lives’ aimed at providing job opportunities to underprivileged, unemployed youth through tailor-made educational programmes and increasing local capacities.

Country of implementation: Morocco

Date of creation: February 2011

Timeline: 64 months

Status: Concluded

Beneficiaries: 15,500 youth

Implementing organisation: Education For Employment Morocco (EFE-Morocco)

Type: Non-governmental

Funding: The Mastercard Foundation

Budget: US\$3.2 million

+ Inclusion into the EFE alumni network

Context: The project operated in a delicate social, political and economic context.

Objective 1: Provide job opportunities for underprivileged youth through access to high-quality, market-driven training linked to job placements

Objective 2: Improve the capacity of universities and youth centers

Objective 3: Increase youth continuous learning and civic engagement

Objective 4: Identify the most effective pathways to sustainably scale up and replicate the EFE model regionally based on lessons learned in EFE-Maroc.

2 Main programmes



Job Placement and Training, with five components:

- Workplace success
- Sales forcé
- ICT
- IT/ BPO
- Business French



Finding a Job is a Job, on job search techniques offered to university students and recent graduates, in collaboration with partner universities.

The impact

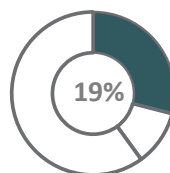
I spent over 15 years of study and yet I was not able to land a job. The programme allowed me to take my first steps into the professional world.
Rehab A.

My studies at university did not prepare me to enter the world of work. After the training, I was offered a job. My family is proud of me. Hanane E.

My studies had not prepared me for the professional world. Now I use the lessons I've learned from my training to do my job. Elhassan B.

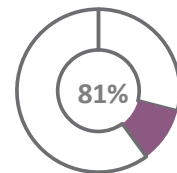
Looking for a job without any success is not an easy thing. I am grateful to EFE for what they did for me and what they do for other young Moroccans. It helped me and I in return am ready to help others. Anas D.

In numbers



Job Training & Placement

3,000



Finding a Job is a Job

12,500



TUNISIA

‘Moustakbali – My future’ is a youth employability & entrepreneurship project aimed at connecting young job-seekers to placement opportunities in key sectors, and encouraging others to create their own businesses within their residential areas.

Country of implementation: Tunisia

Date of creation: September 2013

Timeline: 30 months

Status: Concluded

Beneficiaries:

1,847 underprivileged Tunisian youth
60% female; 40% male

Implementing organisation: Education For Employment Tunisia (EFE-Tunisia)

Type: Non-governmental

Funding: Drosos Foundation

Budget: US\$1.1 million

Impact (2 years only)

Job Training and Placement: 289 young people trained and 234 placed in jobs (81% placement rate).

During the training I realised that I wasn't the problem, but the solution. It is something you will never learn in an academic course. I have a future now; I have a career plan. Houssem K.

Finding a Job is a Job: 1,021 youth trained. Most beneficiaries reported being better equipped and prepared to start their job search.

Entrepreneurship: 148 youth trained, 68 of these benefited from a 6-month coaching. Of the ones that benefitted from coaching, 22 created and registered a company and 17 found employment.

Context: The project operated in a context of delicate political transition against a background of post- revolutionary social, political and economic unrest and instability.

Objective 1: To increase underprivileged Tunisian youths' employability by providing market-driven training linked to job and internship placements.

Objective 2: To provide entrepreneurship training and support to Tunisian youth.

3 Main programmes



Job Training and Placement, which includes two components:

- Workplace Success, focused on life skills
- Sales Force, providing technical training



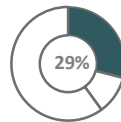
Entrepreneurship, involving two phases:

- Build your Business, to acquire the skills needed to improve business ideas & launch, effectively manage and develop projects.
- 6 months individual coaching to help young people obtain funding and launch their businesses.



Finding a Job is a Job, on job search techniques offered to university students and recent graduates, in collaboration with partner universities.

In numbers



Job Training and Placement

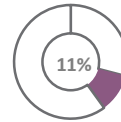
532



47%



53%



Entrepreneurship

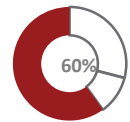
204



54%



46%



Finding a Job is a Job

1,111



78%



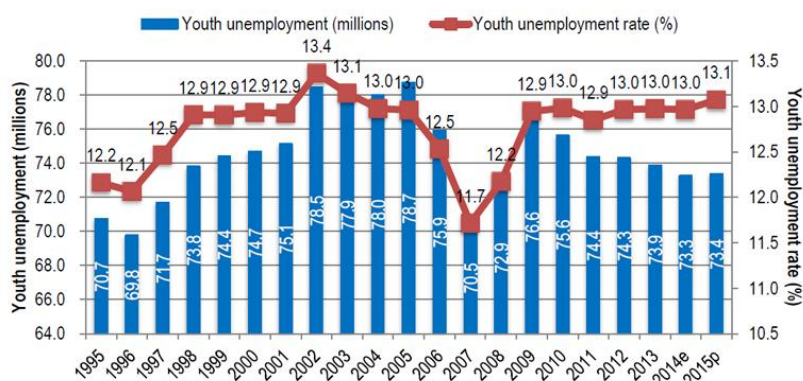
22%



Inclusion into the EFE alumni network

Annexes

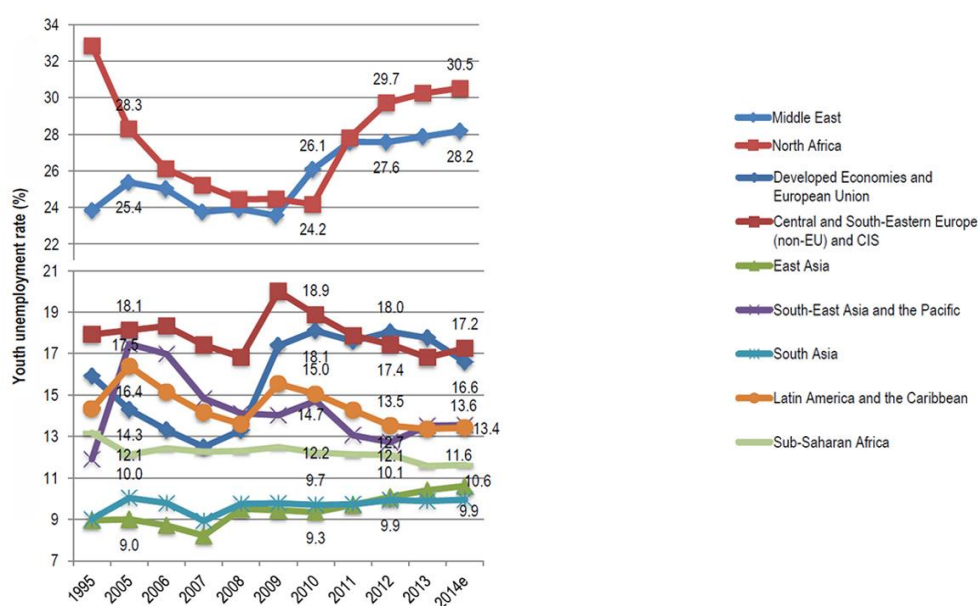
Figure 1: Global youth unemployment 1995–2015



e = estimate; p = projection

Source: ILO, Trends Econometric Models, April 2015.

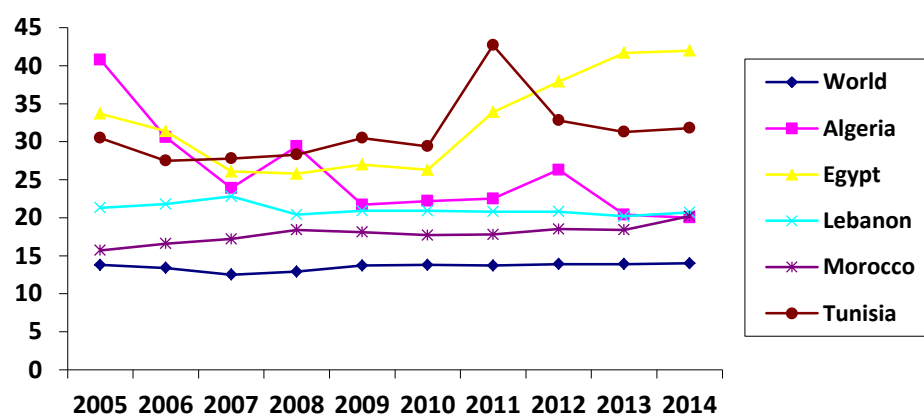
Figure 2: Youth unemployment rates by region, 1995 and 2005–14



e = estimate

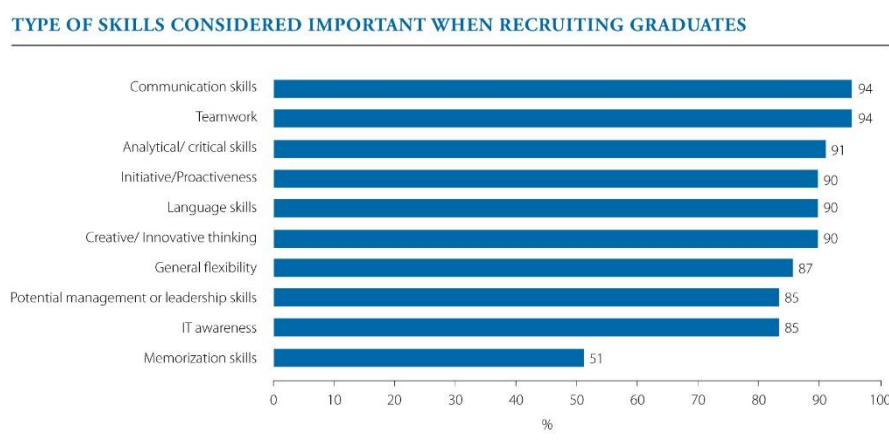
Source: ILO, Trends Econometric Models, April 2015.

Figure 3: Unemployment, youth total (% of total labour force ages 15-24), 2005-14



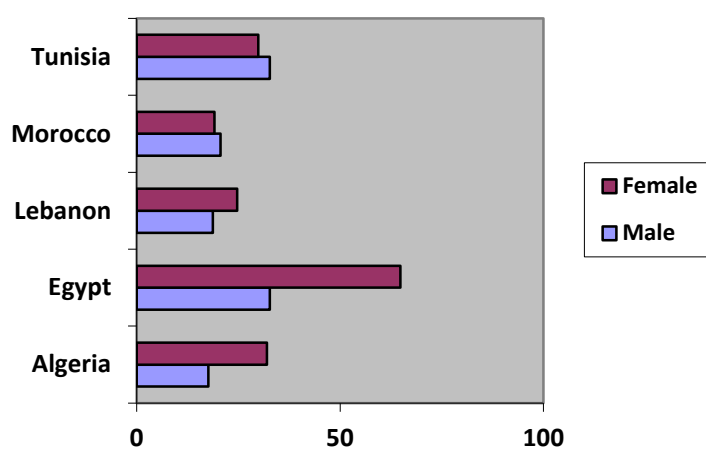
Source: Elaborated by the author. Data from World Bank, World Development Indicators.

Figure 4: Most valued skills



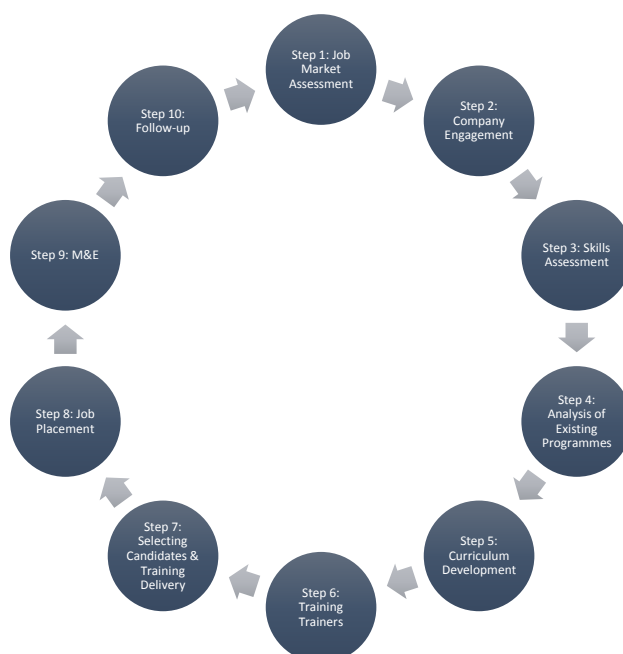
Source: Mohammed Bin Rashid Al Maktoum Foundation and PricewaterhouseCoopers, 'Arab Human Capital Challenge: The Voice of CEOs', Dubai, 2008.

Figure 5: Unemployment, youth female and male (% of female and male labour force ages 15-24), 2014



Source: Elaborated by the author. Data from World Bank, World Development Indicators.

Figure 6: A 10-Step Education For Employment Programme



Source: Elaborated by the author.

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- ²¹ Government spending on education as a percentage of GDP has increased in some AMCs, reaching levels close to, or in some cases even higher, than the EU. In 2014, general government expenditure on education in the EU-28 amounted to 4.9% of GDP (See Eurostat. “Government expenditure on education”. *Eurostat Statistics Explained* (March 2016), (online), [accessed: April 2016] http://ec.europa.eu/eurostat/statistics-explained/index.php/Government_expenditure_on_education). In Morocco, in 2013 the government dedicated 6.6% of GDP to education, while in 2012 Tunisia spent 6.2% (See Central Intelligence Agency (CIA). “The World Factbook”. *CIA Library*, (online), [Accessed April 2016] <https://www.cia.gov/library/publications/the-world-factbook/>).
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development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. See International Labour Organisation (ILO). “Decent work”, (online), [accessed: June 2016] <http://www.ilo.org/global/topics/decent-work/lang--en/index.htm>

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