



EuroMed Youth III Programme



## STUDIES ON YOUTH POLICIES IN THE MEDITERRANEAN PARTNER COUNTRIES

# TUNISIA



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The third phase of the **Euromed Youth Programme\*** (Euro-Med Youth III), funded by the European Commission (DG EuropeAid) and launched in October 2005, is a regional Programme set up within the framework of the third chapter of the Barcelona Process '*Partnership on Social, Cultural and Human Affairs*'. The overall objectives of the Euro-Med Youth Programme are to promote intercultural dialogue among young people within the Euro-Mediterranean region, motivate active citizenship as well as to contribute to the development of youth policy.

The overall aim of the studies undertaken in **Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestinian Authority, Syria, Tunisia and Turkey** on Youth Policies, was to be a reference tool which would give all stakeholders in the field of youth, as well as youth project organisers, an overview of the situation of young people and of provisions available for them in the 10 partner countries. The objectives were to identify whether there was a Youth Policy, legislation or any other national strategy addressing the needs of youth and what kind of provision was made through non-formal education and youth work in the relevant partner countries.

Research for the studies was carried out by 7 experts and involved gathering of information, during a 5-month period, on basis of available written materials and resources, and as a result of missions to the studied countries to interview relevant youth authorities, organisations and young people individually or through focus groups.

The outcomes of the studies, each produced in a report format following a common structure for all the ten studies, give an enlightening overview of the definition and situation of youth in the Mediterranean partner countries. The studies focused on young people's rights and entitlements as active citizens, such as opportunities to vote, get elected and contribute to the decision-making process; the challenges faced by youth such as unemployment, immigration, housing, marriage, generational and cultural conflict, young women's place in society; young people's reactions in response to such challenges and description of provision for leisure-time activities and non-formal education through governmental and/or non-governmental youth institutions and organisations.

A reading of all the studies shows that a national youth policy is not yet fully implemented in any of the partner countries. However, each of them has a number of national directives, legislations, policies and/or strategies to address youth issues, usually at cross-sector level, even if youth are not, in some cases, recognised as a priority. The definition of youth varies from country to country, sometimes even within the same country depending on the responsible national authority. Non-formal education has no, or limited, place in most of the studied countries, formal education being the main priority of national authorities. The Euromed Youth Programme is assessed positively and considered to be an essential tool for the promotion of youth work and non-formal education.

Each report, published individually, provides a factual background on youth issues on basis of information collated by the relevant researchers. In addition, one document bringing together the executive summaries from each of the ten studies has been also produced to highlight an overview on the situation of youth within the Mediterranean region.

\* [www.euromedyouth.net](http://www.euromedyouth.net)

# TABLE OF CONTENTS

## EXECUTIVE SUMMARY

.....	6
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## COUNTRY REPORT : TUNISIA

<b>1. INTRODUCTION</b> .....	10
1.1 Objectives .....	10
1.2 Methodology .....	10
1.3 Challenges of the study .....	11
<b>2. SITUATION OF YOUTH</b> .....	12
2.1 Definition of Youth: .....	12
2.2 General Statistics: Demography, young people's rights and conditions .....	12
2.3 Youth culture and trends: .....	13
2.4 Young people's needs and challenges: .....	14
<b>3. STRUCTURAL, INSTITUTIONAL AND LEGISLATIVE ASPECTS OF YOUTH POLICY</b> .....	18
3.1 Provisions .....	18
3.2 Institutional approach to the Youth Sector .....	18
3.3 Non-formal education and youth work .....	20
<b>4. THE YOUTH ASSOCIATIONS AND NGOs DEALING WITH YOUTH</b> .....	22
<b>5. THE EUROMED YOUTH PROGRAMME</b> .....	24
<b>6. OTHER YOUTH SUPPORT MECHANISMS</b> .....	25
<b>7. PERCEPTION OF THE ACTORS</b> .....	26
<b>8. CONCLUSION</b> .....	28

## ANNEXES

Annex 1: Acknowledgements .....	30
Annex 2: Country Profile .....	30
Annex 3: List of Abbreviations .....	32
Annex 4: Glossary .....	33
Annex 5: Bibliography and resource materials .....	34
Annex 6: Additional statistical tables/charts .....	36

# EXECUTIVE SUMMARY

Tunisia has a special place in the Arab world due to the voluntary family-centred policy reform from President Bourguiba, upon independence in 1956, with the Code of personal status for women's rights which promoted equality between men and women. Youth is now plural, crossed by dividing lines such as the use of internet and the gender gap.

Tunisia counts 11,410,000 inhabitants and young people represent 18.2% of the population. This massive presence of young people born in the 1970-1980 shows an influence that has never been and will never again be as important. The declining fertility rate is contributing to the legal and economic emancipation of Tunisian women, as much as the code of personal status, even if, within the private sphere, the core of familial dependence has largely remained.

Due to this "demographic revolution", education is a challenge and wants to position itself between tradition and modernity. With the "Charfi" reform in 1989, the relation between Muslim tradition and education system is defined in terms of belonging to an evolving culture and the Islamic education is becoming "Islamic thought". This means that youth has to study Islam as a religion of tolerance as well as a distinct culture.

Girls' education, even though it has progressed, remains subject to persistent cultural barriers. The rate of economically-active females in the total population remains very low. They remain very poorly represented in positions of authority. They are also subject to stereotypes regarding the role they must occupy in the workplace and in the public sphere. Their emancipation brings tensions. Major taboo or censure regarding sexuality prevents them to live outside the family home.

Today, work is a major problem for youth. Tunisian youth no longer plays the role it had previously, after the independence, of transforming society. There is a growing incomprehension between the adult world and the youth world. Urbanisation, schooling, expansion of the service sector, all these phenomena brought individualism and changed ways of living.

The use of the Internet is of great importance in both rural and urban areas. Cyber-cafes are meeting places as well as a window on the world. This marks a strong difference with those who cannot access to these technologies. The Tunisian state has the political will to multiply access to the Internet for formal as well as informal education.

The urban/rural dichotomy lost its meaning with the state penetration in rural areas but rural youth, often with a good education, fail to find a job corresponding to their level of education. Sometimes, it may happen that young people without any qualification invest themselves in micro projects in agriculture, with the help of associations.

Tunisia faces youth overpopulation and enrolment in universities grew 16 fold between 1981 and 2001. There is a tendency towards privatisation of higher education. About 5% of North African students study outside their countries, compared to 2% in the rest of the world. The Tunisian state grants funds for education abroad but this produces a greater form of discrimination. Moreover, access to European and American Universities is more and more difficult for economic and security reasons.

Major progress was made in Tunisia regarding health: life expectancy has risen to 73.6 years in 2006, the rate of infant mortality has fallen from 54‰ in 1984 to 20.3‰ in 2006. Fight against contagious diseases has been successful, but fight against AIDS is not easy, particularly among the homosexual population, since homosexuality is forbidden by law. The number of young people using drugs keeps increasing. Another new problem concerns young single mothers, who live in a serious social and cultural state of isolation.

Rural exodus and the demographic transition have created a need for housing and this is a major issue for society. Despite large construction efforts, this shortage affects primarily young people and contributes to inter-generational tensions. The necessary late cohabitation of parents with their children is exasperated by unemployment problems.

The role of religion is important on the production of ideas and is not separated from modernity. It represents a major characteristic of the youth personal identity. Young people also become familiar with the outside world, Europe particularly. Some of them, in spite of the difficulty to get visas, consider the Western model as synonymous of liberty, emancipation of women. Others reject this model and consider it to be a form of cultural aggression. They are partisans of a radical form of Islam, more political than that of their fathers.

Youth is recognized as a priority since the Declaration of 7 September 1987. The young people can hold a seat in elected committees. The fourth consultation of youth is now organized by the "Observatoire National de la Jeunesse" (National Youth Observatory) for the 11<sup>th</sup> development plan as part of a larger dialogue with young people.

The age of majority is 18, as well as the age of criminal responsibility. Boys must carry out their military service at the age of 20, for one year, but they can obtain a dispensation if they make a financial contribution. Judges for children were created in November 2004. The promulgation of the child protection code and the creation of an institution in charge of general interest protect the children.

Due to the increase in the number of years of education, youth today is comprised of subgroups and the institutional approach is cross-sectored, not only the Ministry of Youth and Sports and Physical Education but also the Ministry of Women, Children and Family, the Ministry of Social Affairs and Employment, the Ministry of Education, the Ministry of Justice and, as well as, the Ministry of Interior. Since 2002, a National Youth Observatory (ONJ) organises regular consultations, information sessions, and studies and promotes a better knowledge of the Tunisian youth.

About 1.5% of the state global budget is devoted to the Tunisian Youth policy. This Youth policy has implemented priorities through programmes: the 26/26 fund, planned in 1992 which fights against poverty and the fund, called the "Fonds National pour l'Emploi 21/21" (National Employment Fund) which has been initiated in 2000.

In addition to this last fund, the presidential youth programme of the 11<sup>th</sup> plan is centred specifically on employment with three priorities. The associations which work with people with specific needs are helped by the state, particularly when they contribute to their integration in the economic cycle. The second priority focuses on education: the presidential programme aims at an 80% success rate for the completion of compulsory education. The third priority is called *Youth facing their future* and encourages counselling and assistance for young people, even for those who live abroad.

There is a lack of recognition for non-formal education because the actors in charge of its promotion are not yet clearly defined. Only a few individuals employed in the youth sector are very conscious of the necessity to rethink education and to increase access to non-formal education. The others are trapped in the academic system. Anyway, while non-formal education is not officially recognised, it plays an essential role in society and often makes up for deficiencies of the formal sector.

Due to the necessity of promoting non-formal education, the training of the youth leaders becomes a necessity, but which is unequally fulfilled in organisations throughout the country. The state institution in charge of training, the Higher "Institut Supérieur de l'Animation pour la Jeunesse et la Culture" (Institution of Youth Leadership and Culture), does not fulfil all the needs and the state privileges the extension of these training programmes through regional units. The big associations, such as the Tunisian scouts, use experienced internal staff to train their youth leaders, but the smaller do not have such possibilities and only a few of them are helped by international organisations. Furthermore, the status of recognized volunteers is often confused with those of unpaid workers.

In the context of liberalization and privatisation, the state has transferred to the associations part of the responsibilities it was in charge of, mainly in the social sector but only 0,5% of the young people choose the associative engagement for their free time. Because of this, the state prioritises the access to information for young people through Youth Information Points all over the country in the youth centres. Today, they are more than 300 information points in youth centres and 30 itinerant centres in the rural isolated areas.

The distinction between the official youth sector and the independent associations, the NGOs, is difficult because of the state control. Beside the big official associations, there are a very dense network of small associations but also youth centres, rural clubs, which offer activities, formal and non-formal, and social services such as job search, health and lodging. The official youth associations are represented at the national level by federations.

The Euromed Youth Programme is highly regarded by the Ministry of Youth and Sports and its benefits appreciated by the young people.

The Tunisian Youth policy is helped by public and private international organisations. These organisations give funds and other aids to the state or directly to the youth organisations. The politicians take into account the challenge that youth policy has to face. However, they underline all the realizations since 1987. Their priorities are, today, to combat youth unemployment and to set up a youth strategy through dialogue with youth.

The youth leaders claim for more recognition by the state and the society. The majority of the youth leaders are unpaid workers and their activities are seen as free-time occupation more than as real and professional activity.

The young people wait for a bigger adaptability of the youth centres and more quality for the trainers. The question of opening hours of youth infrastructures has been a recurrent claim. Despite the very positive observation of an increased variety of activities, offered in the youth structures, they deplored the lack of training of the youth leaders.

There is tension between the will and the expectations of the young people and the will expressed in policies designed to target their needs. Despite the competition between the activities offered by the youth organisations and the new tools for young people's free-time activities, it is obvious that the involvement of young people today does not always fit with the associative involvement. They are afraid of long term regular weekly participation with a management close to the formal education. They prefer limited investment to be directed to humanitarian causes with immediate concrete results and more freedom.

In conclusion, it can be said that the national youth policy, as well as non formal-education, are still waiting for recognition from both state and society. It is more accurate in Tunisia's case, to speak of plural strategies concerning youth rather than a single youth policy. The work of the non-formal sector, while essential, has only imposed itself in recent times. The state has made cultural and sports infrastructure a priority and has thus worked with the associative network and NGOs. As a result, there are now public programmes, without however, the existence of any defined youth policy. The existence of the National Youth Observatory has marked a big change in the state's approach to recognizing youth.

# 1. INTRODUCTION

## 1.1 Objectives

This study aims to assess youth policies in Tunisia from both the perspective of authorities and the point of view of the associative structures involved in their implementation. It also aims to evaluate the impact of these policies on young people themselves.

## 1.2 Methodology

Quantitative data (Annex 6 Additional statistical tables/charts) comes from the reports and databases of international research centres. The indicators used to assess the importance of youth today are the following: The total population by age group<sup>(1)</sup>, life expectancy at birth, the rate of infant mortality and the fertility rate, the average rate of demographic growth (2005-2010)<sup>(2)</sup>. The urban population; The Human Development Index, primary school attendance (%)<sup>(3)</sup> and acquisition of doctoral-level degrees, illiteracy male, female (State of the World), Internet access, HIV 2005 number of cases, high estimate, low estimate<sup>(4)</sup>. Stable GDP growth economically active population: economic activity level and the male/female distinction, specifying that the data is from 1995 and foreign aid from the public sector, attempting to find the most recent numbers through EUROSTAT. Public spending for education, specify that numbers are from 2003 the official unemployment rate, exchanges between domestic and foreign students.

Qualitative data (Annex 6 Bibliography and resource materials) were established by research conducted on the Internet and in specialized journals, bibliographical assistance from the Documentary Centre of the "Institut d'Etudes Politiques" (Sciences Po) in Paris, bibliographical assistance from the Research Centre of the National Youth and Popular Education Institute (INJEP).

For interviews conducted in Tunisia, active research in Tunis was based on interviews with the Ministry of Youth, Sport, and Physical Education, the National Youth Observatory, formal and non-formal associative structures, youth groups from civil society, as well as a visit to the Oussja Youth Centre, near Bizerte, where it proved possible to visit two micro projects run by rural youth. The Euromed Youth Unit in Tunis had organized all of these visits. Furthermore, outside of this official setting, a Tunisian journalist, who is the president of the Club Mohammed Ali for Workers' Education (AMCACO), was also interviewed. This association coordinates Summer University programmes for civil society and well as the Euro Mediterranean partnership with the Friedrich Ebert Stiftung Foundation.

## 1.3 Challenges of the study

It has been difficult to get an up-to-date documentation on non-formal education in Tunisia and recent statistical data, particularly concerning the economically active population.

The difficulty encountered in "framing" the interviews as the associations invited often came with three or four representatives (leaders and young people), and the conversations with youth sometimes became "improvised meetings" given the large number of participants and their thirst for debate in a non-formal setting.

After the riots by the unemployed in Gafsa<sup>(5)</sup>, security measures were reinforced, and the authorities suspended Internet access for the Euromed Youth Unit in Tunis, whose staff had organized the programme for the field visit in Tunisia. This context made the essential cooperation with local contacts, by phone, very difficult and expensive.

(1) Being 20 Years Old in the Mediterranean Region  
(2) Demographic indicators  
(3) UNICEF  
(4) Economic Portraits of the World, 2008

(5) Le Monde 10th June 2008, "Deadly Social Problems in Morocco and Tunisia, North Africa: Unemployment and Poverty"  
« Troubles sociaux meurtriers au Maroc et en Tunisie, Maghreb: chômage et pauvreté »

## 2. SITUATION OF YOUTH

### 2.1 Definition of Youth

Tunisia has a special place in the Arab world due to the voluntary, family-centred policy reform that occurred upon independence in 1956 with the Code of Personal Status for Women's Rights. This was followed by an educational reform in 1989 (the *Charfi* reform), which has modernized programmes and democratized teaching. The effects of these reforms are tangible: in the 1980s, 52% of children were in school; today, the proportion of children in school has risen to 97%. Students made up 4.8% of the population in the 1980s, and they, now, represent 28.6%. Youth, i.e. the 15-25 age bracket, has a considerable influence on the Tunisian state as well as society as a whole, as much for spending on education, health, and youth policy as for the social issues this age range engenders.

### 2.2 General Statistics: Demography, young people's rights and conditions

Youth's influence in contemporary Tunisia represents an exceptional situation (Annex 6 - Additional statistical tables/charts).

Tunisia has 11,410,000 inhabitants and the young people 15-24 years old represents 18% of the population. The country's demographic transition occurred in one generation, which is why Tunisia is experiencing a major demographic boom with the massive presence of young people born in the 1970s-1980s, whose influence has never been and will never again be as important as it is currently.

The declining fertility rate is contributing to the legal and economic emancipation of Tunisian women, as much as the Code of Personal Status for Women's Rights of 1956 (Annex 6 - Additional statistical tables/charts).

This code of personal status advocates the following measures: The banning of polygamy and its criminal sanction, the abolition of matrimonial obligation (*jibr*) and the substitution of mutual consent by both spouses, the substitution of legal divorce with unilateral repudiation, and the fixing of a minimum age of marriage. However, within the private sphere, in spite of the changes introduced by the code of personal status, the core of familial dependence has largely remained.

A study conducted in 2003 on the Subjective Expectations of Women<sup>(6)</sup> shows that women's current situation is evolving in correlation with social change and that urbanization, school attendance, employment, etc. are the catalysts of this evolution, more than the political will of legislators. The change that is taking shape, assumed and claimed by many young women, constitutes less of a problem in its reality than in the recognition of this reality as demonstrate the comments gathered during an interview:

«I guess I have the same problems as all women, in that we all deal with our total lack of recognition in the family sphere or by our husbands of what we have become. We are only recognized for a thankless role, that of bringing money home and raising the children alone». This Code of personal status is not, still now, a reality for the young women within the society. Today, 22.7% of the members of Parliament are women. Women are 25% of active population and are 7 in Government. The United Nations Programme for Development (UNPD) data shows that the Human Development Index (HDI) was 0.258 in 1960 and has grown to 0.76 in 2007. Furthermore, the poverty rate decreased from 33% in 1996 to 4.2% in 2003. Women are 33% of the associations' members.

### 2.3 Youth culture and trends

Education's challenges schooling that wants to position itself between tradition and modernity (Annex 6 - Additional statistical tables/charts).

A plural youth is crossed by dividing lines such as the use of Internet, the question of gender, University attendance and the division between cities and rural areas. The vast majority of youth interviewed, in both rural and urban areas, assigned a very large importance to Internet usage for both leisure and as a freeing tool, as a communication space between young Tunisians, and as a window onto the world. The use of cafes as meeting places and leisure sites (Annex 6 - Additional statistical tables/charts) and cyber cafes are now magnets not to be ignored for many of them. There is therefore a large divide between youth "in tune" with globalisation due to use of information technologies and those who, for family, social, or cultural reasons, are excluded from this use, despite the political will of the Tunisian state, in both formal education for the whole school system and non-formal education, particularly in youth centres, to furnish materials and to show young people how to use the Internet (Annex 6 - Additional statistical tables/charts).

Schools are of mixed gender, all grade levels are mixed, girls are encouraged to become involved in sports and clubs, and due to the 1991 reform, women's image has experienced renewed esteem in society, and the promotion of a new education centred on human rights has been affirmed. The statistics speak volumes about the effects of this reform: For the 6-14 age group, the rate of school attendance passed from 49.9% in 1975 to 82.6% in 1994, and since 2001, it has reached 98%<sup>(7)</sup>. If girls today perform better in school and repeat school years less frequently than boys, significant disparities remain as to the role girls occupy in school, university, and professional counselling. Girls' education plans remain subject to a form of determinism: They remain very absent from the "technical branch," all categories mixed. For example, they represent only 14% of the student population in engineering school even though the proportion of girls is still heavily concentrated in the textile sector as well as the service sector<sup>(8)</sup>. However, they are very much absent from the maintenance sector (1%) and are timidly beginning to appear in mechanics, electric work, and electronics, respectively 10 and 13.6%. This data provides a partial explanation of disparities in the workplace. The rate of economically-active females in the total population remains very low, with much unstable employment, in very low-paying sectors, and with women remaining very poorly represented in positions of authority. They remain subject to stereotypes regarding the role they must occupy in the workplace and the public sphere.

(7) The Ministry of Education, Education Statistics

(8) Statistics from the Ministry of Employment and Professional Training

At all levels of schooling, teaching is increasingly characterized by a marked adhesion to Islam. This is due to the “modernization from above”, whereby the state exercises a strict control on the production of ideas and identities, with a particular emphasis on Arab and Islamic values’ adherence to modernity. This includes the university level, where the relationship between the subject matter taught and religion does not disappear. This role of religion for youth in general is not to be separated from modernity but instead represents a major characteristic of their personal identity. Through the media, the Internet, emigration, tourism and music, young people become familiar with the outside world, particularly Europe, even if it is inaccessible to them because of visa policies. However, certain youth consider this Western model to be one synonymous with liberty, often to the degree of fantasy: Freedom and emancipation for women, citizens’ freedom. However, others, often the victims of a drop in social status, reject this model and consider it to be a form of cultural aggression. They are propounders of a radical form of Islam, one straying very much from the traditional Islam of their fathers. It is much more political or, to cite the expression used by one researcher, “an Islamism that exists only in and through the image of the Western world”<sup>(9)</sup>.

A Tunisian survey shows that 45% of young people prefer to spend their holidays within their family, 38% with friends and only 15% with associations; 86% defend religious values and human rights.

The table “Youth Activity Preference Relative to Free Time, in order of importance” (Annex 6 - Additional statistical tables/charts), indicates that television takes precedence, without mentioning the Internet, which does not figure on this document, but which came first in all the interviews conducted; it is therefore through the use of digital tools that the state promotes active youth participation in chats, blogs, and forums.

## 2.4 Young people’s needs and challenges

Today, the 20-24 year old age group who enter the job market represent more than 20% of the total active Tunisian population. They are twice as numerous as their parents were at the same age<sup>(10)</sup>. University graduates and those coming from the training system generally have more trouble to integrate the job market. The three sectors that demand the most workers are tourist trade, clothing industry, and banking sector. The first two mainly offer unqualified work and create a growing gap between the education system and the economic market. Youth’s integration problems are not to be interpreted as incapacity of training to fulfil the skill needs of these jobs, but rather the economic system’s incapacity to foster the evolution of the skills required for these jobs. Companies still do not put a large emphasis on the investment into knowledge and education.

«Youth is everything, but it is allowed nothing! » These are the words of a young woman during an interview. Tunisian youth no longer has, as in the past, to play the role of transforming society, a role that had been assigned during the first years of independence. Today, there is a growing incomprehension between the adult world and the youth world as a whole. This is a more individualistic youth than in generations past due to structural transformations, such as urbanization, schooling, expansion of the service sector, and a reduction in the size and importance of the family. The generalization of school education has been a factor of discontinuity in the process of intergenerational

transmission. It is particularity in regards to the emancipation of young women that tensions arise. The new delayed age of marriage<sup>(11)</sup> erodes the values that structure the hierarchy of gender and age. The number of single young women who still live with their parents sets a lot of problems. Today, this new generation is divided between submission or rebellion.

The question of sexuality shows on the surface, as being in the centre of the conflict. There is major taboo and censure regarding this question, with the impossibility for the majority of them to live outside the family home, to have a presumed sex life, while others, more rarely, take the step of affirming themselves outside the family home and manage to overcome the “drama” that this can provoke. During the interviews, the majority of young women “dreamed” of this independence but invoked the material dimension factored into the cost of this autonomy, underlining the consent provided by their families for education and parental support reserved to the boys. Only one of them offered an optimistic vision of the course of her life. “I managed to get my independence on every front. The first step was leaving my parents’ house and living alone. At first, this was a drama for my family, but they ended up understanding. It is true that I have fewer problems than the women around me because I was able to have my own comforts outside of a cumbersome marriage, kids, and husband”. This example illustrates the degree to which relational, sexual, and material considerations are ingrained and constitute a common framework for the majority of youth as a whole with, however, a certain discrimination perpetuated upon girls, who are subject to moral and physical control without common measure, with freedom given to boys. The unequal distribution of roles defined by tradition is largely claimed by boys much more than by girls.

Among this “plural” youth, inequalities are constantly deepening. If the urban/rural dichotomy has lost its meaning with the state’s penetration of rural areas via its institutions: schools, hospitals, administrative services, NGOs, or even through television programmes, rural youth, a majority of whom have had a secondary school education, even university-level in some cases, still encounter many problems finding a job in rural areas that corresponds to their level of education. Youth met in Oujda were torn between the desire to go to Tunis to find work, the fear of the unknown, the desire to stay in their family environment, but with no foreseeable future employment. Coexisting with this youth out of step with economic reality, there are also young people, without any qualification, who invest themselves into “micro projects” in agriculture, like a couple of young farmers helped by an association in their project to start a small dairy farm, or the boy met in the hills overlooking Bizerte, illiterate, and who started an ovine enterprise thanks to the association’s help. Next to these success stories, how many stay away from these opportunities? These youth, left to their own devices, are hard to count.

Education paths, especially university education, are today factors that reinforce inequalities. These occur on two levels: inequalities in the choice of subject matter studied, and inequalities concerning the place of study. Universities are experiencing a constant “hyper growth” of their resources, and despite the state’s desire to favour a democratisation of higher education, Tunisia is facing youth overpopulation and must manage the “massive overload” of university education, subject to demographic pressure of an untold magnitude<sup>(12)</sup>. Public authorities responded by increasing the university infrastructure, but this did not suffice to erase the accentuation of inequality of opportunity according to the specific programme of study completed and the tendency towards privatisation of higher education.

(11) 24/26 years old in rural areas and 26/28 years old in urban areas, according to the interviews

(12) Between 1981 and 2001, enrolment in Universities grew 16-fold!



Today, new generations of students are attempting to adapt to the evolution in the social and political environment (economic liberalization, decreased opportunities in the job market) by focusing on programmes of study that they judge to be “fruitful” (legal, economic, and business studies, to the detriment of social sciences, medicine, and teaching, which remain the “specialized” professional sectors for women) from which emanates a renewal of the hierarchy of socially valued disciplines that are today subject to a *numerus clausus*. Furthermore, since the 2000s has occurred a form of privatisation of higher education. Even if these private universities, which are marginal, remain framed by national legislation, they are gaining legitimacy and offer degrees accredited by the state and are valid in the international job market. These students benefit from an education path abroad, which is nothing new, but they now contribute to the global competition between universities, attracting the best Tunisian students outside the country.

According to the report of the French Ministry of International Affairs, nearly 5% of North African students study outside their countries, compared to 2% for the rest of the world. But today there is a progressive substitution of the term “foreign student,” largely mobile in a public service framework, with the term “international student,” which fits much better in a logic of competition, where the cost of education goes increasingly towards students being financed by their parents. Today, the Tunisian state grants funds for education and students’ time abroad, but this financing, far from starting a democratising wave, produces a greater form of discrimination. This very selective form of international mobility is accompanied, moreover, by North African students’ difficult access to European and American universities due to economic and security reasons.

During the interview with the director of the organization fighting against AIDS (ATL-MST SIDA), coordinator of preventative actions and information campaigns on AIDS within the association, he insisted on the problems he encounters when trying to get in touch with the homosexual population composed mainly of young people, knowing that homosexuality is forbidden and only men dare to speak of it. Moreover, the number of young people using drugs keeps increasing, particularly in cities, especially in underprivileged areas such as poor neighbourhoods, etc. Prostitution, which is also forbidden, is ever more practised due to the increasing cost of living in semi-clandestine spots known to all. The director dared to use the term hypocrisy to condemn the secrecy disguising all these problems. They are the festering wound of the recent urban explosion, with the loss of cultural markers and the pauperization of youth needing places to be listened to and taken care of. Among the people “at risk” are also young single mothers, a recent phenomenon in Tunisia, but a very preoccupying phenomenon as the majority of them live in the serious social and cultural isolation that accompanies this status. The acceptance of these problems cannot ignore, however, the major progress made by the Tunisian state regarding health, as show the indicators: Life expectancy at birth has risen from 67.4 years in 1985 to 73.6 in 2006, the rate of infant mortality is 20.3‰ compared to 51.4‰ in 1984, without omitting the knowledge acquired in the fight against contagious diseases, such as cholera, smallpox, measles, etc.

Tunisia’s demographic transition and rural exodus have created a need for housing and a major issue for society as a whole. Despite a large construction effort to build new housing, this shortage primarily affects young people and contributes to intergenerational tensions. The necessary extended cohabitation between parents and their children<sup>(13)</sup> is exacerbated by unemployment problems; this is why certain young people put forth the following image to describe their dependency “we are birds whose wings have been cut”.

(13) During the interviews, almost all the young people interviewed still lived at home with their parents

# 3. STRUCTURAL, INSTITUTIONAL AND LEGISLATIVE ASPECTS OF YOUTH POLICY

## 3.1 Provisions

Since the declaration made on 7 September 1987, youth has been a priority in “the era of change”<sup>(14)</sup>. This declaration was followed by certain measures that encouraged young people to become decision-makers: They can now hold a seat in elected committees and in national consultative bodies. There is a Higher Youth Council<sup>(15)</sup>, which is elected by national organizations and other large associations. Since 1996, a national consultation of youth is organized through the framework of development projects. The fourth of these is currently in progress, organized by the Youth Observatory as part of a larger dialogue with young people for the 11<sup>th</sup> development plan (2007-2009)<sup>(16)</sup>. It is expected that President Ben Ali will approve it at the end of 2008.

Among Tunisia’s fundamental rights is the right to learning, to a society of knowledge, and these rights are applied in primarily to young people. The age of majority is 18 years old, and this is also the age of criminal responsibility. Boys must carry out their military service for one year, at the age of 20, but they can obtain a dispensation from military service if they make a financial contribution. The minimum eligible age for election to the House of Representatives was reduced from 30 to 23 years old, and it was reduced from 28 to 22 years old for Municipal Councils.

Since November 2004, the judges for children are the new authorities for the youth judiciary system. Certain modifications have been made to articles of Tunisia’s Criminal Code, such as the repeal of articles pertaining to tribunals for minors, following the promulgation of the child protection code with an institution in charge of matters of general interest. Other modifications pertain to the reduction of periods of custody in prison for children, the establishment of special application of penalties for children, and the transfer of penitentiary management to the Ministry of Justice.

## 3.2 Institutional approach to the Youth Sector

Due to the increase in the number of years of education, youth today is comprised of subgroups with diverse expectations and preoccupations that are categorized by “age group”. This is why the institutional approach is transversally linked between different ministries.

Schooling has been, since the 1991 law, free and compulsory for all children from 6 to 16 years of age, but girls’ education, even though it has progressed, remains subject to persistent cultural barriers.

The age of employment is 16 years.

When they are 18, young people can vote, create an association and be member of one, drive, drink alcohol and smoke.

The elected age for a member of Parliament is 23 years old.

When the Tunisian state refers to youth and takes action in favour of young people, the concerned age group is the 15-29 years old. There is a transversal approach of the actors responsible of devising and implementing youth policy.

Schooling in contemporary Tunisia is positioned directly between tradition and modernity. The law from 29 July 1991 lays the groundwork for the reform of the education system and defines the relationship to Muslim tradition in terms of belonging to an evolving culture. This reform includes a renovation of programmes and evaluation methods as well as access to Information and Communication Technologies (ICT). Education is now an “unquestionable national priority”. Even if the regime has taken on the challenge of generalizing basic education, it is the issue of literacy amongst youth and adults<sup>(17)</sup>, as well as the issue of professional training, upon which institutional efforts are currently focused. (Annex 6 Additional statistical tables/charts).

The Ministry of Youth, Sports and Physical Education is in charge of the implementation of youth policies, with assistance from the Ministry of Women, Children and Family for the protection of children and youth up to the age of 18, the Ministry of Social Affairs and Employment for those having reached the age of majority, the Ministry of Education, the Ministry of Higher Education, the Ministry of Justice for prevention and assistance with matters of child abuse, and the Ministry of Culture. Since 2002, there has been a National Youth Observatory (ONJ) that organizes regular consultations designed to chart development plans. The ONJ also carries out studies pertaining to Tunisian youth.

The Tunisian state is centralized. Youth policy is spread amongst the republic’s 24 governorships and relies on the youth centre network to transmit information on infrastructure intended for young people’s use, etc. (Annex 6 - Additional statistical tables/charts).

The priorities through programmes are solidarity and employment. The budget priorities for 2009 pertaining to culture, youth, and leisure must reach 1.5% of the state’s global budget. In the presidential programme outlined for 2004-2009, the priorities concerning youth are the following: to create a basic infrastructure renovated specifically for young people in all the governorships; to institute health coverage for all university graduates that would be valid for a year after obtaining a diploma; to promote increased youth mobility; and to make sports accessible to everyone. The two main programmes that the Tunisian state has established for youth include: the 26/26 fund, a national solidarity fund established in December 1992 that aims to promote the “dark zones”, meaning to lead the fight against poverty and the 21/21 fund, or the National Employment Fund for young university graduates, created in 2000. This fund takes on, for three years and up to 50%, the salaries given to university graduates recruited by associations. This represents a sum of 250 dinars (140 euros) per month. The state also takes on the corporate contribution to the social security programme for associations that recruit university graduates.

(17) 2008 illiteracy rate: men 16.6%, women: 34.7%

(14) President Ben Ali speech  
(15) The Tunisian Union of Youth Organizations (UTOJ)  
(16) www.pactejeunesse.tn

In addition to the 21/21 initiative, the presidential youth programme in the 11<sup>th</sup> plan is centred specifically on employment. Its objective is to establish a partnership between companies and universities to facilitate youth employment, to encourage Internet business and self-employment, and to facilitate youth access to work through the associative network. Associations that work actively in the sector of advocacy for people with specific needs have, as a main goal, the guarantee of employment for their constituencies and play, in this respect, an important role that has a significant impact regarding their constituencies' integration in the economic cycle. Furthermore, the Tunisian state promotes three priorities. First priority - it helps certain organizations that work actively in the development sector to benefit from micro credit financing destined to help people in need. Second priority - the presidential programme seeks to obtain 80% success rate for the completion of compulsory education, to develop the learning of living languages starting in elementary school, to introduce technology in every school, and to instate the use of television as a learning tool. The third priority aims to encourage counselling and assistance for young people, to reinforce civic spirit and moral values, to increase the amount of available sports infrastructure, to increase leisure time, and finally, *for young Tunisians abroad*, the main priority concerns reinforcing their sense of belonging to their country, notably for second generation youth. This is done mainly through the teaching of Arabic.

### 3.3 Non-formal education and youth work

The following observations have been drawn from interviews and questions regarding non-formal education: There is a lack of recognition of non-formal education, but non-formal education plays an important role within the society. For the majority of those interviewed, it is still too early to speak of non-formal education as the actors instigating this education have yet to be defined. If a few individuals employed in the youth sector are very conscious of the necessity to rethink education and to increase access to non-formal education, the majority of them remain trapped in the academic system, an elitist system that does not recognize personal abilities, the value of autonomy, civic engagement, and disciplines that favour experimentation and dialogue. Even civic instruction remains very formal and quite uninviting, which may explain the lack of interest shown by young people regarding associative engagement. For them, active citizenship remains all talk and no action. While non-formal education is not officially recognized, it plays an essential role in society and often makes up for the deficiencies of the formal sector. During the interviews, a teacher, director of a large association in the south of the country, deplored the lack of recognition and validation of his non-formal instruction and the ignorance of the richness of the associative network and of the benefits of cooperation exhibited by actors in national education.

The training of the youth leaders is equally unsatisfactory within the organisations. There is a state institution in charge of training youth leaders; the ISAJC, (Higher Institution of Youth Leadership and Culture), which offers diploma and non-diploma training for youth leaders. However, only a small minority has benefited from the opportunity thus far. The Tunisian state privileges the extension of these training programmes through the development of regional teaching units. Their peers in the infrastructure in which they work train the majority of leaders, who are volunteers. The large associations, such as the Tunisian Scouts, organize much supervised training by experienced staff, over the course of many days. The smaller associations do not possess the means<sup>(18)</sup> or the skills to provide this kind

of training. Two interviewed leaders had benefited from training offered by foreign associations, such as the Friedrich Ebert Foundation or the Anna Lindh Foundation, and three others had undergone training through SALTO<sup>(19)</sup> in the context of the Euromed Programme. Their cases were not, however, representative of the majority of Tunisian volunteers. Given the difficult task of finding young people likely to take over the supervision of the association, the CEMAREF (Mohamed Ali Research Study and Training Club) is organizing, for the second year, a "youth leadership in the associative context" project, with the help of the NED (Foundation for Democratic Development), an American NGO.

The state has expressed, since 1987-88 (the era of change) the wish to increase the promotion of associative networks and to facilitate this promotion so that the sector might fully assume its mission as an active government partner. Helping the associative sector involves aiding its fulfilment of government goals, most notably increasing participation in civil society and performing a social role for society as a whole, and most particularly concerning youth. The state expects that the associative network will fulfil goals that are devolved upon the sector but that the state has chosen to transfer to it in the context of liberalization and privatisation. To this end, the state ensures financial support, such as customs and fiscal exoneration concerning equipment and materials that associations receive from abroad as donations, plus the deduction of the value of these donations from their tax on profits, whatever the value. This allows them to carry out their projects, but it also means that associations must integrate international networks. Only a small minority of associations have done so.

The statistics given on the chart for the years 1996-2005<sup>(20)</sup> lead to the conclusion that the government's policies to promote the associative network and active youth participation have produced "poor" fruit so, the issue of "active participation" is not relevant to the situation of young Tunisians. When looking at the table "Order of Preferences of Places for Youth to Spend Free Time" (Annex 6 - Additional statistical tables/charts) youth's lack of interest for cultural spaces (1.78%) and associative engagement (0,5%) is quite striking.

The status of recognized volunteers was often confused with the status of unpaid workers during the interviews. Association workers who had participated in Euromed Youth training were more aware of the nuance, and they brought up the fact that recognition of paid volunteers was part of the platform priorities of the Euromed Youth Forum.

The access to information for young people is a state priority. Since 1995, the Tunisian state organizes "Youth Information Points" all over the country with 300 youth centres and 30 itinerant youth centres. These "Youth Information Points" relay information for young people coming from the ONJ (National Youth Observatory). This central site is enhanced by a youth information voicemail server<sup>(21)</sup>, and a website<sup>(22)</sup>, and themed "information days" that take place once a month. "Info Thursdays" and a television station geared towards youth were launched starting in November 1994, and a radio station was launched a year later. Since 1993, an association day has been celebrated on 23 April of every year in order to promote associations to the entire population.

(18) Cost of lodging

(19) SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities within the European Youth Programme.

Bringing both sides of the Mediterranean closer: the challenge of the Euromed cooperation <http://www.salto-youth.net/home/>

(20) Statistics: Ministry of the Youth and Sports Annex 10

(21) Phone number: 8 40 21 21

(22) <http://www.onj.nat.tun/>

## 4. THE YOUTH ASSOCIATIONS AND NGOs DEALING WITH YOUTH

Since 1998, with the revision of the law on associations, which no longer requires an obligatory authorization procedure but a simple declaration instead, associations that work with youth have experienced a large increase in number. These associations must now provide the government with required documents (statutes, bureau members) and receive an attestation of their receipt by the government. In the four months following this confirmation of receipt, if the association does not receive a refusal letter from the Ministry of the Interior, they can publish their existence in an official newspaper.

The tables (Annex 6 - Additional statistical tables/charts) reflect the enormous diversity of spaces offered to young people. The distinction between government organization and non-governmental organization is small or unnoticeable which is why, when speaking of NGOs, many interviews referred instead of "PGOs", or "Pro" Governmental Associations! According to statistics from the Ministry of the Interior, civil society has never been more vital, as shown by the number of official associations, which will exceed 10.000 in 2008 as compared to the 1807 present in 1987<sup>(23)</sup>. The vast majority of these associations offer cultural and artistic opportunities (5882 of them) such as the **UNESCO Club Bardo**, followed by the 1211 associations offering athletic activities, these mainly frequented by boys. 542 associations are involved in mutual engagement, 436 in scientific activities but also in sustainable development, the same number in social and volunteer activities, 110 carry out general activities, and 21 are dedicated specifically to women. All these associations face common problems: The first one is lack of trainers -all of them work with volunteers but there is a lack of young people willing to volunteer. The second problem is the difficulty to work with young people on a project without regular attendance: "we never know how many participants we will have every week" claimed a youth trainer from the UNESCO club.

There is a very dense network of thousands of small associations about which little is known and whose creation was encouraged by the state in the past few years without, however, being officially taken into account by the Ministry of the Interior. Beside from these organisations, because of the lack of data, we have to take into account other spaces considered as NGOs. When looking at the table called "Youth Spaces" (Annex 6 - Additional statistical tables/charts), we can see that, after youth associations, youth centres and rural clubs represent the spaces most often frequented by young people. In these places, there is not always a clear distinction between the formal and non-formal activities offered. In Oussia, near Bizerte, a visit to such a youth centre led to the conclusion that it also serves as a social centre for youth as it helps them in their job search and in matters of health and lodging. The centre also offered language and technology classes in addition to cultural and athletic activities specific to youth centres.

The official youth associations are represented at national level by federations. **The Tunisian Union of Youth Organizations** (U.T.O.J.) represents the Tunisian associative network and has a

seat on the Higher Youth Council. This Council is the state partner and plays the role of a national youth council only for consultation. The Union of Students and Young North Africans (U.E.M) has its headquarters in Tunisia, but this organization represents North African and not exclusively Tunisian youth, including young North Africans from outside their respective countries. All the associations are run by adults and there is no youth movement. The associations which promote the use of the ICT are helped by the state. There is, due to Tunisian youth policies, a process of "devolution." This means that the state instigates the dynamics of the entire process. As such, the government's choices are based on "non-material" programmes, as reflected in its granting of financial and fiscal support to associations that develop technology use and who propose activities in the ecological and scientific sectors.

Some structures implement innovative practices. The "**Besma**" **Association** ensures a primary role in the integration of people with disabilities into the economic system and offers them training to improve their chances on the job market. This association sets partnership with companies so that disabled people can work for a long period and receive, at the same time, training courses to improve their skills. In a different vein, the **Alesco Mourouj UNESCO Club** is loyally frequented by underprivileged youth and works on a "trans-Mediterranean" archaeological site, allowing them to work on the past and their shared identities.

These examples do not cancel the fact that the majority of youth interviewed consider that youth support structures, if they have increased in number, still lack crucial qualified staff to work in youth guidance.

(23) <http://www.association.org.tn>

## 5. THE EUROMED YOUTH PROGRAMME

The Euromed Youth Programme faces a huge success, with some limits due to the visa policy and the available funds. During the interview with the Director of Youth at the Ministry, he declared that the “Euromed Youth Programme has an essential role as it established programmes that promote intercultural dialogue. It transcends identity conflicts, and while this is valuable, the programme is too successful, and we must be very selective”. His statement resumes the role played by the programme in the formation of Tunisian youth policy.

Through its Director, the Ministry puts emphasis on the Euromed Youth Programme as, unlike other forms of international cooperation, it puts forth initiatives focused primarily on intercultural cooperation that are aimed at youth and their trainers. This north-south youth partnership presents an unprecedented opportunity, even though it is tarnished by a restrictive visa policy and the difficulties encountered by young people south of the Mediterranean when they wish to go to the north. Young people who had implemented a Euromed project thanks to the Euromed Youth Unit, or who had benefited from participation in a SALTO training event, were unanimously in favour of officially recognizing the benefits of their participation. They spoke of the institutional practices, the thematic content, and the “cooperative spirit” fostered with organizations north of the Mediterranean as positive aspects worthy of recognition. They all deplored that financial constraints and a restrictive visa policy allowed only a small minority of association workers to benefit from such cooperative partnerships.

At the first call for proposals, Tunisian organisations were not eligible to submit proposals. However, at the second call 11 projects were submitted, 6 of which were supported and at the third deadline out of the 22 submitted proposals 8 received grant support.

## 6. OTHER YOUTH SUPPORT MECHANISMS

The Tunisian youth policy is helped by public and private international organisations. As concerns aid for youth policy, the Tunisian state receives funds and other aid for youth from the Conference of Countries with French in Common (CONFEGES). This aid goes in priority towards programmes contributing to the protection of the French language. The Arab League also contributes through the granting of funds and the performance of studies on youth as well as specific assistance to youth policy in Tunisia. The United Nation’s organs: UNICEF and UNESCO (training and coordination of the international info youth network), the UNDP<sup>(24)</sup>, are also very present, without omitting the World Bank and, very recently, the African Union. As concerns aid granted by foreign foundations, associations themselves obtain them directly. For example, aid from the Anna Lindh and Friedrich Ebert Foundations is obtained directly by the LTDH (Tunisian League for Human Rights). The majority of these international supports are both funds and human resources for training courses, capacity building and consulting.

(24) UNDP - United Nations Development Programme

## 7. PERCEPTION OF THE ACTORS

The politicians take into account the challenge that the youth policy has to face but underline all that was realized since 1987. Both the Youth Director at the Ministry of Youth and Sports and the Director of the Youth Observatory, insisted upon the impact resulting from public policy when taking into account the demographic challenges that Tunisia has faced for the past two decades. Proof is contained in the evolution of the different world reports on human development published by the UNDP. The Director of the Youth Observatory showed that on the HDI (Human Development Index), which measures the level attained in three essential sectors: life expectancy, instruction, and access to knowledge; instruction and access to knowledge went from 250 in 1960 to 753 in 2003, which places Tunisia among the ten countries having achieved the greatest gains in human development over the course of the last forty years. For leaders, combating youth unemployment remains an important task. The Tunisian state is calling for the establishment of a real youth strategy and expects from the “dialogue with youth”, that is currently in progress, to better target its objectives.

The youth leaders claim for more recognition by the state and the society. Youth leaders (those who have benefited from a year-long training programme) consider themselves lucky as they have truly introduced new methods into the non-formal sector and in the associative landscape in general. However, they consider that they are not numerous enough and not properly recognized at their level of remuneration. The vast majority of youth leaders are unpaid workers, and there would have to be a “cultural revolution” in the country to consider the function of youth leader as a proper professional occupation. A young university graduate in the sector can often be unemployed even though there is an enormous need for this kind of service due to the fact that the infrastructures cannot accommodate the creation and financing of new jobs. Due to the sector’s needs, the main priority is currently the integration of these graduates into the associative networks so that they can work on their methods and tools and can establish systems of evaluation, which are not yet common practice in this sector.

The young people wait for bigger adaptability of the youth centres and more quality for the trainers. When young people express themselves regarding all of the extra-curricular activities available to them, they make the following observations: First on the questions of opening hours of youth infrastructure being unsynchronised with young people’s schedules: school keeps them occupied from 8.00 am to 5.00 pm, and the vast majority of youth centres and clubs close between 6.00 pm and 7.00 pm, leaving but a slim margin for personal involvement in an extracurricular activity in the evening. Furthermore, despite the very positive observation of an increased variety of activities being offered in the youth centres, youth deplore the fact that leaders are not sufficiently trained and that, when they are trained, they remain in their position for only a very short while before they must exercise administrative functions, most often removed from young people. Finally, despite the interest generated by associations and

non-formal structures, they require a year-long commitment, and this is often perceived as an additional constraint to school obligations despite its voluntary nature.

When evaluating the comments made by the three partner entities: Public power, leaders, and beneficiaries, meaning young people themselves, there is tension between the will of young people and the will of expressing a policy designed to target their needs. Should this be interpreted as Tunisian youth’s lack of interest in extra-curricular activities as an evasion of responsibility, dissatisfaction regarding what is offered to them (the kinds of activities available, schedules, leaders’ training, etc...) or as the competition these activities face from new tools; video game, the Internet or are all of these factors combined? Whatever the answer, it is undeniable that there is a gap between leaders’ will to supervise youth during their free time and to give themselves the means by which to do so through an active policy that promotes associative life, the creation of summer camps, youth centres, etc. and a young generation marked by many problems who wants more than anything to be recognized and accorded more freedom and rights.

## 8. CONCLUSION

The national youth policy, as well as non-formal education, is still waiting for recognition from both state and society.

Given all of the observations made throughout this study, it is more accurate, in Tunisia's case, to speak of strategies (plural) concerning youth rather than a single youth policy. The Tunisian state has had to resolve urgent needs in the education, health and lodging sectors, and the work of the non-formal sector, while essential, has only imposed itself in recent times. The state has made cultural and sports infrastructure a priority and has thus worked with the associative network and NGOs. As a result, there are now public programmes in Tunisia specifically targeted at young people (the 21/21 fund, the 26/26 fund) without, however, the existence of any defined youth policy.

The existence of the National Youth Observatory since 2002 has marked an enormous change in the state's approach to recognizing youth. This new organization groups together all sectors pertaining to youth: information and education, professional training, employment, higher education, social affairs, culture, sports. This unique outlet supervises the totality of welfare benefits made to youth and also has a service in charge of study and research. This very service organizes national consultations like the one currently in progress in the context of the dialogue with youth. The observatory should lead to a larger coherence concerning youth policy and also to a better approach to contending with young people's social and cultural reality.

All youth policy is based on governmental choices concerning extra-curricular activities offered to young people, but it is also based on the recognition of these activities. In this respect, there seems to be a general lack of interest for the non-formal sector on the part of society as a whole, despite the voluntary government policies put in place, as demonstrated previously. Society as a whole, and mainly parents, put all their hopes and expectations into formal instruction, a legitimate form of recovery for a society that still had a female population who was 47.2% illiterate and an 18.9% illiterate male population in 1975. The certification and official institutional recognition of the skills acquired in the non-formal sector must therefore figure among Tunisia's priorities if it is to reconcile the formal and non-formal sectors and promote the importance of the latter to the population as a whole.

Youth policy cannot be dissociated from a state's fundamental choices for the future. Regarding Tunisia, its leaders have organized official support of youth with a particular concern regarding their involvement in modernity, with a large emphasis on ICT (Information and Communication Technologies), all the while emphasizing identity formation centred on Arabic

language, identity and religion. Even though official dialogue spaces have been multiplied, the population as a whole, and most particularly youth, still has yet to take control of these spaces. This youth, profoundly different from the generation that preceded it, is marked by expectations and aspirations for change that deserve to be recognized. To fail to do so could create the risk of having a generation of passive and outraged consumers instead of a generation of conscientious actors.

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## Annex 2: Country profile (part 1)

<b>Full name of the Country</b>	Tunisian Republic
<b>Government Type</b>	Republic Presidential System
<b>Area</b>	163,610 km <sup>2</sup>
<b>Capital City</b>	Tunis
<b>Other main cities</b>	Sfax, Nabeul, Sousse, Kairouan, Bizerte
<b>Population</b>	11,410,000
<b>Gender Ratio (F/M)</b>	F: 49.4 M: 50.6
<b>Ethnic composition</b>	Arab 98%, Berber 1%
<b>Age Structure</b>	
<b>0-14</b>	27.6%
<b>15-24</b>	18.2%
<b>25-30</b>	17.2%
<b>Median age</b>	24.6 years old

## Annex 2: Country profile (part 2)

Educational background (F/M ratio)		
<b>Primary</b>	F: 47.7%	M: 52.3%
<b>Secondary</b>	F: 53.4%	M: 46.6%
<b>Tertiary</b>	F: 59%	M: 41%
<b>Literacy rate</b>	Youth: 94%	Adult: 74.3%
Unemployment rate		
	Youth: 29,4%	Adult: —
Summary of age related regulations and rights		
<b>Compulsory education (up to.....)</b>	6 to 16	
<b>Compulsory military service</b>	20	
<b>Legally employable (from...)</b>	16	
<b>Marriage without parental consent</b>	18	
<b>Minimum voting age</b>	18	
<b>Minimum age to be elected</b>	22	
<b>Driving licence</b>	18	
<b>Purchase of alcohol and drinkink</b>	18	
<b>Purchase of tobacco products and smoking</b>	18	

<b>Local Currency/ Exchange rate (Euro)</b>	1 € = 1.8832 Tunisian Dinar
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## Annex 3: List of Abbreviations

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>AMCACO</b>	Club Mohammed Ali for Workers' Education
<b>ATFD</b>	Tunisian Association of Democratic Women
<b>ATLMSTSIDA</b>	Tunisian Association Fighting Against Sexually Transmissible Illness and Acquired Immune Deficiency Syndrome
<b>CEMAREF</b>	Mohamed Ali Research Study and Training Club
<b>CONFEGES</b>	Conference of Countries with French in Common
<b>EUROSTAT</b>	European Statistic
<b>GDP</b>	Gross Domestic Product
<b>HDI</b>	Human Development Index
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICT</b>	Information and Communication Technologies
<b>INJEP</b>	National Youth and Popular Education Institute
<b>ISAJC</b>	Higher Institution of Youth Leadership and Culture
<b>LTDH</b>	Tunisian League for Human Rights
<b>NED</b>	Foundation for Democratic Development
<b>NGO</b>	Non-Governmental Organisation
<b>ONJ</b>	National Youth Observatory
<b>SALTO</b>	Support, Advanced Learning and Training Opportunities
<b>UEM</b>	Union of Students and Young North Africans
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UTOJ</b>	Tunisian Union of Youth Organizations

## Annex 4: Glossary

**Réforme Charfi:** Set in 1991, this reform of education system opens the school to modern values with a focus on women conditions and human rights

**Observatoire National de la Jeunesse:** Set up in 2002, this observatory is in charge of studies and surveys on young people's conditions over the country

**Fonds National pour l'Emploi 21/21:** Set up in 2000, this programme promotes partnership between universities and companies to create jobs for young people

**Institut Supérieur de l'Animation pour la Jeunesse et la Culture :** National training centre for youth managers

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## Annex 6: Additional statistical tables/charts

Data	Unit	Value
<b>Socio cultural data</b>		
Human Development Index (2004)		0.76
Illiteracy, men	%	16.6
Illiteracy, women	%	34.7
Primary school attendance (2000-2006)	%	97
Obtaining a graduate degree (2004)	%	28.6
Internet access (2005)	% of the population	94.6
HIV (2005)	Number of estimated cases	17.6
high/low	4,700/21,000	7.3
Expectation of life	Years old	69.5
Child death rate	‰	29
Fecundity indicator	Children/woman	2.1
Urban population (2005)	%	58.7
<b>Economy</b>		
Total GDP	Millions of \$	91,366
Activity level of the economically-active population (1995)	%	47.4
Activity level, men	%	72.1
Activity level, women	%	22.5
Unemployment rate	%	13.9
Foreign aid received	Millions of \$	61.32
Public spending for education (2003)	% GNP	8.1
<b>Migratory Flows</b>		
Foreign students studying in Tunisia	Number	2,861
Tunisian students studying abroad	Number	10,383

Population Change (%)									
Age	1956			1966			1975		
	S.M.	S.F.	Total	S.M.	S.F.	Total	S.M.	S.F.	Total
15-19	5.1	4.7	9.8	4.7	4.6	9.3	5.8	5.5	11.3
20-24	4.3	3.9	8.2	3	3.4	6.4	4.3	4.4	8.7
Total	9.4	8.6	18	77.7	8	15.7	10.1	9.9	20

Age	1984			1994			2004		
	S.M.	S.F.	Total	S.M.	S.F.	Total	S.M.	S.F.	Total
15-19	5.8	5.7	11.5	5.5	5.2	10.7	5.4	5.2	10.6
20-24	4.7	4.8	9.5	4.7	4.6	9.3	5.08	5.08	10.2
Total	10.5	10.5	21	10.2	9.8	20	10.5	10.3	20.8

Sources: CUAT, "La jeunesse tunisienne aujourd'hui", 2005

Illiteracy rate among adolescents (%)									
Age	1994			1999			2004		
	S.M.	S.F.	Total	S.M.	S.F.	Total	S.M.	S.F.	Total
15-19	4.5	14.9	9.6	3.8	9.7	6.7	3.1	5.77	4.4
20-24	6.6	24.1	15.3	4.9	15.8	10.3	4.2	9.9	7
Total, 10 and over	21.3	42.3	31.7	17.7	36.3	27	14.8	31.3	22.9

Sources: Tunisian Youth Observatory

Unemployment rate by age group									
Age	RGPH 1994			Job Survey, 1997			EPE 1999		
	S.M.	S.F.	Total	S.M.	S.F.	Total	S.M.	S.F.	Total
15-19	31.1	25.8	29.2	35.6	28.2	32.9	39.2	28.9	35.8
20-24	26.3	23.8	25.5	31.1	28.4	30.2	32.9	27.9	31.3

Sources: Tunisian Youth Observatory

Reasons for unemployment (%)			
	Consultation of 1996	Consultation of 2000	Consultation of 2005
Age			
Lack of offers	54.3	66.2	75.9
Lack of capital for project creation	–	4.4	32.4
Insufficient level of training	19.5	17.2	30.1
Lack of information and orientation	–	0.9	12.8
Other	4.4	3.4	

Preferred youth jobs (%)			
	Consultation of 1996	Consultation of 2000	Consultation of 2005
Nature of job			
Public institutions	–	38.2	75.5
Private institutions	–	16.3	8.5
Self-employment	–	45.5	46

Sources: Tunisian Youth Observatory

## Evolution of youth marriage

Change in the proportion of single people among the teenage population (%)													
	1970	1975	1980	1991	1992	1993	1994	1995	1996	1997	1998	1999	2001
Age	21.5	21.9	23.4	23.7	23.7	24.3	24.5	24.7	24.9	25.1	25.3	25.9	29.2

Change in the proportion of single people among the teenage population (%)									
Age	1956			1966			1975		
	S.M.	S.F.	Total	S.M.	S.F.	Total	S.M.	S.F.	Total
15-19	95.1	56	76.6	99.3	81	90	100	94	97
20-24	71.5	20.5	45.9	82.2	27	53.8	96.2	51.5	70.8

Age	1984			1994			2004		
	S.M.	S.F.	Total	S.M.	S.F.	Total	S.M.	S.F.	Total
15-19	100	98.3	96.6	100	97	98.5	100	97.9	98.8
20-24	91.4	58.8	75.3	96.3	72.3	84.4	97.7	83.6	90.6

Sources: Tunisian Youth Observatory

Young people's opinion on traditional societal structure		
	Favourable (%)	
	Boys	Girls
<b>Conditions of authority</b>		
A husband and wife should have the same level of education	48	67
The age difference between husband and wife should not be greater than five years	94	86
<b>Female inferiority in relation to men</b>		
If a parent asks for a hand in marriage on behalf on their son and the father accepts, his daughter must obey	26	16
A daughter should be virgin before her wedding	76	57
<b>Sexual division of family roles</b>		
Both spouses must work to feed the family	2	12
Both spouses are responsible for the care of the children and must play with them	10	25
Both spouses must help the children do their homework	16	37

Sources: Marc Brévigliéri, « Adolescences méditerranéennes », L'Harmattan, 2007

Places of leisure activities (%)			
Place	Consultation of 1996	Consultation of 2000	Consultation of 2005
Café	22.33	10.1	31
Other	11.27	2.2	25.5
Library	19.38	1.2	13.6
Health courses	–	–	11
Club	–	0.5	10.7
Scholar institutions	–	–	10.4
Youth "houses"	8.73	8	8.6
Culture "houses"	–	–	6.2
Association	3.66	4	4.7
Organization	–	7.93	1.2
The street	–	4.1	–

Sources: "3ème consultation de la jeunesse », Ministry of Youth and Sport, 2005

Youth and Internet in 2005	
Number of Internet users : 1,000,000	
Number of publinets : 305	
Number of service providers: 12.5 of which are from the private sector	
School connectivity rates	
Secondary school	100%
Prep school	100%
Primary school	100% in 2006
Universities	100%
Distribution of users	
Education	53%
Private FSI	17%
Higher education and research	12%
Publinets	9%
Youth centres	4%
Public institutions	3%
Health	1%
Agriculture	1%

Sources: "3ème consultation de la jeunesse », Ministry of Youth and Sport, 2005

Youth infrastructure			
Infrastructures (units)	Before 7/11/1987	After 7/11/1987	Total
Youth centres	131	162	293
Lodging centres	21	7	28
Camping centres	9	15	24
Youth complexes	–	1	1
Itinerant youth centres	–	34	34
Rural clubs	–	234	234
Rural clubs for boarding school students	–	223	223
Internet hubs	–	2	2

Sources: CUAT, "La jeunesse tunisienne aujourd'hui", 2005

Youth's order of preference for places to spend free time		
Order	Place of leisure	%
1	Parents' home	54.27
2	Cafés	14.1
3	Street	13.34
4	Library	3.56
5	Youth and cultural centres	1.78
6	Recreation centres	1.34
7	Movie theatre	1.27
8	Discos and night clubs	0.71
9	Associations and organizations	0.5

Youth activity preferences relative to free time		
Order	Site of leisure	%
1	Watching TV	25.07
2	Meeting up with friends	12.78
3	Listening to music	12.11
4	Playing a sport	9.4
5	Reading a book	9.38
6	Manual labour	9.02
7	Reviewing homework	7.51
8	Working	4.83
9	Various activities	3.74
10	Trip within the country	2.84
11	Educational games	1.6
12	Trip abroad	0.48
13	Dancing	0.47
14	Technology and the Internet	0.1

Sources: CUAT, "La jeunesse tunisienne aujourd'hui", 2005

Youth centre network		
	1997	2004
Youth centres	255	284
Itinerant youth centres	27	34
Rural clubs	162	219
Camping centres and summer camps	24	29
Lodging centres	—	25
Youth clubs in rural primary schools	—	105
Associations of friends	—	180

Number of civic clubs		
	1994	2004
Clubs	672	1,459
Licenses	89 849	104,486
Boys	62 778	83,156
Girls	27 071	21,330

State of cultural spaces	
Year-2004	
Amateur filmmakers' clubs	14
Movie clubs	15
Movie theatres	51
Libraries	305
Cultural associations	5,672
Athletic associations	1,127
Scientific associations	332

School and university cultural spaces	
Year-2004	
School theatre companies	692
University theatre companies	45
Clubs	3,570
Leaders	3,487
Students involved	57,364

Sources: CUAT, "La jeunesse tunisienne aujourd'hui", 2005

Behaviour phenomena having influence on youth health and affecting the society balance (%)			
Phenomena	Consultation of 1996	Consultation of 2000	Consultation of 2005
Alcohol	76.7	75.2	90.9
Smoking	60.6	44.5	89.7
Drugs	94.3	42	69.4
STIs	73.9	—	67.1

Sources: "3ème consultation de la jeunesse », Ministry of Youth and Sport, 2005

The regional belonging (%)				
Region	Consultation of 2000	Rank	Consultation of 2005	Rank
Muslim's world	30.8	1	42.7	1
Arabic Maghreb	11.9	4	24.2	2
Arabic world	27.2	2	22.6	3
The world in general	16.4	3	4.9	4
Mediterranean	7.2	5	4	5
Africa	6.5	6	1.5	6
Other	—	—	0.2	7

Sources: "3ème consultation de la jeunesse », Ministry of Youth and Sport, 2005

Beneficiaries of the programmes and mechanisms facilitating training and integration into the job market	
Programme	Number of beneficiaries
Programmes promoting youth employment	174,500
Funds for integration and professional training	100,000
The state's subvention of some of the salaries of university graduates	32,500
National employment fund	450,000

Sources: CUAT, "La jeunesse tunisienne aujourd'hui", 2005









## EuroMed Youth III Programme

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