Subregional Follow-up Conference to the World Summit for Social Development: North Africa Subregion

Marrakech, Morocco
23 - 25 March 1999

Integration of Youth in Development in the North African Subregion

NOTES:
- The document has not been officially edited;
- Document prepared by M. L. Barkhoukh, Consultant;
- The views expressed in this document are those of the author and do not necessarily reflect those of the United Nations Economic Commission for Africa.
SUMMARY

Problems linked to youth integration and development are a major challenge for the future, stability and development of the North Western African region.

Common features to all countries of the Sub-region single out, including high illiteracy rate, graduates unemployment, lack of associative structures allowing to favour youth leadership.

Nevertheless, these problems vary between countries. And there also exist disparities within the country, at a double level: disparity between city and country, between boys and girls.

The country has the highest illiteracy and underemployment rates as well as lack of associative structures. As regards gender disparity, girls are most affected by the said problems, except perhaps for Tunisia who tries to achieve performances for women promotion.

Some recommendations can be formulated to solve this situation:

- Launching a strong literacy policy
- Starting to overhaul the education system currently in effect to ensure a minimum training/employment appropriateness.
- Creating conditions to make country young stay in the country, through training on micro projects creation.
- Developing and improving the associative movement, to initiate young people into taking responsibility, in order to contribute in the socio-economic development of their environment.
I. INTRODUCTION

1. The 1980-1990 development experience, in North African regions, was marked by the effects of the economic structural adjustment policy. In fact, in-depth changes marked this decade: relative growth in GDP, inflation and budget deficits reduction, economic environment and external exchanges liberalisation, privatisation/deregulation.

2. Therefore, in view of the stated results, a paradoxical situation appears characterised by an improvement in the "basics" and a clear deterioration in the social situation, particularly in youth environment, with destabilising phenomena appearing like poverty and marginalisation.

3. The negative effects on the social level, led by the structural adjustment policy, were largely highlighted by the international organisations. Thus, the 90s have been a turning point in the approaches chosen until now by the international organisations, with a new concept appearing, "sustainable human development". This new turning point is in stark contrast with the "purely" economic choices that dominated the structural adjustment period.

4. It is within the scope of this new human development philosophy that comes the present note on youth development in the North African Sub-region (Morocco, Algeria, Tunisia, Libya, Mauritania, Egypt and Sudan).

5. Therefore, the themes raised by this note, deal with the following problems, common to all countries of the Sub-region, with more or less intensity, depending on development level, political stability and economic performance:

   - Training and education problem.
   - Youth integration in the social and economic fabric problem, particularly employment.
   - Youth leadership problem, so they can contribute in the economic and social development, which aim is to ensure a certain political stability, allowing a better integration of the latter.

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As well as the recommendations of the Social Summit in Copenhagen in March 1995, characterised by a will to eradicate poverty worldwide. (See: Aide-Mémoire, African Sub-Regional Follow-Up Conference to the Social Summit, North African sub-region, 23-25 March 1999, Marrakech, Morocco).

Actually, a sustainable and qualitative growth proves to be essential to achieve the social programme. Thus, in 1997, the performance of each region was as follows: Central Africa 3.8% growth, Western Africa 3.7%, Eastern Africa 3.5%, Southern Africa 2.4%, North Africa 2.8%. Sources: ECA (1998) Economic Report on Africa, Addis Ababa, DFES, Annexes, statistics, Table 2.
II. TRAINING AND EDUCATION

6. Data analysis, concerning training and education in the different countries of the Sub-region, shows some disparity between the regions considered and within each country composing the Sub-region.

7. As to Morocco, for instance, the UNDP report gives interesting data linking poverty and education and training level. The data relative to schooling and literacy display results that are below the objectives targeted by the successive governments, namely the generalisation of primary education, and remain generally low compared to similar countries.

8. Globally, 52.2% of the population above the age of 10, have no education. There is also an imbalance between city and country. Rural population records a 67.4% illiteracy rate whereas cities 34.1%.

9. Only 23.5% of young people above the age of 10 have primary education, high education concerning only 2.3% of the population.

10. A disparity can also be noted if we consider the social situation of the population studied. Thus, the most negative indicators are recorded among the poor: 63.9% of the poor have no education. This proportion is higher in the rural area (70.9%) than the urban area (42.6%).

11. The statistical data analysis, shows a relative correlation between education attainment and disadvantaged social situation.

12. Thus, the population with low income and primary or secondary education attainment only reaches 29.9%. This figure reaches derisory proportions for higher education (0.2%) compared to 8% for the population with higher income. This also shows that one of the causes of the extreme social disparity, remains linked to the education attainment reached by the population considered. Literacy rate remains very low (45%). It is respectively, 60.5% for men and 31.7% for women; 63.3% in urban area and 28.8% in rural area.

13. As regards the disadvantaged populations, according to the above-mentioned UNDP report, illiteracy is even more marked. Generally, only 31.6% of the poor can read and write: 23.5% in the country and 49% in the city.

What knowledge can we get from these statistics, about a young population aged between 7 and 13?

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4 Of course, these calculations are done in relation with the disadvantaged population, which shows some correlation between income level and education.
14. It is clear that the situation displays a certain vicious circle. The major handicap represented by the extremely low income, explains parents' inability to afford youth schooling. Approximately 50% in urban area and 38% in the country. It is also interesting to raise the problem of parents' negative attitude due to cultural elements, concerning girls schooling for instance (only 13% go to school) or the use of young people as workforce because it is free (10.6%).

15. Thus, education attainment, the way it is presented, cannot provide, in the short or longer term, serious opportunities to get out of the "vicious circle" that affects the social and economic situation of populations without an ambitious basic education programme.

16. In this context, it is also interesting to note that, if the income level acts as a brake upon education, this latter is also a restrictive factor to access vocational training.

17. A survey carried out by the Conseil National de la Jeunesse et de l'Avenir, C.N.J.A. (National Council of Youth and Future) in Morocco provides the following data:

- For the whole population with the age of 13-44, the proportion of persons having accessed vocational training is estimated at 4.8% only (7.7% in urban area compared to 1% in rural area).

- By age group, the survey shows that the vocational training access rate reaches a maximum of 8.7% (13.1% in urban area) for the persons aged 25-29 that would correspond to the period of A-levels reform and vocational training boosting.

18. As for the rest of the education system, as regards vocational training, we can see, as we already highlighted in the beginning of this note, a disparity between genders and between individuals from different geographic areas (less than 10% of the young concerned come from rural area).

The following graph illustrates this situation.

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19. As regards the other countries of the Sub-region, it is useful to emphasize that like Morocco, the efforts developed by the different States never reached the expected results, except perhaps for Tunisia.

20. For Mauritania, for instance, a high illiteracy rate is recorded; in 1995, more than 33% of Mauritanians cannot read or write, and this despite of the efforts developed by the State in establishing free primary schooling. Here also, the situation may be explained, as we said in the beginning of this note, by the existence of disparities among development and social structure and that explain partly the phenomenon of youth low-schooling. In
Mauritania, for instance, the nomadic type of life among a part of the population is one of the reasons for the failure of the education policy undertaken by the State. Thus, at the end of the 90s, less than 50% of children in the age group concerned, went to school, approximately 20,000 pupils had primary or secondary education.

21. However, another reason equally important, need to be reminded. In 1973, as Mauritania became an “Islamic Republic”, the country decided to arabize its education that was until then dispensed in French, by Mauritanian French-speaking professors. Like Algeria, the “Mauritanian Arab School” has a reputation of “generating unemployed, no more pupils of the secondary school is able to read a technical paper, because it is still printed in French or English”, says the headmaster of a top school in Mauritania.

22. As for Sudan, if school is free in theory, but not compulsory, traditional and religious education remains predominant, in the North only. This rudimentary education is more based on memorisation than reflection. The Koranic school plays an important role in the literacy of young people. The civil war, on the other hand, resulted in the collapsing of the school system in the South. In 1995, more than 50% of the Sudanese population is illiterate.

23. In Egypt, since the advent of the republican regime in 1952, a large process of education democratisation had been undertaken, whereas in the past, only the urban elite had access to education. However, here again, despite the efforts developed, mitigated results are recorded. In effect, if illiteracy reduced considerably, compared to the other Arab countries, it still affected in 1995 48.5% of the population, which is a fairly high rate for a State that, in the past, considered education the priority of priorities. Besides, a bit more than 33% of children in 1970 had primary and secondary education; they are twice as many today, and about 20% of young Egyptians are studying in higher education.

24. Yet, like in other countries of the North African Sub-region, the education system is confronted with the problem of appropriateness of university education to the world of work. It is perhaps one of the reasons that explains the rise of graduates’ unemployment these last years.

25. If, in the past, graduates could swell the administration staff, the public finances rehabilitation policy, the budget deficit, and the national debt acted as a brake upon this “generous” state policy which turned the State into the main employment provider for the graduates.

26. In Algeria, the education system has been for a long time held up as an example and so contributed in maintaining the feeling of national belonging. Since 1962, school is free and compulsory for children from 6 to 11. In 1975, more than 7 million pupils were trained by 300,000 teachers; about 60% of children from 12 to 17 went to school; 11.8% of the age group concerned were studying in the tertiary level; 200,000 students went to 8 universities, most of which were built after independence.

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6 Mauritania: Encarta Encyclopaedia.
27. However, the badly controlled arabization policy acted as a brake upon this dynamic policy, which resulted in bottlenecks in most cases. It required the rapid training, in Arabic, of French-speaking teachers in majority. Yet it must be noted that less than 40% of the population is illiterate.

28. In view of the results we have just presented, it is in Tunisia where a fairly remarkable effort has been undertaken particularly for girls. Education is compulsory for boys and girls. Moreover, a national programme against illiteracy is still being carried out in the country. Illiteracy rate has been reduced by half between 1966 and 1994 passing from 67.9% to 31.7%. This evolution was particularly recorded among women with an illiteracy rate that passed from 82.4% in 1966 to 42.3% in 1999.

29. The evolution of this trend is even more remarkable. In fact, this latter shows a progression of women enrolment in the educational system, thus reducing the gap between boys and girls.

30. This result is to be closely linked to the reduction of the school drop-out phenomenon that particularly affected girls. The following tables illustrates this reality:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Girls</th>
<th>Boys</th>
<th>Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988/1989</td>
<td>80.4</td>
<td>91.6</td>
<td>86.1</td>
</tr>
<tr>
<td>1993/1994</td>
<td>87.0</td>
<td>94.1</td>
<td>90.6</td>
</tr>
<tr>
<td>1994/1995</td>
<td>87.4</td>
<td>94.5</td>
<td>91.0</td>
</tr>
<tr>
<td>1995/1996</td>
<td>89.4</td>
<td>94.4</td>
<td>92.0</td>
</tr>
<tr>
<td>1996/1997</td>
<td>89.5</td>
<td>94.6</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Sources: Ministry of Social Affairs. SRDC AN Mission In Tunisia. 1998 Report.

31. However, despite these notable results, the document established after the SRDC mission in Tunisia in 1998 emphasizes that "in spite of the increase in the percentage of female graduates (43% of the whole graduates in 1994, compared to 27.68% in 1981), the
available data show an important imbalance as regards the distribution by careers. The document states the following statistics:

<table>
<thead>
<tr>
<th>Career</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and social sciences</td>
<td>55.64</td>
</tr>
<tr>
<td>Medical and biological sciences</td>
<td>53.81</td>
</tr>
<tr>
<td>Training as a teacher</td>
<td>46.15</td>
</tr>
<tr>
<td>Legal sciences &amp; economics and management</td>
<td>40.64</td>
</tr>
<tr>
<td>Fundamental sciences</td>
<td>35.09</td>
</tr>
<tr>
<td>Agronomical sciences</td>
<td>33.67</td>
</tr>
<tr>
<td>Technical sciences</td>
<td>21.58</td>
</tr>
</tbody>
</table>


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Female students according to Specialism (%)

<table>
<thead>
<tr>
<th>Specialism</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lettres sciences humaines</td>
<td>55.64</td>
</tr>
<tr>
<td>Sciences médic.bio.</td>
<td>53.81</td>
</tr>
<tr>
<td>Formation.instit.</td>
<td>46.15</td>
</tr>
<tr>
<td>Sciences légales&amp;eco/gestion</td>
<td>40.64</td>
</tr>
<tr>
<td>Sciences fondamentales</td>
<td>35.09</td>
</tr>
<tr>
<td>Sciences agronomiques</td>
<td>33.67</td>
</tr>
<tr>
<td>Sciences techniques</td>
<td>21.58</td>
</tr>
</tbody>
</table>

Source: SRDC mission (Tunisia)

Conclusion:

32. Thus, for Morocco, according to the available data, it appears that 15% of city dweller young have no basic education; this figure reaches 60% in the rural area, with 50% among girls compared to 18% among boys.

33. These data show that, despite the will declared by the different States, to create the conditions for a widespread education, it must be admitted that results have not been convincing, particularly for girls and persons from rural area.

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34. The reasons for this established fact, as we said, are numerous. But the most important ones seem to be:

- Families’ inability to afford young schooling.
- The necessity to use children as free workforce in family farms or to look after the flocks, mainly because of the consequences of the poverty situation in which these families are living.

35. This established fact is even more explained when the data concerning school drop-out are examined, in Morocco for instance. Thus, even among the young provided with schooling, more than 30% leave the training establishments before obtaining a degree. This phenomenon is even more serious in rural area, where 58% drop out of school before obtaining a primary education degree, compared to 26% in urban area.

III. YOUTH EMPLOYMENT PROBLEM

36. As for one of the considered problem of education and training, the problem of youth employment is determining factors of the political and social stability of the countries considered.

37. The results common to the whole of the countries of the Sub-region, remain under the expectations put in the liberalisation policy, intended to be more efficient in productive employment creation. This policy resulted in an important movement of State disengagement, and financial and economic liberalisation.

38. However, all these measures did not led to significant results concerning the improvement of the employment situation. On the contrary, there was a deterioration of the employment situation and particularly the increase in graduates unemployment.

39. Does it infer that the degree does not offer anymore the guarantee of a stable and paid job? Or the training offered does not meet any more the needs of a market characterised by a rapid evolution, and the appearing of new?

40. If this is the case, it would be urgent to launch a global overhaul of the educational system currently in effect, which would ensure a better appropriateness training/employment.

41. It would be in this case one of the solutions to examine, inasmuch as despite a 2.8% growth rate on average, this latter did not allow a positive evolution in the youth employability rate, and the stopping of the unemployment curve.

42. Indeed, workforce supply increases by 3% on average, whereas employment levels decrease or stagnate.\textsuperscript{10}

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43. Thus, according to ECA's data, unemployment rate in urban area for most of the countries of the Sub-region, ranges between 20% and 30%, whereas underemployment rate ranges from 25% to 40% and it is even more serious for women which rate is twice the national average.

44. Yet, when the unemployment situation is examined in details, it varies between countries. Indeed, the situation of the countries for which data are available, is as follows:

45. For Algeria, there is a clear deterioration of the employment situation. Unemployment affects a young population aged 15 and more. This phenomenon is certainly due to the serious political situation through which the country is going. In fact, unemployment rate increased by nearly 40% between 1989 and 1992. Women recorded an unemployment rate increase by nearly 28%. But we must be cautious about this figure because of the difficult situation that women are undergoing in Algeria.

46. In fact, was all the available female workforce present on the labour market?

<table>
<thead>
<tr>
<th>Unemployment Rate Evolution (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons Aged 15 and more (Algeria)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>17.0</td>
<td>19.7</td>
<td>21.1</td>
<td>23.8</td>
</tr>
<tr>
<td>Men</td>
<td>17.2</td>
<td>Not available</td>
<td>21.7</td>
<td>24.2</td>
</tr>
<tr>
<td>Women</td>
<td>15.9</td>
<td>Not available</td>
<td>17.0</td>
<td>20.3</td>
</tr>
</tbody>
</table>

Sources: Labour Statistics Annual, ILO, Table 3A p. 437.

47. For Egypt, the evolution is even more worrying, and requires an effective treatment of this phenomenon that could easily become a real destabilisation factor in the future. Unemployment rate varies according to age. The young are most affected by this phenomenon, as shown by the following data relating to the year 1997/1998:

<table>
<thead>
<tr>
<th>Unemployment Rate in Egypt According to Age (%)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 to 19</td>
<td>28</td>
</tr>
<tr>
<td>20 to 24</td>
<td>18</td>
</tr>
<tr>
<td>25 to 64</td>
<td>2.5</td>
</tr>
</tbody>
</table>


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48. Available data for the 1989-1995 period, display this deterioration, particularly for the female population. Unemployment also increased by 60% between 1989 and 1995 for men and 125% for women in the same period.

Unemployment Rate Evolution in 1989-95 in Egypt (%)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>5.4</td>
<td>5.2</td>
<td>5.9</td>
<td>6.4</td>
<td>7.5</td>
<td>7.4</td>
<td>7.6</td>
</tr>
<tr>
<td>Women</td>
<td>107</td>
<td>17.9</td>
<td>21.3</td>
<td>17.0</td>
<td>22.3</td>
<td>22.8</td>
<td>24.1</td>
</tr>
<tr>
<td>Total</td>
<td>6.9</td>
<td>8.6</td>
<td>9.6</td>
<td>9.0</td>
<td>10.9</td>
<td>11.0</td>
<td>11.3</td>
</tr>
</tbody>
</table>

Sources: Ibidem.

49. The data presented are taken from the report on the employment situation in Egypt. Here again, statistics vary between organisations. Thus, the above-mentioned EAC report, provides different data and a comment more cautious than what we have just analysed. Indeed, this latter says:

- In Egypt, the situation seems to be better, with unemployment rate having stayed the same (around 9.5 percent), in 1995 and 1996, but having diminished in 1997 to 7.5 percent. Every year there is an influx of 600,000 new job seekers, and the above situation may worsen. In 1997, the Egyptian authorities have 461,00 new jobs which have catered for 75 percent of the additional job requirements."

- According to the available data, Tunisia is the country which records the less tragic employment situation, even if the unemployment rate reaches 15.7% of the active population. The most preoccupying phenomenon is the University graduates’ unemployment reaching 15,000. Unemployment rate increases by 2.6% .

- As for Sudan, the existing war situation makes any objective analysis uncertain. However, some data exist, but concern only the Khartoum province. Thus the situation would be much more tragic, especially since the country, struggling with the civil war, is confronted with famine particularly affecting Southern populations.

- Nevertheless, even the figures relative to Khartoum only concern job seekers. One might as well say that we must be very cautious about these data, especially since they only relate to the years 1989 to 1992.

50. What about 1999? When sharp decreases are recorded from 1991, which is a phenomenon hard to understand.

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12 ECA Tunisia, P. 5 (Report on Tunisia’s economic performances).
Evolution of the Job Seekers Number in thousands in the Khartoum Province

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25.45</td>
<td>70.08</td>
<td>19.88</td>
<td>5.33</td>
</tr>
<tr>
<td>Men</td>
<td>15.54</td>
<td>44.41</td>
<td>10.20</td>
<td>3.71</td>
</tr>
<tr>
<td>Women</td>
<td>9.91</td>
<td>25.67</td>
<td>9.67</td>
<td>1.62</td>
</tr>
</tbody>
</table>

Source: Ibidem

51. Finally, the available data for Morocco are relatively more complete and recent. It is the country of the North African Sub-region that most developed its statistical device these last years. The margin of error hardly exceeds 1 to 2\%, particularly knowing that some regions are difficult to reach. Yet, the successive surveys could be carried out more easily, where the majority of the Moroccan population lives.

52. Data relating to unemployment rate show that the highest unemployment rate is recorded among young graduates. This rate also vary between the origin and place of birth and/or residence of the graduate looking for a job.

53. The survey carried out by the C.N.J.A. affects the persons aged 15 and more. At the national level, both genders considered, unemployment rate in 1996 was nearly 12\% (17.9\% in urban area and 4.5\% in rural area).

54. Data also highlight a clear disparity between city dwellers born in urban area and those coming from the drift from the land which unemployment rate is distinctly inferior. An explanation to this paradox would perhaps come from the fact that city dwellers from rural origin accept more easily any available job, even if it is low-paid or badly-paid!

Unemployment Rate According to Education and Origin, Morocco (both genders)

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Together</th>
<th>Rural</th>
<th>Together</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without education</td>
<td>9.7</td>
<td>4.1</td>
<td>6.8</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Primary</td>
<td>21.4</td>
<td>0.4</td>
<td>18.7</td>
<td>6.5</td>
<td>9.8</td>
</tr>
<tr>
<td>Middle school</td>
<td>28.6</td>
<td>17.0</td>
<td>26.6</td>
<td>10.5</td>
<td>11.8</td>
</tr>
<tr>
<td>Secondary school</td>
<td>26.6</td>
<td>24.6</td>
<td>26.3</td>
<td>13.8</td>
<td>13.6</td>
</tr>
<tr>
<td>University</td>
<td>23.0</td>
<td>19.3</td>
<td>23.2</td>
<td>48.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Training*</td>
<td>19.8</td>
<td>7.5</td>
<td>19.5</td>
<td>17.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>21.2</td>
<td>9.3</td>
<td>17.9</td>
<td>4.5</td>
<td>7.3</td>
</tr>
</tbody>
</table>

*Vocational training

R.O = Rural Origin
55. When the above-mentioned data are examined in details, the situation is even more contrasting. A clear disparity appears between male and female unemployment.

Unemployment Rate (%) in Morocco; Boys and Girls
According to Education Attainment 1996
(both urban and rural considered)

<table>
<thead>
<tr>
<th>Education level</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without education</td>
<td>5.7</td>
<td>23.9</td>
</tr>
<tr>
<td>Primary</td>
<td>11.8</td>
<td>28.4</td>
</tr>
<tr>
<td>Middle school</td>
<td>19.9</td>
<td>35.0</td>
</tr>
<tr>
<td>Secondary school</td>
<td>20.9</td>
<td>36.0</td>
</tr>
<tr>
<td>University</td>
<td>21.9</td>
<td>29.6</td>
</tr>
<tr>
<td>Training*</td>
<td>19.7</td>
<td>18.6</td>
</tr>
</tbody>
</table>

Sources: Ibidem, P 145.

56. What lesson can be drawn from these data?

57. Like the other countries of the Sub-region, the degree is not a means to integrate working life. Which seems amazing at first sight for a country where the illiteracy rate is still relatively considerable. Now a less high unemployment rate is recorded among this category for the reason we have already mentioned.

58. Women situation is even more tragic, since in the rural area, unemployment rate reaches 50%.

59. This is explained by the fact that the Moroccan country provides few jobs, despite of the considerable investments undertaken since Independence to increase the produce. If the produce has been successful, at the social level and particularly employment, a certain failure must be admitted.

Conclusion:

60. The data we have just analysed concern some countries of the Sub-region. There are unfortunately none about Libya.

61. As regards statistical information about Mauritania and Sudan, they are insufficient. This could be explained by a lesser development of the statistical device for Mauritania and by a political and social instability for Sudan which have been lasting for many years.

62. However, we can already venture to do a synthesis attempt about youth employment.

63. Like education, the countries studied show common features, a chronic youth underemployment varying according to geographical origin and gender. Women and persons from rural origin are the most affected. It is one of the destabilising factors, in
terms of population distribution on the national territories. The various territory
development plans, agricultural reforms, strong investments to increase the agricultural
produce, have been indeed successful, but they resulted in a real territory removal,
inasmuch as they intensified the drift from the land phenomenon.

IV. YOUTH INTEGRATION PROBLEM

64. One of the most important tools for youth integration is really the associative
movement. This latter plays an important role in the social momentum. However this tool
can be efficient and play fully its role only if "a good governance" exists. In this matter,
only a really democratic environment is favourable to the development of an associative
movement independent of the State and the political authorities. Yet independence does not
at all mean absence of relationship and dialogue. On the contrary, the success of an
integration tool and a real school where the young are initiated into taking responsibility and
learning democracy depends on the quality of the relationship between public authorities and
social partners.

65. Therefore, in order to deal with the problem of youth leadership, that the associative
movement enables to achieve, to integrate the young in the economic, social and political
environment, it would be convenient to tackle this issue through four aspects:

- The reasons militating in favour of the development of the
  associative movement;
- How this movement enables the development of youth leadership;
- The aspect concerning the qualities developed through the associative
  system;
- How to favour the development of this leadership.
66. The reasons for developing the associative movement:

   a) The associative movement is closer to the targeted population thanks to the proximity occupations it enables to develop rapidly and without stiffness.

   b) It also allows a work in the proximity needs, that the public authorities, engaged in other priorities, cannot carry out through lack of money and time. And this work initiates into objectives definition as well.

   c) Introduction to the constitution. This latter requires actually to look into legality, regulation, financial management constraints, organisation and responsibilities' definition problems.

   d) Introduction to the animation of the association.

67. How the above-mentioned reasons allow the development of the leadership?

   a) The associative movement enables the development of individual analysis, conceptualisation and synthesis capacities.

   b) It enables the development of negotiation and exchange capacities and particularly conflicts management thanks to the group dynamic.

   c) It enables some perpetuation of the animator and leadership qualities mainly lying in the evolution and adaptation capacity according to the environment evolution.

   d) The association is thus a complement to the educational systems in the face of the responsibility problem.

68. Qualities developed through the associative system can be translated in terms of skills, that may be those linked to the negotiation elaboration and learning, which are in fact sought by enterprises and other employment providers.

69. All these qualities are interesting because they allow a better social integration and afterwards these qualities can be used for professional integration.

70. In conclusion, we can say that all acquisitions through actual experience correspond to the leadership. Beside the youth leadership movement, two other eventual prospects can be contemplated:

   * The association is a breeding-ground, but it is also a place for employment creation, new occupations development, not only proximity occupations (social environment, ...), but also in the field of new technologies creation; think of the arrival of Internet and the spectacular disruptions it led to, in terms of market opening in few years on a planetary scale.
From the economy of objects production, the world is more and more entering the economy of individual production, training, personal skills, physical and moral health. In this way, we can say like Roger Sue stated, that through the associative movement arrival and development, “we can talk about the emergence of a quaternary sector of the economy” 13.

But can we say that in the countries of the Sub-region, there is a real awareness about this established fact by developing good relationships between administrations and youth organisations?

The lack of data on these aspects do not allow to carry out a comprehensive study and investigation, except in Morocco, where the Conseil National de la Jeunesse et de l'Avenir did a very good job in this field, conscious that the youth leadership problem is an integral part of the standard of living and well-being estimation indicators in modern societies.

Our analysis will be inevitably limited to the presentation of the youth leadership problem in Morocco, which associative movement is an efficient tool that enables to discover potentialities that will have to contribute fully in the socio-economic development in their own environment and thus allow the institution of a political stability in order to achieve afterwards some economic integration in the Sub-region.

The following information concerning Morocco, are taken from a survey carried out by the C.N.J.A. 14, in 1993. This survey shows a considerable number of young not informed of the existence of framing structures. Thus, 10% of young are informed, nearly 30.4% “have no precise idea on the subject”, this figure reaches nearly 47.4% among country young.

Like the other problems we exposed, there also exists a considerable disparity between the young according to their education attainment, between city dwellers and country young, between boys and girls. Therefore, the level of information about the existence of associations, varies by 3% in the country, 7.9% in small towns and 17.9% in big cities. This rate is explained mainly by the concentration level of collective facilities in the big cities.

This low-information of young as regards associations, does not concern for instance youth clubs that are fairly well known (75% of city dwellers compared to only 25% of country persons) 15.

Information also vary according to education attainment: 14.7% among uneducated persons, more than 93% among those with university attainment are informed of youth

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14 C.N.J.A. Activités socioculturelles des jeunes; V3 1993.
15 Ibid. p: 72
clubs. On the other hand, in the country, only 15.3% of young girls are informed of their existence.

These figures must be put in parallel with the rate of involvement in youth clubs that remains low: 29.9% of young boys and only 14.4% of young girls. This problem is in contrast with the huge development of the associative movement in Morocco, in recent years:

When we mentioned the necessity of a quality of relationships between public authorities and youth associations, we must admit that the survey carried out by the same body reveals the contrary. The C.N.J.A. survey provides the data contained in the table below.

Indeed, 88.2% of the surveyed associations “consider that the administrations are not listening to their problems”. Moreover, reproaches are directed to the administrations, concerning particularly “the complexity of administrative procedures... the refusal of certain activities started by the associations”.

Surveyed Associations According to their Activity Field and Creation Period (%)

<table>
<thead>
<tr>
<th>Year of creation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1960</td>
<td>5.9</td>
<td>0.0</td>
<td>5.9</td>
<td>9.1</td>
<td>5.9</td>
</tr>
<tr>
<td>1960-1969</td>
<td>23.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>11.8</td>
</tr>
<tr>
<td>1970-1979</td>
<td>23.5</td>
<td>0.0</td>
<td>23.5</td>
<td>9.1</td>
<td>19.1</td>
</tr>
<tr>
<td>1980-1989</td>
<td>14.7</td>
<td>0.0</td>
<td>23.5</td>
<td>27.3</td>
<td>17.6</td>
</tr>
<tr>
<td>1990 and following</td>
<td>32.4</td>
<td>100.0</td>
<td>47.1</td>
<td>54.5</td>
<td>45.6</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1: Education, culture and scouting
2: Support to enterprises
3: Sports and social matters
4: Total

The survey provides synthetically, the associations’ problems with the administration.

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16 Ibid. p: 73
17 Ibid. p: 94
18 Ibid. p: 95
Associations' Problems with the administration

<table>
<thead>
<tr>
<th>Reasons put forward</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex procedures</td>
<td>88.0</td>
<td>100.0</td>
<td>91.7</td>
<td>100.0</td>
<td>90.9</td>
</tr>
<tr>
<td>Absence of rationality</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>83.3</td>
<td>83.3</td>
</tr>
<tr>
<td>Lack of money and facilities</td>
<td>83.9</td>
<td>100.0</td>
<td>90.9</td>
<td>57.1</td>
<td>83.0</td>
</tr>
<tr>
<td>Insufficient grants</td>
<td>79.2</td>
<td>81.8</td>
<td>100.0</td>
<td>82.9</td>
<td>82.9</td>
</tr>
<tr>
<td>Refusal of the association's activities</td>
<td>85.7</td>
<td>50.0</td>
<td>100.0</td>
<td>81.5</td>
<td>81.5</td>
</tr>
<tr>
<td>Absence of co-ordination between administration and associations</td>
<td>71.4</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>81.8</td>
</tr>
<tr>
<td>Absence of transparency</td>
<td>88.9</td>
<td>66.7</td>
<td>0.0</td>
<td>76.9</td>
<td>76.9</td>
</tr>
<tr>
<td>Absence of framing</td>
<td>83.3</td>
<td>50.0</td>
<td>66.7</td>
<td>72.7</td>
<td>72.7</td>
</tr>
</tbody>
</table>

Sources: Ibid. p.96

1: Education, culture and scouting   2: Support to enterprises   3: Sports and social matters
4: Theatre, art and tourism   5: Total

Conclusion:

82. If an associative dynamic was stated in Morocco in recent years, it does not seem that administration has actually understood the necessity expressed by the young to participate in civil life.

83. This shortcoming is mainly due to the low-training of the administration civil servants, who do not yet understand the stake represented by the youth leadership problem and the future of democracy in this country. On the other hand, in 63% of the cases, associations say that outdated and finicky administrative procedures still exist.

V. GENERAL CONCLUSION AND RECOMMENDATIONS

84. At the end of this analysis, some recommendations can already be formulated:

85. Concerning education and training: a double action should be undertaken, in relation with the targeted population.

- Spreading basic education to eradicate illiteracy.
- The graduates’ unemployment rate arises the problem of training adjustment to the demands of a constantly evolving market. Hence the necessity to proceed to a global overhaul of the educational system and academic and university curricula.
- Training reorientation according to the needs within the next 10 or 15 years.
- Programmes readjustment to the economic needs.
- Review of the objectives allotted to scientific research. Pre-eminence should be given to applied research, yet without neglecting basic research.
86. **Concerning youth employment**: two specific actions would be useful:

a) **In the country**:

- Favouring micro projects creation (agriculture, tourism, fishing, services, ecology, etc.) without distinction between educated and uneducated individuals. In this view, a true regionalization is necessary in order to involve regional authorities, which should have budgets and fiscal advantages, as well as some financial solidarity between and within the regions, as well as the institution of a social fund for regional development.

b) **In the cities**:

- Readjustment of vocational training; the international economic environment evolution within the next 10 or 15 years will increasingly require workers and technicians qualified in various fields; after the introduction of computing and electronics in the production process, current professional skills will be obsolete.

- Training promotion focused on enterprise creation for the young, in cooperation with training institutions, local authorities, private and public institutions.

- Establishment of a national enterprise creation agency for the young with local antennae, in the image of the French experience. Its role will be a guidance and follow-up role.

87. **Concerning youth leadership**:

- Improvement of the administrative environment to improve and stimulate the development of youth associative movement: hence the necessity to establish a new modern legislation relating to the associations regulatory context, to inform and train the young responsible for associations as well as civil servants on the associations importance and their role in the training of young leaders.

- Training of young leaders on responsibilities involving them in local and town councils.

- Organisation of municipal days for the young to initiate them into the problems of their economic and social environment and into decision-making.

- Encourage the periodic participation of young leaders in parliamentary days.
• Encourage the participation of the young in broadcast and televised forums.

• Organisation of national days for the young so that they become acquainted with the procedures in the sessions of the United Nations General Assembly (United Nations Model).

• Young leaders training so they can create and manage voluntary and community associations contributing to the social and economic development.

• Organisation of seminars dealing with youth leadership at the sub-regional and continental level. Contacts with young of other nations can generate twinnings, material, financial and human mutual aid, contributing thus in the building of a peaceful world.

88. **As regards financial and material means:**

• Financially speaking, the necessity of creating clubs, youth associations requires financial and material means. These can be obtained from public and private donors, through patronage. Concerning this last point, fiscal advantages could be granted to the private, individual or collective donors and to enterprises.

• Materially speaking, premises building or acquisition (by renting or lending, etc.) in the neighbourhood, city or rural district, managed by the young to compensate for the dislike of all what is administrative and official, as shown by the surveys mentioned before.
GRAPHIC ANNEXES
Unemployment Rate According to Age Group (Egypt)
Sources: ILO World Report 1998/99, Table no 76, p. 179

Unemployment Rate Evolution in % (Egypt)
Sources: Ibidem

[Graph showing unemployment rate evolution in Egypt from 1989 to 1995 for Men and Women]
Unemployment Rate Among Boys & Girls According to Education Attainment, 1996 (Morocco) Sources: CNIA Education training V3, 1996.

Unemployment Rate Evolution in % (Algeria) for Persons aged 15 and more (Labour Statistics Annual ILO Tab 3A, p 437)
Youth Distribution According to Education Attainment (Morocco)

Source: CNJA: Youth Education Training v.1 No.1 1995 p.6

Pupils Distribution According to Origin and Gender (Morocco)

Source: CNJA National Survey on education-training, 1996-7 p.92
Vocational Training Access Rate (Morocco)
Sources: CNJA, Education-Training Survey V1, 1996 p92.

Pupils Distribution According to Origin and Gender
Source: details

Current Studies
Last Studies
Evolution of Job Seekers Number in thousands (Khartoum Province, Sudan)

Sources: Ibidem, p.438