

YOUTH OPPORTUNITIES

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Youth opportunities – what could it mean?

Youth opportunities could be manifold, structured by the following dimensions:

- Economic (e.g. jobs, income, housing)
- Social in a wider sense (e.g. education, social mobility)
- Political (e.g. Voting in elections, other direct forms of political participation)
- Cultural/Lifestyle (e.g. marriage and having children, self-determined life/religious affiliation).

Focus of this presentation:

1. School – to - Work Transition in the five AMCs (evidence from statistics)
2. Social exclusion of young people in the five AMCs (evidence comes from SAHWA survey and fieldwork) – how feel young people?

School – to – work transition: Education/qualification

- Positive: fast catching-up process of female education, enrolment and literacy
- Positive: fast rising rate of literacy of the younger generation is to be noted as being positive
- Critical: Though in the last two decades, the participation rate in education has been rising in the five AMCs (especially for women), the conditions in these countries in terms of public expenditure (which is not catching up with the growth of the population) and literacy rate are lagging behind the global averages
- Critical: the gap between rural and urban areas concerning education and qualification of young people

School – to – work transition:

Labour Market 1

- Despite the reduction of the unemployment rates in the five AMCs (huge differences between the 5 AMCs) during the last decades, the growing numbers of employable people with the focus on young (and female) people keeps the pressure on the labour market very high

Some reasons:

- The 5 AMCs have one of the lowest labour force participation rates in the world
- Majority of jobs had been created in the informal sector (vulnerability and exclusion from decent work)
- Demographic transition (youth bulge)
- Skill mismatches: limited demand for educated workers and skills

School – to – work transition: Labour Market 2

- Unfavourable macro-economic structures: E.
g. in Egypt 57 % and in Morocco 41 % of the whole population lives in rural areas, whereas one third of the jobs are offered by agriculture and moreover, only more than 15 % of the respective GDP comes from agriculture
- Labour Segmentation, especially for the large and expensive public sector, is hindering a transparency between the different labour market segments, which is unfavourable especially for first-time job seekers

Social exclusion of young people – the SAHWA survey

How Young People feel to be socially in- or excluded?

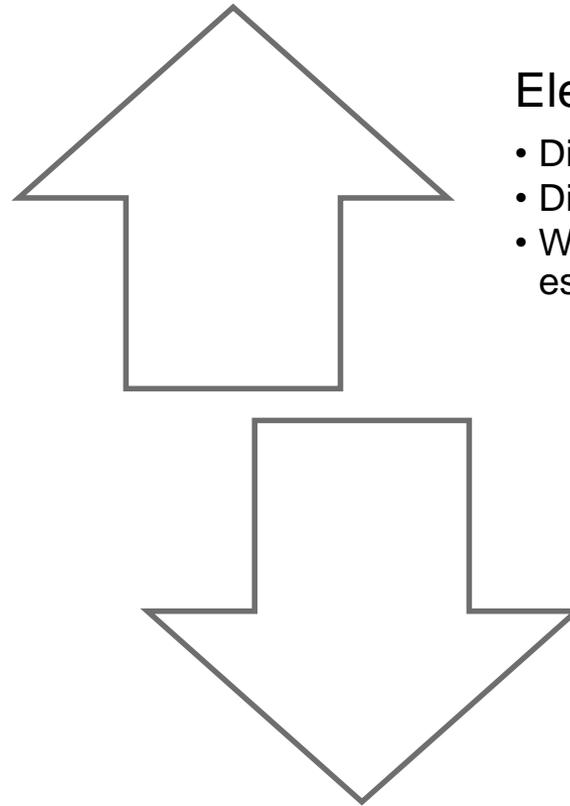
The challenges of adolescence in the AMCs

Question

Who are these young people being pushed towards the margins of society?

Hypothesis

The risk of social exclusion is not distributed equally among young people but it is determined by various factors, such as education, employment, location, and social background.



Elements of traditional societies

- Dichotomy of ages
- Differences between men and women
- Work, marriage, starting a family, and establishing independent households

Recent developments

- “Youth bulge”
- Improvements in educational attainment but lack of jobs and economic opportunities
- Delayed marriage and lack of independence

- Uncertainties about the future have kept young people from becoming independent and fully participating in society.
- A process commonly referred to as *social exclusion*.

Dimensions of youth exclusion

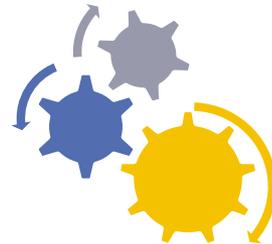
- Social exclusion is not to be equated with unemployment, poverty, or other measures of material deprivation.
- In our analysis, we consider **three dimensions** of social exclusion in the AMCs, as suggested by the UNDP (2011).



How to measure social exclusion?

In line with the suggestions made by the UNDP (2011), our index is constructed as follows:

- Three dimensions: economic, social, political
- Each dimension consists of 8 indicators – 24 in total – which are weighted equally.
- A person is considered “socially excluded” if he or she is deprived in at least 8 of the 24 categories.
- Choosing the same indicators and the same threshold for all countries allows for cross-country comparisons.



Social Exclusion Index

I. Economic Exclusion

1. House amenities
2. ICT
3. Overcrowding
4. Economically inactive
5. Type of contract
6. Satisfaction with job
7. Social class
8. Marriage

II. Exclusion from social services

1. Water
2. Light
3. Educational goal
4. Early school leavers
5. Educational quality
6. Insurance coverage
7. Government programs
8. Violence

III. Exclusion from civic and political life

1. Trust in fellow citizens
2. Trust in legal system
3. Information channels
4. Political news
5. Participation in society
6. Political participation
7. Voting behaviour
8. Trust in government

Who is prone to exclusion and why?

In the following we will be discussing the differences between Algeria, Egypt, Lebanon, and Tunisia, with special consideration of the following questions:

- Is the risk of social exclusion higher for women than for men?
- Does age matter?
- How about the location (rural, urban)?
- Are only low educated young people socially excluded?
- Is employment a catalyst for social inclusion?
- Which factors contribute to social exclusion?

* For comparative data on social exclusion, please consider the report by the UNDP (2011) which discusses social exclusion in transformation societies in Europe and Central Asia.



Researching
Arab Mediterranean Youth:
Towards a New Social Contract
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Algeria	Egypt	Lebanon	Tunisia
Excluded 883 43.4%	Excluded 837 42.1%	Excluded 663 33.2%	Excluded 934 46.7%

Exclusion of social groups

Education

"[At university] I felt like I was going somewhere and I was successful. It felt hopeful. At the same time, I was working and I was spending my time well and doing things... now there is a lot of stress and tiredness."

"There is the village and the city – we don't have colleges or universities that are close to us. If we want to go to university then we have to go to the city."

Gender

"In rural villages of Egypt, females usually get married at a very young age, especially if they have not completed their education and are not interested to do so, or their parents have prevented her from pursuing a degree."

Employment

"What can I do without work ...stay home? If I stay at home, I could not go out as before. I would have less and less friends, what excuse I'll give my parents to go out?"

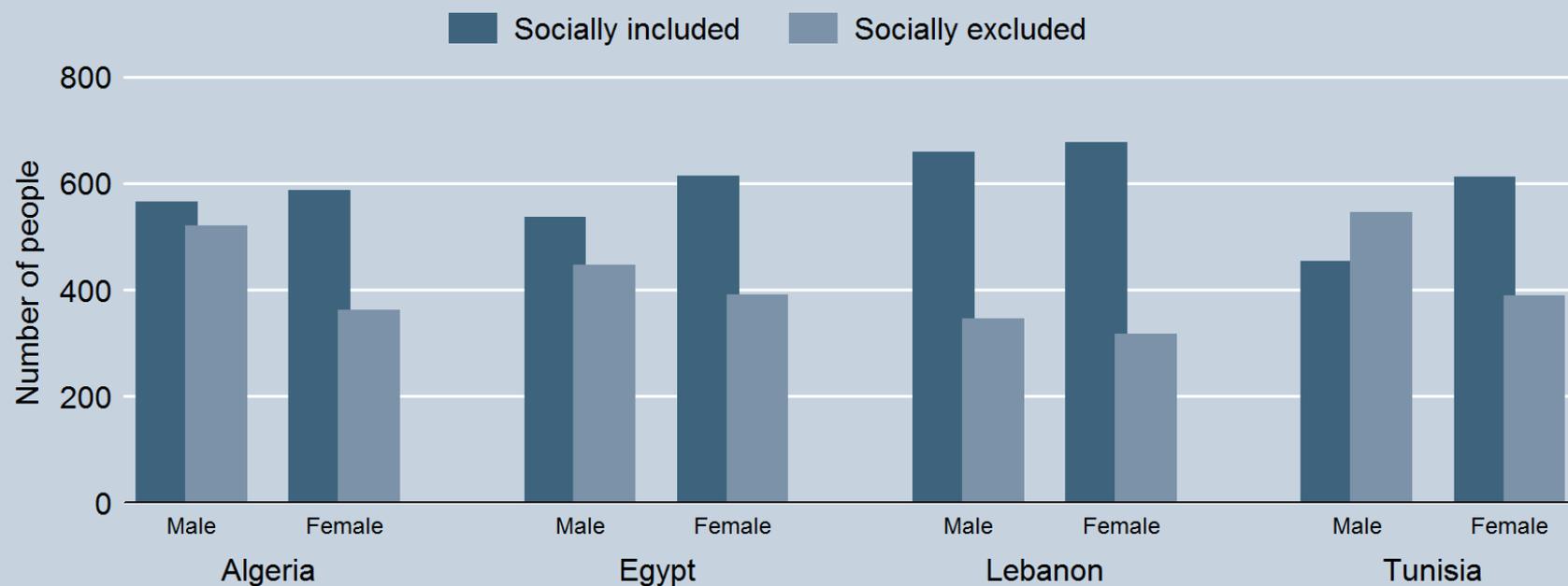
Location

Gender

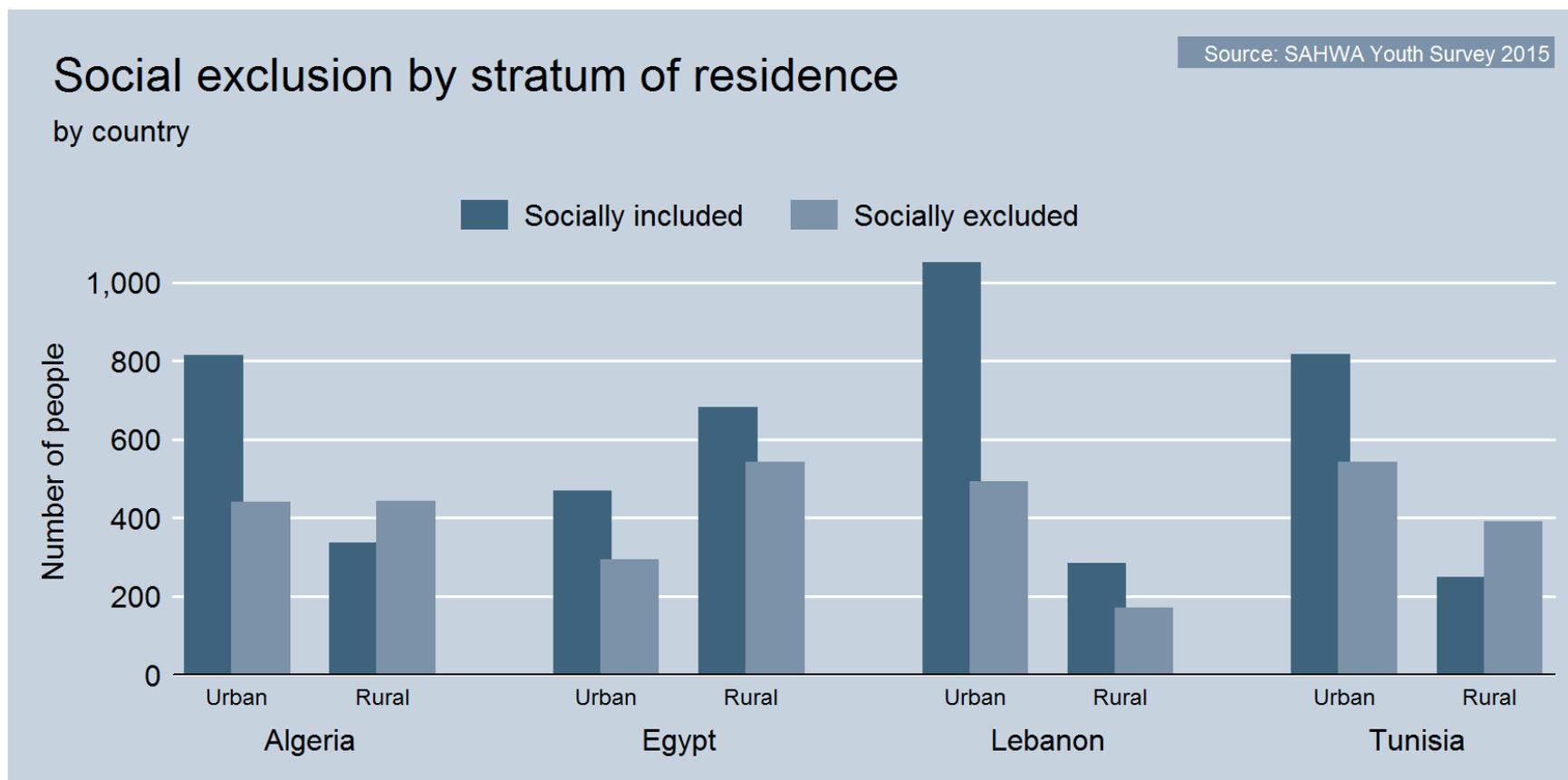
Social exclusion of men and women

Source: SAHWA Youth Survey 2015

by country



Location

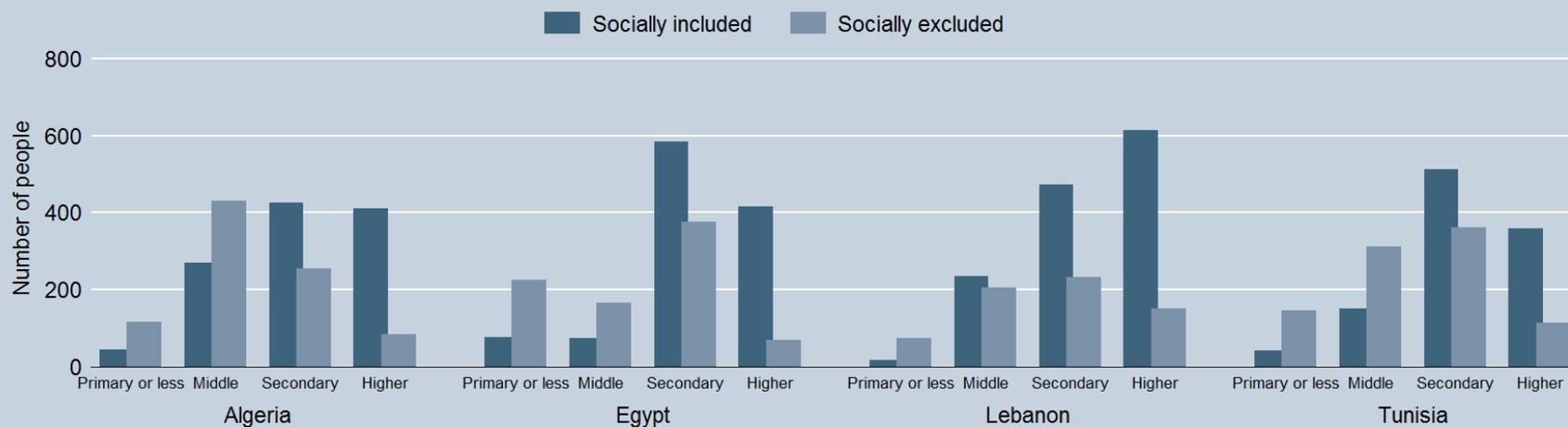


Education

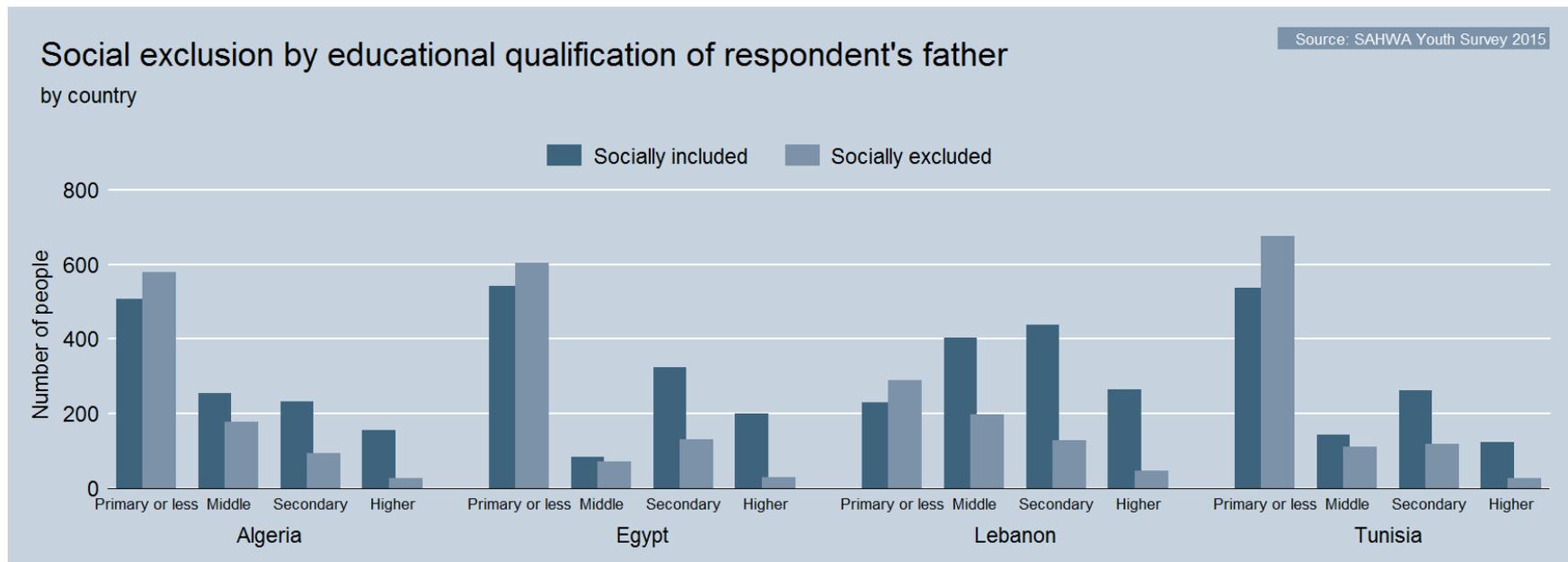
Social exclusion by educational qualification

by country

Source: SAHWA Youth Survey 2015



Education of respondent's father

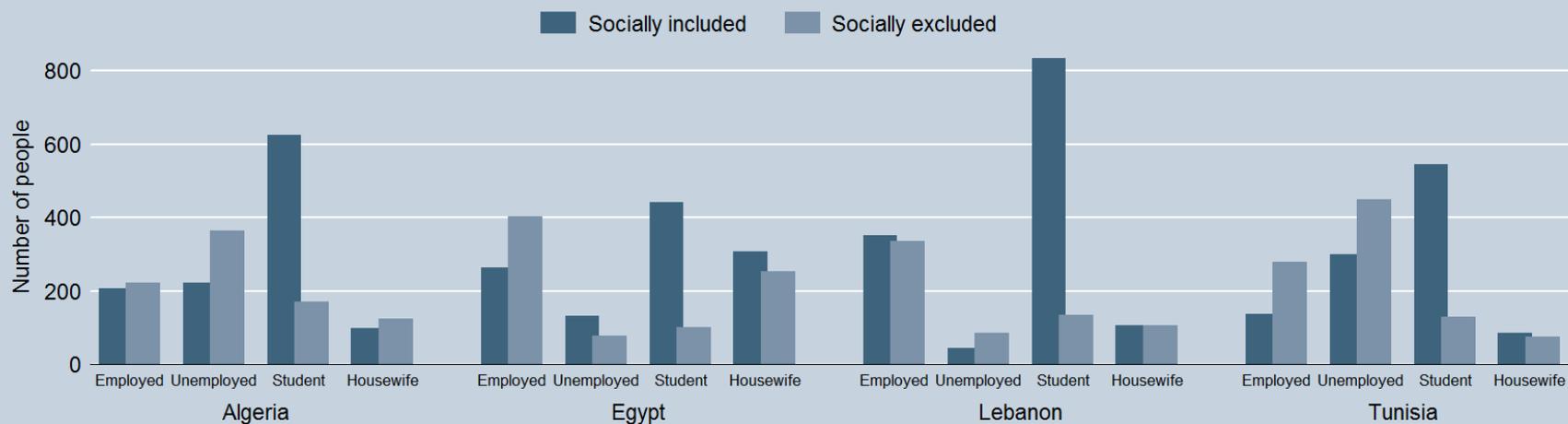


Employment

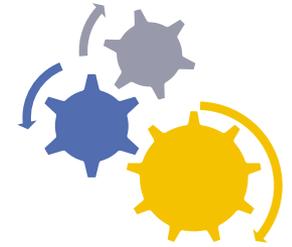
Social exclusion by employment status

by country

Source: SAHWA Youth Survey 2015



The structure of social exclusion



Economic exclusion

“You graduate from university, then wāṣṭa (connections) to find a job—and you have to if you want enter in the work you want and do the specialty you want, then you need to have a base.”

“No, working in the government institute is not a dream because the government salaries are very weak and needs from a person to find another job in the afternoon in order to improve his living standards and increase his salary.”

“I want to work! Because without work I will have nothing later! I will not be able to plan for marriage or anything! Or anything! I would always ask money to others!”



Social Exclusion

“Education in that sense is a process of developing and enlarging your mind and knowledge, [...] the Egyptian saying goes “al-‘elm noor” Arabic for “Education is Enlightenment”.”

“[The educational system is] inefficient due to policies that are very complex, backward, and not applicable with today’s modernity.”

“Well they give you work benefits like help with your medical [insurance] and things are done by the law but in my personal opinion there isn’t much equality. So you know there are some people who favoured more than others... people who have better connections.”



Political Exclusion

“First of all... well they say that we have a democratic country but in my opinion this isn’t democracy... there are still inequalities and differences... women still don’t have all their rights.”

“People have misunderstood the revolution, asking for freedom does not mean that people can do whatever they want [...]”

“Society in Lebanon is weakening and breaking a part in some ways... now there are some places where people still ask after each other and check up on each other but more and more people are not doing that and then there are the differences such as class and religious sectarianism that cause problems.”

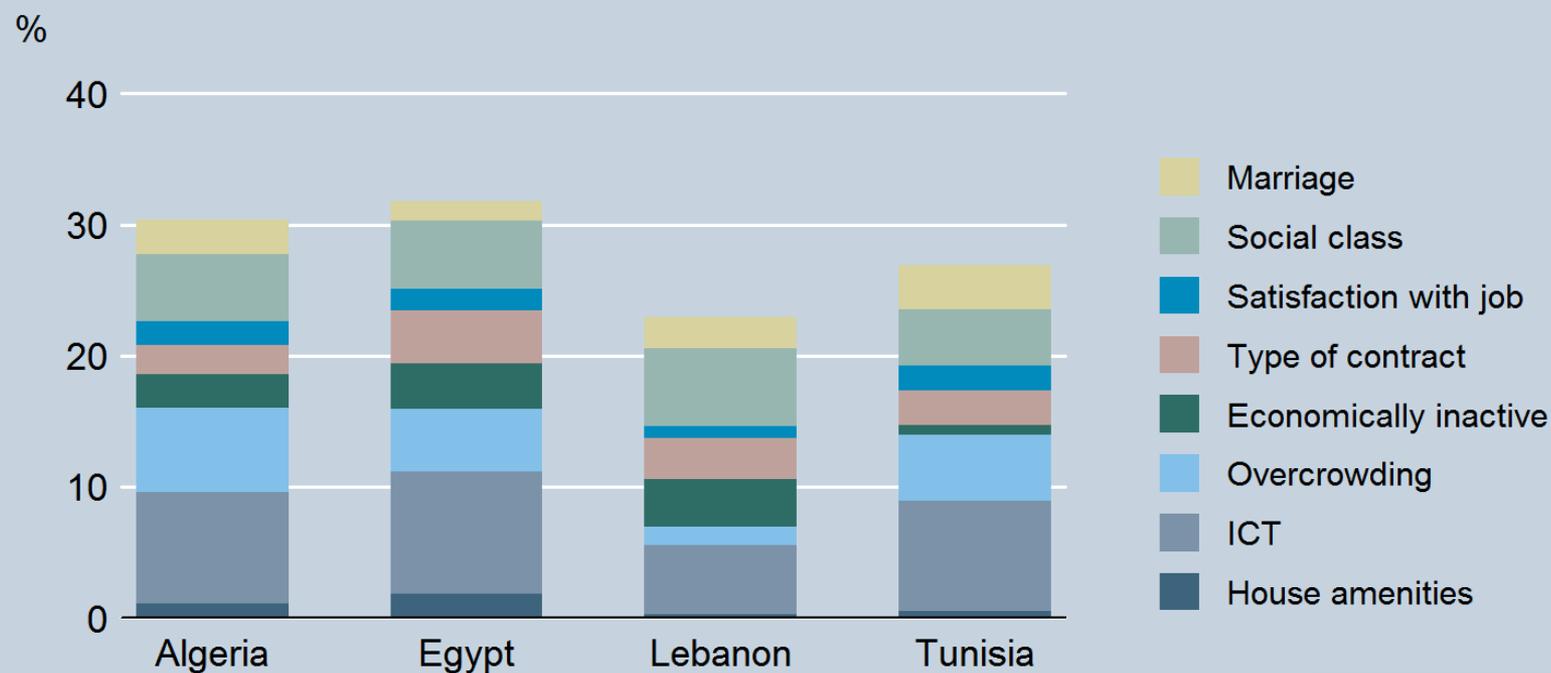
CONTRIBUTIONS OF DIMENSIONS TO THE SOCIAL EXCLUSION INDEX

	Algeria	Egypt	Lebanon	Tunisia
Social exclusion index (%) in total	43.4	42.1	33.2	46.7
Contributions of the three dimensions to the social exclusion index:				
1. Economic exclusion (%)	30.3	31.7	23.0	27.0
1. Exclusion from social services (%)	30.5	31.5	30.3	31.3
1. Exclusion from participation in political life (%)	39.2	36.8	46.7	41.7

I. Economic Exclusion

Economic dimension

Percentage contributions of individual deprivations

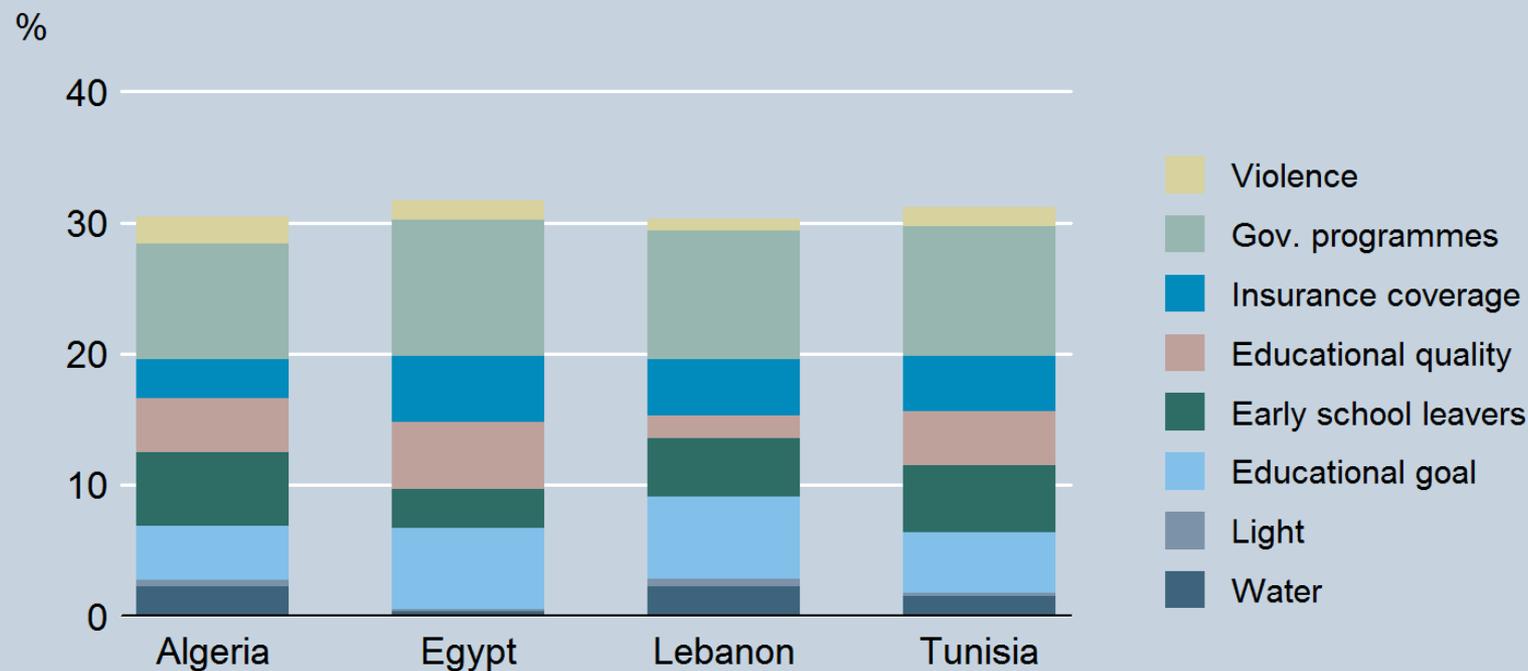


Source: SAHWA Youth Survey 2015

II. Exclusion from social services

Social services dimension

Percentage contributions of individual deprivations

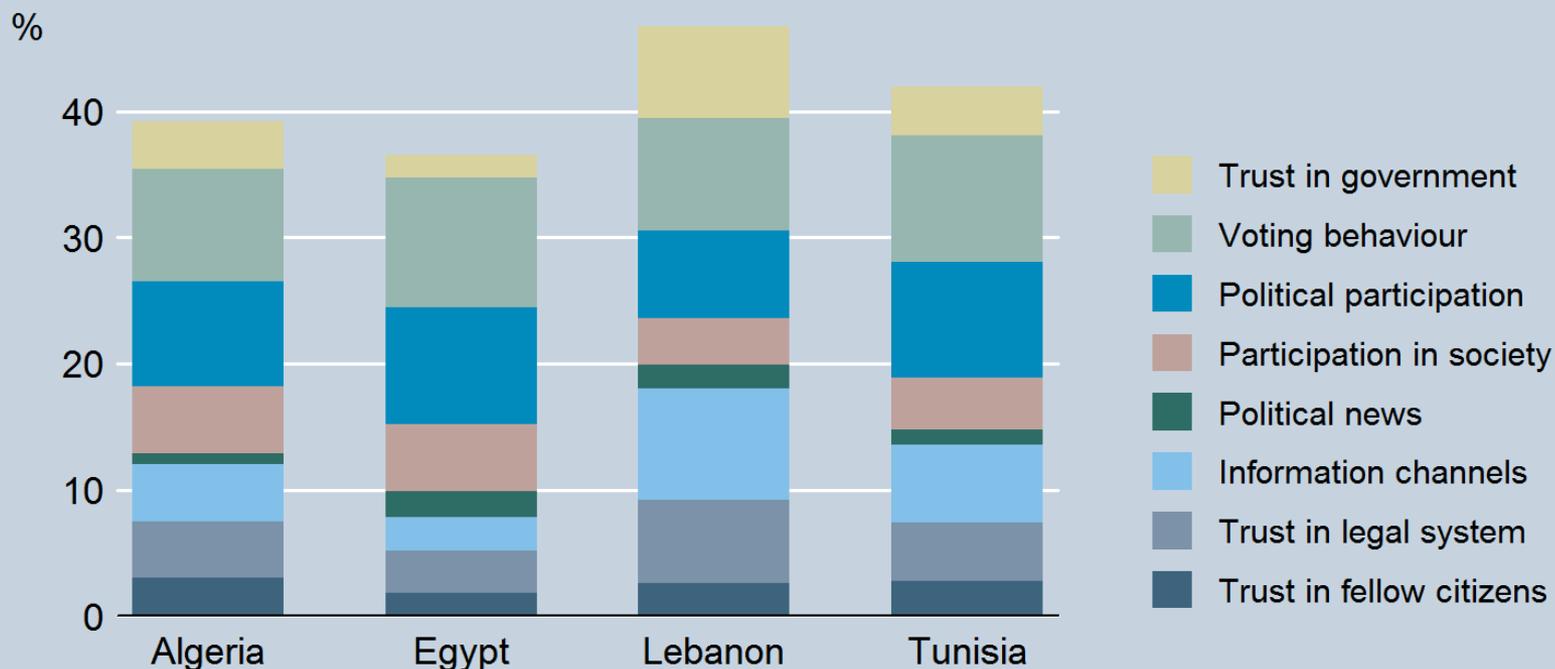


Source: SAHWA Youth Survey 2015

III. Exclusion from civic and political life

Percentage contributions of individual deprivations

Political and social life dimension



Source: SAHWA Youth Survey 2015

Conclusions

- Only (?) a (large) minority of young people is socially excluded
 - Social exclusion is balanced across gender: Only in Tunisia, significantly more men than women are socially excluded
 - Young people in rural areas are more likely to be socially excluded
 - Employment does not guarantee social inclusion
 - Students do not tend to be socially excluded: Educational institutions as a provider of stability and inclusion
 - Across all countries: The higher the educational level, the lower the risk of social exclusion
- Our analysis leaves us with the impression that youth in the AMC has given up on politics and the idea to induce a positive change through participation

Discussion 1

- Has the Arab Spring intensified social exclusion?
 - Hopes and expectations of the Arab uprisings in 2010/11 have largely remained unfulfilled
 - A frustrated generation: Large parts of the population, especially young people, have low confidence not only in the government but also in their own capabilities and perspectives
- Similarities to other (former) transformation societies?
 - In Arab transformation societies, basic consensus is missing on how to organize public administration, economy and society as well as on the role of religion
 - Distinctive differences to the transformation processes in CEE countries at the end of the 1980s (there was broad agreement on the goals: pro-Western orientation, market economy, liberal democracy)

Discussion 2

- *But* there is more than one path of transformation, which Eisenstadt (2000) refers to as “multiple modernities”.
- Key point is Habermas “Theory of Communication” (1981), by describing tradition (including religion) as essential to social action, communication and even cultural and institutional innovation.
- Insofar discussions about domestic politics and societal changes, initiated by the Arab rebellions in 2010/11, had been made public until now. These processes are irreversible.
- Coming from this, from the today’s point of view, the Arab spring is neither a total failure nor (obviously) a total success.

Thank you for your attention!

References

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