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Out-of-School Youth in Sub-Saharan Africa

A Policy Perspective

Keiko Inoue, Emanuela di Gropello,
Yesim Sayin Taylor, and James Gresham



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Out Of School Youth In Sub Saharan Africa A Policy Perspective Directions In Development

**Maddalena Honorati, Sara Johansson
de Silva**



Out Of School Youth In Sub Saharan Africa A Policy Perspective Directions In Development:

Out-of-School Youth in Sub-Saharan Africa Keiko Inoue, Emanuela di Gropello, Yesim Sayin Taylor, James Gresham, 2015-03-17 The economic and social prospects are daunting for the 89 million out of school youth who comprise nearly half of all youth in Sub Saharan Africa Within the next decade when this cohort becomes the core of the labor market an estimated 40 million more youth will drop out and will face an uncertain future with limited work and life skills Furthermore out of school youth often are policy orphans positioned between sectors with little data low implementation capacity lack of interest in long term sustainability of programs insufficient funds and little coordination across the different government agencies This report provides a diagnostic analysis of the state of out of school youth in Sub Saharan Africa focusing on the 12 to 24 year old cohort This report also examines the decision path youth take as they progress through the education system and the factors that explain youth s school and work choices It finds that individual and household characteristics social norms and characteristics of the school system all matter in understanding why youth drop out and remain out of school In particular six key factors characterize out of school youth i most out of school youth drop out before secondary school ii early marriage for female youth and iii rural residence increase the likelihood of being out of school iv parental education level and v the number of working adults are important household factors and vi lack of school access and low educational quality are binding supply side constraints Policy discussions on out of school youth are framed by these six key factors along with three entry points for intervention retention remediation and integration This report also reviews policies and programs in place for out of school youth across the continent Ultimately this report aims to inform public discussion policy formulation and development practitioners actions working with youth in Sub Saharan Africa *Education in Africa* African Union, UNESCO Office Dakar and Regional Bureau for Education in Africa, 2023-02-14 World Development Report 2018 World Bank Group, 2017-10-16 Every year the World Bank s World Development Report WDR features a topic of central importance to global development The 2018 WDR LEARNING to Realize Education s Promise is the first ever devoted entirely to education And the time is right education has long been critical to human welfare but it is even more so in a time of rapid economic and social change The best way to equip children and youth for the future is to make their learning the center of all efforts to promote education The 2018 WDR explores four main themes First education s promise education is a powerful instrument for eradicating poverty and promoting shared prosperity but fulfilling its potential requires better policies both within and outside the education system Second the need to shine a light on learning despite gains in access to education recent learning assessments reveal that many young people around the world especially those who are poor or marginalized are leaving school unequipped with even the foundational skills they need for life At the same time internationally comparable learning assessments show that skills in many middle income countries lag far behind what those countries aspire to And too often these shortcomings are hidden so as a first step to tackling this learning crisis it

is essential to shine a light on it by assessing student learning better Third how to make schools work for all learners research on areas such as brain science pedagogical innovations and school management has identified interventions that promote learning by ensuring that learners are prepared teachers are both skilled and motivated and other inputs support the teacher learner relationship Fourth how to make systems work for learning achieving learning throughout an education system requires more than just scaling up effective interventions Countries must also overcome technical and political barriers by deploying salient metrics for mobilizing actors and tracking progress building coalitions for learning and taking an adaptive approach to reform

Learning, Marginalization, and Improving the Quality of Education in

Low-income Countries Daniel A. Wagner, Nathan M. Castillo, Suzanne Grant Lewis, 2022-02-21 Improving learning evidence and outcomes for those most in need in developing countries is at the heart of the United Nations Sustainable Development Goal on Education SDG4 This timely volume brings together contributions on current empirical research and analysis of emerging trends that focus on improving the quality of education through better policy and practice particularly for those who need improved learning at the bottom of the pyramid LBOP This volume brings together academic research experts government officials and field based practitioners National and global experts present multiple broad thematic papers ranging from the effects of migration and improving teaching to the potential of educational technologies and better metrics for understanding and financing education In addition local experts practitioners and policymakers describe their own work on LBOP issues being undertaken in Kenya India Mexico and Ivory Coast The contributors argue persuasively that learning equity is a moral imperative but also one that will have educational economic and social impacts They further outline how achieving SDG4 will take renewed and persistent effort by stakeholders to use better measurement tools to promote learning achievement among poor and marginalized children This volume builds on the second international conference on Learning at the Bottom of the Pyramid LBOP2 It will be an indispensable resource for policymakers researchers and government thinktanks and local experts as well as any readers interested in the implementation of learning equity across the globe The first volume Learning at the Bottom of the Pyramid LBOP1 may be obtained at <http://www.iiep.unesco.org/en/learning-bottom-pyramid> 4608

Facing Forward Sajitha Bashir, Marlaine Lockheed, Elizabeth Ninan, Jee-Peng Tan, 2018-09-20 *Facing Forward* lays out a range of policy and implementation actions that are needed for countries in Sub Saharan Africa to meet the challenge of improving learning while expanding access and completion of basic education for all The book underscores the importance of aligning the education system to be relentlessly focused on learning outcomes and to ensuring that all children have access to good schools good learning materials and good teachers It is unique in characterizing countries according to the challenges they faced in the 1990s and the educational progress they have made over the past 25 years allowing countries in the region to learn from each other The authors review the global literature and add to it by their extensive new analyses of multiple datasets from more than three dozen countries in the region they integrate findings about

what affects children's learning their access to schooling and progress through basic education The book draws lessons from the region and for the region about what works and what is needed to better implement what is known to have worked The book examines four areas to help countries better align their systems to improve learning 1 completing the unfinished agenda of reaching universal basic education with quality 2 ensuring effective management and support of teachers 3 targeting spending priorities and budget processes on improving quality and 4 closing the institutional capacity gap It concludes with an assessment of how future educational progress may be affected by projected fertility rates and economic growth

Expanding Job Opportunities in Ghana Maddalena Honorati, Sara Johansson de Silva, 2016-10-24 Ghana was until very recently a success story in Africa achieving high and sustained growth and impressive poverty reduction However Ghana is now facing major challenges in diversifying its economy sustaining growth and making it more inclusive Most of the new jobs that have been created in the past decade have been in low earning low productivity trade services Macroeconomic instability limited diversification and growing inequities in Ghana's labor markets make it harder for the economy to create more jobs and particularly better jobs Employment needs to expand in both urban areas which will continue to grow rapidly and rural areas where poverty is still concentrated The current fiscal and economic crisis is heightening the need for urgent reforms but limiting the room for maneuver and increasing pressure for a careful prioritization of policy actions Going forward Ghana will need to consider an integrated jobs strategy that addresses barriers to the business climate deficiencies in skills lack of competitiveness of job creating sectors problems with labor mobility and the need for comprehensive labor market regulation Ghana needs to diversify its economy through gains in productivity in sectors like agribusiness transport construction energy and information and communications technology ICT services Productivity needs to be increased also in agriculture in order to increase the earnings potential for the many poor who still work there In particular Ghana's youth and women need help in connecting to these jobs through relevant skills development and services that target gaps in information about job opportunities Even with significant effort most of Ghana's population will continue to work in jobs characterized by low and fluctuating earnings for the foreseeable future however and they will need social safety nets that help them manage vulnerability to income shortfalls More productive and inclusive jobs will help Ghana move to a second phase of structural transformation and develop into a modern middle income economy

Child Development in Africa: Views From Inside Serpell, Kofi Marfo, 2014-12-19 In this volume African scholars engaged in research on the continent reflect on their recent and ongoing empirical studies They discuss the strengths and limitations of research methods theories and interventions designed outside Africa to spur innovative research on the continent And they explore how insights from African philosophical theoretical and empirical work can be combined with exogenous forms of knowledge to generate understanding of the processes of African children's development in ways that are responsive to local contexts and meaningful for indigenous stakeholders A new field of African child development research is emerging in African societies focusing on children as valued

and vulnerable members of society and potential civic leaders of the future. Systematic inquiries are now designed to enhance our understanding of how African children think to discover effective ways of communicating with them and to inform successful strategies of promoting their health education and preparation for adult responsibilities in society. This is the 146th volume in this Jossey Bass series *New Directions for Child and Adolescent Development*. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area. Each volume focuses on a specific new direction or research topic and is edited by experts from that field. *Youth and changing realities* Ahmimed,

Charaf, 2019-10-04 *Facing Forward (FRENCH)* Sajitha Bashir, Marlaine Lockheed, Elizabeth Ninan, Jee-Peng Tan, 2019-04-01 This book lays out a range of policy and implementation actions that are needed for countries in sub-Saharan Africa to meet the challenge of improving learning while expanding access and completion of basic education for all.

Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines. In addition, this comprehensive resource features school psychology, neuropsychology, reviews of new tests and curricula that have been developed since publication of the second edition in 1999, and new biographies of important figures in special education. Unique in focus, the Encyclopedia of Special Education Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field.

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