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Out-of-School Youth in Developing Countries: What the data do (and do not) tell us

Educational Quality
Improvement Program 3

Engaging and Preparing
Youth for Work, Civil Society,
and Family Life



Out-of-School Youth in Developing Countries

What the data do (and do not) tell us

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Preface

The following report presents an analysis of existing data profiling the status of out-of-school youth in developing countries. The report points out the value and limitations of an existing data set—the Demographic and Health Surveys—administered in 75 countries every five years since 1984.

Profiles of Out-of-School Youth in Developing Countries was prepared under the EQUIP3 Leader Award Contract No. GDG-A-00-03-00010-00. EQUIP3 offers technical assistance, training, networking, advocacy, and project design and implementation services that provide youth with opportunities to develop and improve their quality of life. EQUIP3 staff conduct research and information collection on out-of-school youth projects and policies, identify promising practices for integrating youth into development activities, and maintain databases of projects and policies. The USAID EGAT/ED/AOTR contact is Clare Ignatowski, who can be reached at cignatowski@usaid.com.

This report was prepared by a team of EDC staff and consultants: Caroline Fawcett, Ash Hartwell, Ron Israel, and Raldy Laguiles. Editing and design work was provided by Ann Hershkowitz, Nancy Meaker, Erin Murray, and EDC's Creative Services team. The initial findings were presented at the EGAT/ED Conference in August 2009. The team is grateful for the comments and guidance provided by Clare Ignatowski and other members of the EGAT/ED team. Also, we would like to thank the EDSTAT team, under the leadership of Robin Horn at the World Bank, who generated the world map of out-of-school youth.

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List of Acronyms

DHS	Demographic and Health Surveys
EFA	Education for All
EQUIP3	Education Quality Improvement Program 3
GDP	Gross Domestic Product
HIPC	Highly Indebted Poorest Country
ILO	International Labour Organization
LAC	Latin America and Caribbean
MICS	Multiple Indicator Cluster Survey
SSA	Sub-Saharan Africa
UCW	Understanding Children's Work
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

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Section 1: Introduction and Summary

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Youth ages 15 to 24 are an important and highly vulnerable part of the human resource base in developing countries. Demographic shifts in many developing countries have increased the proportion of youth as a percentage of the total population. In many Middle Eastern and African countries that have experienced this “youth bulge,” the combined cohort of children (under 15) and youth make up 50 percent or more of the population.

Youth are the future leaders, workers, and citizens of their nations. Yet in many developing countries, youth lack basic education, employment opportunities, and connectedness to civil society. They often have a negative sense of their future, and are at risk for participation in gangs, militias, trafficking groups, and extremist organizations. The assets of youth should be used to help their countries grow and prosper, but instead they often remain underused or are channeled into crime, violence, and other destructive activities.

Development planners lack a reliable base of information enabling them to report on the status of youth at a national or international level. This lack of data hinders efforts at the national level to develop better policies and programs addressing the needs of at-risk youth.

This report offers the first systematic analysis of out-of-school youth populations. In so doing, it estimates the youth bulge worldwide and measures key characteristics of out-of-school youth for sub-Saharan African (SSA) countries. In addition, as examples of how existing data can be used for analysis at the national and subnational levels, the report constructs country statistical profiles for out-of-school youth in Kenya and Ethiopia. These profiles examine indicators related to four sectoral dimensions of out-of-school status: education, employment, livelihood, and health. The analysis pays particular attention to age, gender, and urban versus rural status—all key factors that shape the lives of out-of-school youth. In addition, the study distinguishes patterns between and within countries, challenging the conventional wisdom that youth populations are a monolithic cohort. Understanding the differences as well as the similarities of youth is essential for effective youth policy and programming.

This report uses existing data from the Demographic and Health Surveys (DHS). The DHS, first commissioned in 1984, is the most important source of social sector data in developing countries. The DHS collects information on social sector indicators in 75 countries every five years. Its goal is to improve the collection and use of data by host countries for program monitoring and evaluation and policy decisions. This report provides insights into the usefulness of the DHS data in assessing out-of-school youth populations in developing countries.

The research for the report draws on two other important studies: Cynthia Lloyd and others' *Growing Up Global* (2005) and the UCW's (Understanding Children's Work) *School-to-Work Transitions in Sub-Saharan Africa* (2005).¹

Growing Up Global was a comprehensive research project that depicted the changing transitions of youth to adulthood, but without reference to out-of-school youth populations. This work measured these transitions using historical DHS data from the 1990s. Its findings concluded that age, education, gender, and poverty are the main variables driving the youth transition.

The UCW research—sponsored by the United Nations Children’s Fund (UNICEF), the International Labor Organization (ILO), and the World Bank—examined the school-to-work transition in Africa. Using a combination of data (DHS and ILO employment statistics), the study examined the time use patterns of youth ages 15 to 24 in SSA countries. The findings showed that a large percentage of young people never enter the education system (or drop out early).

Based on information from the DHS and other studies, our report adopts a cross-sectoral approach to the measurement of out-of-school youth populations and extends this analysis to 25 SSA countries. This research is the first of its kind, offering country statistical profiles of out-of-school youth populations that are consistent across countries.² Our analysis examines the interrelationships of age, gender, education, employment, and other variables in explaining out-of-school youth status. The cross-sectoral framework is organized under two main categories: (1) a cross-country comparison of youth age cohorts by education, age, and gender for 25 SSA countries; and (2) youth statistical profiles for Ethiopia and Kenya that measure the relationships between education, employment, health, and other variables in determining the status of out-of-school youth populations. This framework, which allows for greater comparisons between distinct groups of youth cohorts, is helpful in developing policy and programming strategies for out-of-school youth populations.

Several important questions guide this report:

- Which main countries and regions have large concentrations of youth populations, and does the United States Agency for International Development (USAID) give priority to these countries and populations?
- At the regional level, what can we learn about the main demographic and educational characteristics of out-of-school youth, and what are the policy and programming implications for these populations?
- At the country level, what are the key questions concerning out-of-school youth that policymakers and development agencies must consider? To what extent are these issues cross-sectoral in nature?
- What are the recommended next steps based on these findings? Do existing data provide adequate information on out-of-school youth that can help inform the design of youth policies and programs? What other surveys and analyses are needed to capture the dynamics of out-of-school populations?

Our report is divided into five sections. Section 1 is this introduction and summary. Section 2 provides an overview of youth populations worldwide. Section 3 analyzes out-of-school youth populations in 25 SSA countries according

to the main education, age, and gender differences among youth in those countries. Section 4 constructs a more detailed profile of youth in specific countries, using Ethiopia and Kenya as examples. It analyzes what is known about the relationship between education, employment, health, and socioeconomic status among youth at national and subnational levels. Section 5 explores the next steps for research on out-of-school youth based on the main findings of the report.

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Section 2: Worldwide Comparisons of Youth Populations

Section 2: Worldwide Comparisons of Youth Populations

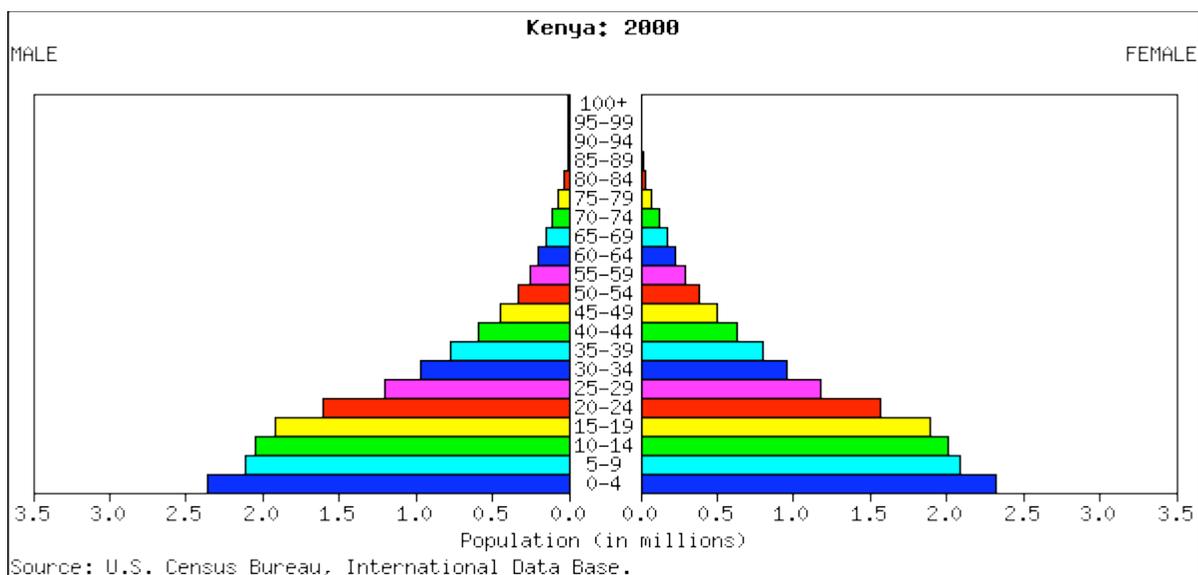
Which main countries and regions have large concentrations of youth populations, and does USAID give priority to these countries and populations?

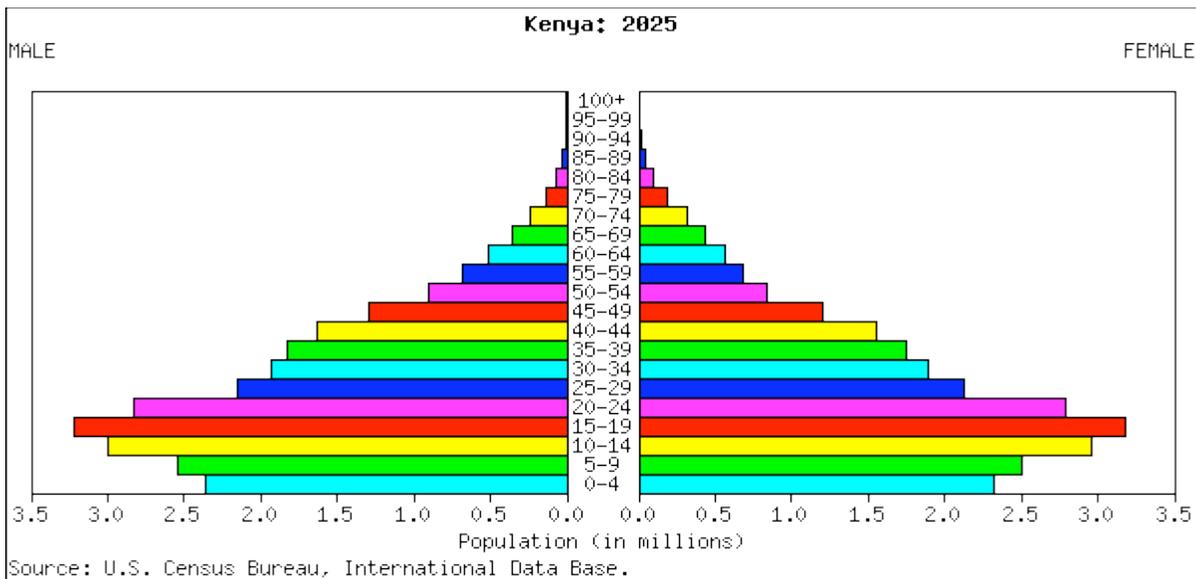
This section provides an overview of the worldwide demographic trend toward a youth bulge. When fertility rates start to decline in developing countries, the percentage of youth in relation to children and other adults in the population grows. This demographic transition to a youth bulge is now under way in many developing countries. Worldwide demographic patterns show large percentages of youth in relation to the total population now and in the near future, mostly in SSA countries.

What exactly causes the youth bulge?

The youth bulge is a natural outcome of demographic change in developing countries. With improved health and nutrition, developing countries have lower infant mortality and death rates. At the same time, high fertility and birthrates continue, resulting in larger percentages of children and youth in the population. When populations have access to education and move to urban areas, however, the high fertility and birthrates gradually begin to decrease. The net result is that the youth bulge lasts only for a generation. These demographic stages are well established in most developing countries (see figure 2.1).

Figure 2.1: Population Pyramid, Kenya: 2000 and 2025





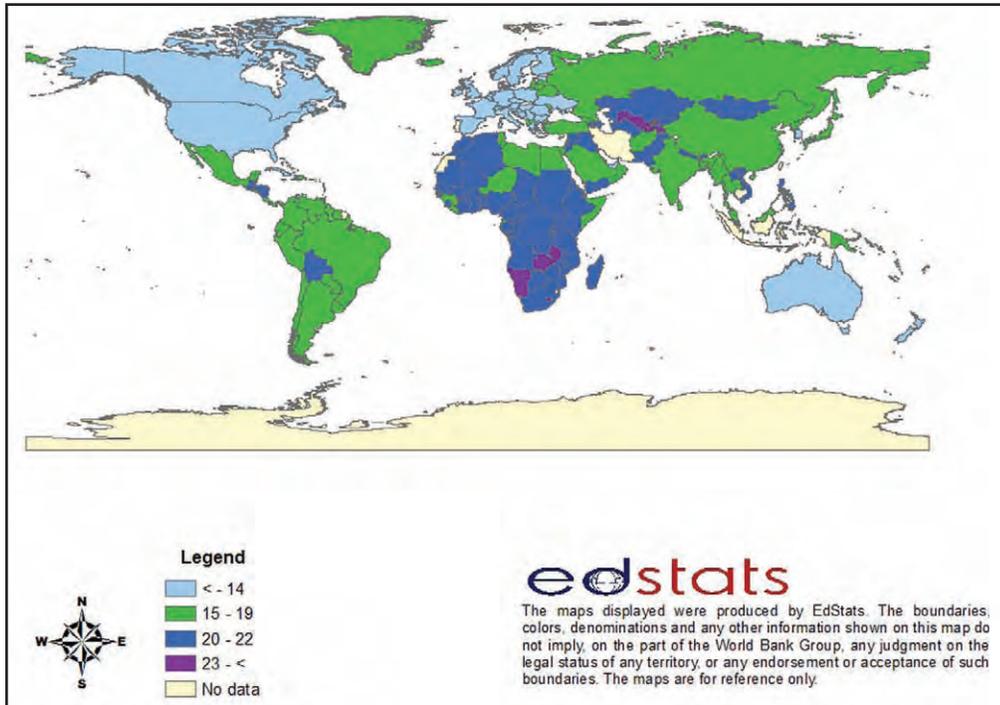
Kenya is a good example of this demographic transition. As shown in the population pyramid in figure 2.1, in 2000, Kenya's population had a high concentration of children and youth, reflecting the expansionary stage of demographic development (high birthrates and decreases in infant mortality). By 2025, a decrease in the birthrate will reduce the percentage of children and youth in the population, causing a youth bulge reflecting youth as the largest percentage of the population. Populations in which youth constitute more than 20 percent of the total population are classified as "youth bulge countries."³ The next section presents estimates of youth populations worldwide.

Where are the largest youth bulges worldwide?

The last two decades have witnessed a significant demographic transition in youth populations. Of the 1.5 billion youth between the ages of 15 and 24 worldwide, approximately 1.3 billion live in developing countries.⁴ Of these, a large proportion come from SSA, South Asian, and Middle Eastern countries. These countries are now undergoing rapid demographic change, and their youth populations will peak in the next decade. Yet the youth bulge will continue for the next 20 years in all SSA countries, as well as in the key USAID populations of Afghanistan, Iraq, the West Bank and Gaza, and the Republic of Yemen. Youth can be a main driver of economic growth in these areas. Research has shown that for East Asia, human capital investment in youth populations explained its significantly higher economic growth over that of other regions. Yet the window of opportunity closes as these large youth populations age, and the human capital opportunity is easily missed.⁵

Figure 2.2 presents the youth population as a percentage of total population by country for 2009. (See appendix 2 for the statistical data of youth populations.)

Figure 2.2: Youth Population (Ages 15 to 24) Worldwide, 2009 (percentage of total population)



Source: UN Population Estimates, United Nations, 2009. World Map created by EDSTAT of the World Bank as part of an USAID-EQUIP3 partnership with the EDSTAT/World Bank.

Four main levels can be distinguished:

- **Extreme: 23 percent or greater.** The countries with the highest proportions of youth in the population are Cambodia, Grenada, Iran, Maldives, Tonga, Lesotho, and Swaziland. These countries reflect several key trends in countries with large youth populations, such as island economies or less developed countries.
- **High: 20–22 percent.** Most developing countries fall within this category of youth bulge. Countries such as Pakistan and Iraq have youth populations around 20 percent of the total population. In most countries in Africa, the youth population constitutes a large percentage of the total population, and projections estimate that these proportions will swell in the next 30 years. Island countries such as Haiti, Jamaica, the Solomon Islands, and Vanuatu are experiencing sharp increases in their youth populations. A few countries in Central and South America, such as Belize, Honduras, and Bolivia, continue to have large percentages of youth in their populations.
- **Moderate: 15–19 percent.** Most moderately developed countries have more moderate youth bulges, largely reflecting lower fertility and mortality rates. East Asia, China, and much of Latin America fall into this moderate range of demographic transition. Less developed countries—for example, Afghanistan and African countries such as Sierra Leone, Burkina Faso, Angola, Mali, Djibouti, Eritrea, and Ethiopia—continue to have higher rates of fertility, so the trend toward a youth bulge has not yet appeared.

- **Low: less than 14 percent.** Most developed countries have smaller youth populations, estimated at 11 to 14 percent of their total population. Youth represent a significantly lower percentage of the total populations of eastern European countries—Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Macedonia, Serbia and Montenegro, and Romania—in line with demographic trends in Western Europe. The main challenge these countries face is the limited supply of their youth and future workforce because of a dramatic decline in birthrates.

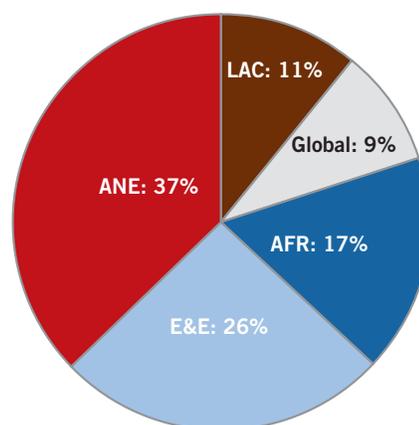
These demographic shifts in youth populations show several key trends. First, the youth bulge is a demographic trend in specific regions and countries, with the highest percentages of youth occurring in most of Africa, select countries in Asia and the Middle East, and island countries. Second, many countries with more moderate-sized youth populations today will experience this demographic transition in the next two decades. Finally, Eastern Europe faces a different concern, that of low youth populations, which presents many employment and productivity challenges for these countries.

Has USAID provided funding to address the challenge of the youth bulge?

The worldwide statistics of youth populations clearly show the youth bulge “hot spots,” and the situation in countries with extremely large youth populations needs to be urgently addressed. As illustrated in figure 2.2, most of Africa, select countries in Asia and the Middle East, and island countries are now witnessing high rates of youth population growth. Important USAID target populations such as those in Iraq, Pakistan, and the West Bank and Gaza are among them. Also, many other USAID-financed countries will experience this demographic transition in the next two decades. For example, Afghanistan and many countries in Africa are poised to have populations with large youth bulges in the coming decades.

The 2006–2008 funding of youth projects has not yet aligned with these priorities for countries experiencing youth bulges. As seen in figure 2.3, only 17 percent of USAID youth workforce development projects have been directed to Africa (for example, Liberia and Sudan). The highest funding priority has been the Asia and Near East region, with large operations in Afghanistan, Pakistan, the Aceh region in Indonesia, and the Mindanao region in the Philippines. Most Latin America and Caribbean (LAC) projects fund gang and other at-risk youth projects in Haiti, Honduras, and El Salvador. Yet 2009 operations have increased funding for out-of-school youth populations in SSA countries, including Somalia, Yemen, and Kenya. These data show the need to revisit youth policy priorities, particularly in Africa, given the current and future demographic trends.

Figure 2.3: Workforce Development Programming by Number of Participating Missions (FY06–FY08)



Source: USAID (2009) *Workforce Development Programming along the Educational Spectrum*. USAID Education Issues Paper. Washington D.C.



**Section 3: Regional Comparisons of
Youth Populations in Sub-Saharan Africa**

Section 3: Regional Comparisons of Youth Populations in Sub-Saharan Africa

At the regional level, what can we learn about the main demographic and educational characteristics of out-of-school youth, and what are the policy and programming implications for these populations?

Where is the largest youth bulge in the world?

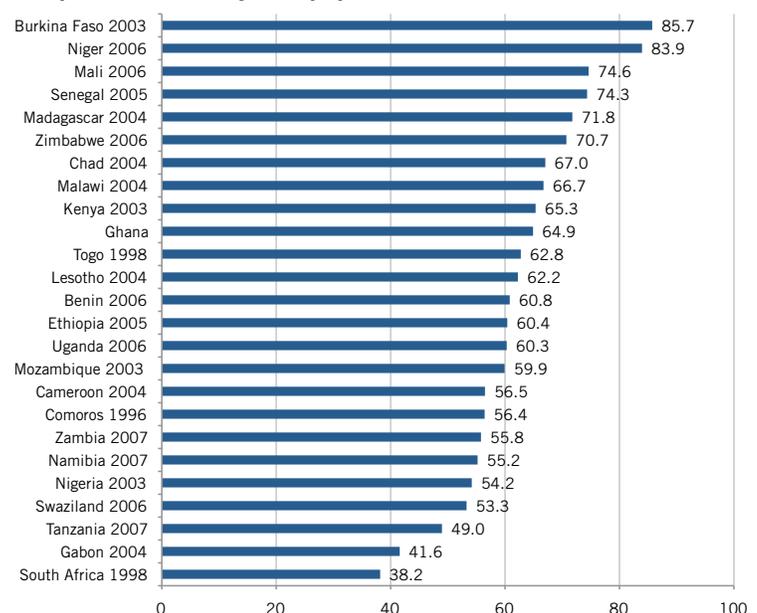
Sub-Saharan Africa (SSA) countries have the highest youth populations in the world, and they are growing rapidly. SSA youth face enormous challenges: high rates of underemployment and weak economies, low rates of literacy and schooling, and extreme poverty. And for most youth, these challenges will continue, as the percentage of youth in the total population is estimated to grow rapidly for the next 30 years. Yet as past research reveals, youth are not one monolithic group. This section analyzes the main differences among youth by education, age, and gender in 25 SSA countries. It uses the DHS data to give each country a youth profile based on age, education, and gender and then examines the main characteristics that influence out-of-school youth status (see appendix 2).⁶ The following paragraphs summarize the findings of these profiles and discuss some of the main trends that influence policy and programming for youth in this region.

What is the education status of youth in SSA countries?

Most youth in Sub-Saharan Africa are out-of-school. Figure 3.1 shows the general trend throughout the region. For many countries, the percentage of out-of-school youth is extremely high. Niger and Burkina Faso have the highest rates of out-of-school youth rates, well over 80 percent. Other countries, such as Mali, Senegal, Madagascar, and Zimbabwe experience high rates of out-of-school youth, at 70 percent or higher.

Eight of the SSA countries have high concentrations of out-of-school youth, representing 60-70 percent of the total

Figure 3.1: Out-of-School Youth (15–24) in SSA Countries (as a percent of total youth population)



youth population. Included in this group are Chad, Malawi, Kenya, Ghana, Togo, Lesotho, Benin, Ethiopia, and Uganda. Surprisingly, Swaziland, a country with an extremely high percentage of youth, only has fifty percent of these youth out-of-school. The SSA countries with the lowest percentages of out-of-school youth population are Gabon, South Africa and Tanzania; in these countries, the out-of-school youth population is 40-50 percent.

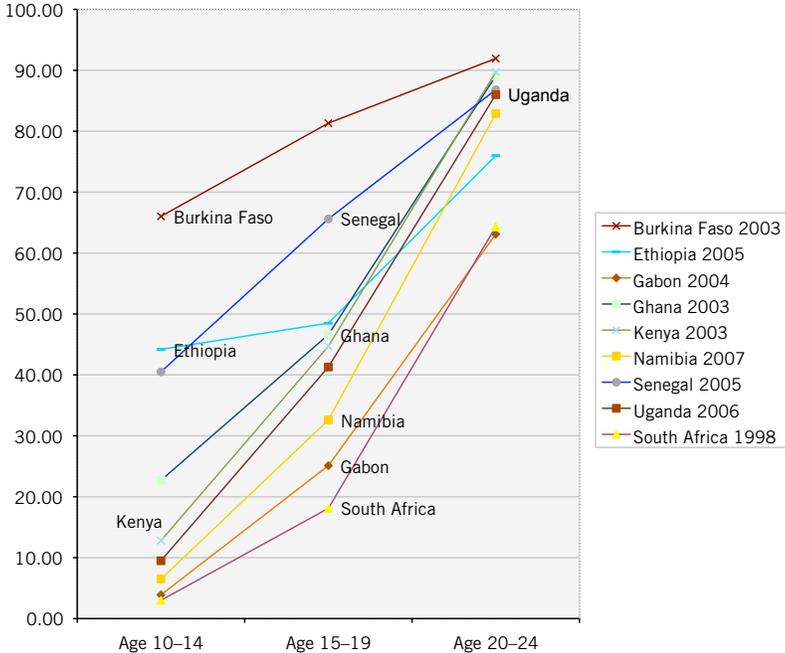
What role does age play in determining out-of-school youth status?

Age is an important factor in the out-of-school status of youth. As figure 3.2 shows, the older the youth in SSA countries, the greater the percentage who are out of school. The figure groups youth into three age categories (10 to 14, 15 to 19, and 20 to 24) and shows the percentage of out-of-school youth within each age cohort.

The youngest cohort, ages 10 to 14, has the smallest percentage of out-of-school youth populations in SSA countries. Conversely, the oldest age cohort, ages 20 to 24, has the largest percentage of out-of-school youth. This trend is expected and is consistent with worldwide norms.

Most surprising are the wide variations within the cohort populations from one SSA country to another. Figure 3.2 highlights this country variation for 9 SSA countries in three age groups. For example, for the youngest age cohort, South Africa reports only 3 percent as out of school, reflecting its high rates of in-school youth populations. Gabon, Namibia, and Uganda also have small out-of-school populations in this age cohort. Yet 18 of the 25 countries surveyed have out-of-school populations of 20 percent or greater for this age cohort. Burkina Faso, Ethiopia, Mali, and Senegal have rates higher than 40 percent. In these countries, the youngest out-of-school cohort has little access to the education system and extremely low levels of education. It is estimated that three out of every four out-of-school SSA youth ages 10 to 14 have no education (see statistical data in appendix 2).

Figure 3.2: Out-of-School Youth by Age Cohort (as a percentage of total youth cohort population)



Source: DHS data for 25 SSA countries

For older youth, out-of-school rates are even higher. Consistent with our earlier findings, for the cohort ages 15 to 19, Burkina Faso has the highest percentage of out-of-school youth (83 percent), and South Africa has the lowest (18 percent). Youth ages 20 to 24 are largely out of school, with the average for the 25 SSA countries ranging between

75 and 85 percent. In short, the largest differences in out-of-school youth populations for the SSA countries occur among the youngest age cohort (10 to 14). Large variation by country continues until the oldest age cohort (20 to 24), when youth overwhelmingly leave education to join the workforce.

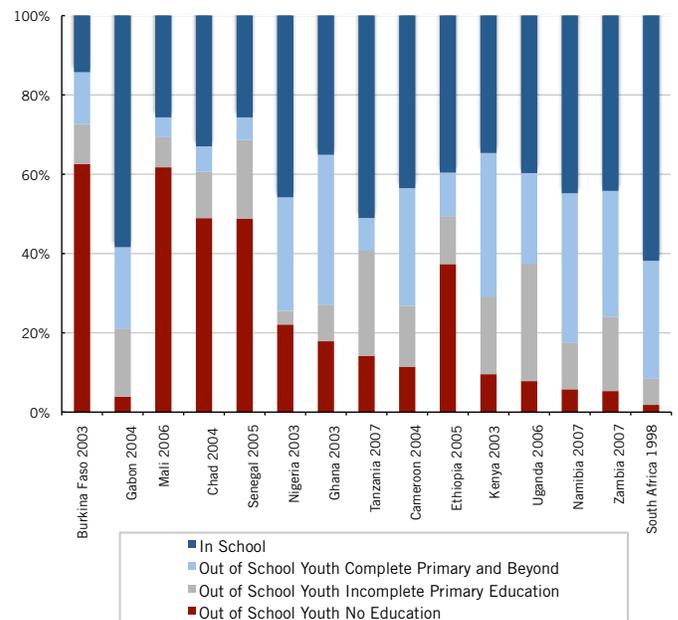
Policy and Programming Findings

Significant variation by country shows the need for a variety of programs and policies for youth, finely tuned to the age composition of the youth cohort. The youngest group's needs differ greatly from those of older youth, depending on size, age, education, geographic location, health, marriage status, housing, and a myriad of other factors. These results show that out-of-school youth ages 10 to 14 are the most marginalized population, with large percentages never having had access to primary education. Few donor programs target these particular youth, who have not dropped out of primary education but rather have never attended school at all. There is an urgent need to study and examine this younger group, which is neither enrolled in in-school programs nor given the opportunity to participate in out-of-school youth programs aimed at 15 to 24 year olds.

Do out-of-school youth achieve EFA goals in SSA?

One of the main goals of Education for All (EFA) is to ensure primary education completion. As estimated using the DHS data, the education profile of out-of-school youth is calculated for various age cohorts. Figure 3.3 presents the education status of youth ages 15 to 24 in select SSA countries. The red and gray sections of the bars represent the youth populations with incomplete or no education; the light blue bars indicate out-of-school youth who have completed primary education and beyond; and the dark blue bars denote in-school youth populations. For example, in Kenya, 65 percent of youth are out of school, while 35 percent are in school. Within the out-of-school youth populations, 9.6 percent have no education; 19.6 percent have not completed primary education; and 36.2 percent have completed primary education or beyond.

Figure 3.3: Education Status of Youth Ages 15–24 in Select SSA Countries (as a percentage of total youth population)



Source: DHS data for 15 SSA countries.

In 19 SSA countries, more than 50 percent of the out-of-school youth populations do not meet EFA basic education goals. Some countries—among them Burkina Faso, Chad, Mali, and Senegal—have shockingly high percentages of out-of-school youth with no education. Other countries, such as Nigeria, have smaller percentages of out-of-school youth; yet those who are out of school have little primary education. Better-performing countries, such as Cameroon, Gabon, Ghana, Kenya, Namibia, Nigeria, South Africa, Swaziland, Zambia, and Zimbabwe, have significant percentages of out-of-school youth who have completed primary education or beyond. Thus, there is a great divide within SSA countries: in about one-third of them, youth have completed primary education; the remaining countries have yet to realize this important milestone.

Policy and Programming Findings

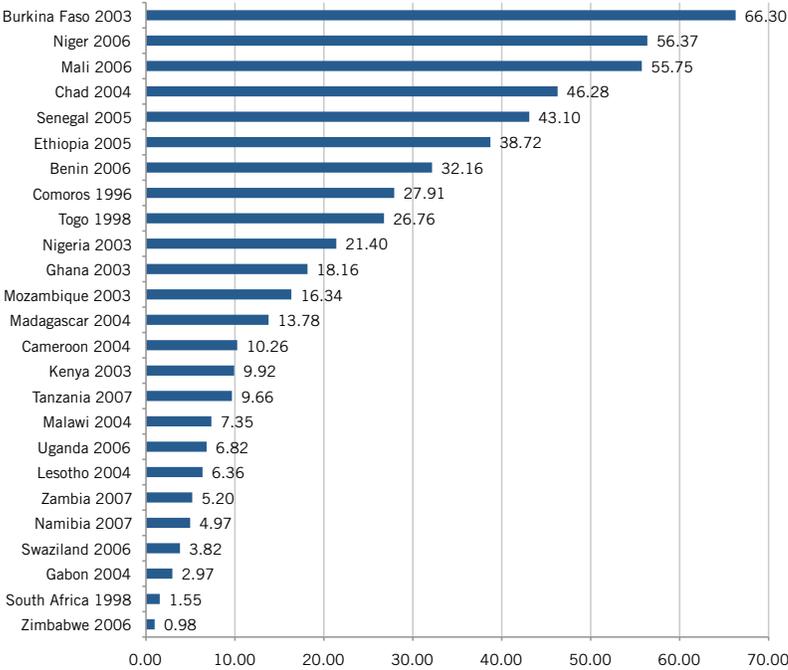
These results have implications for the EFA policies and programs of many SSA countries. About half of the countries are achieving EFA goals for out-of-school youth, whereas others remain well behind. Also, these results offer only national averages of education status and do not distinguish by geographic location or poverty levels. Clearly, the results constitute a large red flag regarding the issue of educating out-of-school youth, one that must be examined during the assessment stage of strategy and program design.

Do out-of-school youth have a primary education?

A major statistical finding is that many out-of-school SSA youth have no education at all. As figure 3.4 shows, more than 40 percent of out-of-school youth have no education whatsoever; Benin, Burkina Faso, Chad, Mali, Niger, and Senegal have high percentages of youth in this situation.

Even in countries such as Ghana and Nigeria, 20 percent of out-of-school youth lack any education whatsoever. These findings point to the ongoing challenge of access to education for all youth in SSA countries. The following sections of this report examine the high proportions of out-of-school youth with no education. As the evidence will show, these results hold firm for younger and older age cohorts alike.

Figure 3.4: Out-of-School Youth with No Education Sub Saharan Africa, Ages 15–24 (as percentage of total youth population)



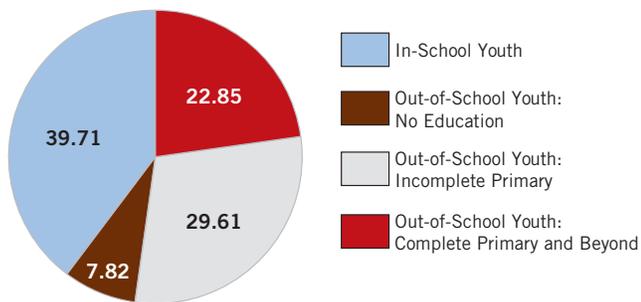
Source: DHS data for 25 SSA countries.

Are primary education dropouts a significant population?

Primary education dropouts represent those out-of-school youth with incomplete primary education. Several SSA countries have a significant percentage of out-of-school youth who have dropped out of school. The primary dropout population refers to students who have been enrolled in school but never finished their primary education.⁷ This group is distinct from out-of-school youth who never enrolled in schools (see statistical data in appendix 2). In Lesotho, Madagascar, Malawi, Mozambique, Togo, and Uganda, 20 percent or more of out-of-school youth (ages 15–19) have dropped out of primary school. These countries have experienced rapid enrollment in primary education in the last decade, yet with the consequence of increased primary dropout rates. For older out-of-school youth (ages 20–25), the primary dropout rates are higher, largely reflecting the changes in enrollment trends.

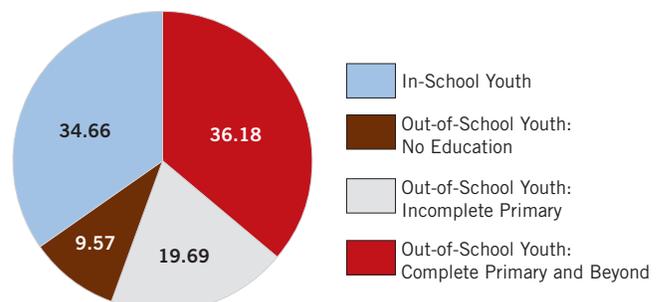
Uganda and Kenya are two good examples. Both countries have significant out-of-school youth populations (ages 15–24 years) with incomplete primary education. In Uganda, the proportion is almost one-third (see figure 3.5). Kenya's dropout population is smaller—around 20 percent of out-of-school youth have incomplete primary education (see figure 3.6).

Figure 3.5: Education Status of Youth Ages 15–24—Uganda (as percentage of total youth population)



Source: DHS data for Uganda (2006)

Figure 3.6: Education Status of Youth Ages 15–24—Kenya (as percentage of total youth population)



Source: DHS data for Kenya (2003)

Policy and Programming Findings

These results show that access to education remains a significant challenge for many SSA countries. Affected youth urgently need second-chance programs offering alternative routes to basic education. Surprisingly, relatively few donor projects target out-of-school youth with little or no education.⁸ Most USAID and other donor programs work with students who have completed at least primary, and often secondary or tertiary, education. Vocational education usually requires basic literacy and numeracy; youth leadership programs are oriented to urban youth with complete secondary education; and competitiveness programs motivate youth to acquire technical skills in tertiary institutions.

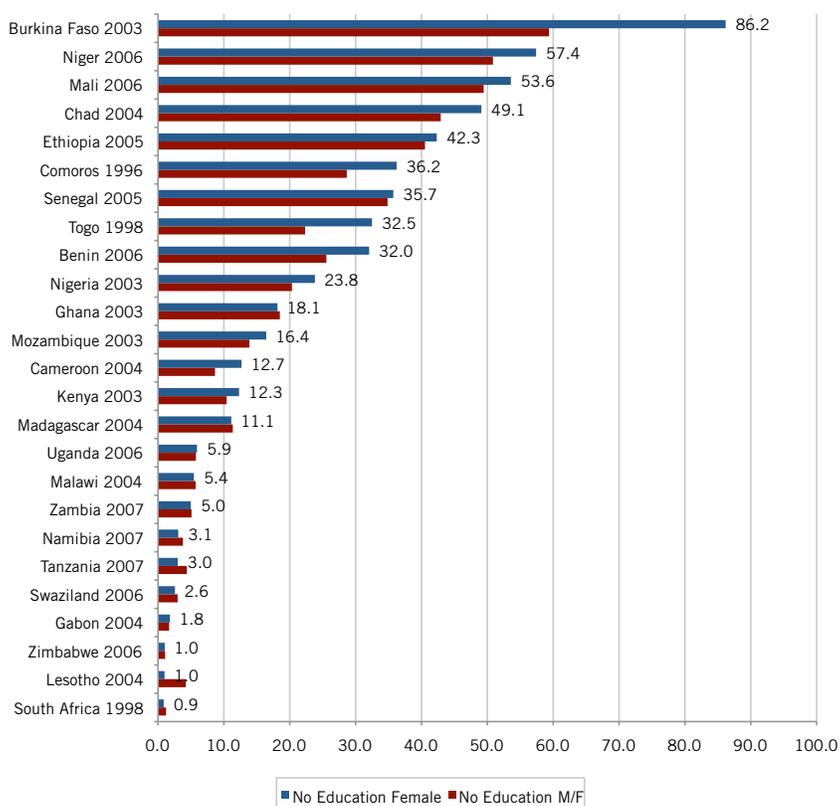
Youth with no education require another strategy altogether, from new curricula oriented to their low education level to outreach campaigns that promote youth access to social, health, and educational services. Existing models from moderately developed countries simply will not work for SSA youth with no or little education.

Is there a gender bias for out-of-school youth and education?

SSA countries have large populations of out-of-school, uneducated female youth. Figure 4.1 (section 4) shows the high percentage of female youth with no education in Ethiopia and Kenya. The numbers are staggering for countries with the lowest levels of education, such as Burkina Faso, Niger, and Mali. Additionally, Chad, Senegal, and Ethiopia have large numbers of out-of-school female youth with little or no education, amounting to more than 40 percent of the entire youth population.

Yet only a small amount of gender bias exists, in that both male and female youth have similar patterns of education. As figure 3.7 (along with the statistical tables in appendix 2) shows, gender bias is extremely high in Burkina Faso but limited in the rest of the countries (from 5 to 8 percent). As appendix 2.3 also shows, the smallest variation by gender occurs for the youngest age cohort (10 to 14). The greatest gender variation occurs in the next age cohort (15 to 19). These data reflect the increasing participation of girls in primary education in SSA countries. Overall, the gender distribution by out-of-school status is fairly even, except in a few countries.

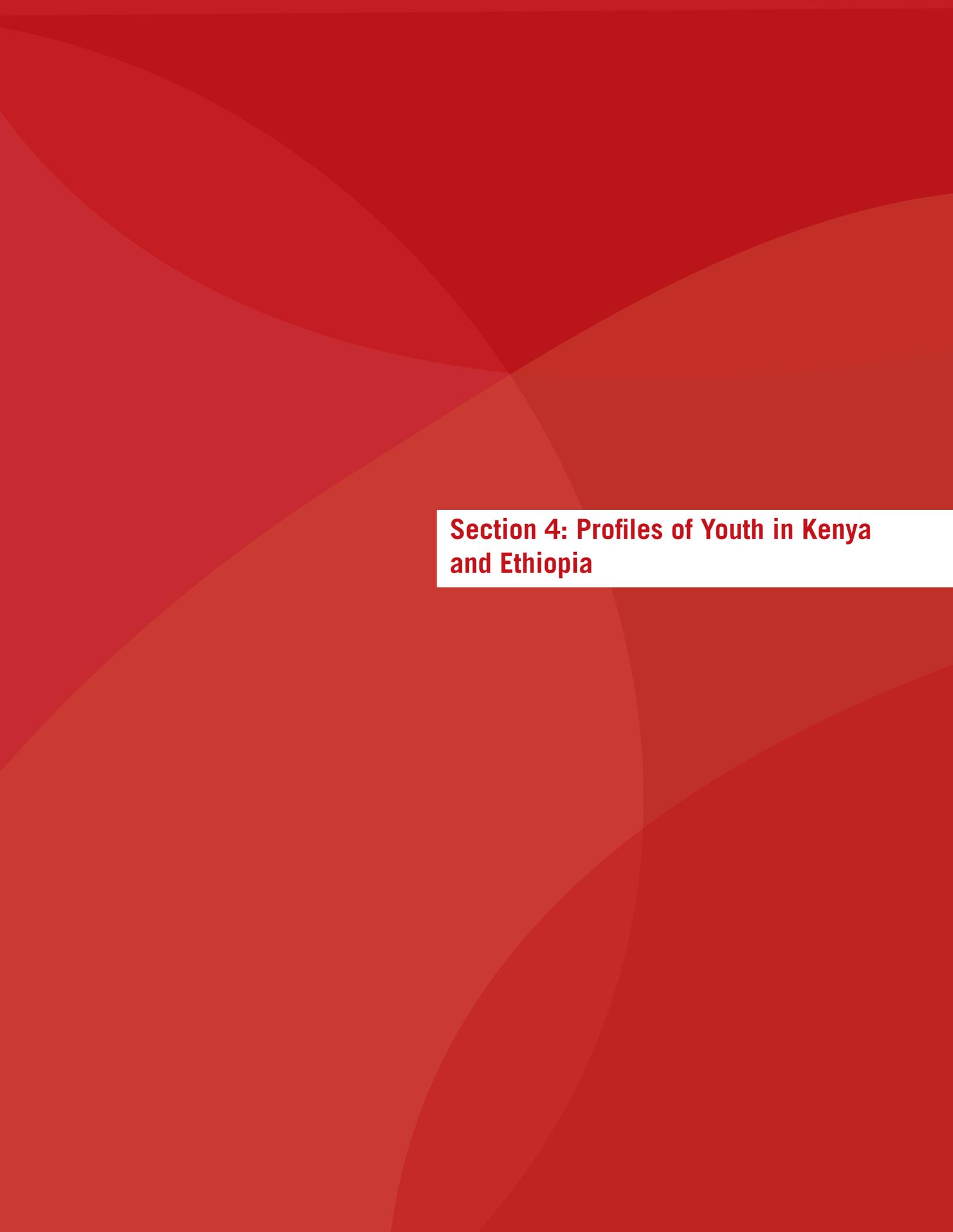
Figure 3.7: Out-of-School SSA Youth (ages 10–24) with No Education by Gender (as percentage of total cohort population)



Source: DHS data for 25 SSA countries.

Policy and Programming Findings

These results show the progress toward gender equality in primary education in most SSA countries. Yet most female SSA youth are out of school and out of work and face many health challenges. Gender issues must be understood through this cross-sectoral prism.



Section 4: Profiles of Youth in Kenya and Ethiopia

Section 4: Profiles of Youth in Kenya and Ethiopia

At the country level, what are the key questions concerning out-of-school youth that policymakers and development agencies must consider? To what extent are these issues cross-sectoral in nature?

This section moves the analysis from the cross-country comparisons presented in section 3, which provide insights for policy and program development for the entire SSA region, to an examination of out-of-school youth in specific countries. The two countries of Ethiopia and Kenya, which reflect quite different socioeconomic contexts and conditions, highlight the power of the analysis.⁹

Three main issues arise with regard to out-of-school youth: their education attainment, their work experience, and their health status. Within each of these areas, we pose specific questions related to gender and location (rural versus urban) and look at the interrelationship between these variables from a cross-sectoral perspective.

The questions that inform this section are presented in the chart below, organized by these three domains of education, work, and health.

Youth Policy and Programs: Key Questions at Country Level By Age Group, Gender, and Urban Versus Rural Location
Youth: Education Status and Attainment <ul style="list-style-type: none">• What proportion of youth are still enrolled in full-time formal education?• For those who have left school, what level of education have they achieved?• How is education attainment linked to age group, gender, and urban versus rural location?• What level of literacy have youth achieved?• What access do they have to public information and media?
Out-of-School Youth: Livelihood and Work <ul style="list-style-type: none">• What proportion of out-of-school youth are working?• What type of work do they do?• Is this work part-time or seasonal?• Are youth paid for their work, or do they receive in-kind remuneration?
Out-of-School Youth: Health Status <ul style="list-style-type: none">• What proportion of youth know how to prevent HIV/AIDS?• What proportion of women under 24 have children, and what proportion of these mothers have given birth before the age of 16?

The section goes on to explore the explanatory and analytical potential of DHS household data to create a Country Youth Profile based on the answers to these questions. While it is evident that the DHS cannot provide an in-depth analysis of each of these dimensions, it does offer a useful national overview, allowing a look at the relationships between these elements. The contrasting cases of Ethiopia and Kenya offer a way to explore this potential and provide an overview and analysis based on the information available.¹⁰ These two countries represent very different socioeconomic environments—Ethiopia has only half of Kenya’s gross domestic product (GDP) per capita, a much larger traditional agricultural sector, and a much smaller modern economy. The analysis contrasts the differing status of youth in each country according to the key elements of education, work, and health.

Below we present a comparative overview of each country’s population, urban concentration, life expectancy, fertility rate, growth rate, population structure, GDP per capita, and world ranking for GDP per capita. The comparison also looks at three indicators of youth capacity: literacy,¹¹ average number of years of schooling, and ownership of a mobile phone.¹² Next, we compare the education attainment and literacy levels of those who have left school and their exposure to media. The section goes on to examine youth work experience: the proportion of youth who are working; the nature of their work; whether they are paid wages or receive in-kind remuneration; and, for those in agriculture, the percentage who are working on family land.¹³ Since education is widely considered a gateway to productive work and employment, we then explore the relationship between education attainment and work status. The fourth part of the section looks at youth health status through two indicators of the most prevalent threats to youth health and well-being: the proportion of youth who know ways to prevent HIV/AIDS, and the proportion of young women (ages 16 to 24) who have given birth before the age of 16.

Following this analysis of out-of-school youth in the two countries is a description of the multiple limitations of the DHS data in developing country youth profiles. In particular, national averages suppress the very large variations between youth in urban and rural areas, between youth in the lowest and the highest economic quintiles, and between youth in underserved and well-off regions. These disparities are a vital element in any country-level analysis, since they illustrate not only the gap between the poor and the relatively well-off but also the degree to which policies and programs should give priority to the most disadvantaged locations and individuals as a matter of social policy.

As this information and analysis can be developed for any country that has had a recent DHS, it provides a useful preliminary overview of the status of a country’s youth in relation to education, work, and health. The section concludes by noting some youth programming implications for each country, with the caveat that this kind of analysis is only a starting point; a deeper assessment is needed as a basis for a holistic approach to youth program development.¹⁴

Comparative Overview

Ethiopia’s economy is based on traditional agriculture, which accounts for almost half of GDP, 60 percent of exports, and 80 percent of total employment. The agricultural sector suffers from frequent drought and poor cultivation practices. Half the population is estimated to be below the poverty line. In 2001, Ethiopia qualified for debt relief

under HIPC (Highly Indebted Poorest Country). With a population growth rate of 3.2 percent and 46 percent of the population below the age of 15, Ethiopia has a high dependency ratio. Youth have a relatively low level of formal education, and the great majority are engaged in traditional rural agriculture. Ethiopia's principal challenge is to transform its traditional agricultural practices by introducing more productive farming methods and improving methods of planting, harvesting, processing, and marketing agricultural produce.

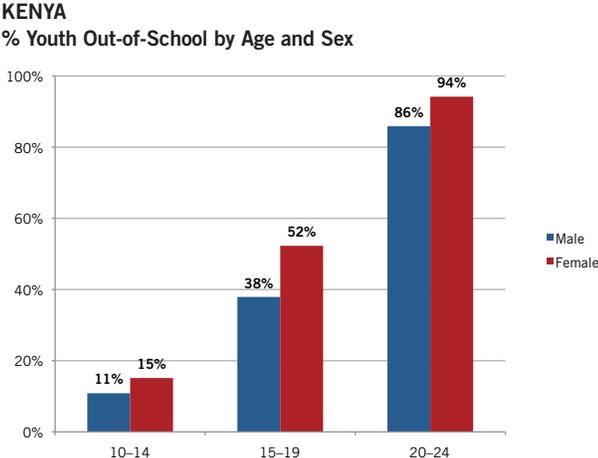
In marked contrast to Ethiopia, Kenya has long been a regional center for trade and finance in East Africa. It has a per capita GDP of \$1,600—twice that of Ethiopia—and its urban population, at 22 percent, is growing rapidly. One key indicator of Kenya's dynamic informal economy is the phenomenal growth of mobile phone use; the country has 16 million subscribers, more than 90 percent of the labor force. In contrast, there are only about 3 million mobile phone subscribers in Ethiopia, whose population is more than twice that of Kenya. However, Kenya has been hampered by corruption, civil conflict, and reliance upon several primary goods whose prices have remained low. Overall levels of education are high, while opportunities for gainful livelihood and steady employment are low. Youth are vulnerable to engagement in political conflict, drugs, and criminal activity.

Youth: Education Status and Attainment

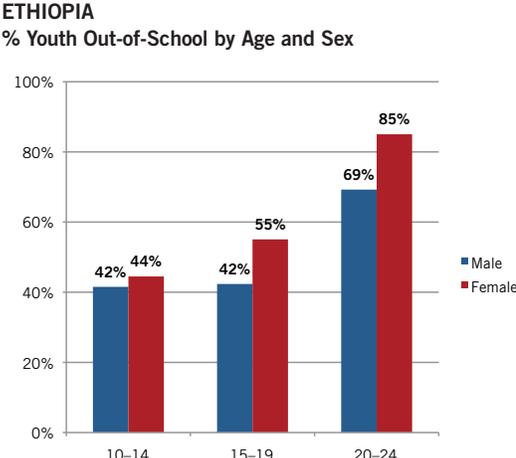
What proportion of youth are still enrolled in full-time formal education?

Figure 4.1 presents information on the percentage of youth who are out of school in three age cohorts: 10 to 14 years, 15 to 19 years, and 20 to 24 years. Ethiopia has a considerably higher proportion than Kenya of out-of-school youth in the youngest age group.¹⁵

Figure 4.1: Percentage of Out-of-School Youth by Age and Gender in Ethiopia and Kenya



Source: DHS data for Kenya (2003)



Source: DHS data for Ethiopia (2005)

Although Ethiopia has rapidly expanded its primary education system over the past 15 years, more than doubling the number of children and youth who have entered school, more than 40 percent of the country's youth are still out of school. The rapid expansion of enrollment in Ethiopia has led to a high proportion of over-age children and youth in primary school, including many pupils ages 15 to 19 and even some ages 20 to 24. This is the principal reason that the percentage of 15 to 19 year olds out of school in Ethiopia is only slightly higher than it is in Kenya; many of these Ethiopian youth are still in primary school. The problem facing Ethiopia is how to give a large number of 15 to 19 year olds access to further education or work opportunities beyond traditional agriculture as they leave primary school.

In addition, providing its children with access to basic education still represents a major challenge for Ethiopia. Just over 40 percent of both boys and girls ages 10 to 14 are out of school, and hardly any of these youth have ever even entered school. One sign of improvement in access to basic education in Ethiopia is the reduction in the gender gap, illustrated by the much higher proportion of girls out of school among 15 to 24 year olds than among 10 to 14 year olds.

Kenya's youth population is for the most part still in school, at least up to age 20, and most of those over the age of 15 are studying at the secondary level. Only 38 percent of males ages 15 to 19 are out of school.

The gaps in education opportunities within countries are even larger than the gaps between countries. While DHS data cannot provide detailed subnational analysis of out-of-school youth due to sample size, the difference between urban and rural locations provides an indicator of that gap.

Youth Not Attending School by Location				
	ETHIOPIA		KENYA	
	URBAN	RURAL	URBAN	RURAL
MALE	36%	55%	34%	66%
FEMALE	52%	75%	39%	61%
OVERALL	48%	69%	37%	64%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

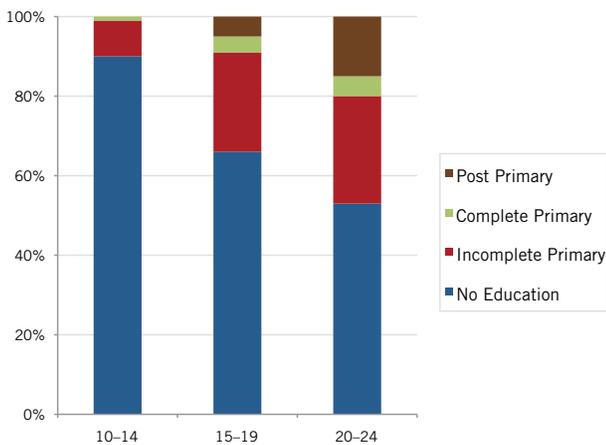
For those who have left school, what level of education have they achieved?

In Ethiopia, the great majority of out-of-school youth, both boys and girls, have never been to school. The challenge is therefore not so much school dropouts as youth who have never entered school.¹⁶ Among the 45 percent of youth ages 10 to 14 who are out of school, 90 percent or more have never enrolled. Access to education is thus the greatest problem. Those ages 15 to 24 have a higher level of education attainment, although the great majority (70 percent male and 87 percent female) did not complete primary school. Ethiopia still has a low level of secondary and higher education enrollment, with just 26 percent of males and 17 percent of females continuing beyond primary school.

Kenya presents a marked contrast, in that the great majority of 10 to 14 year olds (just under 90 percent) are still in school. The education attainment of out-of-school youth ages 15 to 24 indicates a far higher level of education than is the case in Ethiopia: 36 percent of Kenyan males and 33 percent of females in the oldest age cohort continue to post-primary education. At the level of higher education, the two countries are equivalent; in each case about 5 percent of out-of school youth ages 20 to 24 reach this level (see figures 4.2 and 4.3).

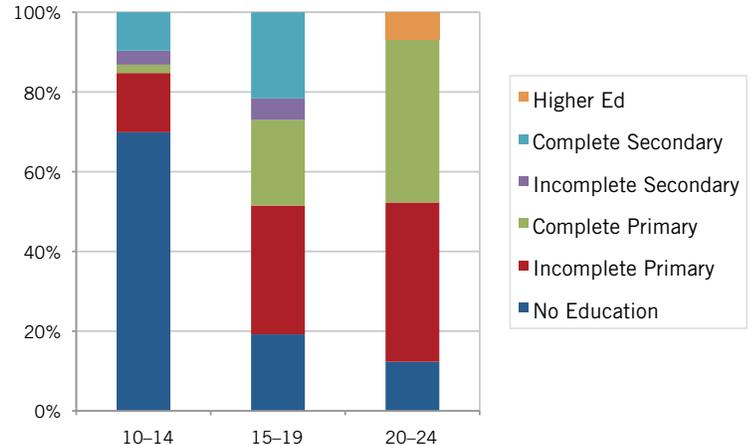
Figure 4.2: Levels of Education Attainment in Ethiopia and Kenya—Males

ETHIOPIA: Education Attainment Out-of-School Males



Source: DHS data for Ethiopia (2005)

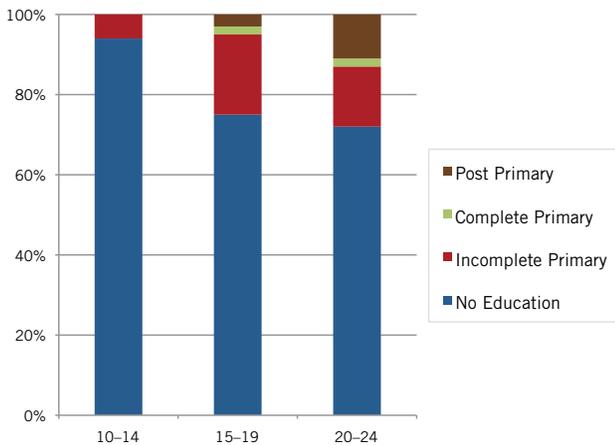
KENYA: Education Attainment Out-of-School Males



Source: DHS data for Kenya (2003)

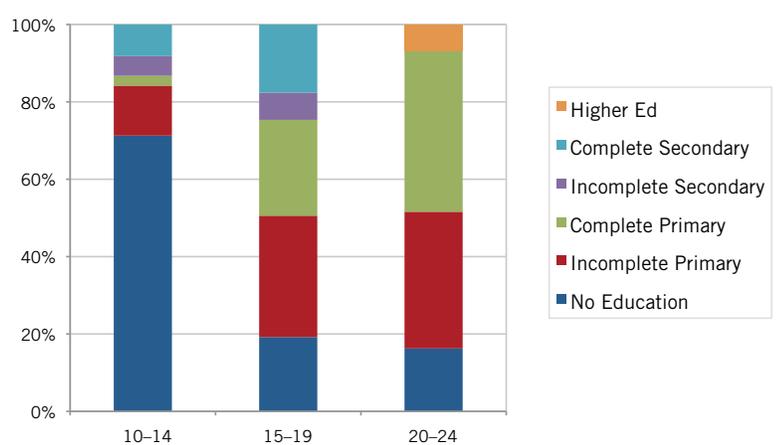
Figure 4.3: Levels of Education Attainment in Ethiopia and Kenya—Females

ETHIOPIA: Education Attainment Out-of-School Females



Source: DHS data for Ethiopia (2005)

KENYA: Education Attainment Out-of-School Females



Source: DHS data for Kenya (2003)

For this analysis, results are provided at a national level and broken down by age group and gender. It is important to recognize, however, that there are also significant variations between urban and rural areas, as well as between different regions. To illustrate, in Ethiopia's urban areas, only 4 percent of out-of-school youth have had no formal schooling, while in rural areas 33 percent have never been to school. In Kenya, 9 percent of female out-of-school urban youth have never been to school, while in rural areas twice that proportion, 18 percent, have not been to school.

Out-of-School Youth—Never in School or Primary Dropouts				
	ETHIOPIA		KENYA	
	URBAN	RURAL	URBAN	RURAL
MALE	17%	73%	29%	48%
FEMALE	38%	89%	29%	54%
OVERALL	33%	84%	29%	52%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

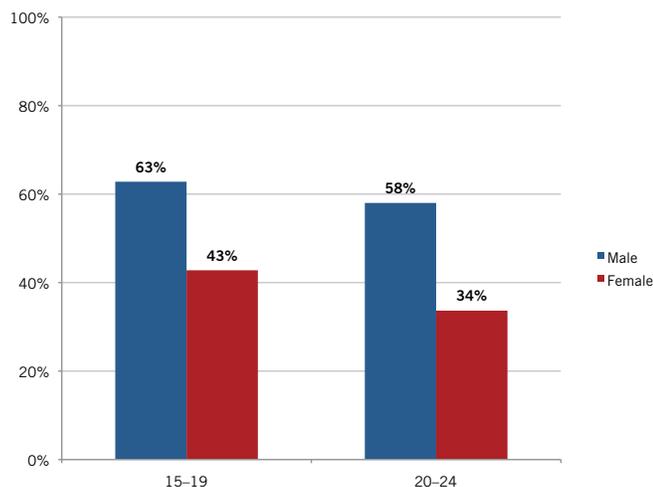
What levels of literacy have youth achieved?

Education attainment has until recently been used as a proxy for functional literacy, that is, the ability to read and write with understanding. The increasing use of literacy assessments for primary schooling in the developing world has revealed that in many countries children complete primary school without the ability to read and write with fluency.¹⁷ This situation is particularly problematic for countries with multiple languages, which use an international language as the medium of instruction in primary grades. In Ethiopia, each region determines the languages it will use as the medium of instruction in primary schools. In Kenya, Kiswahili is the lingua franca, used throughout the country in the lower grades of primary schools; the switch to English is made in upper primary grades. As functional literacy is increasingly recognized as a more important predictor of individual and social development than formal education attainment (Hanushek, 2006), data on it are included in this analysis.

Ethiopia and Kenya have very different youth literacy profiles.¹⁸ In Ethiopia, there are very large gaps between the literacy rates of males and females, and the overall literacy rate for out-of-school youth ages 15 to 24 is below 50 percent. By contrast, in Kenya, there is relatively little gender difference, and the overall literacy rate for youth is over 70 percent, rising to 85 percent for males ages 20 to 24 (see figure 4.4).

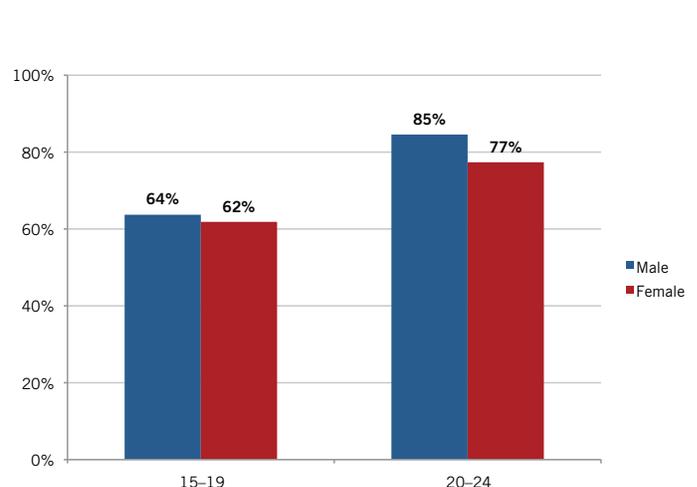
Figure 4.4: Literacy by Age and Gender in Ethiopia and Kenya

ETHIOPIA: Literacy by Age and Sex



Source: DHS data for Ethiopia (2005)

KENYA: Literacy by Age and Sex



Source: DHS data for Kenya (2003)

The importance of basic education for literacy is confirmed by the data showing that for those who complete primary schooling in both countries, literacy rates are high: 84 percent in Ethiopia and 92 percent in Kenya.¹⁹ Internal variations are important too; in Ethiopia in particular, very large gaps exist between urban and rural youth.

Youth Literacy by Location		
	ETHIOPIA	KENYA
URBAN	76%	82%
RURAL	29%	65%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

What access do out-of-school youth have to public information and media?

One sign that societies are a part of the global network of information and economic exchange is the increase in citizen access to mass media. Access to public notices and information through newspapers and magazines demands literacy, while radio and, increasingly, mobile phones offer access to information without requiring literacy. Measures of access to mass media are important indicators of social, political, and economic opportunity. Within DHS, there are questions concerning the frequency with which respondents listen to the radio, read newspapers and magazines, and watch television. Here only the first two of these indicators are used, since access to television is still generally restricted to the wealthy in Ethiopia and even Kenya.

As would be expected, many more people listen to the radio daily, or at least weekly, than read newspapers or magazines. In Ethiopia, 28 percent of out-of-school youth report listening to the radio regularly, in contrast to 79 percent in Kenya. Interestingly, the level of education has some bearing on radio listening, especially in Ethiopia; only 9 percent of those with no schooling are listeners, whereas 65 percent of those with secondary and university education listen regularly. Gender is also an important factor. Young women ages 20 to 24 in Ethiopia have a 25 percent listening rate, whereas 40 percent of young men in this age group are regular listeners. Likewise in Kenya, 78 percent of 20- to 24-year-old women are listeners, compared with 93 percent of the young men in this age group.

As with the other indicators in this comparative analysis, the urban-rural divide is marked:

Media: Youth Regular Radio Listeners by Location		
	ETHIOPIA	KENYA
URBAN	49%	86%
RURAL	16%	75%
OVERALL	28%	79%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

When it comes to reading newspapers and magazines regularly, the gaps between Ethiopia and Kenya, between the sexes, and between urban and rural youth are very striking. These gaps no doubt reflect the fact that these media are not free (as a radio broadcast is, once one has access to a radio) and are relatively rare in rural settings. But they also relate to youth literacy, which for both these countries is very clearly linked to the completion of primary schooling.

In Ethiopia, only 7 percent of all out-of-school youth ages 15 to 24 are regular media readers. In Kenya, the overall proportion is 29 percent, with 45 percent of men ages 20 to 24 being regular media readers. Only 5 percent of Ethiopia's young women are regular readers, in contrast to 25 percent of 15- to 24-year-old women in Kenya. The importance of education level as an indicator of the regular reading of media is dramatic:

Media: Regular Reading of Media by Education Attainment		
EDUCATION LEVEL	ETHIOPIA	KENYA
INCOMPLETE PRIMARY	5%	10%
COMPLETE PRIMARY	10%	31%
COMPLETE SECONDARY	26%	65%
HIGHER ED	38%	82%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

The contrasts between the two countries, and between rural and urban areas, are shown below:

Media: Regular Reading of Media by Location		
	ETHIOPIA	KENYA
URBAN	15%	42%
RURAL	3%	21%
OVERALL	7%	29%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Out-of-School Youth: Livelihoods and Work

What proportion of out-of-school youth are working?

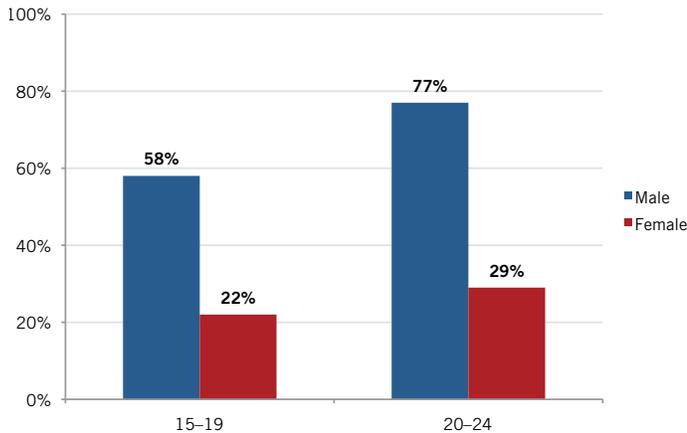
A central issue for a very large percentage of out-of-school youth is how to make a living and how to find regular work—ideally, work that uses and enhances one's capacity, contributes to social well-being, and provides steady remuneration. This question is often cast in terms of employment or unemployment, yet the conditions of work for youth in these countries are not so easily defined. As will become clear, the great majority of youth who are working are not regularly employed for wages.

The DHS enables a more nuanced analysis of youth work experience by looking at types of work; whether the work is full-time, part-time, or seasonal; and whether the working youth receive any remuneration, either in cash or in-kind. Finally, an important issue for the large proportion of working youth who are involved in agriculture is whether they are working on family land or as employees/laborers on someone else's land. This section contrasts these aspects of youth work experience in Ethiopia and Kenya respectively and considers their implications for youth development.

In both Ethiopia and Kenya, there is a marked difference between work opportunities and experience for young men and young women. In Ethiopia, while 77 percent of young men ages 20 to 24 report that they are working, only 29 percent of the women in this age group work (see figure 4.5). The pattern for 15 to 19 year olds is similar, with a slightly lower proportion of out-of-school youth reporting that they work. In Kenya, the gender gap is large, but not as great as in Ethiopia.

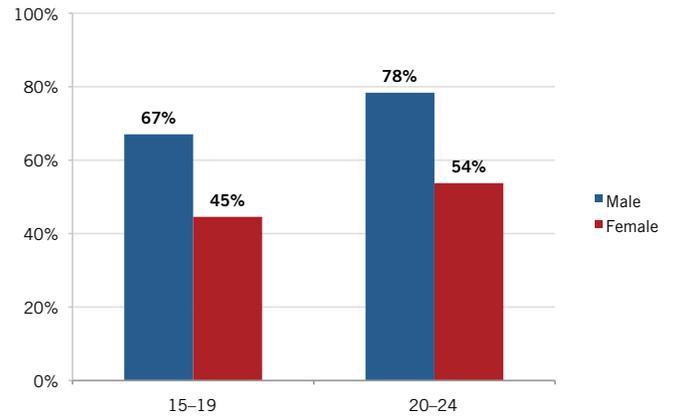
Figure 4.5: Percentage of Out-of-School Youth Working by Age and Gender in Ethiopia and Kenya

ETHIOPIA: % Out-of-School Youth Working



Source: DHS data for Ethiopia (2005)

KENYA: % Out-of-School Youth Working



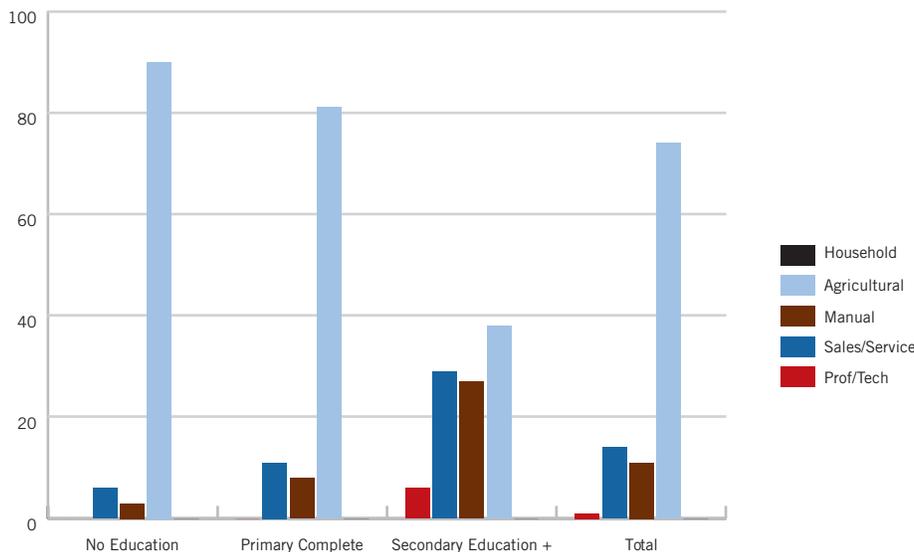
Source: DHS data for Kenya (2003)

What type of work do out-of-school youth do?

Work is generally classified into five main categories: (1) professional and technical, (2) sales and service, (3) manual, (4) agricultural, and (5) household. Figure 4.6 illustrates the main work patterns by occupation, disaggregated by gender. Of the males working in Ethiopia, a very high proportion, 74 percent, work in agriculture, and 90 percent of these young men work on family land.

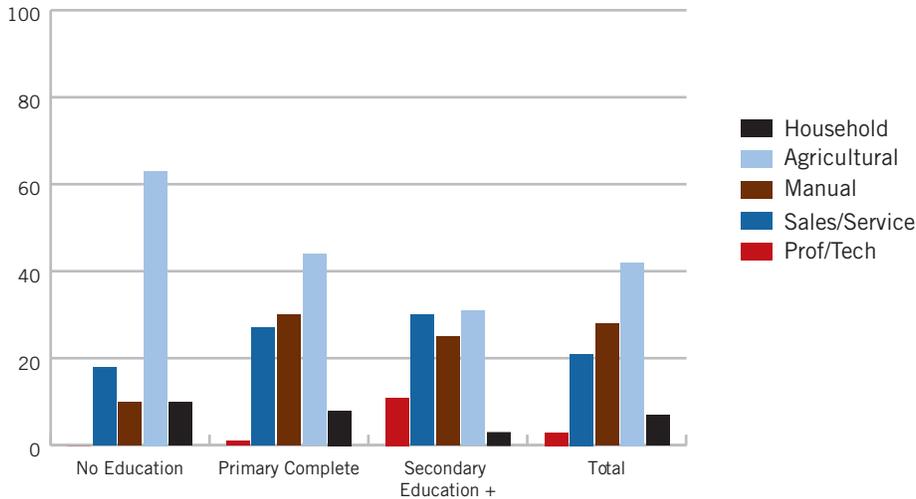
Figure 4.6: Out-of-School Work by Type in Ethiopia and Kenya (Males 15–24)

ETHIOPIA: Work by Type, Out-of-School Male Youth (15–24 years)



Source: DHS data for Ethiopia (2005)

KENYA: Work by Type, Out-of-School Male Youth (15–24 years)



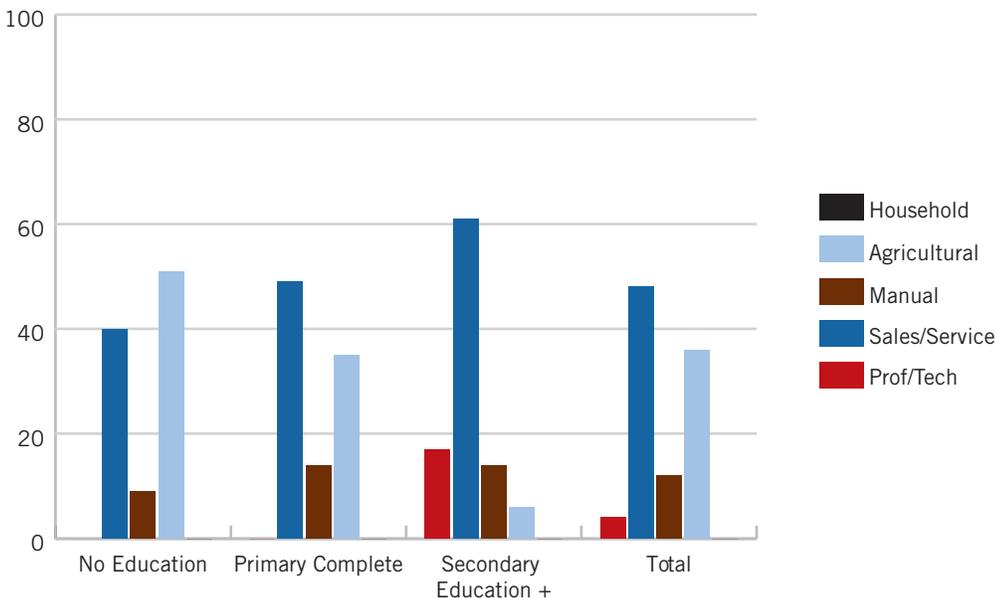
Source: DHS data for Kenya (2003)

In Kenya, only 42 percent of young men work in agriculture, which is still where the highest proportion of youth work. Work experience is determined to a great extent by education level; those with higher education levels are represented in professional and service employment. These relationships are presented in detail in table 4.1 on page 35. Note that each column adds to 100 percent (with rounding errors), thus showing the distribution of work type by level of education.

A number of interesting and important patterns emerge from this information. First is the significant difference between male and female work in both countries. Particularly in Ethiopia, young women who work (and only about 25 percent of them report working) are more concentrated in the service sector than in agriculture; in contrast, men of all education levels, including secondary and above, work in agriculture. Figure 4.7 shows these distinct gender trends between countries.

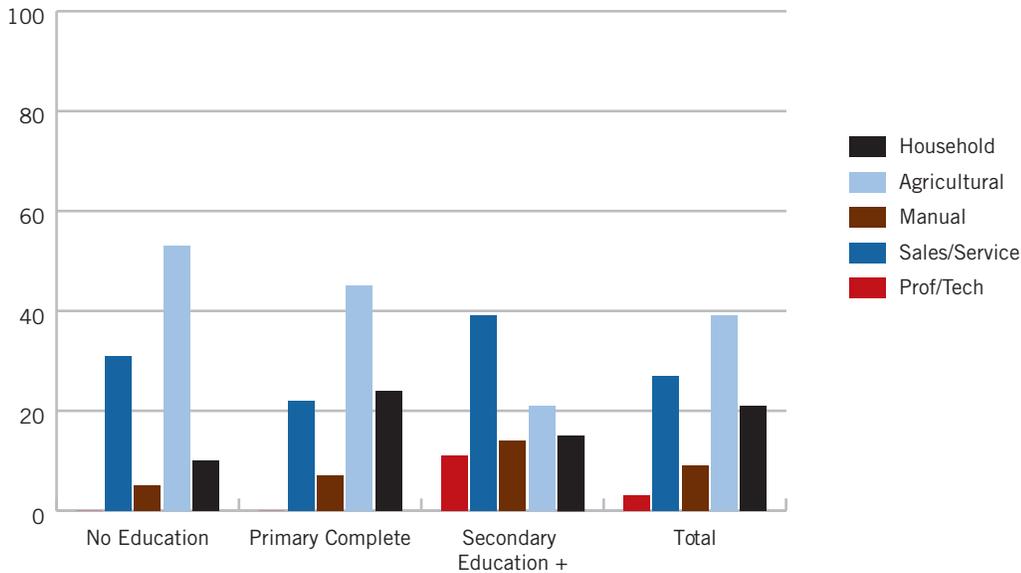
Figure 4.7: Out-of-School Work by Type in Ethiopia and Kenya (Females 15–24)

ETHIOPIA: Work by Type, Out-of-School Female Youth (15–24 years)



Source: DHS data for Ethiopia (2005)

KENYA: Work by Type, Out-of-School Female Youth (15–24 years)



Source: DHS data for Kenya (2003)

It is notable that for both countries the pattern of types of work for men with post-primary education is remarkably similar, that is, significant proportions in service and manual work (which includes skilled as well as unskilled manual labor). Kenya reports the category of household/domestic work, perhaps because it has a tradition of house servants that does not hold for Ethiopia. The proportion of women of all education attainment levels in remunerative household work is quite high. However, women who work within their own homes (for no remuneration) do not report this activity as work. It is clear that in both countries, but particularly Ethiopia, a large proportion of young women work within their own homes and are not reporting this as work here. The following table provides detailed statistics on the education profiles of the five major occupation categories for the two countries.

Education Profiles of Five Major Occupation Categories for Ethiopia and Kenya								
	ETHIOPIA				KENYA			
MALE	No Ed	Primary	Secondary +	TOTAL	No Ed	Primary	Secondary +	TOTAL
Prof/tech	0	0	6%	1%	0	1%	11%	3%
Sales/service	6%	11%	29%	14%	18%	17%	30%	21%
Household					10%	8%	3%	7%
Manual	3%	8%	27%	11%	10%	30%	25%	28%
Agricultural	90%	81%	38%	74%	63%	44%	31%	42%
FEMALE	No Ed	Primary	Secondary +	TOTAL	No Ed	Primary	Secondary +	TOTAL
Prof/tech	0	0	17%	4%	0	0	11%	3%
Sales/service	40%	49%	61%	48%	31%	22%	39%	27%
Household					10%	24%	15%	21%
Manual	9%	14%	14%	12%	5%	7%	14%	9%
Agricultural	51%	35%	6%	36%	53%	45%	21%	39%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Is this work part-time or seasonal? Are youth paid for their work, or do they receive in-kind remuneration?

These figures represent youth in work situations that are in many cases part-time or seasonal and do not necessarily provide steady income in the form of wages. This is particularly true in rural settings and in agriculture, where seasonal work is the norm and remuneration is often in-kind. Of all those out-of-school youth who do work in Ethiopia, almost half are part-time or seasonal workers, and 67 percent receive no cash, only in-kind payments for their work (these in-kind payments include such items as food, lodging, clothing, credit). In Kenya, 38 percent of the out-of-school youth are working part-time, and about the same proportion receive only in-kind remuneration for their services.

Youth Work Status for Ethiopia and Kenya		
	ETHIOPIA	KENYA
Part-time and/or seasonal	47%	38%
No cash payments, including payments in-kind	62%	37%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

After taking into consideration the proportion of out-of-school youth who are not working and then including both those who are either part-time or seasonal workers and those who are not receiving regular cash wages, it is clear that a very high percentage of youth are unemployed or underemployed. Ironically, the exception is young men in Ethiopia with no education or just primary schooling. The great majority of these youth work in traditional agriculture, on land owned by their families.

Out-of-School Youth: Health Status

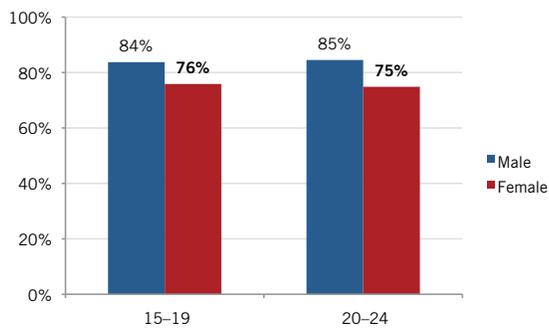
Two indicators have been selected to represent youth health status. Both concern reproductive health, since it is arguable that sexually transmitted diseases (STDs) and HIV/AIDS represent a major threat to youth health and well-being. The first indicator reflects the degree of knowledge youth have about means of preventing AIDS and, by implication, other STDs. The second indicator reflects behavior, specifically, the percentage of young women who have become mothers at age 15 or younger. Childbirth before the age of 16 is medically ill advised, often putting adolescent women at risk.

What proportion of youth know how to prevent HIV/AIDS?

The percentage of youth who demonstrate knowledge of ways of preventing HIV/AIDS was surprisingly high in both countries, over 75 percent in all cases, although slightly lower for young women than for young men (see figure 4.8).

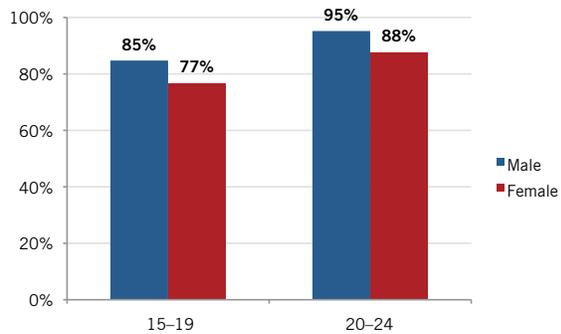
Figure 4.8: Youth with Knowledge of Ways to Prevent HIV/AIDS in Ethiopia and Kenya

ETHIOPIA: % Youth Knowledge to Prevent HIV/AIDS



Source: DHS data for Ethiopia (2005)

KENYA: % Youth Knowledge to Prevent HIV/AIDS



Source: DHS data for Kenya (2003)

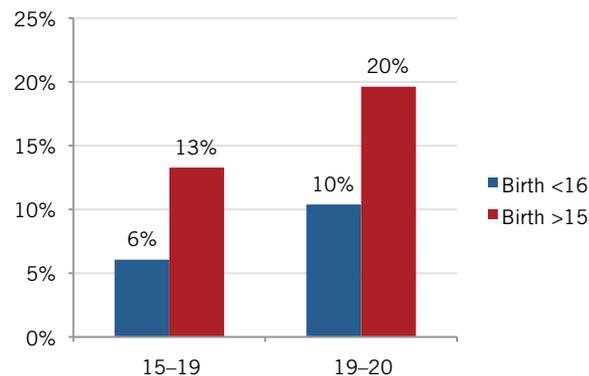
An examination of whether this knowledge varies by urban and rural locations indicates, as expected, a higher percentage of knowledgeable youth in urban areas (91 percent for both males and females in Ethiopia, 93 percent for males and 88 percent for females in Kenya). However, even in rural areas, more than 80 percent of all except rural women in Ethiopia (65 percent) were conversant with ways of preventing HIV/AIDS. These results clearly demonstrate that whatever the constraints, it is possible to provide information on life-critical issues to virtually the entire youth population, and they can understand the messages.

What proportion of women under 24 have children, and what proportion of these mothers have given birth before the age of 16?

More than half of young women ages 15 to 24 in each country had given birth (52 percent in Ethiopia and 55 percent in Kenya). Of these mothers, in Ethiopia, 23 percent had first given birth at age 15 or younger, while in Kenya, only 11 percent had done so.

An interesting insight into adolescent childbearing arises from a comparison of access to print media between out-of-school mothers who gave birth at age 15 and younger and those who became mothers above the age of 16. In Ethiopia, the number of young mothers who have access to print media is so small that no comparison is possible. In Kenya, however, the results indicate that being unable to read media on a regular basis doubles the likelihood of early childbearing (see figure 4.9).

Figure 4.9: Kenya: % Young Mothers Reading Media



Source: DHS data for Kenya (2003)

In-Country Variations and Data Limitations

The statistical profile of youth that emerges from DHS data sets provides a useful initial overview of the main characteristics of out-of-school youth: their formal education attainment; their access to and use of media; their opportunity for work, albeit often part-time without regular salary; and their health status. Yet this analysis confirms the insight that key issues and factors relating to youth well-being are untouched. One of the most significant limitations of this analysis, and indeed of the DHS data, is that it does not allow a deep exploration of regional and local variations in youth conditions.

While any youth assessment should start with the national picture, the significant variations between urban and rural contexts, some of which are noted here—and between regions with different cultural, economic, and social characteristics—are in many cases greater than the variations between countries. The highly educated, urban-based youth populations of Addis Ababa and Nairobi are more similar to each other than they are to less educated rural and pastoral youth in their own respective countries. Youth in drought-stricken savannah lands have little in common with those of the same age living in urban slums. The data and analysis at the national level hide these differences and therefore should be taken only as a starting point. The national picture thus provides more questions than answers.

Unfortunately, therefore, while the DHS household and respondent sampling procedures, and the instruments themselves, represent the gold standard, they do not permit an in-depth analysis of a subset of the population within specific geographic areas. For example, in examining the work experience of 15 to 19 year olds within a particular region—differentiating by work type, gender, formal education level, and wealth—it becomes evident that the number of respondents in any single cell is too low to allow meaningful analysis and conclusions. For research at this level, it is necessary to mount special studies.

The second limitation on the data is that they do not address certain key aspects of youth experience that should inform any youth program initiative. These include experience with nonformal education, the kinds of capacities and skills youth may have developed through nonformal education, and their life experiences. Second, although the DHS does provide a snapshot into the world of youth work, there is much that it does not reveal, including whether youth are able to sustain a livelihood from the income they do receive and whether the work experience builds any capacity and leads to other opportunities, including enterprise. The DHS provides no information on community services that youth may perform, nor does it tell us anything about a crucial aspect of the lives of those youth: their associations, networks, and relationships. How do they spend their time; how do they perceive opportunities; who influences them; and what are their hopes and aspirations? Do they expect to have and support a family? How and when? What do they expect of the next year in their lives, the next 5 or 10 years? Such are the deeper questions, among others, that an assessment of youth status, leading to programs of support, would need to address.

Youth Programming Implications

Despite the limitations noted above, the information provided by this analysis is unique in allowing country comparisons across the key indicators of youth education attainment, access to media, work experience, and health. In many cases, this analysis will be the only reliable source of information providing detailed, country-specific answers to the questions that have been posed here. A number of policy and programmatic issues for Ethiopia and Kenya emerge from it:

1. In Ethiopia, it is essential to address youth needs and opportunities within the rural, agricultural sector. Youth livelihood opportunities will for the most part be related to improving the efficiency of agricultural production and strengthening/expanding rural enterprises based on agriculture.
2. In both countries, youth who have left school no longer have access to formal education opportunities. Since more than half are already working, albeit in part-time and often low-paying positions, it is essential to find innovative ways of reaching them with relevant nonformal education linked to increasing livelihood opportunities.
3. The life experiences and work of young men are significantly different from those of young women, and quite different approaches to addressing their respective livelihood needs are indicated as a result. Young women, who have less access to education and work opportunities, are not engaged in remunerated agricultural work. Programs addressing the needs of young women should focus on basic education and literacy, empowerment, and health.
4. The potential of media, particularly mobile phones, should be explored as a channel for reaching and working with youth. It is remarkable to note the effectiveness of national campaigns in raising HIV/AIDS awareness and promoting knowledge of prevention methods. Literacy and media, combined with basic education, have clearly played an essential role in this success. The use of media, including the mobile phone, has potential for engaging youth in civic affairs and service, micro-enterprise, and nonformal education.
5. A more careful analysis of existing work opportunities for young men and women, particularly in the informal sector, is needed to gain insight into how such opportunities can be enhanced and expanded. This analysis should be a starting point for engaging youth in local assessments of needs and opportunities in the areas of enterprise development, nonformal education, health, and civic participation.

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Section 5: Summary of Findings and Next Steps for Out-of-School Youth Research

Section 5: Summary of Findings and Next Steps for Out-of-School Youth Research

What are the recommended next steps based on these findings? Do existing data provide adequate information on out-of-school youth that can help inform the design of youth policies and programs? What other surveys and analyses are needed to capture the dynamics of out-of-school populations?

Summary of Main Findings

The main findings of this report can be summarized on two levels: findings from a review of the cross-country comparative data and findings from the data on individual countries (Ethiopia and Kenya).

Cross-Country Comparative Data

- The cross-country comparisons present a statistical overview of the main characteristics of out-of-school youth populations, in terms of both size and composition. This research is the first systematic analysis of such cohorts across countries and regions of the world. In the SSA region, there are large distinctions between countries, particularly in relation to EFA goals of primary education access and completion. The DHS information offers a rich data source to be mined for such cross-country analysis.
- The age and education attributes of out-of-school youth vary tremendously by country. One out of every two SSA youth ages 15 to 24 is out of school, and many of these have completed little or no education. This number is even more pronounced for youth ages 10 to 14. Three out of every four out-of-school youth in this age group have no education. Those in this youngest age cohort are not school dropouts, but rather have never had access to the most basic education. In many SSA countries, these youth populations are the most marginalized, and most donors do not offer services to this age cohort.
- There have been education gains in select countries. For example, in Burkina Faso and Senegal, the education status of younger cohorts has improved. Also, the gender gap in many countries has been closing due to increased access of girls to education. Yet these transitions are slow, and it is imperative that USAID policy and program planners understand the distinct profiles of out-of-school youth in the current context. The DHS data analysis allows for the establishment of indicators that can assist in policy and program formulations to out-of-school youth populations in specific countries and regions of the world.

Country Profiles

- The country profiles of out-of-school youth point to a number of issues to be considered in the initial assessment of out-of-school youth populations in Kenya and Ethiopia. Based on the analysis, the following recommendations emerge:
 - ◇ Address youth needs and opportunities within the rural, agricultural sector, both farm and nonfarm income and livelihoods.
 - ◇ Target youth, especially 10 to 14 year olds, who have never had access to schooling.
 - ◇ Target youth who have left school and no longer have access to formal education opportunities.
 - ◇ Pay close attention to gender differences in the life experience and work of youth.
 - ◇ Test the potential of the media, particularly the use of mobile phones, given that youth already have a high degree of literacy with media messages.
- Alongside these issues is the need for broader and deeper analysis of out-of-school populations, particularly in relation to key aspects of youth experience. Key aspects not included or not sufficiently developed in the DHS survey are nonformal education, the world of work, community service, and time-use patterns. There is a tremendous need to develop a survey instrument that captures the reality of youth populations in a cross-sectoral framework (see following section).
- DHS data do not allow for an in-depth examination of the regional and local variations in youth conditions. This situation is of particular concern for USAID missions in need of regional data as part of the assessment process. The DHS data are not disaggregated sufficiently to generate statistics on out-of-school youth populations at the district or regional levels.

Next Steps on Out-of-School Youth Research

In the last decade, many developing countries have conducted national youth strategy forums, with full youth participation (see Macedonia 2003, Zambia 2006). Unfortunately, these broad national youth dialogues conducted little empirical research on the specific needs of youth, and almost none on out-of-school youth populations. Except for the Philippines (1996), little empirical research on out-of-school youth populations exists. The present study, conducting an analysis of out-of-school youth populations using a consistent methodological approach and measures of out-of-school youth populations, is the first of its kind. As discussed above, the DHS instrument is limited under such analysis, particularly as more specific trends at the country level are examined. Also, the data fail to provide sufficient information to assess youth development status, so critical for the design and development of youth development programs.

It is recommended that USAID and its EQUIP3 mechanism support the design, development, and implementation of a special youth survey questionnaire in several countries (see appendix 5). This instrument would be incorporated into the national youth strategy of the respective countries and would be relevant in identifying youth priorities. As part of this data project, we can draw on experiences of other donor agencies and in-country statistical programs:

- The Multiple Indicator Cluster Survey (MICS) is a household survey program developed by UNICEF to assist countries in filling data gaps for monitoring the situation of children and women. It is capable of producing statistically sound, internationally comparable estimates. A youth survey similar to the MICS instrument could be integrated into the current household surveys in each country.
- The national youth survey, carried out in 1996 for the Philippines National Youth Commission, evaluated in detail the attitudes, values, needs, aspirations, and problems of Filipinos ages 15 to 30. This survey and its supporting focus group research constituted the main information platform for the development of youth policy and programs in the country for the last decade.
- The American Community Survey is a survey conducted by the U.S. Census Bureau in all counties, American Indian and Alaska Native areas, and Hawaiian Home Lands. This survey provides critical economic, social, demographic, and housing information on the country's communities every year. It provides in-depth information on youth in the community, as well as on community organizations, housing, and work relating to this youth population. Data from this survey would provide highly disaggregated information on the specific localities that are a priority for USAID strategy.

This proposed survey instrument and the information obtained by the questionnaire would highly disaggregate information on out-of-school youth audiences. Appendix 5 lists the types of definitions and indicators to be included. It is therefore recommended that USAID and other donors consider investing in the development of a basic youth survey instrument. Such an instrument could be used as a stand-alone research tool by interested countries, or as an adjunct to the DHS or other broad-based demographic research surveys.

Appendices

Appendix 1: Methodology

Data were obtained from the existing data sets of the nationally representative DHS reports (<http://www.measuredhs.com>). For each country, three separate data files were used for the analyses: (1) the Household Member Questionnaire, which contains information for each household member, including those ages 10 to 14; (2) the Women's Questionnaire, which contains information from every eligible woman (ages 15 to 49) as defined by the Household Member Questionnaire; and (3) the Male Questionnaire, which contains information from a subsample of eligible men (ages 15 to 59) as defined by the household questionnaire.

Countries

The analysis presents estimates of out-of-school youth populations from 25 SSA countries. The table below lists the countries along with their DHS year.²⁰

Country List for Cross-Country Analysis		
Benin 2006	Madagascar 2004	Tanzania 2007
Burkina Faso 2003	Malawi 2004	Togo 1998
Cameroon 2004	Mali 2006	Uganda 2006
Chad 2004	Mozambique 2003	Zambia 2007
Comoros 1996	Namibia 2007	Zimbabwe 2006
Ethiopia 2005	Niger 2006	
Gabon 2004	Nigeria 2003	
Ghana 2003	Senegal 2005	
Kenya 2003	South Africa 1998	
Lesotho 2004	Swaziland 2006	

Source: DHS data for Kenya (2003)

The second analysis provides a more detailed profile of out-of-school youth within two SSA countries, drawing on the Ethiopia DHS for 2005 and the Kenya DHS for 2003.²¹

Measures

The measures used for this study and the corresponding variables from the DHS reports are shown in the following table.

Summary of Measures				
Measure	DHS Variable Name	DHS Variable Description	Questionnaire	Coding
Age group*	HV105	Age of household member	Household members	1 = 10–14 years 2 = 15–19 years 3 = 20–24 years
Gender	HV104	Sex of household member	Household members	1 = Male 2 = Female
Urban/rural	HV025	Type of place of residence	Household members	1 = Urban 2 = Rural
Out of school/in school	HV121	Member currently attending school	Household members	0 = No 1 = Currently in school
Education attainment*	HV109, V149, MV149	Education attainment	Household members; women, male	0 = No education 1 = Incomplete primary 2 = Complete primary 3 = Secondary 4 = Higher ed
Literacy	V155, HV155	Literacy	Women, male	1 = Cannot read at all 2 = Able to read only part of sentence 3 = Able to read complete sentence
Access to media: newspapers and magazines	V157, HV157	Frequency of reading newspaper or magazines	Women, male	0 = Not at all 1 = Less than once a week 2 = At least once a week 3 = Almost every day
Access to media: radio	V158, HV158	Frequency of listening to radio	Women, male	0 = Not at all 1 = Less than once a week 2 = At least once a week 3 = Almost every day

* Denotes recoded variable

Summary of Measures				
Measure	DHS Variable Name	DHS Variable Description	Questionnaire	Coding
Employment	V714, MV714	Respondent currently working	Women, male	1 = No 2 = Yes
Type of employment*	V717, MV717	Respondent's occupation	Women, male	1 = Professional, technical, management 2 = Sales, service 3 = Household, domestic 4 = Manual 5 = Agricultural
Employment regular or occasional*	V732, MV732	Employment all year or seasonal	Women, male	1 = All year 2 = Seasonal 3 = Occasional
Type of earnings*	V741, MV741	Type of earnings for work	Women, male	0 = Not paid 1 = Cash only 2 = Cash and in-kind 3 = In-kind only
Type of land worked (agric. workers)*	V740, MV741	Type of land where respondent works	Women, male	0 = Own land 1 = Family land 2 = Someone else's land 3 = Rented land
Wealth status	HV270	Wealth index	Household	1 = Poorest 5 = Richest
Richest/poorest region *	HV024, HV270	Region, wealth index	Household	Regions where at least 10% of the population were rank-ordered based on the "wealth index" variable
Health status Knowledge of HIV/AIDS	753, MV753	Knowledge of ways to avoid HIV/AIDS	Men, women	0 = No 1 = Yes
Health status Motherhood at age 16 or younger	V212	Age of respondent at first birth	Women	0 = older than 16 1 = 16 or younger

* Denotes recoded variable

Procedure

Creating Data Files for Youth

After downloading the appropriate questionnaire files, the DHS Select Utility, a program that produces a user-defined selected subset of variables, was used to pare down each file. Data sets for each country were then constructed and analyzed using the Statistical Package for the Social Sciences (version 11). From a total of approximately 1,400 variables, a subset, shown in Table A.2, on pages 50–51, was selected. Data files were reconstructed to include only the youth populations (ages 10 to 24 for the Household Members File and ages 15 to 24 for the Women's and Men's Files). The relevant variables were recoded as needed (see table A.2). Both the Women's Questionnaire and the Male Questionnaire were merged with the Household Member Questionnaire for each country. As noted in table A.2, only the Household Member Questionnaire included the item concerning whether the respondent was currently in school. Thus, once the data files were merged, a working file for out-of-school youth ages 15 to 24 was created.

Analysis of the Data

For the analysis of out-of-school youth populations across the 25 SSA countries, cross-tabulations were conducted with the following measures: age group, out-of-school/in school, education attainment, and gender. For the out-of-school youth profiles within a specific country, cross-tabulations were conducted with the following measures: age group, out of school/in school, education attainment, literacy level, access to media (print and radio), employment, type of work and nature of work, and health status (as indicated by knowledge of ways to avoid HIV/AIDS and proportion of young women giving birth before the age of 16). These variables were analyzed in relation to gender and urban versus rural locations.

Limitations

In this survey, as with the other information provided here, the large variations between the regions of each country are not analyzed.²² One limitation of national DHS data sets is that the sample is not large enough to sustain in-depth analysis of out-of-school youth at the subnational level. The analysis here has reduced the cases to examine only out-of-school youth ages 15 to 24 (for education we have also included the age group 10 to 14 to see what proportion of these are out of school) and urban and rural populations. This subset represents approximately 25 percent of the full number of cases in the DHS (the proportion varies by country, depending on the demographic profile and proportion of youth who are out of school). If this subsample is then broken down into regions and analyzed by subgroups, the numbers become too small to draw reliable conclusions. A deeper assessment is urgently needed to inform national youth program strategy, and it is vital for this assessment to highlight these internal variations and gaps.

Appendix 2: Statistical Data

Appendix 2.1: Youth Bulge Statistics Worldwide—Youth Percentage of Total Population by Country

Albania	19.2
Argentina	16.3
Australia	13.7
Austria	12
Azerbaijan	20.7
Belgium	12
Brazil	17
Bulgaria	12.4
Canada	13.4
Chile	16.9
Colombia	17.8
Croatia	12.4
Czech Republic	12.5
Denmark	12.1
Estonia	14.4
Finland	12.4
France	12.4
Germany	11.4
Greece	10.5
Hungary	12.5
Iceland	14.8
Indonesia	17.5
Ireland	13.2
Israel	16
Italy	9.8
Japan	16.9
Jordan	19.9
Latvia	15
Liechtenstein	12.1
Lithuania	15
Luxembourg	12.1
Mexico	18.7
Afghanistan	19.4
Algeria	21.3
American Samoa	19.7

Andorra	9.4
Angola	19.9
Armenia	20.6
Aruba	13.8
Bahrain	17
Bangladesh	18.3
Barbados	14.6
Belarus	15.1
Belize	21.3
Benin	19.7
Bermuda	12.3
Bhutan	22.2
Bolivia	20.6
Botswana	22.4
Brunei	18
Burkina Faso	19.8
Burundi	20.6
Cambodia	24.1
Cameroon	20.8
Cape Verde	22.9
Central African Republic	22.3
Chad	20
China	16.9
Comoros	18.8
Costa Rica	19
Cuba	14.5
Cyprus	15.9
Djibouti	19.7
Dominica	18.1
Dominican Republic	18.7
Ecuador	18.9
El Salvador	19.3
Equatorial Guinea	19.2
Eritrea	19.5
Ethiopia	19.5

Fiji	18.7
French Polynesia	18.7
Gabon	20.4
Georgia	15.8
Ghana	21.4
Greenland	16.6
Grenada	23.6
Guam	16.6
Guatemala	21.9
Guinea	19.2
Guinea-Bissau	20.1
Guyana	17.2
Haiti	21.5
Honduras	21.3
India	18.3
Iraq	20.4
Isle of Man	11.9
Jamaica	21.2
Kazakhstan	20
Kenya	20.5
Kiribati	20.5
Kuwait	19.7
Lebanon	16.3
Lesotho	23.1
Liberia	19.3
Libya	19.1
Madagascar	20
Malawi	21.4
Malaysia	18.9
Maldives	26.1
Mali	19.8
Malta	13.8
Mauritania	20.1
Mauritius	18.8
Mayotte	18.5
Moldova	17.5
Monaco	10.2
Mongolia	21.3
Morocco	19.9
Mozambique	20.2
Kyrgyzstan	21.6
Macedonia	14.9
Anguilla	

Antigua & Barbuda	15.4
Bosnia & Herzegovina	13.7
Cayman Is.	12.6
Congo	20.2
Congo, DRC	20.3
Cote d'Ivoire	21.1
Egypt	18.9
Iran	23.7
Laos	20.5
Marshall Is.	19.5
Micronesia	21
Netherlands	12.3
New Zealand	14.2
Norway	12.9
Peru	19.1
Poland	14.3
Qatar	15.3
Romania	13.7
Slovenia	11.7
Spain	10.2
Sweden	13.6
Switzerland	12.4
Thailand	15.2
Tunisia	19.1
Turkey	17.8
United Kingdom	13.2
United States	14.1
Uruguay	15
Myanmar	18.3
Namibia	22.9
Nepal	21.4
Netherlands Antilles	15.3
New Caledonia	17.4
Nicaragua	22.2
Niger	18.6
Nigeria	20
Oman	17.1
Pakistan	21.2
Palau	16.6
Panama	17.6
Papua New Guinea	19
Paraguay	18.7
Philippines	19.5

Puerto Rico	14.4
Rwanda	20.9
Samoa	20.4
San Marino	9.9
Saudi Arabia	18.5
Senegal	20.4
Seychelles	16
Sierra Leone	19.8
Singapore	12.2
Somalia	18.7
South Africa	22.5
Sri Lanka	16
St. Lucia	18.1
Sudan	21.1
Suriname	17.6
Swaziland	26.3
Tajikistan	22.6
Tanzania	21.4
Togo	21.5
Tonga	23.4
Turkmenistan	22.3
Uganda	20.9
Ukraine	14.5
United Arab Emirates	14.4
Uzbekistan	22.6
Vanuatu	21
Vietnam	20.5
Zambia	22.7
Zimbabwe	20.7
Russia	14.9
Serbia & Montenegro	12.5
North Korea	16.4
Northern Mariana Is.	17
Sao Tome & Principe	20
Solomon Is.	21
South Korea	13.4
St. Kitts & Nevis	17.7
St. Vincent & the Grenadines	17.9
Syria	21.1
The Bahamas	18.1
The Gambia	19.8
Timor Leste	22.2

Trinidad & Tobago	17.4
Venezuela	18.7
Virgin Is.	13.6
West Bank	21.3
Yemen	20.5
Hong Kong-China	11.6

Source: United Nations (2009) UN Population Statistics by Country
New York: United Nations.

Appendix 2.2: Statistical Results of Out-of-School Youth in 25 SSA Countries

Percentage of Out-of-School Youth by Age and Gender								
	Age 10–14		Age 15–19		Age 20–24		Total	
	M/F	F	M/F	F	M/F	F	M/F	F
Benin 2006	30.9	37.9	47.9	59.2	77.6	88.6	46.5	57.4
Burkina Faso 2003	66.0	69.2	81.3	83.4	91.9	94.4	80.0	80.0
Cameroon 2004	12.6	15.0	40.1	48.4	77.7	84.0	38.6	44.8
Chad 2004	47.6	54.4	60.4	72	76	87.5	58.5	68.4
Comoros 1996	34.4	40.5	60.4	46.7	53.3	77.7	47.5	54.2
Ethiopia 2005	44.2	45.7	48.5	54.8	76	83.2	53.4	58.1
Gabon 2004	3.9	4.5	25.1	30.2	63.1	67.7	25.7	29.5
Ghana 2003	22.7	22.3	46.6	52.7	89.1	93.4	45.1	50.1
Kenya 2003	12.8	15	44.7	51.9	89.7	93.6	43.8	49.1
Lesotho 2004	9.7	4.3	43.3	42.6	85.4	86.8	42.8	40.7
Madagascar 2004	20.9	21.3	59.6	63.3	86.5	89.1	49.3	51
Malawi 2004	11.1	11	44.2	53.6	89.6	95.1	42	47
Mali 2006	52.9	57	66.5	74.3	86.2	90.9	64.7	70.5
Mozambique 2003	19.3	22.1	44.5	54.7	79.5	85.2	42.9	50
Namibia 2007	6.5	5	32.6	32.2	82.9	83.8	35.8	35.8
Niger 2006	57.0	63	77.2	82.5	92.4	95.3	70.5	76.3
Nigeria 2003	23.5	27	39.3	47.3	72.8	79.9	42.4	48.7
Senegal 2005	40.5	41.8	65.6	71.8	86.8	92.4	60.6	65.6
South Africa 1998	3	2.5	18.1	20.6	64.3	65.2	22.3	23.2
Swaziland 2006	8.3	7.9	32	36.9	81.7	87.5	35	38.3
Tanzania 2007	8.3	3.3	32	33.8	81.7	86	35	31.4
Togo 1998	27.7	38.6	49.5	64.8	80.4	91.5	46.1	59.2
Uganda 2006	9.5	10.3	41.3	47.1	86	91.8	86	91.8
Zambia 2007	9.5	9.5	33.6	44.4	83.9	92.1	34.1	40.6
Zimbabwe 2006	9.6	8.6	51.9	56.9	93.7	95.4	44.8	47.5

Source: DHS data for 25 SSA countries.

Appendix 2.3: Out-of-School Youth in 25 SSA Countries by Age, Education, and Gender

% of Out of School Youth by Age, Education and Gender																
	Age 10-14				Age 15-19				Age 20-24				Total 10-24 years of age			
	No Education		Incomplete Primary		No Education		Incomplete Primary		No Education		Incomplete Primary		No Education		Incomplete Primary	
	M/F	F	M/F	F	M/F	F	M/F	F	M/F	F	M/F	F	M/F	F	M/F	F
Benin 2006	25.56	32.05	4.97	5.50	30.84	40.89	13.88	14.71	47.73	61.56	17.38	16.57	32.16	42.36	10.39	10.98
Burkina Faso 2003	59.38	86.18	5.84	5.11	59.98	65.34	11.16	8.99	66.30	72.60	8.44	7.41	66.30	72.60	8.44	7.41
Cameroun 2004	8.65	12.68	2.92	3.28	9.61	13.41	13.45	14.69	13.63	18.27	18.00	19.09	10.26	13.69	10.32	11.38
Chad 2004	42.92	49.09	4.36	5.05	47.01	56.11	10.18	12.28	51.51	64.44	13.66	15.00	46.28	55.19	8.44	9.88
Comoros 1996	29.72	36.59	3.89	3.15	26.26	35.41	15.59	14.10	30.39	36.89	19.93	19.97	28.66	36.23	11.77	11.26
Ethiopia 2005	40.53	42.32	3.31	2.99	33.27	38.30	10.36	11.49	42.60	52.61	14.33	13.33	38.72	43.64	8.28	8.36
Gabon 2004	1.68	1.81	1.71	2.04	2.28	2.76	12.63	15.54	6.02	6.70	23.10	26.93	2.97	3.39	10.64	13.02
Ghana 2003	18.49	18.14	3.18	2.97	14.55	16.95	8.31	9.08	22.24	26.74	10.45	12.07	18.16	20.04	6.39	7.20
Kenya 2003	10.41	12.31	1.94	2.11	9.81	11.27	16.03	18.27	9.28	11.11	23.77	23.95	9.92	11.64	12.32	13.44
Lesotho 2004	4.22	0.99	4.44	1.83	6.02	0.98	20.22	16.66	9.56	2.10	27.49	22.48	6.36	1.30	16.43	12.71
Madagascar 2004	11.35	11.12	7.92	8.33	14.96	14.86	25.62	25.94	16.62	17.39	26.00	26.65	13.78	13.83	17.88	18.19
Malawi 2004	5.71	5.45	5.19	5.45	6.18	6.46	30.48	37.03	11.20	14.03	48.11	53.54	7.35	8.25	24.10	27.94
Mali 2006	49.45	53.58	2.78	2.82	54.90	61.48	8.65	9.58	69.73	77.24	8.36	7.26	55.75	61.76	5.88	5.93
Mozambique 2003	13.88	16.43	5.22	5.48	13.87	19.21	27.52	32.03	23.49	31.95	43.13	43.54	16.34	21.66	22.18	24.46
Namibia 2007	3.79	3.07	2.12	1.53	4.46	3.46	9.84	7.52	7.31	5.72	14.17	11.23	4.97	3.93	7.92	6.17
Niger 2006	50.85	57.40	5.61	5.04	57.57	65.15	14.06	12.66	67.25	74.31	14.72	12.73	56.37	63.69	9.97	9.02
Nigeria 2003	20.34	23.83	0.91	0.80	20.61	26.86	2.86	3.91	23.84	31.81	4.14	4.94	21.40	27.10	2.46	3.02
Senegal 2005	34.85	35.73	5.16	5.66	44.65	50.17	17.64	18.86	54.61	61.73	22.77	22.94	43.10	47.59	13.79	14.78
South Africa 1998	1.21	0.86	1.29	1.10	1.19	1.00	4.59	3.95	2.65	2.61	9.18	7.83	1.55	1.33	4.20	3.58
Swaziland 2006	2.97	2.57	4.41	4.24	3.07	2.85	12.65	12.83	6.18	6.59	18.43	17.07	3.82	3.72	10.77	10.43
Tanzania 2007	4.38	2.99	0.25	0.32	11.80	10.46	16.06	20.06	18.03	16.88	44.14	48.78	9.66	8.49	14.52	17.39
Togo 1998	22.33	32.49	5.06	5.79	23.22	33.63	22.59	27.18	31.43	43.76	31.94	33.93	24.65	35.57	16.34	18.92
Uganda 2006	5.75	5.91	3.42	3.95	5.81	6.31	22.80	26.14	10.53	13.66	38.78	43.28	6.82	7.88	16.92	19.78
Zambia 2007	5.08	4.98	3.90	4.02	3.40	5.01	12.84	17.40	7.70	10.91	26.21	29.63	5.20	6.48	11.77	14.42
Zimbabwe 2006	1.08	1.02	6.51	5.72	0.77	0.84	19.18	20.12	1.06	1.19	20.22	21.52	0.98	1.01	14.08	14.56

Source: DHS data for 25 Sub-Saharan Countries.

Appendix 3: Regional Profiles of Out-of-School Youth: Benin and Burkina Faso

Out-of-School Youth Statistics in Brief:²³ Benin

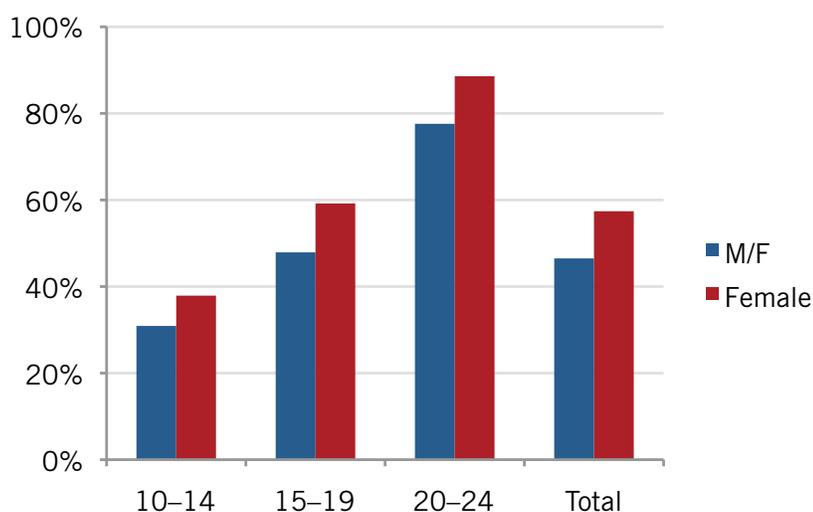
General Information					
Total population (000)	2006	8,703	% of rural population	2006	60.0
Child population (14 and under) (000)	2006	3,825	Youth population (15–24) (000)	2006	1,788

Source: DHS data for Benin (2006)

Youth and Education Information			
% of youth out of school (15–24 years)	60.82	% of youth in school (15–24 years)	39.18
• with no education	38.28	• with no education	0.00
• with incomplete primary education	15.42	• with incomplete primary education	4.47
• with complete primary education and beyond	7.12	• with complete primary education and beyond	34.71

Source: DHS data for Benin (2006)

Out-of-School Youth by Age and Gender (% of total youth population)

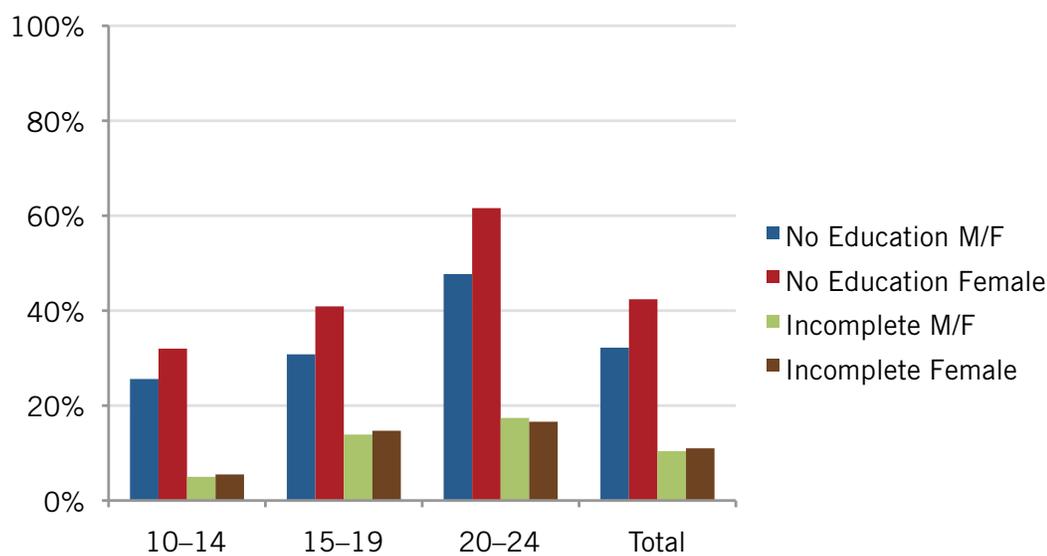


Source: DHS data for Benin (2006)

Out-of-School Youth by Age and Gender (% of total youth population)				
	Years 10–14	Years 15–19	Years 20–24	Total
M/F	30.9%	47.9%	77.6%	46.5%
FEMALE	37.9%	59.2%	88.6%	57.4%

Source: DHS data for Benin (2006)

**Characteristics of Out-of-School Youth: Age, Education Status, and Gender
(% of total youth population)**



Source: DHS data for Benin (2006)

Characteristics of Out-of-School Youth: Age, Education Status, and Gender(% of total youth population)				
	No Education M/F	No Education Female	Incomplete M/F	Incomplete Female
YEARS 10-14	25.6%	32%	5%	5.5%
YEARS 15-19	30.8%	40.9%	13.9%	14.7%
YEARS 20-24	47.7%	61.6%	17.4%	16.6%
TOTAL	32.2%	42.4%	10.4%	11%

Source: DHS data for Benin (2006)

The total youth population is defined for ages 15 to 24, consistent with UNESCO and ILO definitions. Data on the rural population are based on World Bank indicators. The tabular statistics present DHS estimates of education status of the out-of-school and in-school populations, using the age definition of 15 to 24 years. The graphs use the DHS data and include 10 to 14 year olds within the definition of youth. The percentage of out-of-school youth is estimated as the total out-of-school youth population (for respective age cohorts) divided by the total youth population (for respective age cohorts). Gender-disaggregated percentages estimate the female-only populations for the respective age groups.

Out-of-School Youth Statistics in Brief:²⁴ Burkina Faso

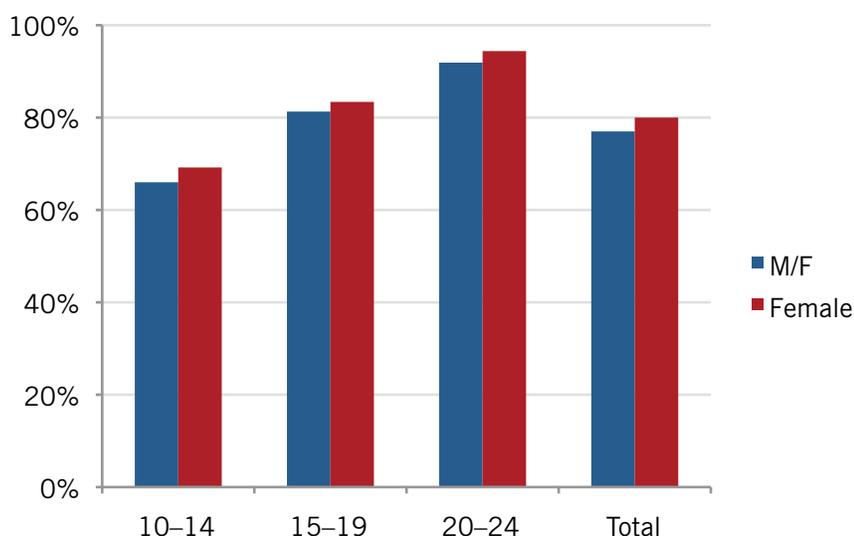
General Information					
Total population (000)	2006	13,634	% of rural population	2006	81.0
Child population (14 and under) (000)	2006	6,407	Youth population (15-24) (000)	2006	2,820

Source: DHS data for Burkina Faso (2003)

Youth and Education Information			
% of youth out of school (15-24 years)	85.72	% of youth in school (15-24 years)	14.28
• with no education	62.60	• with no education	0.00
• with incomplete primary education	10.03	• with incomplete primary education	1.10
• with complete primary education and beyond	13.09	• with complete primary education and beyond	13.18

Source: DHS data for Burkina Faso (2003)

Out-of-School Youth by Age and Gender (% of total youth population)

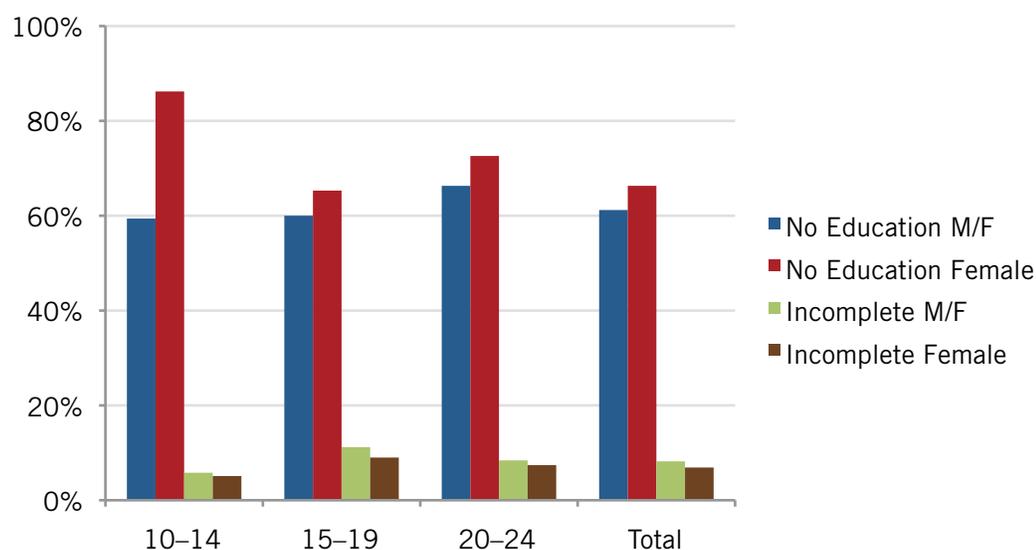


Source: DHS data for Burkina Faso (2003)

Out-of-School Youth by Age and Gender (% of total youth population)				
	Years 10-14	Years 15-19	Years 20-24	Total
M/F	66%	81.3%	91.9%	77%
FEMALE	69.2%	83.4%	94.4%	80%

Source: DHS data for Burkina Faso (2003)

**Characteristics of Out-of-School Youth: Age, Education Status, and Gender
(% of total youth population)**



Source: DHS data for Burkina Faso (2003)

Characteristics of Out-of-School Youth: Age, Education Status, and Gender(% of total youth population)				
	No Education M/F	No Education Female	Incomplete M/F	Incomplete Female
YEARS 10-14	59.4%	86.2%	5.8%	5.1%
YEARS 15-19	60%	65.3%	11.2%	9%
YEARS 20-24	66.3%	72.6%	8.4%	7.4%
TOTAL	61.2%	66.3%	8.2%	6.9%

Source: DHS data for Burkina Faso (2003)

The total youth population is defined for ages 15 to 24, consistent with UNESCO and ILO definitions. Data on the rural population are based on World Bank indicators. The tabular statistics present DHS estimates of education status of the out-of-school and in-school populations using the age definition of 15 to 24 years. The graphs use the DHS data and include 10 to 14 year olds within the definition of youth. This allows for a study of the earlier dropout youth population ages 10 to 14 years and the education status (e.g., primary incompleteness and no education) of this age cohort. The percentage of out-of-school youth is estimated as the total out-of-school youth population (for respective age cohorts) divided by the total youth population (for respective age cohorts). Gender-disaggregated percentages estimate the female-only populations for the respective age groups.

Appendix 4: Country Profiles for Ethiopia and Kenya

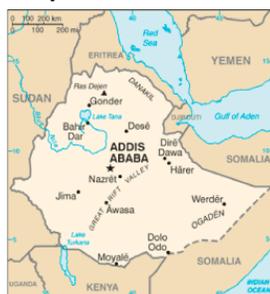
I. Country Overview

Population	Ethiopia	Kenya
Population	85,237,338	39,002,772
% urban	17.0%	22.0%
Annual urban growth rate	4.3%	4.6%
Life expectancy in years	55.4	57.9
Fertility rate (children/women)	6.12	4.56
Annual population growth rate	3.2%	2.7%
	50.8%	49.0%
Population Structure: % female		
0–14 yrs	46.1%	42.3%
15–64 yrs	51.2%	55.1%
+64 yrs	2.7%	2.6%
Economy		
GDP per capita	\$800	\$1,600
World rank	217	193
Annual growth GDP	11.6%	7%*
*for 2007, in 2008 est. 1.6%		
Contribution to GDP		
Agriculture	44.9%	23.8%
Industry	12.8%	16.7%
Services	42.3%	59.5%
	42.7%	85.1%
Human Capacity Adult literacy rate		
Average years of schooling	8	10
Mobile phones as % of population	3.7%	41.5%

Kenya



Ethiopia



Source: CIA World Factbook for 2008, for Kenya: <https://www.cia.gov/library/publications/the-world-factbook/geos/ke.html>, for Ethiopia: <https://www.cia.gov/library/publications/the-world-factbook/geos/et.html>.

II. Out-of-School Youth Education Status

Percentage of Out-of-School Youth by Age and Gender

ETHIOPIA				KENYA		
	10-14	15-19	20-24	10-14	15-19	20-24
MALE	42%	42%	69%	11%	38%	85%
FEMALE	44%	55%	85%	15%	52%	94%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Education Attainment: Out-of-School Youth (15-24 years)

ETHIOPIA				KENYA			
		10-14	15-19	20-24	10-14	15-19	20-24
MALE	No education	91%	66%	53%	80%	22%	8%
	Inc. primary	9%	25%	27%	17%	37%	27%
	Complete primary		4%	5%	2%	25%	28%
	Secondary		6%	16%		15%	31%
	Higher			5%			5%
FEMALE	No education	94%	75%	72%	82%	22%	12%
	Inc. primary	6%	20%	15%	15%	35%	26%
	Complete primary		2%	2%	3%	28%	30%
	Secondary		4%	11%		15%	28%
	Higher			4%			5%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Youth Not Attending School by Location

	ETHIOPIA		KENYA	
	URBAN	RURAL	URBAN	RURAL
MALE	36%	55%	34%	66%
FEMALE	52%	75%	39%	61%
OVERALL	48%	69%	37%	64%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Out-of-School Youth—Never in School or Primary Dropouts

	ETHIOPIA		KENYA	
	URBAN	RURAL	URBAN	RURAL
MALE	17%	73%	29%	48%
FEMALE	38%	89%	29%	54%
OVERALL	33%	84%	29%	52%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Literacy by Education Attainment

EDUCATION LEVEL	ETHIOPIA	KENYA
NO SCHOOLING	1%	0
INCOMPLETE PRIMARY	44%	54%
COMPLETE PRIMARY	84%	92%
POST-PRIMARY	100%	100%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Youth Literacy by Location

	ETHIOPIA	KENYA
URBAN	76%	82%
RURAL	29%	65%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Youth and Access to Media

Reading a Newspaper or Magazine Regularly (Daily or Weekly)

	ETHIOPIA				KENYA		
	15-19	20-24	TOTAL		15-19	20-24	TOTAL
MALE	11%	15%	13%		31%	45%	41%
FEMALE	6%	5%	5%		19%	28%	25%
OVERALL	7%	8%	7%				29%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Media: Regular Reading of Media by Education Attainment

EDUCATION LEVEL	ETHIOPIA	KENYA
INCOMPLETE PRIMARY	5%	10%
COMPLETE PRIMARY	10%	31%
COMPLETE SECONDARY	26%	65%
HIGHER ED	38%	82%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Media: Regular Reading of Media by Location

	ETHIOPIA	KENYA
URBAN	15%	42%
RURAL	3%	21%
OVERALL	7%	29%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Media: Listening to Radio Regularly							
	ETHIOPIA				KENYA		
	15–19	20–24	TOTAL		15–19	20–24	TOTAL
MALE	32%	40%	35%		88%	93%	92%
FEMALE	24%	25%	24%		71%	78%	75%
OVERALL	26%	29%	28%		75%	82%	79%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Media: Radio Listening by Education Attainment		
EDUCATION LEVEL	ETHIOPIA	KENYA
NO SCHOOLING	9%	35%
INCOMPLETE PRIMARY	25%	79%
COMPLETE PRIMARY	36%	87%
COMPLETE SECONDARY	65%	95%
HIGHER ED	65%	94%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Media: Reading by Location		
	ETHIOPIA	KENYA
URBAN	49%	86%
RURAL	16%	75%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

III. Out-of-School Youth Work Status

Youth Work by Type of Work and Education Level

MALE	ETHIOPIA				KENYA			
	No Ed	Primary	Second.+	TOTAL	No Ed	Primary	Second.+	TOTAL
Prof/tech	0	0	6%	1%	0	1%	11%	3%
Sales/service	6%	11%	29%	14%	18%	17%	30%	21%
Household					10%	8%	3%	7%
Manual	3%	8%	27%	11%	10%	30%	25%	28%
Agricultural	90%	81%	38%	74%	63%	44%	31%	42%
FEMALE	No Ed	Primary	Second.+	TOTAL	No Ed	Primary	Second.+	TOTAL
Prof/tech	0	0	17%	4%	0	0	11%	3%
Sales/service	40%	49%	61%	48%	31%	22%	39%	27%
Household					10%	24%	15%	21%
Manual	9%	14%	14%	12%	5%	7%	14%	9%
Agricultural	51%	35%	6%	36%	53%	45%	21%	39%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

YOUTH WORK	ETHIOPIA	KENYA
Part-time and seasonal work	47%	38%
No pay or pay in-kind	62%	37%
Work on family land	90%	76% (for those in ag. work)

Source: DHS data for Ethiopia (2005) and Kenya (2003)

IV. Youth Health Status

Percentage of Out-of-School Youth Knowing How to Prevent AIDS

	ETHIOPIA		KENYA	
	Urban	Rural	Urban	Rural
MALE	91%	81%	93%	90%
FEMALE	91%	65%	88%	80%

Source: DHS data for Ethiopia (2005) and Kenya (2003)

	ETHIOPIA		KENYA	
	15-19	20-24	15-19	20-24
% women under 24 years with children	52%		55%	
% women (of those with children) giving birth under 16 years	30%	21%	20%	8%
	23%		11%	

Source: DHS data for Ethiopia (2005) and Kenya (2003)

Appendix 5: Objectives of Proposed Youth Survey Research Tool

1. *Develop sound definitions for some key terms.* For example, the term “work” is not well defined. The DHS collects information about how many boys are working their family farms, but it does not equate work with similar contributions that girls make doing household work for their families and communities. Also, there appears to be little distinction between paid work and unpaid work, or between work for hire and self-employment.

2. *Create a more holistic set of indicators that can be used to measure youth status.* Youth is generally defined as a process of transition from childhood to adulthood. The ability of youth to make this transition successfully is generally expressed in a variety of indicators reflecting different sectors of human development. A well-rounded youth development survey instrument would collect information on indicators such as the following:

- number of youth not in school, by a range of variables such as age/gender/geographic location, etc.
- number of youth who do not have access to school
- number of youth who drop out by age and grade
- number of youth who are literate/are numerate/have basic life and work readiness skills/have more specialized technical vocational skills
- employment status of youth not in school, e.g., number working in formal sector jobs, number self-employed, number working in the informal economy, number working in different economic sectors
- ability of youth to have access to micro-finance
- workforce needs of the country by sector
- number of youth engaged in civil society organizations, e.g., youth serving NGOs, community service programs, political parties
- number of youth with HIV/AIDS or STDs; number of youth with a positive trajectory on life

Endnotes

1. Cynthia Lloyd, editor, *Growing Up Global: The Changing Transitions to Adulthood in Developing Countries* (Washington D.C.: The National Academies Press, 2005); and Lorenzo Guarcello et al., *School-to-Work Transitions in Sub-Saharan Africa: An Overview* (New York: UNICEF, 2005).
2. See *Out-of-School Youth in the Philippines* for another example of single-country research on out-of-school youth populations.
3. In most developing countries, mortality can be estimated at 60 years, and a 10-year cohort thus reflects 17 to 18 percent of the total population. A proportion greater than 20 percent is usually associated with a trend toward a youth bulge in developing countries.
4. This statistic was estimated by and presented in the *World Development Report 2007: Development and the Next Generation* (Washington D.C.: World Bank, 2006), 4.
5. *Ibid.*, 22.
6. Liberia, Guinea, and Congo were eliminated from the analysis, given the inconsistency of their data when cross-checked with UNESCO education statistics.
7. Several studies have identified donor projects that serve out-of-school youth with low levels of education. See USAID/EQUIP2, "Reaching the Underserved: Complementary Models of Effective School," December 2007; and USAID/EQUIP3, "Youth Livelihood Program Guide," June 2008.
8. For more information on primary school dropouts and the determinants, see Ibrahim Okumu Mike, Alex Nakajjo, and Doreen Isoke, "Socioeconomic Determinants of Primary School Dropouts: The Logistic Model Analysis," MPRA Paper No. 7851 Munich Personal RePEc Archive, http://mpa.ub.uni-muenchen.de/7851/1/MPRA_paper_7851.pdf, February, 2008.
9. Data from Ethiopia and Kenya are presented here as examples of the type of country-level analysis that can be carried out using DHS data. Such analysis could be undertaken for many of the other countries included in DHS surveys.
10. An earlier analysis explored using countries from other continents, including Pakistan and Indonesia. Pakistan's most recent DHS did not include males, whereas the data for Indonesia showed such large in-country variations as to render national averages for the purposes of country comparisons meaningless.
11. Literacy is measured by assessing respondents' ability to read a short passage with understanding.
12. Data are taken from the CIA *World Factbook 2009*.
13. This includes youth working without wages in the household and on family land.
14. See EQUIP3 *Country Youth Assessment Methodology*.
15. The DHS data set does not provide information on the variables connected with literacy, media access, work experience, or HIV/AIDS awareness for youth under the age of 15. Thus, only the education status of the 10 to 14 year olds is examined here, not their work or health status.
16. Note that this trend is similar to that in many SSA countries, as described in section 3.
17. See the *EFA Global Monitoring Report 2009*, (Paris: UNESCO, 2009), 108–111.
18. DHS assesses literacy using a short passage written in the language of the subject. The subject is scored according to (1) ability to read the passage fluently, (2) ability to read only some of the words in the passage, and (3) inability to read the passage. Here a subject is counted as literate only if he/she can read the complete passage.
19. This is an important finding, since in many other SSA countries, research is demonstrating much lower literacy rates for those who complete primary school (see SACMEQ reports at www.sacmeq.org/reports.htm).

20. Preliminary data analysis conducted for Liberia, Guinea, Congo, Democratic Republic of the Congo, and Rwanda was deemed unreliable for various reasons and therefore was not included in the data presentation or text analysis.
21. Kenya carried out a DHS in 2009, but the data sets are not yet available for general use.
22. Within countries, regional variations in poverty levels and social services are very large, and greater in those countries with the highest national poverty levels. See Wils, Hartwell, Zhao (2007).
23. The total youth population is defined for ages 15 to 24, consistent with the UNESCO and ILO definitions. Data on the rural population are based on World Bank indicators. The tabular statistics present DHS estimates of education status of the out-of-school and in-school populations using the age definition of 15 to 24 years. The graphs use the DHS data and include 10 to 14 year olds within the definition of youth. This allows for a study of the earlier dropout youth population ages 10 to 14 and the education status (e.g., primary incompleteness and no education) of this age cohort. The percentage of out-of-school youth is estimated as the total out-of-school youth population (for respective age cohorts) divided by the total youth population (for respective age cohorts). Gender-disaggregated percentages estimate the female-only populations for the respective age groups.
24. The total youth population is defined for ages 15 to 24, consistent with the UNESCO and ILO definitions. Data on the rural population are based on World Bank indicators. The tabular statistics present DHS estimates of the education status of the out-of-school and in-school populations, using the age definition of 15 to 24 years. The graphs use the DHS data and include 10 to 14 year olds within the definition of youth. This allows for a study of the earlier dropout youth population ages 10 to 14 and the education status (e.g., primary incompleteness and no education) of this age cohort. The percentage of out-of-school youth is estimated as the total out-of-school youth population (for respective age cohorts) divided by the total youth population (for respective age cohorts). Gender-disaggregated percentages estimate the female-only populations for the respective age groups.
25. Data in sections I and II from CIA *World Factbook 2008*, from www.cia.gov/library/publications/the-world-factbook.

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About EQUIP3

The Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. We work to help countries meet the needs and draw on the assets of young women and men by improving policies and programs that affect them across a variety of sectors. We also provide technical assistance to USAID and other organizations in order to build the capacity of youth and youth-serving organizations.

EQUIP3 is a consortium of 13 organizations with diverse areas of expertise. Together, these organizations work with out-of-school youth in more than 100 countries.

To learn more about EQUIP3 please see the website at www.equip123.net/equip3/index_new.html.



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