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Out-of-School Youth in Sub-Saharan Africa

A Policy Perspective

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



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

**Fred M. Ssewamala, Ozge Sensoy
Bahar, Mary M. McKay**



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

Out-of-School Youth in Sub-Saharan Africa Keiko Inoue, Emanuela di Gropello, Yesim Sayin Taylor, James Gresham, 2015-03-17 The economic and social prospects are daunting for the 89 million out of school youth who comprise nearly half of all youth in Sub Saharan Africa Within the next decade when this cohort becomes the core of the labor market an estimated 40 million more youth will drop out and will face an uncertain future with limited work and life skills Furthermore out of school youth often are policy orphans positioned between sectors with little data low implementation capacity lack of interest in long term sustainability of programs insufficient funds and little coordination across the different government agencies This report provides a diagnostic analysis of the state of out of school youth in Sub Saharan Africa focusing on the 12 to 24 year old cohort This report also examines the decision path youth take as they progress through the education system and the factors that explain youth s school and work choices It finds that individual and household characteristics social norms and characteristics of the school system all matter in understanding why youth drop out and remain out of school In particular six key factors characterize out of school youth i most out of school youth drop out before secondary school ii early marriage for female youth and iii rural residence increase the likelihood of being out of school iv parental education level and v the number of working adults are important household factors and vi lack of school access and low educational quality are binding supply side constraints Policy discussions on out of school youth are framed by these six key factors along with three entry points for intervention retention remediation and integration This report also reviews policies and programs in place for out of school youth across the continent Ultimately this report aims to inform public discussion policy formulation and development practitioners actions working with youth in Sub Saharan Africa

Facing Forward Sajitha Bashir, Marlaine Lockheed, Elizabeth Ninan, Jee-Peng Tan, 2018-09-20 Facing Forward lays out a range of policy and implementation actions that are needed for countries in Sub Saharan Africa to meet the challenge of improving learning while expanding access and completion of basic education for all The book underscores the importance of aligning the education system to be relentlessly focused on learning outcomes and to ensuring that all children have access to good schools good learning materials and good teachers It is unique in characterizing countries according to the challenges they faced in the 1990s and the educational progress they have made over the past 25 years allowing countries in the region to learn from each other The authors review the global literature and add to it by their extensive new analyses of multiple datasets from more than three dozen countries in the region they integrate findings about what affects children s learning their access to schooling and progress through basic education The book draws lessons from the region and for the region about what works and what is needed to better implement what is known to have worked The book examines four areas to help countries better align their systems to improve learning 1 completing the unfinished agenda of reaching universal basic education with quality 2 ensuring effective management and support of teachers 3 targeting spending priorities and budget

processes on improving quality and 4 closing the institutional capacity gap It concludes with an assessment of how future educational progress may be affected by projected fertility rates and economic growth Expanding Job Opportunities in Ghana Maddalena Honorati, Sara Johansson de Silva, 2016-10-24 Ghana was until very recently a success story in Africa achieving high and sustained growth and impressive poverty reduction However Ghana is now facing major challenges in diversifying its economy sustaining growth and making it more inclusive Most of the new jobs that have been created in the past decade have been in low earning low productivity trade services Macroeconomic instability limited diversification and growing inequities in Ghana's labor markets make it harder for the economy to create more jobs and particularly better jobs Employment needs to expand in both urban areas which will continue to grow rapidly and rural areas where poverty is still concentrated The current fiscal and economic crisis is heightening the need for urgent reforms but limiting the room for maneuver and increasing pressure for a careful prioritization of policy actions Going forward Ghana will need to consider an integrated jobs strategy that addresses barriers to the business climate deficiencies in skills lack of competitiveness of job creating sectors problems with labor mobility and the need for comprehensive labor market regulation Ghana needs to diversify its economy through gains in productivity in sectors like agribusiness transport construction energy and information and communications technology ICT services Productivity needs to be increased also in agriculture in order to increase the earnings potential for the many poor who still work there In particular Ghana's youth and women need help in connecting to these jobs through relevant skills development and services that target gaps in information about job opportunities Even with significant effort most of Ghana's population will continue to work in jobs characterized by low and fluctuating earnings for the foreseeable future however and they will need social safety nets that help them manage vulnerability to income shortfalls More productive and inclusive jobs will help Ghana move to a second phase of structural transformation and develop into a modern middle income economy *World Development Report 2018* World Bank Group, 2017-10-16 Every year the World Bank's World Development Report WDR features a topic of central importance to global development The 2018 WDR *LEARNING to Realize Education's Promise* is the first ever devoted entirely to education And the time is right education has long been critical to human welfare but it is even more so in a time of rapid economic and social change The best way to equip children and youth for the future is to make their learning the center of all efforts to promote education The 2018 WDR explores four main themes First education's promise education is a powerful instrument for eradicating poverty and promoting shared prosperity but fulfilling its potential requires better policies both within and outside the education system Second the need to shine a light on learning despite gains in access to education recent learning assessments reveal that many young people around the world especially those who are poor or marginalized are leaving school unequipped with even the foundational skills they need for life At the same time internationally comparable learning assessments show that skills in many middle income countries lag far behind what those countries aspire to And too often these shortcomings are hidden so

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

Education in Africa African Union, UNESCO Office Dakar and Regional Bureau for Education in Africa, 2023-02-14 *Learning, Marginalization, and Improving the Quality of Education in Low-income Countries* Daniel A. Wagner, Nathan M. Castillo, Suzanne Grant Lewis, 2022-02-21 Improving learning evidence and outcomes for those most in need in developing countries is at the heart of the United Nations Sustainable Development Goal on Education SDG4 This timely volume brings together contributions on current empirical research and analysis of emerging trends that focus on improving the quality of education through better policy and practice particularly for those who need improved learning at the bottom of the pyramid LBOP This volume brings together academic research experts government officials and field based practitioners National and global experts present multiple broad thematic papers ranging from the effects of migration and improving teaching to the potential of educational technologies and better metrics for understanding and financing education In addition local experts practitioners and policymakers describe their own work on LBOP issues being undertaken in Kenya India Mexico and Ivory Coast The contributors argue persuasively that learning equity is a moral imperative but also one that will have educational economic and social impacts They further outline how achieving SDG4 will take renewed and persistent effort by stakeholders to use better measurement tools to promote learning achievement among poor and marginalized children This volume builds on the second international conference on Learning at the Bottom of the Pyramid LBOP2 It will be an indispensable resource for policymakers researchers and government thinktanks and local experts as well as any readers interested in the implementation of learning equity across the globe The first volume Learning at the Bottom of the Pyramid LBOP1 may be obtained at <http://www.iiep.unesco.org/en/learning-bottom-pyramid> 4608

Les Jeunes Non Scolarisés D'Afrique Subsaharienne: Politiques Pour Le Changement Adrien Vogt-Schilb, Stephane Hallegatte, Keiko Inoue, Marianne Fay, Emanuela di Gropello, James Gresham, Yesim Sayin Taylor, 2015-07-14 The economic and social prospects are daunting for the 89 million out of school youth who comprise nearly half of all youth in Sub Saharan Africa Within the next decade when this cohort becomes the core of the labor market an estimated 40 million more youth will drop out and will face an uncertain future with limited work and life skills Furthermore out of school youth often are policy orphans positioned between sectors with little data low implementation capacity lack of interest in long term sustainability of programs

insufficient funds and little coordination across the different government agencies This report provides a diagnostic analysis of the state of out of school youth in Sub Saharan Africa focusing on the 12 to 24 year old cohort This report also examines the decision path youth take as they progress through the education system and the factors that explain youth s school and work choices It finds that individual and household characteristics social norms and characteristics of the school system all matter in understanding why youth drop out and remain out of school In particular six key factors characterize out of school youth i most out of school youth drop out before secondary school ii early marriage for female youth and iii rural residence increase the likelihood of being out of school iv parental education level and v the number of working adults are important household factors and vi lack of school access and low educational quality are binding supply side constraints Policy discussions on out of school youth are framed by these six key factors along with three entry points for intervention retention remediation and integration This report also reviews policies and programs in place for out of school youth across the continent Ultimately this report aims to inform public discussion policy formulation and development practitioners actions working with youth in Sub Saharan Africa

Out-of-School Youth in Sub-Saharan Africa Keiko Inoue,2015 **Facing Forward (FRENCH)** Sajitha Bashir,Marlaine Lockheed,Elizabeth Ninan,Jee-Peng Tan,2019-04-01 This book lays out a range of policy and implementation actions that are needed for countries in sub Saharan Africa to meet the challenge of improving learning while expanding access and completion of basic education for all Out-of-School Youth in Sub-Saharan Africa

Keiko Inoue,2015 Rapport sur le développement dans le monde 2018 World Bank,2018-07-24 Chaque ann e le Rapport sur le d veloppement dans le monde de la Banque mondiale met en vedette un sujet d importance capitale pour le d veloppement mondial Le Rapport sur le d veloppement dans le monde 2018 APPRENDRE pour r aliser la promesse de l ducation est le premier consacr int gralement l ducation Et le moment s y pr te particuli rement l ducation a toujours t essentielle au bien tre de l tre humain mais elle l est plus encore en cette p riode de rapides mutations conomiques et sociales Le meilleur moyen de pr parer les enfants et les jeunes l avenir est de placer l apprentissage au centre de toutes les interventions de promotion de l ducation Le Rapport sur le d veloppement dans le monde 2018 aborde quatre th mes majeurs La promesse de l ducation L ducation est un levier important pour radiquer la pauvret et promouvoir une prosp rit partag e Mais pour qu elle puisse r aliser ce potentiel il faut am liorer les politiques l int rieur comme en dehors du syst me ducatif La n cessit de mettre l apprentissage en lumi re En d pit des progr s accomplis en mati re d acc s l ducation les r centes valuations des acquis scolaires r v lent que de nombreux jeunes travers le monde particuli rement ceux qui sont issus des couches pauvres ou marginalis es de la population quittent l cole sans avoir acquis ne seraient ce que les comp tences n cessaires la vie En m me temps des valuationsscolaires comparables sur le plan international montrent que les comp tences disponibles dans de nombreux pays revenu interm diaire sont nettement inf rieures ce que ces pays ambitionnent Et trop souvent ces lacunes sont cach es par cons quent pour faire face la crise de l apprentissage il est crucial de commencer par la

mettre en lumière en améliorant la valorisation des acquis des élèves Comment mettre l'école au service de l'ensemble des apprenants Les travaux de recherche sur le cerveau pédagogique et la gestion des établissements scolaires entre autres ont identifié des interventions qui favorisent l'apprentissage en faisant en sorte que les apprenants soient mieux préparés que les enseignants soient la fois compétents et motivés et que d'autres moyens soient mis en œuvre pour soutenir la relation entre l'enseignant et l'apprenant Comment faire en sorte que le système favorise l'apprentissage Pour réaliser les objectifs d'apprentissage travers le système éducatif dans son ensemble il ne suffit pas de transposer plus grande échelle les interventions efficaces Les pays doivent aussi surmonter des obstacles techniques et politiques en ayant recours des outils de mesure et indicateurs suffisamment parlants pour mobiliser les acteurs concernés et suivre les progrès en formant des coalitions au service de l'apprentissage et en adoptant une approche de réforme évolutive

Women Entrepreneurs in Sub-Saharan Africa Marina Dabić, Léo-Paul Dana, Dina Modestus Nziku, Veland Ramadani, 2022-06-17 According to a 2018 World Bank report Africa is the only region with more women than men choosing to become entrepreneurs a phenomenon that is not the subject of adequate discussion This book reveals the latest research based understanding of the entrepreneurial activities of women in sub Saharan Africa Specially invited subject experts present salient dimensions of entrepreneurship by African women from environmental factors to motivations and influencers as well as financial and non financial constraints and highlight the significant role of cultural differences This book provides a mixture of theoretical conceptual and empirical research and fills the knowledge gap by presenting a wide range of opportunities and challenges faced by sub Saharan African women entrepreneurs This book will help policy makers and academic researchers in understanding the role of institutions and entrepreneurship policy in building a thriving entrepreneurial ecosystem in the region

Child Development in Africa: Views From Inside Serpell, Kofi Marfo, 2014-12-19 In this volume African scholars engaged in research on the continent reflect on their recent and ongoing empirical studies They discuss the strengths and limitations of research methods theories and interventions designed outside Africa to spur innovative research on the continent And they explore how insights from African philosophical theoretical and empirical work can be combined with exogenous forms of knowledge to generate understanding of the processes of African children's development in ways that are responsive to local contexts and meaningful for indigenous stakeholders A new field of African child development research is emerging in African societies focusing on children as valued and vulnerable members of society and potential civic leaders of the future Systematic inquiries are now designed to enhance our understanding of how African children think to discover effective ways of communicating with them and to inform successful strategies of promoting their health education and preparation for adult responsibilities in society This is the 146th volume in this Jossey Bass series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from

that field *Child Behavioral Health in Sub-Saharan Africa* Fred M. Ssewamala, Ozge Sensoy Bahar, Mary M. McKay, 2021-11-22 This book highlights the emerging research and policy development efforts to address child and adolescent behavioral health in Sub Saharan Africa where mental health policy is at an early stage and in need of context specific attention to its successes and shortcomings A diverse range of researchers with expertise on relevant policy in both the region as a whole and country specific contexts including Ghana Kenya Nigeria Rwanda South Africa and Uganda outline theoretically informed culturally appropriate evidence based and youth and family focused service models The first work of its kind with an exclusive focus on the understudied region of Sub Saharan Africa this text Provides an overview of the current state of child and adolescent behavioral health in the region Evaluates empirical work on risk and protective factors influencing behavioral outcomes Highlights emerging intervention research and dialogue on what works to improve child and adolescent behavioral health Offers insight and strategies on how to advance child and adolescent behavioral health in policy research and practice *Child Behavioral Health in Sub Saharan Africa Towards Evidence Generation and Policy Development* is a unique reference that offers guidance for current and future policy makers researchers practitioners and students as they seek to invest and engage in the healthy development of a future generation **Handbook of Career Development** Gideon Arulmani, Anuradha J. Bakshi, Frederick T. L. Leong, A. G. Watts, 2014-02-08 This book is focused on work occupation and career development themes that are fundamental to a wide range of human activities and relevant across all cultures Yet theorizing and model building about this most ubiquitous of human activities from international perspectives have not been vigorous An examination of the literature pertaining to career development counseling and guidance that has developed over the last fifty years reveals theorizing and model building have been largely dominated by Western epistemologies some of the largest workforces in the world are in the developing world Career guidance is rapidly emerging as a strongly felt need in these contexts If more relevant models are to be developed frameworks from other cultures and economies must be recognized as providing constructs that would offer a deeper understanding of career development This does not mean that existing ideas are to be discarded Instead an integrative approach that blends universal principles with particular needs could offer a framework for theorizing research and practice that has wider relevance The central objective of this handbook is to draw the wisdom and experiences of different cultures together to consider both universal and specific principles for career guidance and counseling that are socially and economically relevant to contemporary challenges and issues This book is focused on extending existing concepts to broader contexts as well as introducing new concepts relevant to the discipline of career guidance and counseling *Handbook of Positive Youth Development* Radosveta Dimitrova, Nora Wiium, 2021-10-22 This handbook examines positive youth development PYD in youth and emerging adults from an international perspective It focuses on large and underrepresented cultural groups across six continents within a strengths based conception of adolescence that considers all youth as having assets The volume explores the ways in which

developmental assets when effectively harnessed empower youth to transition into a productive and resourceful adulthood The book focuses on PYD across vast geographical regions including Europe Asia Africa Middle East Australia New Zealand North America and Latin America as well as on strengths and resources for optimal well being The handbook addresses the positive development of young people across various cultural contexts to advance research policy and practice and inform interventions that foster continued thriving and reduce the chances of compromised youth development It presents theoretical perspectives and supporting empirical findings to promote a more comprehensive understanding of PYD from an integrated multidisciplinary and multinational perspective **Resources in Education** ,1998 **The Other Half of**

Gender Ian Bannon,Maria Correia,2006-01-01 This book is an attempt to bring the gender and development debate full circle from a much needed focus on empowering women to a more comprehensive gender framework that considers gender as a system that affects both women and men The chapters in this book explore definitions of masculinity and male identities in a variety of social contexts drawing from experiences in Latin America the Caribbean and sub Saharan Africa It draws on a slowly emerging realization that attaining the vision of gender equality will be difficult if not impossible without changing the ways in which masculinities are defined and acted upon Although changing male gender norms will be a difficult and slow process we must begin by understanding how versions of masculinities are defined and acted upon *Malawi's challenging employment landscape* Baulch, Bob,Benson, Todd,Erman, Alvina,Lifeyo, Yanjanani,Mkweta, Priscilla,2019-01-16 Using three rounds of the Integrated Household Survey conducted between 2004 and 2016 this paper examines Malawi s challenging employment landscape focusing on its rapidly growing youth It finds little evidence of a structural transformation in Malawi s economy or of youth being in the vanguard of any changes in cross sectoral patterns of employment Most Malawians spend all of their working years in the agricultural sector indeed the share of employment in agriculture in Malawi rose slightly between 2004 and 2016 though the share of full time jobs inside agriculture declined during this period Tabular analysis and multivariate modelling of employment choices show that youth are not participating in the limited growth that has occurred in services Agriculture remains the sector in which most Malawians first obtain employment and it is only later in their working lives that Malawian workers particularly males are in a position to obtain employment outside of agriculture alone Malawi s challenging employment landscape for youth is characterized by a scarcity of jobs outside agriculture and insufficient work hours within agriculture Toxic Education Chris Bonell,2025-04-10 Young people s mental health is in

crisis with many especially those from disadvantaged backgrounds struggling academically and with the later transition to employment Feeling excluded many young people turn to harmful behaviours such as vaping and alcohol use for escape and a sense of belonging Schools are increasingly expected to address these issues but often lack the time and expertise to do so effectively Based on the author s research including the successful Learning Together trial an innovative programme that improved mental health reduced bullying and raised academic achievement this book provides a blueprint for a fundamental

shift in how schools support young people Essential reading for teachers public health workers and policy makers tackling the health and educational inequalities affecting young people today

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