

Making education systems respond to Out-of-School Youth (OOSY)



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Implication:
❖ *Need for a systemic integration of different models of alternative provision of education and training for OOSY into the mainstream education and training systems.*

Background

‘Education is not a way to escape poverty, it is a way of fighting it’ – Nyerere.

Africa’s share of the global youth population is expected to increase from one-fifth in 2012 to one-third by 2050 [1], a phenomenon described by demographers as a ‘youth bulge’. This youthful population is critical for sustainable development. Unfortunately, in sub-Saharan Africa (SSA), 34% of the 12-14 years age group, and 58% for the 15-17 years age group are out of school. That slightly over 70% of individuals in Africa living on less than \$1.25 a day are young persons aged 15 – 24 years [2] is an indication of the vulnerability facing young people in the current global social and economic dispensation. Providing education and training to the youth is one way to mitigate the effects of this vulnerability. In 2014, the out-of-school youth (OOSY) in SSA made up 35% of the world’s out-of-school children and youth [3,4]. There were 25.7 million out-of-school adolescents of lower secondary school age, and 34.4 million of upper secondary school age in SSA [3].

Importance to CIES

The paper demonstrates the usefulness of OOSY programs in reaching out to vulnerable youth who are not in employment, education or training. Providing them re-entry and/or skill development programs is an opportunity to access decent work and also move them away from activities that degrade the environment as they eke out a living. This will ultimately save the environment as well as ensure youth realize their rights to education, training and decent work. Successful programs and policy framing for OOSY focus on remediation programs that aim to bring this marginalized group back to formal schooling or to alternative education programs; and, integration of youth into the labor market through workforce development. Interventions among OOSY create opportunities for substantially reducing the proportion of youth not in employment, education or training and empower young persons to improve their skills.

Objectives

- ❖ Selected status of OOSY and reasons for being out-of-school;
- ❖ Existing models for alternative provision of education and training for OOSY; and,
- ❖ Pathways for out-of-school youth to return to formal education - especially lower and upper secondary.

Methods & materials

Overall approach - desk review



Results [4]

❖ *OOSY are from:*

- ✓ households (HH) that are poor
- ✓ HH with low education attainment
- ✓ HH with fewer working adults

❖ *Low proportion of OOSY*

<40% Eg, Uganda, Liberia and Nigeria

❖ *High proportion of OOSY*

>60% Eg. Niger, Burkina Faso and Mali

❖ *3 broad categories of models*

- ✓ Bridging programs
- ✓ Complementary education programs (CEP)
- ✓ Non-formal education (NFE) programs

❖ *Pathways for return to school*

- ✓ Equivalency education programs
- ✓ Accelerated learning programs

Reasons for being OOS

Macro-level factors (country level)

- Adequacy and equity in resources
- Policy and legislation frameworks
- lack of sufficient, adaptable and flexible systems of education
- lack of tailored education opportunities for dropouts, girls and children with disabilities.

Micro-level factors (individual & household)

- ❖ Demand side
 - Interest in schooling (relates to psych-social skills)
 - Age, over-age children more likely to drop out;
 - Gender-related issues
 - cost of schooling & opportunity cost
 - Social-economic status
 - number of school-going age siblings
 - Parental level of education
 - Other factors – eg. Food security, religious beliefs
- ❖ Supply side - Access to schooling & Low quality of education

References

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