

YOUTH WORKFORCE DEVELOPMENT

2019 Snapshot of USAID Activities in Education

The purpose of this brief is to identify gaps and good practices in education activities funded by the United States Agency for International Development (USAID) that support youth workforce development (YWFD). Content for this brief is pulled from FY 2019 USAID reporting of Performance Plan and Report (PPR) indicators and narratives, as well as additional resources. The brief provides background information about the YWFD sector and needs, maps USAID-funded YWFD activities by topic, and presents FY 2019 accomplishments as well as historical trends. For more information about USAID education sector reporting, including new supplemental indicators that complete the picture of reporting, please visit the Education Reporting Toolkit at www.edu-links.org/indicators. For more information about USAID's YWFD programs, please visit <https://www.edu-links.org/topics/youth-workforce-development>.

According to the United Nations Education, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS), more than 258 million children, adolescents, and youth are out of school globally, and youth face significant barriers to education.¹ Barriers to secondary school, technical and vocational education and training (TVET), post-secondary TVET, and other forms of higher education include:



LOCATION

- Inequalities based on the urban-rural divide exist in attainment for lower secondary education.²



FEES

- School fees can be a barrier to the transition from primary to secondary education as secondary school fees are more prevalent and substantial.³



GENDER

- Parental concerns about girls' safety in school, and while traveling to and from school, appear to lower female school enrollment in settings such as South Asia, Africa, and the Middle East.⁴
- Women who attempt to go back to school after being pregnant face high barriers to re-entry. In sub-Saharan Africa, four countries have a total ban on education re-entry for women who were pregnant.⁵



CRISIS AND CONFLICT

- In conflict-affected countries, adolescents are two thirds more likely to be out of school.⁶ Adolescent girls are almost 90% more likely to be out of secondary school than young women in other countries.⁷
- Migrants face more challenges than their native-born peers in terms of access to education and skills development due to factors such as legal status, segregation, school finance, and language policy.⁸



MARKET DEMAND/JOBS MISMATCH

- It is estimated that 22% of youth do not participate in education, employment, or training and, as a result, are at risk of not having the foundational and technical skills they need to succeed.⁹
- Many major employers report that job candidates lack the technical and soft skills needed to fill available positions.¹⁰
- Trends indicate that there will not be enough wage jobs to accommodate the global youth population.¹¹

Work by youth in many parts of the world is associated with a lack of household income. Data show significant numbers of adolescents working during their studies or working exclusively. Data also show lower skill attainment among working students than their non-working counterparts.¹² For those who work, many experience non-standard, informal, and less secure forms of employment.

¹ UNESCO UIS. 2019. *New Methodology Shows that 258 Million Children, Adolescents and Youth Are Out of School*. UIS Fact Sheet No. 56. Montreal, Canada: UIS.

² UNESCO. 2015. *Education for All 2000-2015: Achievements And Challenges*. Paris, France: UNESCO.

³ Morgan, C., Petrosino, A., and T. Fronius. 2014. *Eliminating School Fees in Low-Income Countries: A Systematic Review*. Journal Of MultiDisciplinary Evaluation, Vol. 10, No. 23, pgs. 26-43.

⁴ UNESCO. 2019. *Global Education Monitoring Report – Gender Report: Building Bridges for Gender Equality*. Paris, France: UNESCO.

⁵ Ibid.

⁶ UNESCO. 2015. *Humanitarian Aid for Education: Why It Matters and Why More is Needed*. Education for All Global Monitoring Report Policy Paper 21. Paris, France: UNESCO.

⁷ Ibid.

⁸ UNESCO. 2015. *Education for All 2000-2015: Achievements And Challenges*. Paris, France: UNESCO.

⁹ International Labour Organization (ILO). 2017. *Global Employment Trends for Youth 2017: Paths to a Better Working Future*. Geneva, Switzerland: ILO.

¹⁰ ILO. 2016. *Global Wage Report 2016/17: Wage Inequality in the Workplace*. Geneva, Switzerland: ILO.

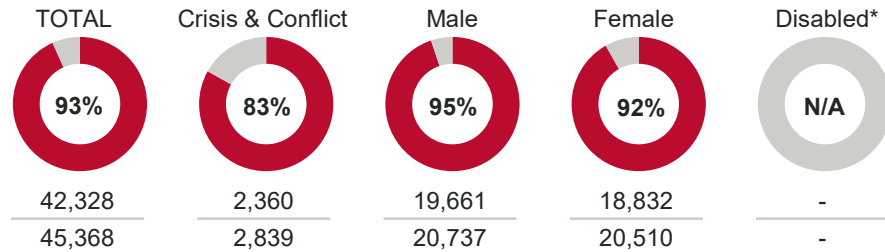
¹¹ Null, C., Cosentino, C., Sridharan, S., and L. Meyer. 2017. *Policies and Programs to Improve Secondary Education in Developing Countries: A Review of the Evidence*. Princeton, NJ: Mathematica Policy Research.

¹² UNESCO. 2015. *Education for All 2000-2015: Achievements And Challenges*. Paris, France: UNESCO.

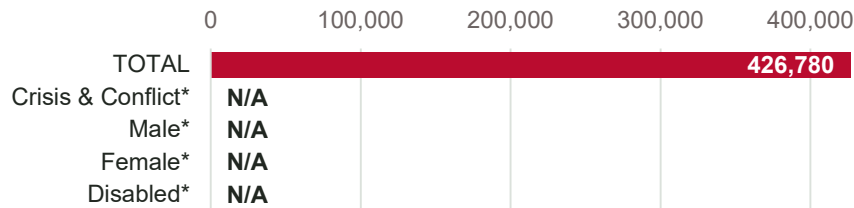
FY 2019 ACCOMPLISHMENTS

T IMPROVE ACCESS TO EDUCATION & TRAINING

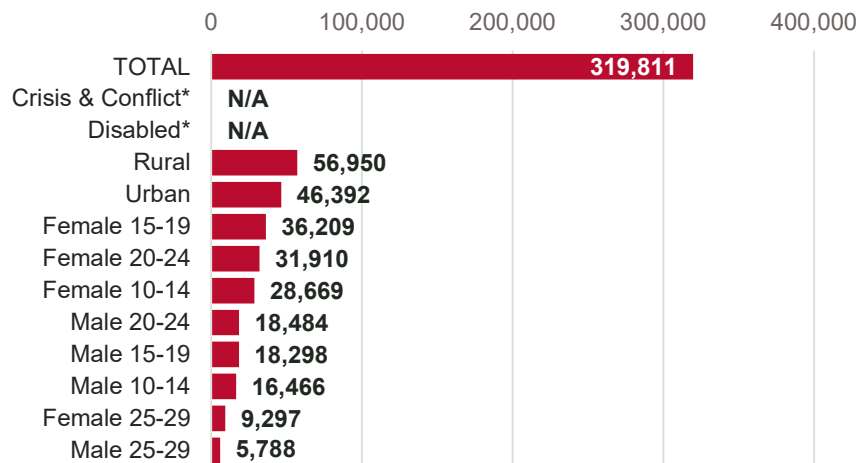
EG.6-14 | Percent of individuals who complete USG-assisted workforce development programs



EG.6-3 | Number of individuals who complete USG-assisted workforce development programs – *archived*



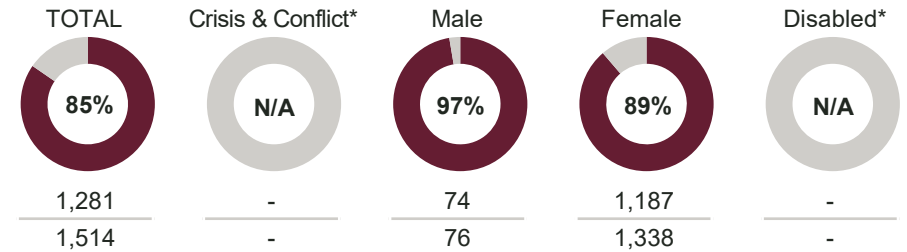
YOUTH-1 | Number of youth* trained in soft skills/life skills through USG assisted programs



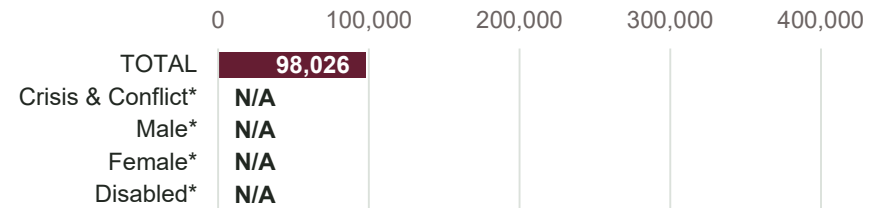
* USAID YWFD programs are likely to engage individuals aged 10-29 as a broader youth cohort. Where available, PPR data are disaggregated by age band (10-14, 15-19, 20-24, and 25-29).

S BUILD FOUNDATIONAL AND MARKET-RELEVANT SKILLS

EG.6-13 | Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs

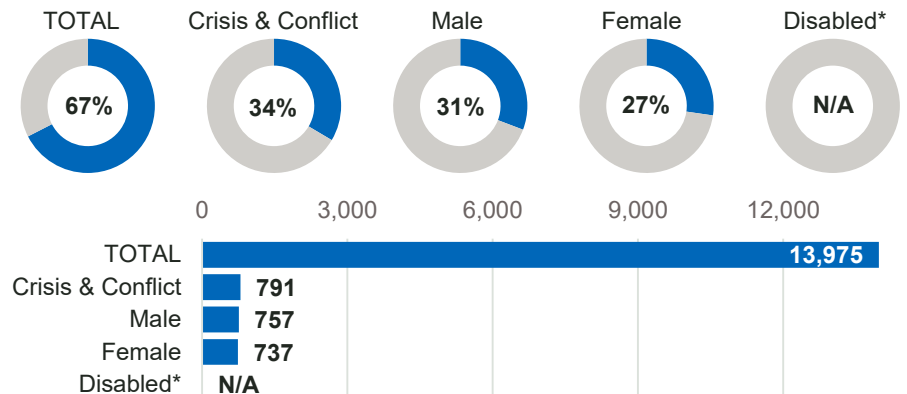


EG.6-2 | Number of individuals with improved skills following completion of USG-assisted workforce development programs – *archived*



E IMPROVE YOUTH EMPLOYMENT OUTCOMES

EG.6-12 | Percent of individuals with new employment following participation in USG-assisted workforce development programs



* Missing disaggregate data.

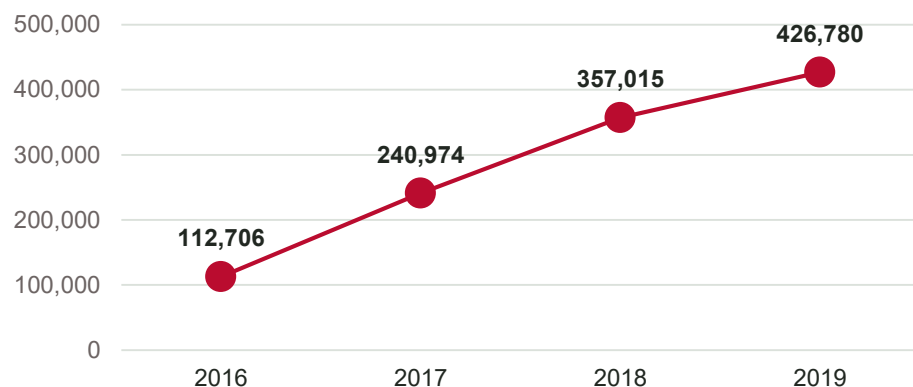
Disaggregated data may not always sum to the total.

FY 2016 – 2019 TRENDS

In response to USAID's [Education Policy](#) and changes in reporting requirements, these PPR indicators have been archived. Starting in FY 2019, USAID operating units (OUs) who manage education-related programs are transitioning to new indicators, because using them makes it easier for the Agency's Office of Education to report accurate results to Congress.

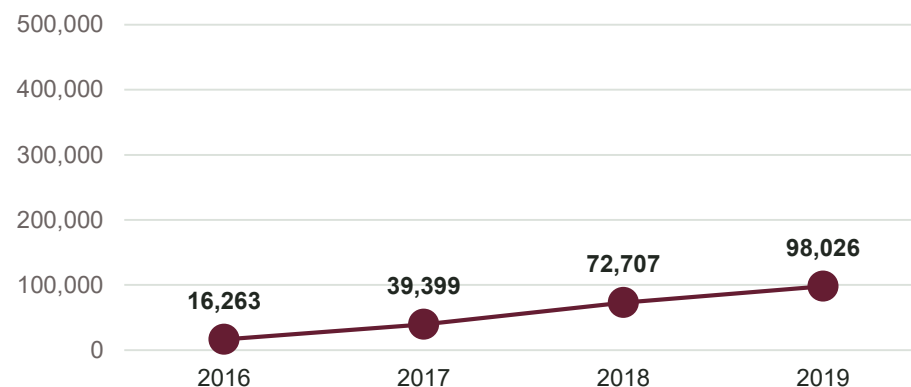
T IMPROVE ACCESS TO EDUCATION & **TRAINING**

EG.6-3 | Number of individuals who complete USG-assisted workforce development programs

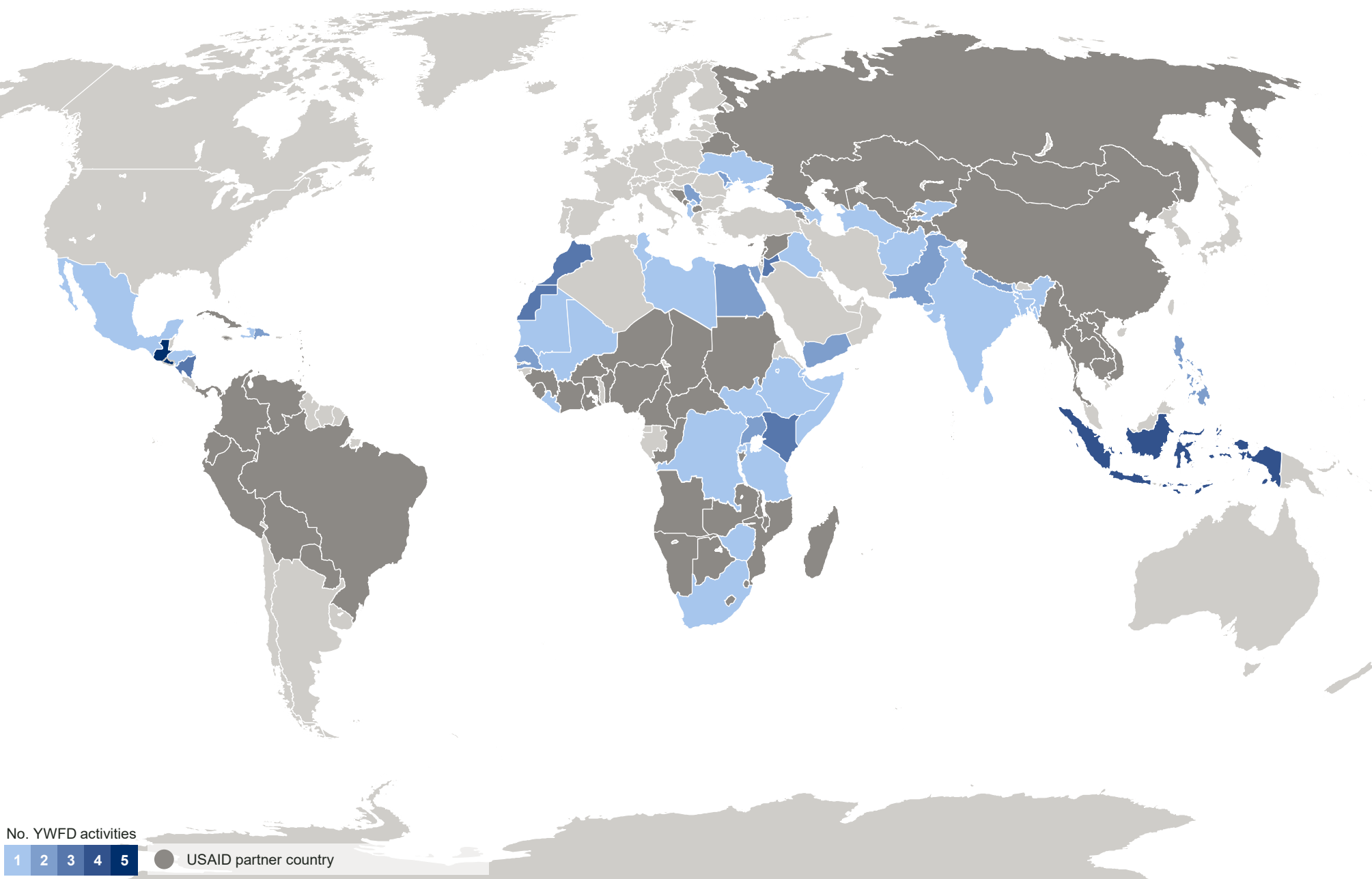


S BUILD FOUNDATIONAL AND MARKET-RELEVANT **SKILLS**

EG.6-2 | Number of individuals with improved skills following completion of USG-assisted workforce development programs



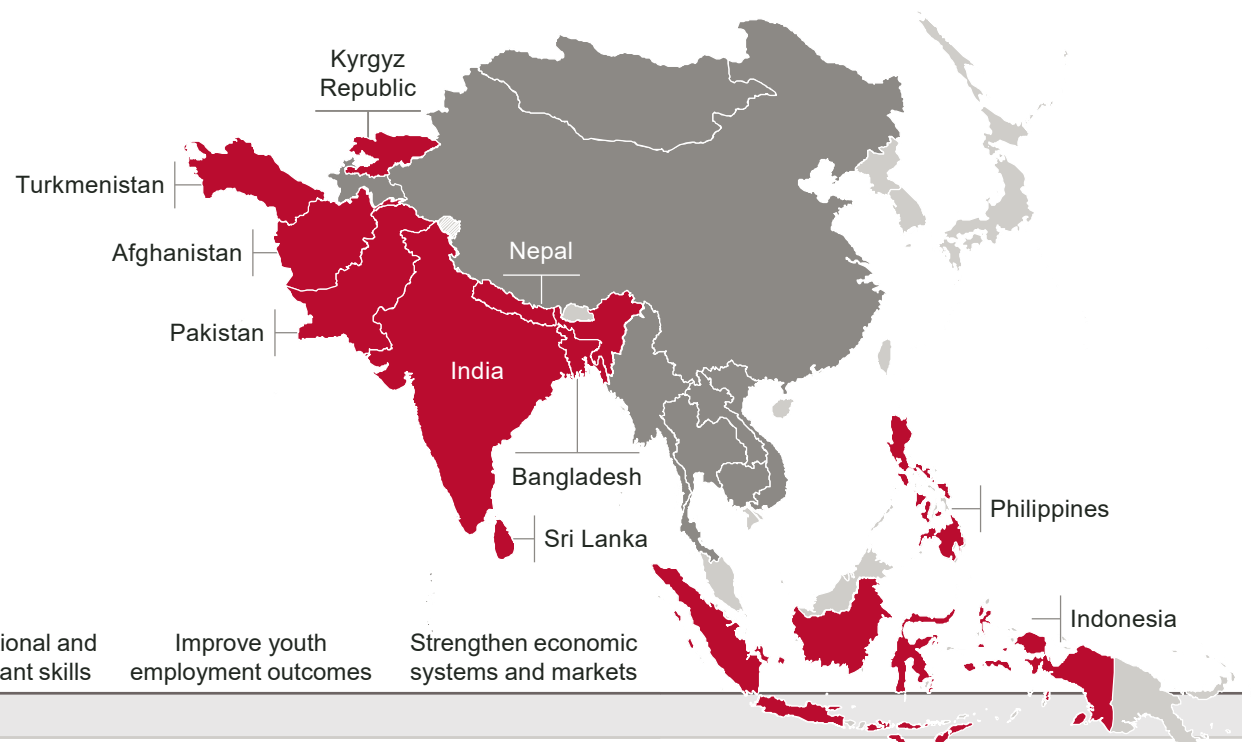
OVERVIEW OF USAID PARTNER COUNTRIES WITH YWFD ACTIVITIES



USAID PARTNER COUNTRIES WITH YWFD ACTIVITIES IN ASIA

● USAID partner country with YWFD activities

● USAID partner country

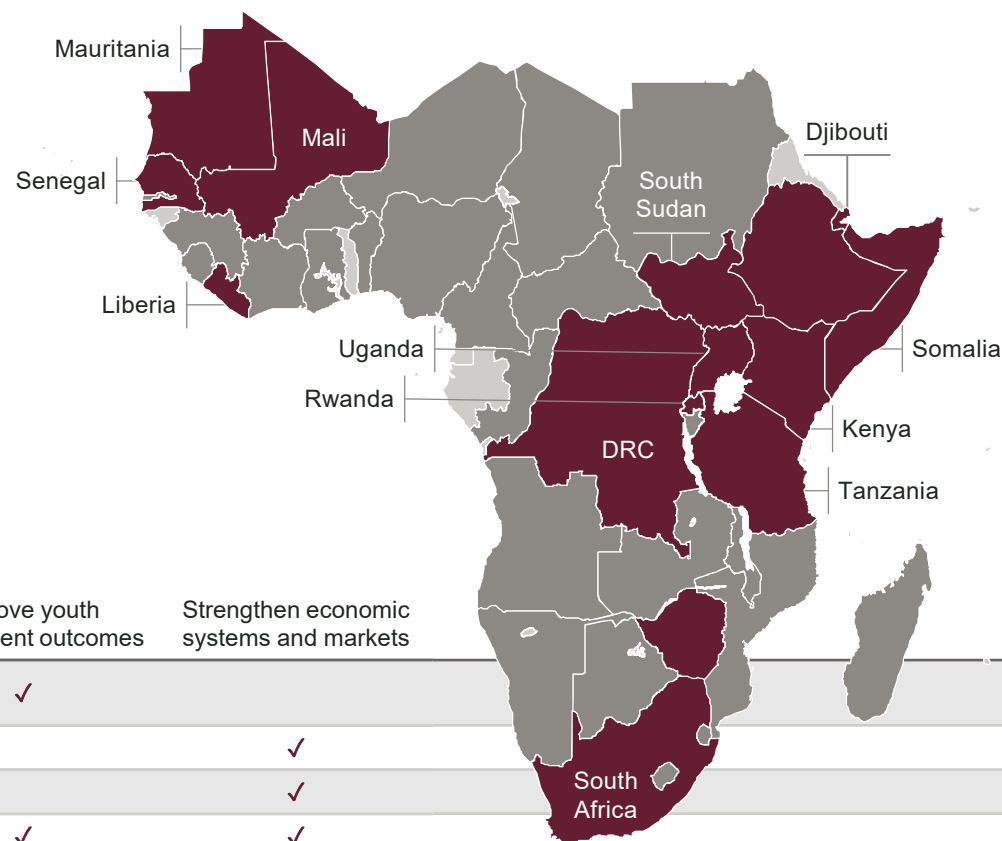


COUNTRY	Improve access to education and training	Build foundational and market-relevant skills	Improve youth employment outcomes	Strengthen economic systems and markets
Afghanistan	✓			
Bangladesh		✓		
India		✓		
Indonesia	✓	✓	✓	✓
Kyrgyz Republic	✓	✓	✓	
Nepal	✓			
Pakistan	✓	✓	✓	✓
Philippines	✓	✓	✓	✓
Sri Lanka	✓	✓	✓	✓
Turkmenistan	✓	✓		

USAID PARTNER COUNTRIES WITH YWFD ACTIVITIES IN SUB-SAHARAN AFRICA

● USAID partner country with YWFD activities

● USAID partner country



COUNTRY	Improve access to education and training	Build foundational and market-relevant skills	Improve youth employment outcomes	Strengthen economic systems and markets
Democratic Republic of the Congo (DRC)	✓	✓	✓	
Djibouti	✓	✓		✓
Ethiopia	✓	✓		✓
Kenya	✓	✓	✓	✓
Liberia	✓	✓	✓	
Mali	✓			
Mauritania	✓	✓	✓	
Rwanda	✓	✓	✓	✓
Senegal	✓			
Somalia			✓	
South Africa	✓	✓	✓	
South Sudan	✓			
Tanzania	✓	✓		
Uganda	✓	✓	✓	✓
Zimbabwe	✓			

USAID PARTNER COUNTRIES WITH YWFD ACTIVITIES IN THE MIDDLE EAST AND NORTH AFRICA

● USAID partner country with YWFD activities

● USAID partner country



COUNTRY	Improve access to education and training	Build foundational and market-relevant skills	Improve youth employment outcomes	Strengthen economic systems and markets
Egypt	✓	✓	✓	✓
Iraq	✓			
Jordan	✓	✓	✓	✓
Libya		✓		
Morocco	✓			
Tunisia	✓			
Yemen	✓	✓		✓

USAID PARTNER COUNTRIES WITH YWFD ACTIVITIES IN LATIN AMERICA AND THE CARIBBEAN

- USAID partner country with YWFD activities
- USAID partner country



COUNTRY	Improve access to education and training	Build foundational and market-relevant skills	Improve youth employment outcomes	Strengthen economic systems and markets
Dominican Republic	✓	✓		✓
El Salvador	✓	✓	✓	✓
Guatemala	✓	✓	✓	✓
Haiti	✓	✓		
Honduras	✓	✓	✓	✓
Mexico	✓			
Nicaragua	✓	✓		✓

USAID PARTNER COUNTRIES WITH YWFD ACTIVITIES IN EUROPE AND EURASIA

● USAID partner country with YWFD activities

● USAID partner country



COUNTRY	Improve access to education and training	Build foundational and market-relevant skills	Improve youth employment outcomes	Strengthen economic systems and markets
Albania		✓		
Azerbaijan	✓	✓	✓	
Georgia	✓	✓	✓	
Kosovo	✓	✓	✓	
Moldova	✓			
Serbia		✓	✓	
Ukraine		✓		✓