

<b>Work package number</b> <sup>9</sup>	WP5	<b>Lead beneficiary</b> <sup>10</sup>	4 - IRD
<b>Work package title</b>	Educational challenges in the post-2015 agenda: out of school children, illiteracy and higher education graduates		
<b>Start month</b>	1	<b>End month</b>	48

### Objectives

WP5 will make use of existing demographic data (censuses and national surveys mainly) to better document three aspects of educational issues in SSA, and produce useful evidence for decision makers. The DemoStAf programme will facilitate exchanges between the numerous partners grouped in the WP5. All African countries are involved, with methodological and research aspects.

### Description of work and role of partners

#### **WP5 - Educational challenges in the post-2015 agenda: out of school children, illiteracy and higher education graduates** [Months: 1-48]

##### **IRD**

Task 5.1 – Out of school children (Lead: V. Delaunay, IRD-LPED)

The objective of this task is to offer detailed data analyses and methodological research aiming at renewing out of school children (OOSC) measurement and indicators. Participants will make use of population censuses, national and local surveys (EDS, MICS, ECVM, HDSS) for the following countries: Burkina-Faso, Mali, Senegal, Uganda, Madagascar. Spatial analysis of OOSC from census data will allow us to go beyond the mere differentiation between rural and urban settings, with a particular focus on intra-urban differences within the capital cities. With a specific attention to the different categories of OOSC, we will answer the following questions: What is the weight of each category? Where are the OOSC located? What are their individual and family characteristics? What is the role of children's network and social environment on school enrolment and drop-out? Are there any specificities according to gender and of what nature?

Associated participants : IRD-CEPED, ISSP, INSD, INSTAT-Mali, ANSD, UCAD-LARTES, Univ. Makerere, INSTAT-Madagascar, UCM, IRD-LPED, ODSEF

Task 5.2 – Non-literacy and illiteracy (Lead: M. Pilon, IRD-CEPED)

The objective of this task is to better document situations of non-literacy (non-learning of reading and writing) and illiteracy (lost reading and writing skills previously learnt), taking into account the distinction between the two situations. As for task 5.1, the programme will offer thorough analysis linked to methodological approaches using existing demographic data sources such as population censuses and national surveys (EDS, MICS, ECVM), for the following countries: Burkina-Faso, Mali, Senegal, Uganda and Madagascar. A particular focus on capital cities will be applied here too. Questions to be addressed are: What is the respective weight of non-literates and illiterates? What are their respective characteristics? Are there specificities according to gender? If yes, of what nature?

Associated participants : IRD-CEPED, ISSP, INSD, INSTAT-Mali, ANSD, UCAD-LARTES, Univ. Makerere, INSTAT-Madagascar, UCM, IRD-LPED, ODSEF

Task 5.3 – Higher education graduates (Lead: M. Wayack Pambé, ISSP)

Under this task, a comparative work on higher education graduates in Burkina-Faso and Senegal is planned for along three axes :

1. Being a graduate in SSA (Senegal, Mali, Burkina Faso): Specific trajectories? Many studies have attempted to understand and explain the under-enrolment of girls that characterizes sub-Saharan African countries. Participants will change the focus and analyse how some girls and young women succeed in sub-Saharan Africa to graduate in contexts where being a wife and mother remains the yardstick of women's success. This will bring to light their specific trajectories and the singular conditions that enabled them to achieve these levels of education. What are the social conditions, especially in terms of family arrangements, that made thinkable and possible these trajectories? Are these young women, necessarily and solely from families with higher social and academic background?
2. Professional and family destiny of graduates in sub-Saharan Africa (Senegal, Mali, Burkina Faso): This axis aims at questioning the scope and limits of female and male academic progress in sub-Saharan Africa. It has been shown in population studies, that women who have reached a certain level of education (at or above high school level) have specific marital and reproductive behavior: they marry later, with the men with whom the age difference is less, and have fewer children, who are also better educated and healthier than those of other women. We will investigate jointly the professional and family perspectives of these women and compare their trajectories to those of men of the same levels of education. Several questions will guide the analysis: do acquired school capital enable in all circumstances, women

to (re) negotiate roles and tasks that are usually assigned to them? What is the influence of prolonged schooling of men in their family, social, and economic roles? How do graduates manage the education of their own children?

3. Migration and diploma: In this strand of work, we will use Senegalese census data to estimate return migrations of higher education graduates, in particular their gender differences. With census data, we will attempt to grasp student and graduated migrations within the continent.

Associated participants : INED, ISSP, IRD-CEPED, UCAD-LARTES, UZ

#### Participation per Partner

Partner number and short name <sup>10</sup>
1 - INED
4 - IRD
5 - Institut National de la Statistique
6 - INSD
7 - ISSP
8 - Agence Nationale de la Statistique et de la Démographie
9 - UNIVERSITE CHEIKH ANTA DIOP DE DAKAR
11 - INSTAT
14 - Université catholique de madagascar
15 - MU
17 - Uni Laval

#### List of deliverables

Deliverable Number <sup>14</sup>	Deliverable Title	Lead beneficiary	Type <sup>15</sup>	Dissemination level <sup>16</sup>	Due Date (in months) <sup>17</sup>
D5.1	Working paper: Out of school children	4 - IRD	Report	Public	42
D5.2	Working paper : Non-literacy and illiteracy	4 - IRD	Report	Public	42
D5.3	Working paper : higher education graduate	7 - ISSP	Report	Public	42

#### Description of deliverables

Deliverables will be organized along the following features :

- A working paper related to each task of the WP, based on the scientific production of the participants (articles, papers, communications...)
- Several more policy-oriented document related to each task/to the whole WP, based on the round-tables, meetings, other contacts with stakeholders in the course of the project and/or translation of research findings into policy insights
- A finalized product specific to the WP

D5.1 : Working paper: Out of school children [42]

Working paper summarizing the main findings of task 1 under WP5, on out so school children in three African countries.

D5.2 : Working paper : Non-literacy and illiteracy [42]

Working paper summarizing the main findings of task 2 under WP5, on the situation of non-literacy and illiteracy on five African countries

D5.3 : Working paper : higher education graduate [42]

Working report summarizing the main findings of task 3 under WP5, on trajectories of graduate, professional and family destiny of graduates and migration and diploma in three African countries.

#### Schedule of relevant Milestones

<b>Milestone number <sup>18</sup></b>	<b>Milestone title</b>	<b>Lead beneficiary</b>	<b>Due Date (in months)</b>	<b>Means of verification</b>
---------------------------------------	------------------------	-------------------------	-----------------------------	------------------------------