Introduction

Youth represent a substantial resource for countries as they constitute the workforce of the future. Defined as persons within the age range of 15 to 24, youth are especially important for developing countries currently undergoing a demographic transition. At the early stage of the demographic transition when the dependency ratio is low, countries have the opportunity to enact policies and investments that increase the human capital of young people leading to greater economic productivity as they enter the workforce. If successful, these policies result in GDP and per capita income growth called the "Demographic Dividend." Some East Asian countries such as Korea have been able to reap this dividend. The World Bank's *2007 World Development Report on Youth* advocates improving education access and quality, providing health education, and ensuring that young people have a smooth transition from school to the labor market.

For countries affected by armed conflict, this is especially difficult. The provision of services such as health and education is disrupted in many ways during insecurity and armed conflict. Teachers, health workers, and students can be physically threatened or harmed and populations often undergo displacement within and outside the boundaries of their countries.
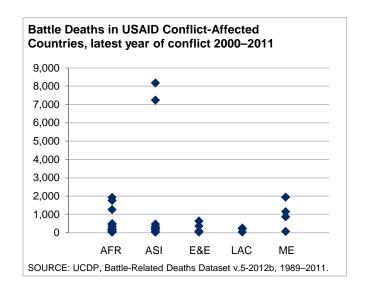
This snapshot focuses on conflict-affected countries that received over $2 million in USAID funding in fiscal year 2011 and identifies several key sources for measuring the levels and trends of education in these areas. Data sources that can be found in EADS' Economic and Social Database are marked with an *. This review was prompted by a request for education indicators in conflict affected countries by USAID staff.

Identifying Areas in Conflict

The two primary institutes collecting and analyzing data on conflict-affected countries are the Peace Research Institute Oslo (PRIO) and the Uppsala Conflict Data Program (UCDP).

UCDP/PRIO defines conflict as an armed conflict between two parties, one of which is the government, resulting in at least 25 battle-related deaths. The UCDP Conflict Encyclopedia is a continuously updated online database which contains information on different aspects of armed violence and organized conflicts, including characteristics pertaining to the dynamics and resolution of conflict.

In collaboration with the PRIO, the UCDP maintains the Armed Conflict Dataset, which covers both internal and external armed conflicts from 1946 to 2011. Data include the start and end dates of the conflict, duration of violence, and location of violence. The PRIO also maintains a dataset on battle deaths—i.e.,

Battle Deaths in USAID Conflict-Affected Countries, latest year of conflict 2000–2011

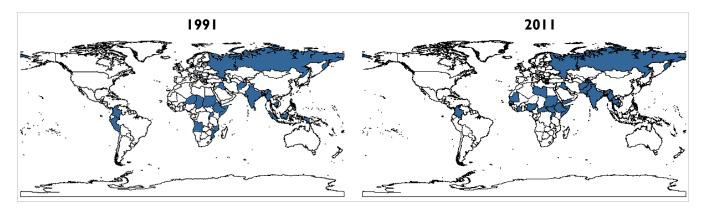SOURCE: UCDP, Battle-Related Deaths Dataset v.5-2012b, 1989–2011.

soldiers and civilians killed in combat in state-based conflicts.

For the period of 2000–2011, the UCDP Battle-Related Deaths Dataset identifies 44 USAID-assisted countries which underwent an armed conflict.

The maps below display USAID-assisted countries that were affected by conflict in 1991 and 2011.

Education Indicators: International Organizations

The following is a review of the major sources of education indicators with coverage of developing countries including many conflict-affected countries.

United Nations

***United Nations Millennium Development Goals Indicators ***

Data include the official indicators and supporting series, selected by the United Nations, to monitor the progress towards the eight Millennium Development Goals. Indicators relevant to youth include primary completion rate, total net enrollment, school attendance rates, literacy rates 15–24, and youth unemployment.

***United Nations Development Program, Human Development Report ***

The report contains development indicators—including the Human Development Index—for over 175 countries. Education indicators include expected and mean years of schooling.

***UNESCO Institute for Statistics (UIS) Database ***

The UNESCO Institute for Statistics (UIS) is the official source of data to monitor the education-related target of the Millennium Development Goals. This is a comprehensive source of education and literacy indicators on school system entry, participation, expenditure, teachers, progression, completion, and population. The dataset also includes indicators such as enrollment, completion, repetition, and survival rates. It contains predominantly national-level data and covers over 200 countries. For most Sub-Saharan and North African countries, the dataset contains additional indicators on school resources and teaching conditions.
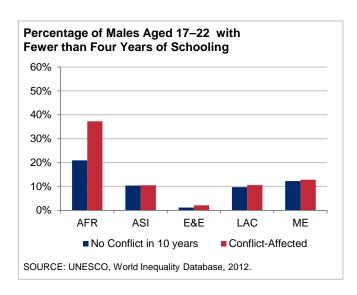
To quantify the scope of recruitment needs, UIS produces annual projections of global demand for primary teachers needed to achieve the target by 2015. These projections do not indicate what will happen but rather what governments should make happen in order to reach the targets. Thus, the projections serve as a guide toward setting goals by indicating the level of resources required. The dataset covers over 200 countries and terri-
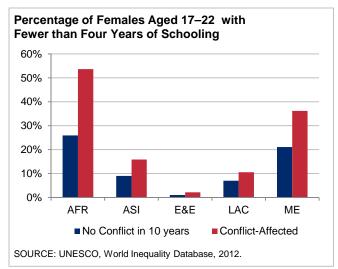
tories for 2008–2012. Indicators include primary teacher stocks and flows, teachers needed in 2015, and recruitment needs.

World Inequality Database on Education (WIDE) *

The World Inequality Database on Education (WIDE) brings together data from Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS) from over 60 countries. The dataset allows for comparisons in education between countries, and between groups within countries, according to factors that are associated with inequality, including wealth, gender, ethnicity, and location. Indicators include different measures of education including the proportion of the population with less than four and two years of education, respectively, as well as the proportion of the poorest 20 percent are also in the bottom 20 percent of the education distribution as well as the proportion of 7–16 year olds who have never been to school.

The two graphs below show the percentage of 17–22 year olds with less than four years of education in USAID-assisted countries that were affected by conflict in the period of 2000–2011. The data show that young men and women in conflict affected countries have a lower level of education than their peers in non-conflict affected countries. This gap in education achievement is particularly acute for youth in Africa and for young women.

Percentage of Males Aged 17–22 with Fewer than Four Years of Schooling

Legend: ■ No Conflict in 10 years   ■ Conflict-Affected

SOURCE: UNESCO, World Inequality Database, 2012.

Percentage of Females Aged 17–22 with Fewer than Four Years of Schooling

Legend: ■ No Conflict in 10 years   ■ Conflict-Affected

SOURCE: UNESCO, World Inequality Database, 2012.

World Bank

The World Bank produces a number of datasets covering over 100 countries and a wide swathe of education indicators. The main World Bank data sources are as follows:

The World Development Indicators *

The World Development Indicators are the World Bank's primary collection of development indicators, sourced from officially recognized international sources. The data represent the most current and accurate global development data available and cover over 100 countries and includes national, regional, and global estimates. Education indicators include school enrollment rates, school completion rates, children out of school, and youth literacy rates.

*The Millennium Development Goals ***

The Millennium Development Goals database is the official source of indicators for monitoring progress towards the Millennium Development Goals. This data are different from the United Nations' Millennium Development Goals database due to the timing of updates, source data, and definitions or regional groupings. Education indicators include persistence to last grade of primary, literacy rate for youth ages 15–24, and primary school completion rates.

*The African Development Indicators ***

These are the World Bank's primary collection of development indicators on Africa, compiled using recognized international sources. It presents the most current and accurate development data available. Education indicators include persistence to grade 5, enrollment rates, and youth literacy rates.

Education Indicators: Education and Household Surveys

Data from household surveys allow for sub-national analysis and comparison, particularly in comparisons of conflict-affected areas with non-conflict-affected areas within a country.

EdData II

EdData II's household based surveys are designed primarily to collect information on primary and secondary schooling and adults' education status. These national level household surveys are then linked to demographic and health surveys. The most recent rounds of these surveys obtain information on household expenditures on schooling, distances and travel times to schools as well as parents 'and guardians' perceptions of school quality and the benefits and disadvantages of schooling. Countries covered include Egypt, Guinea, Malawi, Nigeria, Uganda, and Zambia.

UNICEF Multiple Indicator Cluster Survey (MICS)

MICS is an international household survey program developed by UNICEF. MICS data are collected during face-to-face interviews in nationally representative samples of households, generating one of the world's largest sources of statistical information on children and women. The MICS is currently under its fourth iteration and has run since the mid-1990s with frequency of updates now at every three years rather than every five years. Indicators include household members' levels of schooling, as well as a new section on perceptions of education.

Education Indicators: Other Organizations

International Labor Organization (ILO)

The ILO provides detailed statistics on various labor-related topics. Several indicators in their database can be used to capture the success or failure of investing in youth human capital. Rates of youth employment and unemployment as well the number of youth not in education or employment can be used to capture their ease in entering the labor market. For children, another proxy—the level of child labor in an economy—captures one of the main reasons why children and later on youth are not in school. The International Program on the Elimination of Child Labor (IPEC) conducts national child labor surveys. Key findings are presented according to form of children's work, age group, sex, region, sector of activity, and status in employment.

The Survey of War Affected Youth (SWAY)

This survey is a research program in northern Uganda dedicated to understanding the scale and nature of war violence, the effects of war on youth, and the evaluation of programs to recover, reintegrate and develop after conflict. SWAY includes a representative sample of more than 1,300 young men and women born in northern Uganda towards the end of the 20-year war. Education indicators include school attendance, reason not in school, perceptions of school, and classmates. This study found that formerly abducted youth had significantly lower levels of schooling, due to the time away from school and the difficulties in returning to school as young adults. These youths also faced higher barriers to education to the impact of abduction on their available re-sources in paying school fees.

Additional Information
For questions or more information, please contact the author, Marie-Ellen Ehounou, at mehounou@devtechsys.com.
Datasets marked with an * in this snapshot are available from the Economic and Social Database (ESDB) at http://esdb.eads.usaidallnet.gov/.