A comparative analysis of emerging socioeconomic issues in selected SADC countries

Report 03-01-24 (2007-2012)

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A comparative analysis of emerging socioeconomic issues in selected SADC countries

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PREFACE

Southern African Development Community (SADC) is a reginal organisation which aims to integrate its 15 member countries. Statistics South Africa (Stats SA) as one of the National Statistical Office based in South Africa has the responsibility to produce and disaggregated statistics to inform planning and decision making, including monitoring the levels of integration. This report provides the statistics on the levels of education attendance, education attainment and labour force participation in Botswana, Malawi, Mozambique, South Africa, Tanzania and Zambia. Countries were chosen on the bases of availability of data. Both SADC and the African Union recognises that every young person shall have the right to education of good quality. Sustainable Development Goals (SDGs) of the United Nations also make efforts to remove sex differentials in education attainment. This report provides baseline data for more comprehensive reports in the future. It provides descriptive analysis on the levels of education attendance, educational attainment and labour force participation.

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Statistician-General

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
ILO	International Labour Organisation
IPUMS	Integrated Public Use Microdata Series
NEET	Not in employment, education or training
NSO	National Statistical Office
RISDP	Regional Indicative Strategic Development Plan
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER 1: INTRODUCTION

1.1 Introduction

South Africa is one of the critical role players in the development and implementation of the Southern African Development Community (SADC) agenda pertaining to socioeconomic development, regional economic integration, as well as political agenda. South Africa also remains one of the leading countries in the region with fully fledged statistical system, and is often used as a benchmark for other African countries. This report forms part of pioneering work on statistical reports providing comparative analyses on SADC region relating to population, development, spatial and social economic issues.

Southern African Development Community (SADC), is one of regions in Africa, formed mainly to contribute to sustainable, and integrated socio-economic development across Southern African countries. The region constitutes of the following countries; Angola, Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zimbabwe and Zambia. The main objective of this regional block is to enhance the standard and quality of life of the people of Southern Africa through accelerated growth and economic development, peace and security. The SADC region covers a total land area of approximately 10 million square kilometres, with a population of about 277 million and 62 million households. Many of the SADC countries are among the poorest in the world, with a rapid population growth of 2,7% (SADC statistical yearbook, 2015). Given the young population structure in the region, youth unemployment has become a concern for the regional governments (SADC statistical yearbook, 2015).

Although a number of indicators are published annually in the SADC statistical year book in order to assess and monitor the level of progress in development and integration of the SADC region, gaps still exist in terms of data and analytical reports. Limited research has been done looking at the socio-economic, political and demographic aspects of the region. There is therefore a need for detailed comparative analyses to assess the pace and direction in the key areas of development within this development block/region. This report forms part of the efforts to close the analyses gaps. Using Census data, the most viable data source common to the countries of interest, a comparative cross-country approach is utilised to profile levels and patterns of selected socio-economic development indicators in the region. In this report, analysis has been restricted to the six countries

that participated in the 2010 round of Censuses; Mozambique which conducted a Census in 2007, Malawi in 2008, Zambia in 2010, Botswana and South Africa in 2011, and Tanzania in 2012.

The report is limited to socio-economic aspects and concentrates on the education and labour force participation indicators of only six out of the fifteen countries. The reason for exclusion of most countries was lack of comparative data, a factor attributed to the staggered timing of Census exercises in the different SADC countries.

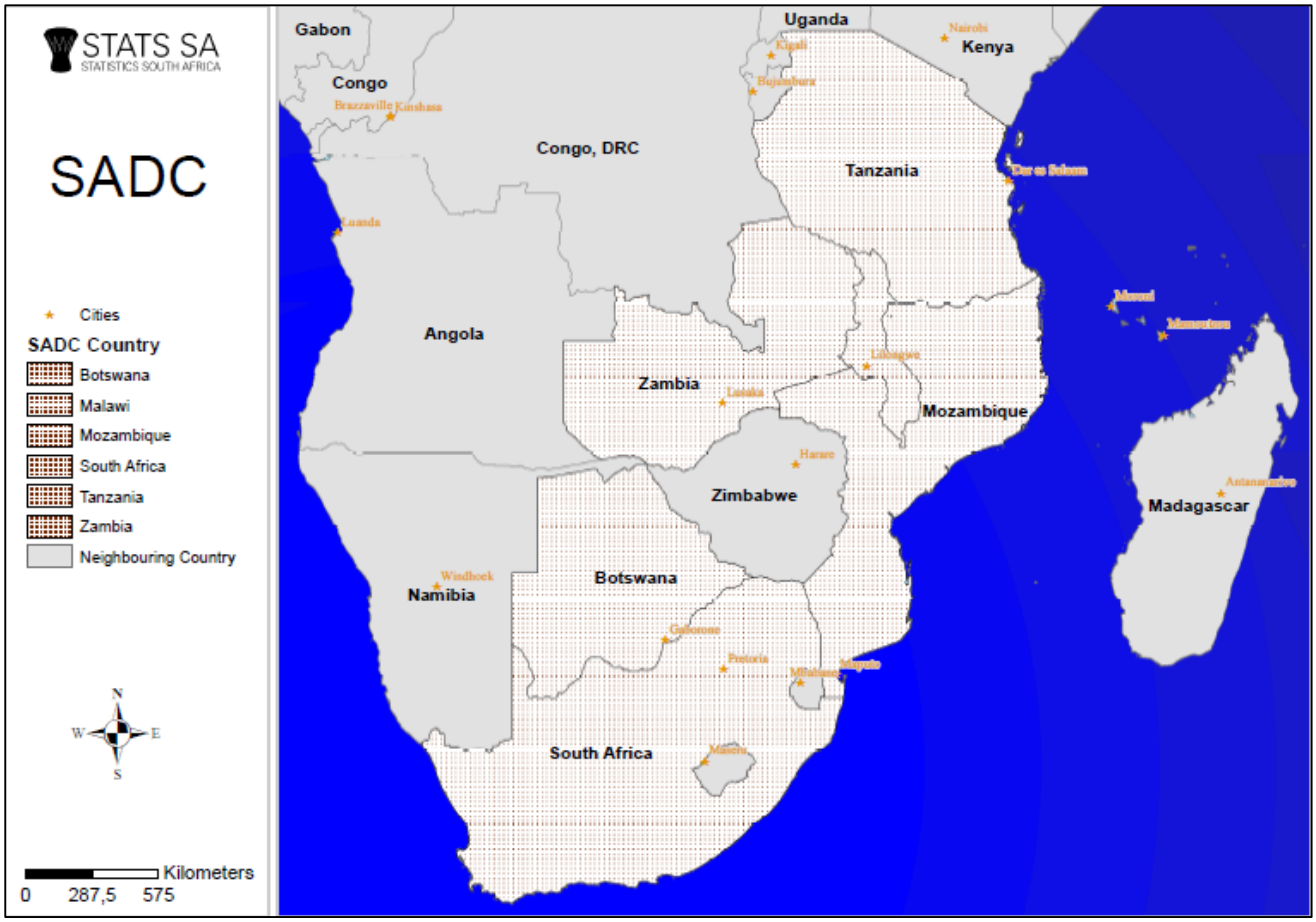
1.2 Objectives of the report

The main objective of this report is to provide insights on demographic and selected socio-economic issues affecting the selected SADC countries, and to show the extent of convergence and divergence among the selected countries. The report specifically aims:

- To provide a brief demographic analysis of the selected SADC countries;
- To profile school attendance and non-attendance among school-going children;
- To profile educational attainment by various socio-demographic characteristics; and
- To profile labour force participation and inactivity ratios by various socio-demographic characteristics.

1.3 An overview of the selected countries

Map 1.1: Map of SADC, highlighting selected SADC countries



1.3.1 An overview of Botswana

Landlocked Botswana is located at the centre of Southern Africa, a strategically positioned bridge between South Africa, Namibia, Angola, Zambia and Zimbabwe. It has a relatively small population size of about 2 million people (Central Statistical Office of Botswana, 2017).

There have been five censuses after the independence of Botswana, each occurring every ten years in the year ending in 1 (i.e. 1971, 1981, 1991, 2001, and 2011) (Central Statistical Office of Botswana, 2017). The 1971 census was the first census in Botswana to use de facto enumeration; the method that counts people based on how many people spent census night at a specific location. Previously, the citizens were counted based on their usual place of residence. The 2001 census was the first census in Botswana to comply with the SADC 2000 Census Project, the guidelines of which unify the

demographic statistics in Southern Africa. The most recent census was undertaken in 2011 around August (Central Statistical Office of Botswana, 2017).

Education in Botswana is free, but not compulsory. The Ministry of Education has authority over Botswana's educational structure except the University of Botswana. The educational structure mirrors that of the United Kingdom: there is universal access to primary and junior secondary school, but a process of academic selectivity reduces entrance to the senior secondary school and the university.

1.3.2 An overview of Malawi

The Southern African nation of Malawi contains Lake Malawi, one of Africa's largest and longest lakes in the country. In 2016, the population was estimated at 18 million (African Economic Outlook, 2016).

Population and housing censuses have regularly been conducted in Malawi since the colonial era. However, the most comprehensive censuses have only been undertaken during the post-colonial period starting with the 1966 census and every ten years thereafter (NSO Malawi, 2018). Censuses have been conducted as part of the Integrated Household Survey programme (NSO Malawi, 2018).

Malawi’s education strategy evolved over the last five decades. The first education development plan (1973–1980) prioritised secondary and tertiary education. This was revised in the second education development plan (1985–1995) which focused on universal primary education. The objective was not achieved and females in particular were left behind, recording lower performance and higher dropout rates (Castel et al, 2010). In 1994, the government of Malawi implemented a new ambitious programme aimed at delivering free primary education for all. This policy led to an important increase in the enrolment rate. (Castel et al, 2010).

The study by Castel et al (2010) suggests that human capital in Malawi is scarce and that a reform of the education sector may be needed to support the country’s economic development. Employment patterns and labour market participation mirror an education system that has very low enrolment in higher education (Op cit, 2010).

1.3.3 An overview of Mozambique

Mozambique borders Tanzania, Malawi, Zambia, Zimbabwe, South Africa, and Swaziland. About 70% of its population of 28 million live and work in rural areas (Instituto Nacional de Estatistica, 2018). It is endowed with ample arable land, water, energy, as well as newly discovered natural gas and mineral resources offshore; three, deep-sea ports; and a relatively large potential pool of labour. It is also strategically located, with four of the six countries it borders landlocked and hence dependent on it as a link to global markets (African Economic Outlook, 2016).

The Mozambique third Population and Housing Census after independence (independence was achieved in 1975) was conducted from 1st to 15th August 2007, ten years after the 1997 census (Instituto Nacional de Estatistica, 2018). The 2007 census covered the whole country and to assure the simultaneity of the census, a time reference for the Mozambique Census was established as 1st August 2007 (at zero hours).

1.3.4 An overview of South Africa

South Africa's peaceful political transition is known as one of the most remarkable political feats of the past century. The Statistics Act stipulates that censuses be held every five years, however, because of limited resources Statistics South Africa (Stats SA) conducts a census every 10 years (Stats SA, 2016) and in between censuses conducts large community surveys. The post-apartheid government held its first population census in 1996. This was followed by its second census in 2001. A '2007 Community Survey' took the place of the 2006 census. The last Census held in 2011 was part of the 2010 round of African censuses aimed at generating data about the continent, which was meant to assist governments with planning processes, policy formulations and further development (Stats SA, 2016).

Around 2000, the Department of Education in South African effected two policies that were destined to lessen the large number of over-age pupils in the school system arrangement. The implication was that schools under basic education were no longer permitted to accept pupils who were more than two years older than the right grade-age (for grade ten is 16 year old) and pupils might not be held back more than once in each of four schooling segments. The examination done by Burger, et al., (2013) using survey

data and school administrative data shows that these policies corresponded with a decline in school registration of at least 420 000 and probably more than 920 000 pupils. The work of these policies seem to have forced many scholars into the employment at earlier ages than was observed for earlier cohorts. This could explain much of the rapid growth in the participation of young persons in unemployment and labour force. Nevertheless, since these persons would possibly have to move into the labour market earlier if not for their poor employment forecasts, the study reveals that the subsequent increase in unemployment suggests a more exact replication of veiled unemployment that already happened in the late-1990s rather than a worsening of labour market circumstances (Burger, et al., 2013).

South Africa has a variety of labour market programmes that can assist to lower the unemployment of young people. These concentrate on improving the employability of the young people through current education policies and skills development by means of learnership enticements or provide direct public sector employment on the Expanded Public Works Programme (EPWP) (Blumenfeld, 2011).

1.3.5 An overview of Tanzania

The United Republic of Tanzania was established on the 26th of April 1964, after the amalgamation of Tanganyika and People's Republic of Zanzibar. According to World Bank, Tanzanians live below the poverty line despite the general political stability which encourages investment. (African Economic Outlook, 2016).

The first population census in Tanzania was conducted in 1910, but the first post-independence census was conducted in 1967, then 1978, 1988, 2002 and 2012. The population of Tanzania in 2012 was estimated at 45 million (African Economic Outlook, 2016). Tanzania conducts censuses in a de facto enumeration methodology, in 2012 the census night was the night between the 25th and 26th of August 2012 (African Economic Outlook, 2016).

The analysis of qualifications of workers, benchmarked against occupations and the education and skills defining these occupations, indicates continuing high levels of (vertical) mismatch, which is principally due to under-qualification. Qualifications mismatch not only affects the high-skilled occupations in major groups such as

professionals and technicians, but is an issue in virtually the full range of occupations. Mismatch is decreasing slowly, in line with the expansion of the educational system (Op cit, 2013). The sectoral pattern of rates of return to education in Tanzania appears consistent with the analysis of structural change and the education intensity, while increasing returns to secondary education are in accordance with the high levels of mismatch between levels of education and occupations, and the demand for workers with this level of education (Spareeboom & Nubler, 2013). However, the decreasing returns to tertiary education raises important questions and challenges further research to better understand patterns of structural transformation that are able to provide jobs and occupations for tertiary educated workers.

1.3.6 An overview of Zambia

Landlocked in the centre of Southern Africa, Zambia shares a border with Zimbabwe, its principal neighbour, and on it the Victoria Falls, Lake Kariba, and a stretch of the Zambezi River. Elsewhere, it borders touch the southern tip of Lake Tanganyika and six more countries: Tanzania, the Democratic Republic of the Congo, Angola, Botswana, Mozambique, and Malawi. Its population is estimated at about 16,5 million (2016)

The first post-independence population census in Zambia was conducted in 1969, to date Zambia has conducted five population censuses every 10 years (Central Statistical Office of Zambia, 2017). The population of Zambia in 2010 was estimated at 13 million (Central Statistical Office of Zambia, 2017). Zambia conducts censuses in a de jure enumeration methodology (Op cit, 2017).

Despite the Ministry of Education adopting a number of policies to guide the provision of education equitably, the system currently does not assure access by all categories of learners. For instance, there are still glaring gender disparities at the various levels of education. Although gender parity is in favour of girls from Grades 1 to 4, the index drops thereafter from Grade 5 in favour of boys. According to the ministry of education, the high drop-out rates for girls resulting from among other factors; early pregnancies, early marriages and lack of safe school environments for adolescent girls (Central Statistical Office of Zambia, 2017).

1.4 Findings on existing socio economic research conducted for the SADC region

Labour market participation by people aged 15 to 64 years, is a proxy indicator of interest in working. Generally, increasing labour force participation indicates greater interest in working, while decreasing labour force participation indicates declining employment opportunities. According to Fernandes-Alcantara (2012) changes in labour force participation rates, however, are not perfect indicators of individual or collective interest in working. For example, labour force participation may decline because individuals become discouraged about job prospects and give up looking for work. Individuals may also decide to pursue education instead because of the returns they will receive later when they are employed.

Anecdotal research reveals the impressive increase in the number of children enrolled in primary schools in the African continent between and during the decade of the 1990s On the part of sub-Saharan African countries, about a third of the 49 countries abolished school fees since 2000, enabling more children to attend primary school (Op cit, 2014). That notwithstanding, few of such countries managed to achieve universal primary education.

Technical and vocational education and training has not been a top priority for many African countries, and thus accounted for only 6 per cent of total secondary enrolment in the region, a slight drop from 7 per cent in 1999. Technical Vocational Education and Training (TVET) programmes markedly declined in the 1980s due to budgetary shortfalls in the education sector of many African countries and have never fully recovered (British Council, 2014). On average, only about 2 to 6 per cent of educational budgets are devoted to technical and vocation skills development. In the case of South Africa, the Skills Development Act of 1998 provided the basis for the development of the financial aid scheme for impoverished South Africans. A significant number of persons who completed their tertiary education were provided loans from such funds. Even so, there are still challenges faced by the education system as well as students within the democratic era. Challenges still faced include the exodus of qualified educators from the teaching profession, the mismatch between labour market demand and post-school training, the quality of basic education, and the ever-rising costs of higher learning institutes. It remains to be seen whether the analysis in this report may provide some clues as to whether the education system is managing to deal with the variety of bottlenecks discussed.

1.5 Data & methods

This section provides clarity on data and methods used in the analyses and compilation of this report. Firstly, data sources used are explained followed by description of indicators and later analysis methods used.

1.5.1 Data

Secondary data from the Integrated Public Use Microdata Series (IPUMS) International were used in compiling this report. Data from different countries is extracted into microdata format and harmonised to ensure comparability across different countries. For this report, data for six sub-Saharan African countries were used. The six countries were selected on the basis of Census microdata from IPUMS International. Selected countries[1] include: (a) Botswana 2011 (b) Malawi 2008 (c) Mozambique 2007, (d) South Africa 2011 (e) Tanzania 2012, and (f) Zambia 2010.

The microdata contained within IPUMS International is a microdata sample of the original data sets for the different countries. As shown in Table 1.1, four (Botswana, Malawi, Mozambique, and Zambia) of the six countries provided ten per cent samples[2] of clustered households, where systematic sampling procedure was followed in conducting censuses. In the case of South Africa, (Census 2011 used both systematic sampling and complex stratification[3], whilst Tanzania used complex stratification.

Table 1.1: Sample design summary of selected countries according to IPUMS International[4]

Country	Systematic sampling	Complex stratification	Household clustering	Sample fraction
Botswana	Yes		Yes	10%
Malawi	Yes		Yes	10%
Mozambique	Yes		Yes	10%
South Africa	Yes	Yes	Yes	8.6%
Tanzania		Yes	Yes	10%
Zambia	Yes		Yes	10%

Source: IPUMS International

[1] Four out of the six countries conducted their censuses during the 2010 census round
[2] Microdata samples
[3] According to IPUMS: complex stratification is used to improve the precision of the estimates from small areas/populations
[4] See: https://international.ipums.org/international/sample_design_summary.shtml

1.5.2 Methods

Data obtained from IPUMS International was extracted as a combined sample format, with harmonised variables[5], from the different countries. Different variables were selected and included in the study, while other variables were derived using existing variables. Only certain main variables which were available across all the selected samples were included in the study. Where possible, harmonised age-ranges of persons[6] being analysed were used in order to make the analysis comparable across the different countries. For instance, the age range of seven to seventeen years[7] was used to analyse school non-attendance, in order to ensure that all countries were catered for.

1.5.2.1 Selected variables

The report uses three main outcome variables in order to meet the objectives of the study. These variables include (a) non-attendance, (b) educational attainment and (c) labour force dynamics (unemployment and inactivity). School non-attendance comprises of persons aged 7–17 years who reported that they were not currently attending any educational institution at the time of the enumeration or within a specified time before the Census. This variable was categorised as 0 = attending; 1 = not attending.

Educational attainment refers to persons aged 20 years and older who reported that they had completed a certain educational level. For the purpose of this report, the category "*less than primary completed*" from the variable was split into two (to show *no schooling* and *incomplete primary*) using the variable EDATTAIND (which is the detailed version of the educational attainment variable),[8] attempts to combine into a single harmonised variable, roughly comparable variables that relate to ones completed level of education. This variable was categorised as 0 = no schooling; 1 = less than primary (i.e. *incomplete primary*); 2 = primary completed; 3 = secondary completed; and 4 = university completed.

Moreover, to measure labour force dynamics, the variable[9] was used. This variable was used an indicator of whether the respondent was part of the labour force or not[10]. For the

[5] The harmonized variables make it possible for researchers to compare different countries, as in the example of this report
[6] The unit of analysis for this report is persons/individuals
[7] The school-going ages overlap between the selected countries, hence we decided to harmonize the age ranges
[8] See: https://international.ipums.org/international-action/variables/EDATTAIN#description_section
[9] Focusing on persons aged 15-64 years (also known as the working age population)
[10] See: https://international.ipums.org/international-action/variables/EMPSTAT#description_section

purpose of this report, the focus was on labour force participation and inactive persons. For all the outcome variables, persons who were coded as: *not in universe* and *unknown* were excluded from the analysis. The following variables were used in the report as explanatory variables: (a) age; (c) sex; (d) marital status; (e) country (*where possible to distinguish between the different countries*); (f) household formation.

1.5.2.2 Analysis techniques

Analysis was completed using SAS Enterprise Guide version 7.1 (SAS Institute, Cary, NC, USA). Basic descriptive (univariate and bivariate-cross tabulations) were used to analyse the data. Certain indicators were also computed using the variables within the dataset. These indicators included: dependency ratios, growth rate, sex ratio, labour force participation, inactivity rate, and time-plots, amongst others.

The time at which a particular educational level was completed was calculated using the form:

$$TIME = Censustime(2011.775) - (age_X + 0.5) + averageage$$

Where *Censustime*[11] time represents the calendar time at which a particular census data collection began. Age$_x$ represents the age of persons completing a particular education level; and *average age* represents the age at which most of the persons complete that particular level. It should, however, be noted that the time plot includes the calculated time and proportions completing that particular educational level where age is excluded, since it is already incorporated in the time column. Time-plotting events may also be used to assess consistency between two or more censuses. The rationale of the technique is that it manages to generate the historical profile using the average age at which such an event (educational attainment) occurs.

[11] Example: given a hypothetical data collection date of 10th October 2011; the time from the 1st of January 2011 to 10th October 2011 is 283 days (*including the final day*), out of a possible 365 days. Therefore:

$$Censustime = 2011 + \left(\frac{283}{365}\right) = 2011.755$$

1.6 Limitations of the report

The scope of the report was limited based on the variables available across all six countries, and the universe. Only the same or similar questions asked referred to an equivalent universe or a subset of the universe could be included in the report. Although all the countries considered in this report conducted their Censuses in the 2010 round of Censuses, the year that the census was conducted was not the same in all six countries: South Africa and Botswana data is from 2011, Tanzania from 2012, Zambia 2010, Malawi 2008 and Mozambique 2007. The differences in the data time points will inevitably affect the comparison. Sobek (2016) emphasises that the IPUMS data; although large, is a sample and therefore there will be some cases where the sub-population will be too small to yield reliable results. The sample design across the six countries also differ, which impacts on variance estimation.

1.7 An overview of chapters

The report starts by broadly giving an overview of the six selected countries. It discusses their geographical location within SADC and a brief outline on census taking and the short history of identified educational policies. The chapter closes by looking at any labour market issues within that particular country. In Chapter 2, the population size is highlighted and demographic profile of the six countries is provided, based on age, sex and marital status. The chapter further compares the youth and non-youth populations. The focus of Chapter 3 is on the education attendance and the highest level of education attained. Time-plotting events analysis is employed to highlight education attainment ratios in the six countries. All countries are expected to have made some good progress in terms of universal primary education. Chapter 4 focuses on labour force dynamics, particularly labour force participation and economic in activity. The chapter highlights the size and composition of labour supply. Such information is useful in determining training needs.

CHAPTER 2: DEMOGRAPHIC PROFILE OF THE SELECTED COUNTRIES

2.1 Introduction

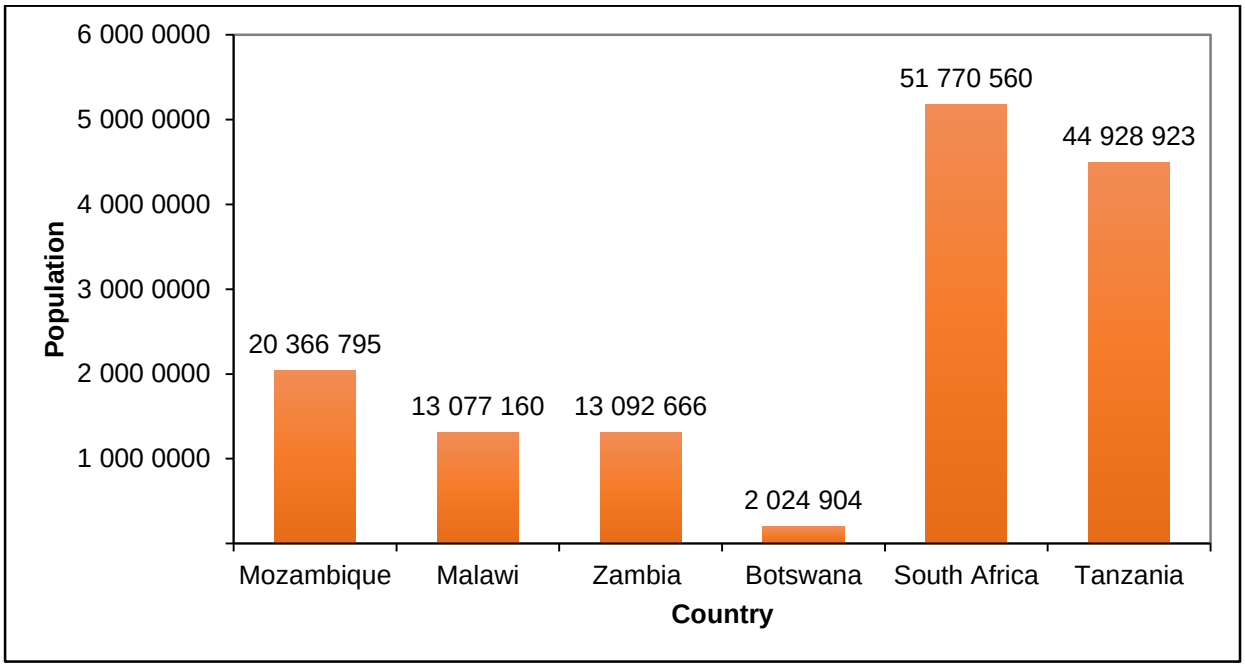
Understanding the population dynamics of a country is key to understanding the development and transformation in the country. Demographic data is crucial for planning and policy formulation and to inform targeted programmes that address the challenges in the country. This chapter will provide a demographic profile of the six selected SADC countries and where possible a comparative analysis will be done between youth and non-youth populations. In this report, youth are defined as stated in the African Youth Charter - persons aged between 15 and 35 years (African Youth Charter, 2006). This chapter provides a brief background into some demographic indicators within the selected SADC countries. Where possible, comparative analysis is done between youth and non-youth populations. In this report, youth is defined as persons who are aged between 15 and 35 years as defined by the African Youth Charter (African Union Commission, 2006).

2.2 Population size and distribution

This sub-section focuses on the size and distribution of the population for the countries profiled. As observed in Figure 2.1, South Africa had the highest population of 51 770 560 in 2011, Tanzania with 44 928 923 in 2012. Botswana had the lowest population with 2 024 904 in 2011. These figures are derived from the total (*published*[12]) population of the six selected countries.

[12] Please note that the total population from IPUMS International is slightly different from that of published reports for all the selected countries; hence, it was decided to use the published figures to compute Figure 2.1

Figure 2.1: Population of the sampled country

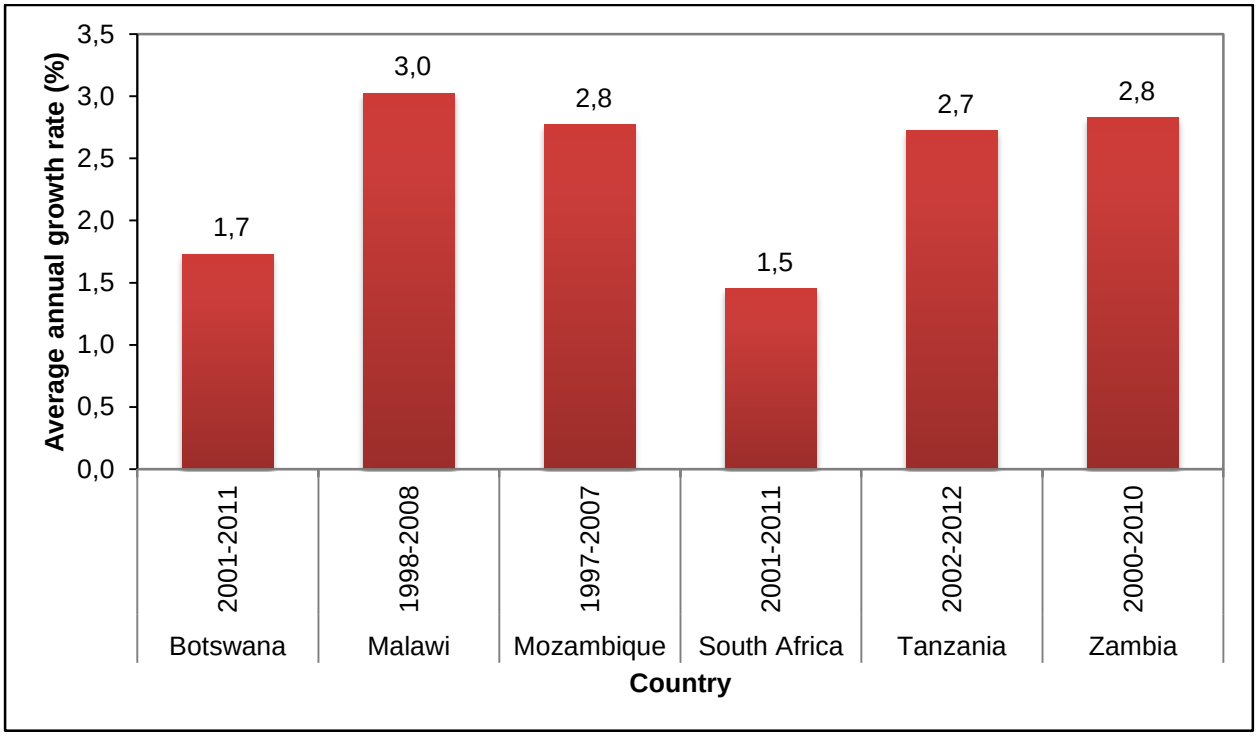


2.2.1 Intercensal growth rates

The intercensal growth rate is defined as the average annual rate of growth in terms of the population size, specified between two periods (Statistics South Africa, 2016). To compute the growth rates, the latest two census datasets were taken, for each country, from IPUMS International. The data points were 2001 and 2011 for Botswana; 1998 and 2008 for Malawi; 1997 and 2007 for Mozambique; 2001 and 2011 for South Africa; 2002 and 2012 for Tanzania; 2000 and 2010 for Zambia. The linear growth rate method was adopted to compute the growth rates. The time difference for the growth rates is ten years across all the countries profiled (Figure 2.2). Malawi had the highest average annual growth rate of 3,0%, followed by Mozambique and Zambia both at 2,8%. South Africa had the lowest growth rate of 1,5%, followed by Botswana[13] (1,7%). According to Kirk and Pillet (1998) fertility in sub-Saharan African countries has shown to be the highest among the major regions in the world. This could be a reason for high growth rates in some of these countries.

[13] Please note that Botswana used the geometric growth rate in their published report, while the linear growth rate was used here

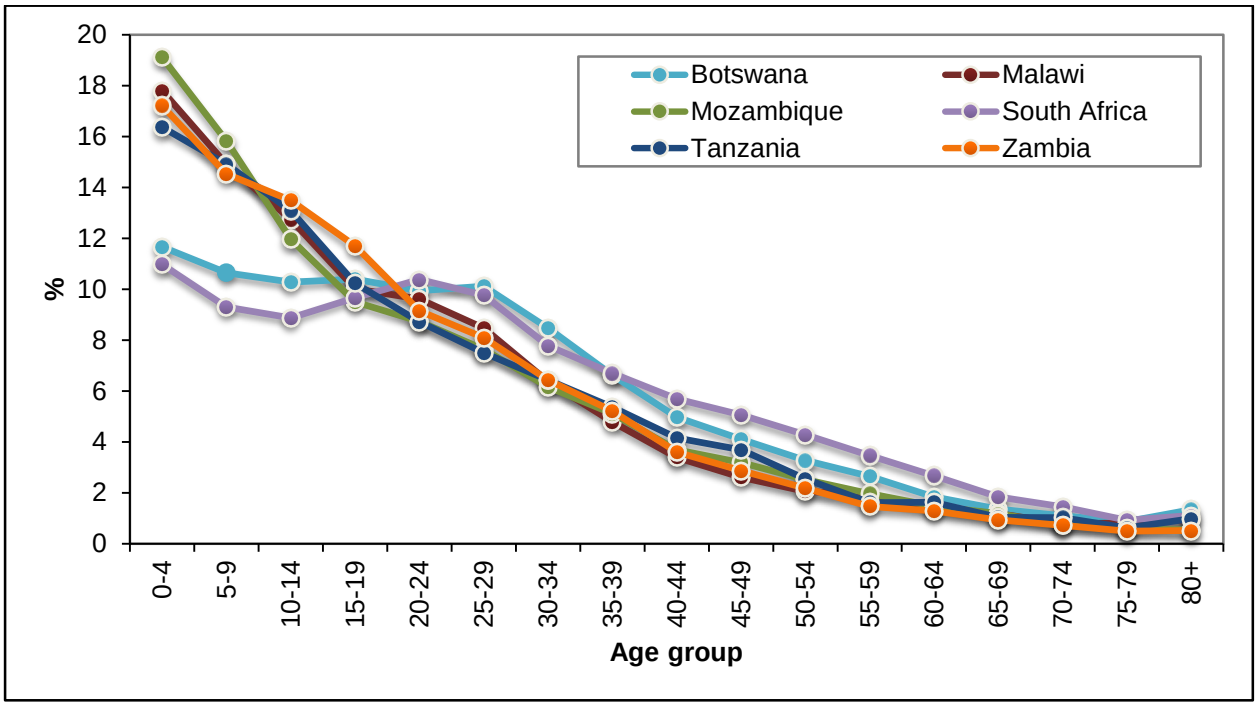
Figure 2.2: Average annual intercensal population growth rate by country and intercensal period



2.2.2 Age distribution

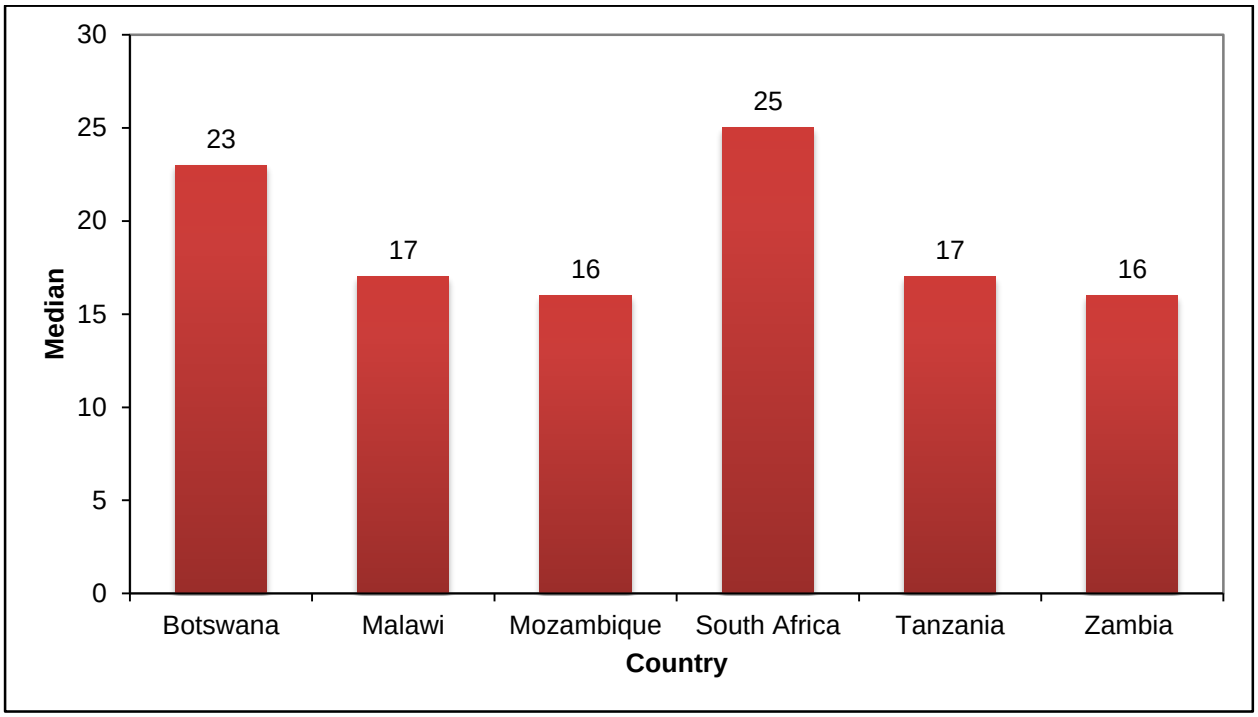
The age profile of any population is important as it often gives a visual representation of the population across different ages or age groups. Figure 2.3 and Figure 2.4 below show the population distribution of the six selected countries. Figure 2.3 shows that all six countries have a similar pattern of age distribution, where a higher percentage of persons lie among younger populations (i.e. persons aged 0 to 14 years). Looking at the profile of persons aged 0 to 4 years, Mozambique had the highest percentage of those aged 0 to 4 year olds, almost double that of South Africa followed by Malawi. On the other hand, South Africa and Botswana had a lower percentage of persons aged 0 to 4 year olds. Generally, all six countries have a steady decline in the population from 25 years and older.

Figure 2.3: Percentage distribution of population in selected countries by age group



As shown in Figure 2.4 South Africa and Botswana had the highest median age of 25 and 23 respectively whereas Malawi and Tanzania both have a median age of 17. Mozambique and Zambia both had a median age of 16, making them the lowest of the countries profiled. Though South Africa and Botswana have the highest median ages, the population is still very youthful because this means that half of the population is below the age of 25 and 23. Temporary out-migration of people within the older age-groups as well as a decline in mortality can be a reason for a youthful population but the largest contributor to a young population is high fertility (Tumkaya, 1987).

Figure 2.4: Median age of population in selected countries



2.2.2.1 Functional age and dependency ratios

Figure 2.5 shows the percentage distribution of population in selected countries by functional age groups. Looking at children (ages 0 to 14 years), South Africa and Botswana had the lowest percentage; while Malawi, Mozambique, Tanzania and Zambia had a higher percentage of children (ages 0 to 14 years). The countries with higher percentages of children are most likely to have a high fertility rate compared to those with a lower percentage of children. On the contrary, South Africa and Botswana have higher percentages of elderly (aged 65+) persons compared to the other countries. This could be as a result of high life expectancy in these countries (South Africa and Botswana).

Figure 2.5: Percentage distribution of population in selected countries by functional age groups

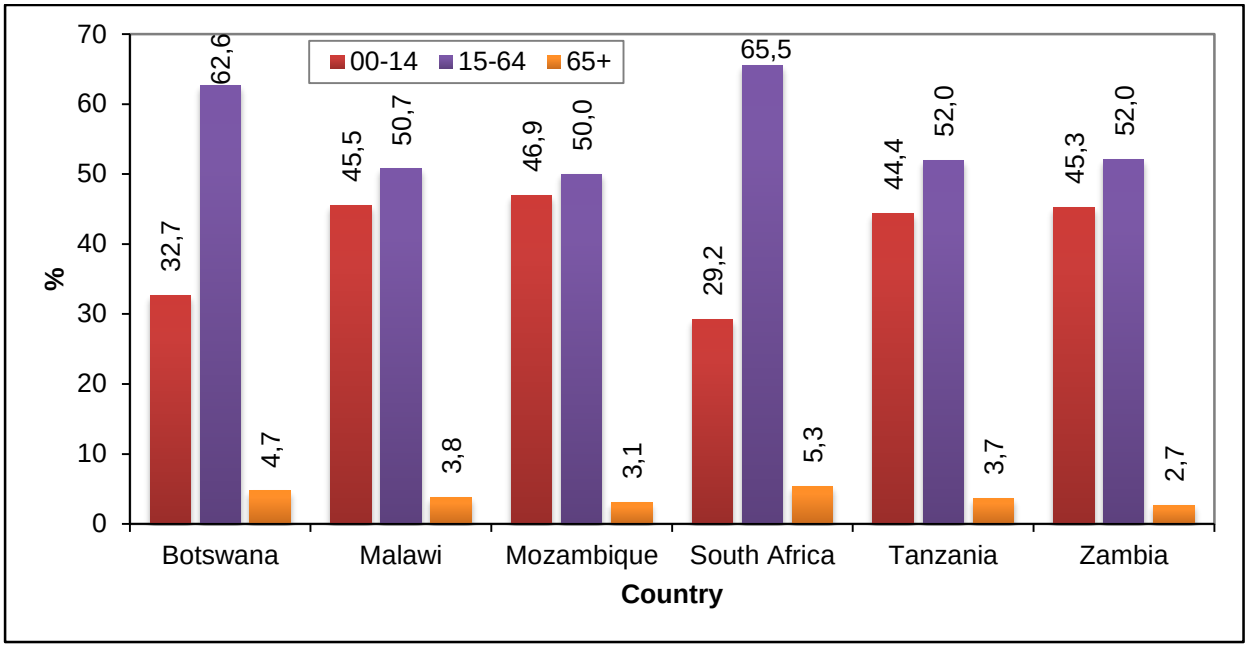


Figure 2.6a shows that out of the six countries profiled here, Mozambique (93,8%) had the highest child dependency ratio, followed by Malawi (89,7%), Tanzania (85,4%) and Zambia (87,0%). As highlighted above, the countries with high child dependency ratios are the same countries that had a high percentage of children. South Africa (44,0%) and Botswana (52,2%) have the lowest child dependency ratios compared to the other countries.

Figure 2.6a: Child dependency ratio of population in selected countries

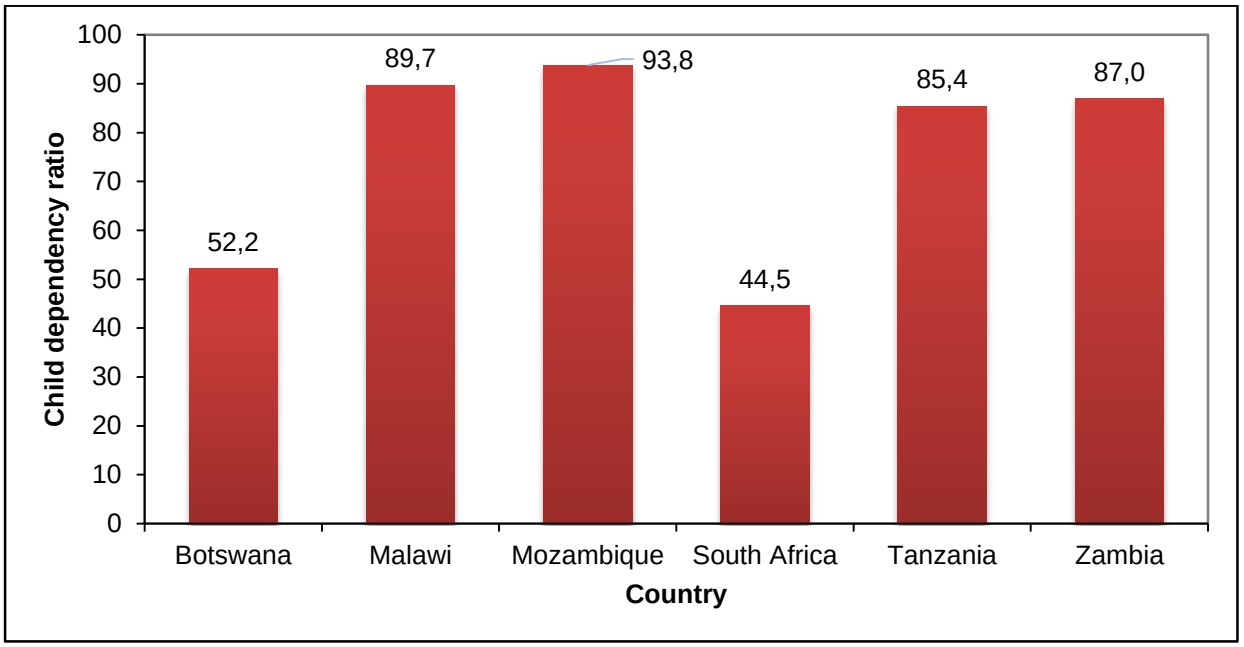


Figure 2.6b shows that out of the six countries profiled here, South Africa (8,2%) had the highest old-age dependency ratio; this could be as a result of the higher population of persons aged 65+ observed from the above Figure 2.6a, followed by Botswana (7,5%), Malawi (7,4%) and Tanzania (7,1%). The old-age dependency ratio for Zambia (5,2%) is the lowest of the countries profiled.

Figure 2.6b: Old-age dependency ratio of population in selected countries

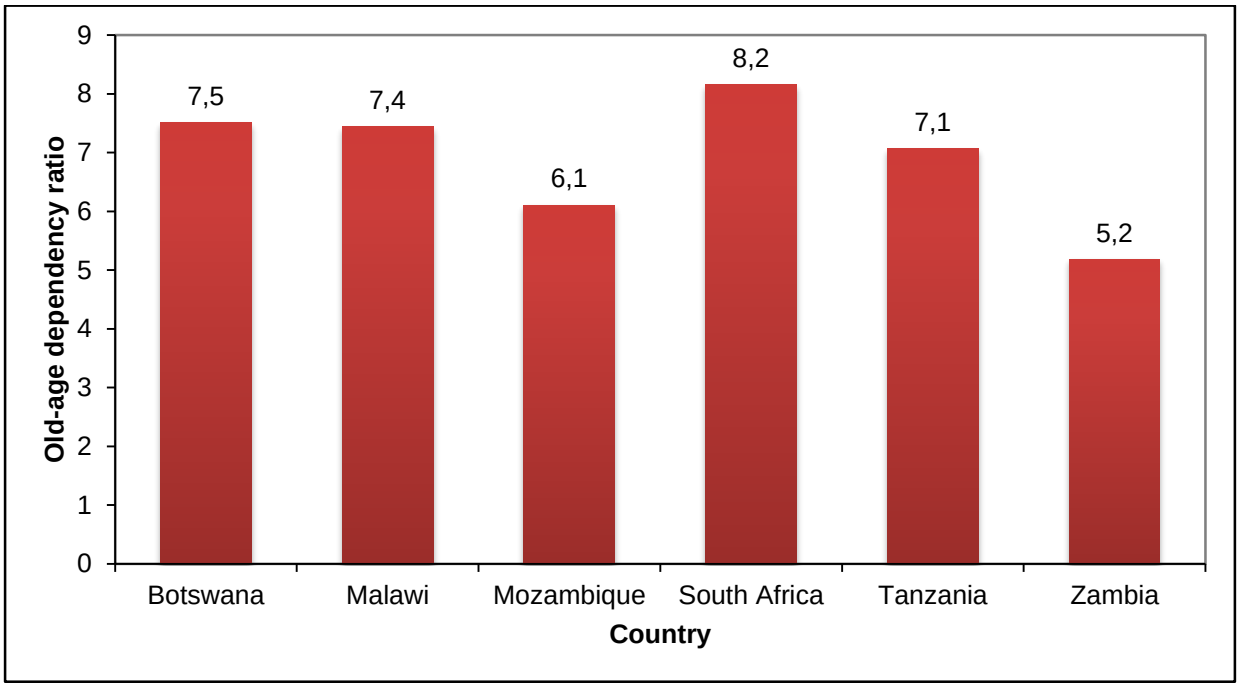
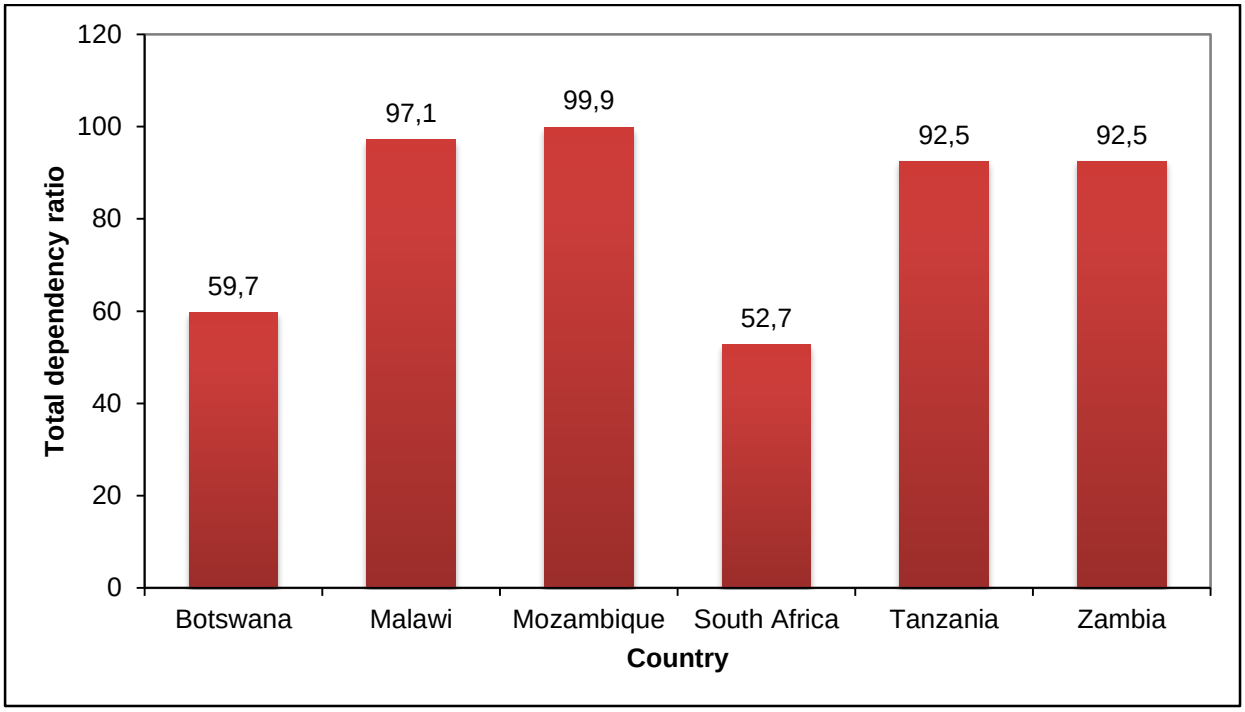


Figure 2.6c shows striking differences in the total dependency ratios between the selected countries. Mozambique (99,9%) had the highest total dependency ratio followed by Malawi (97,1%), Tanzania (92,5%) and Zambia (92,5%). Botswana (59,7%) and South Africa (52,7%) had the lowest total dependency ratios, which could suggest that there are fewer dependents (on the working age population) in these countries.

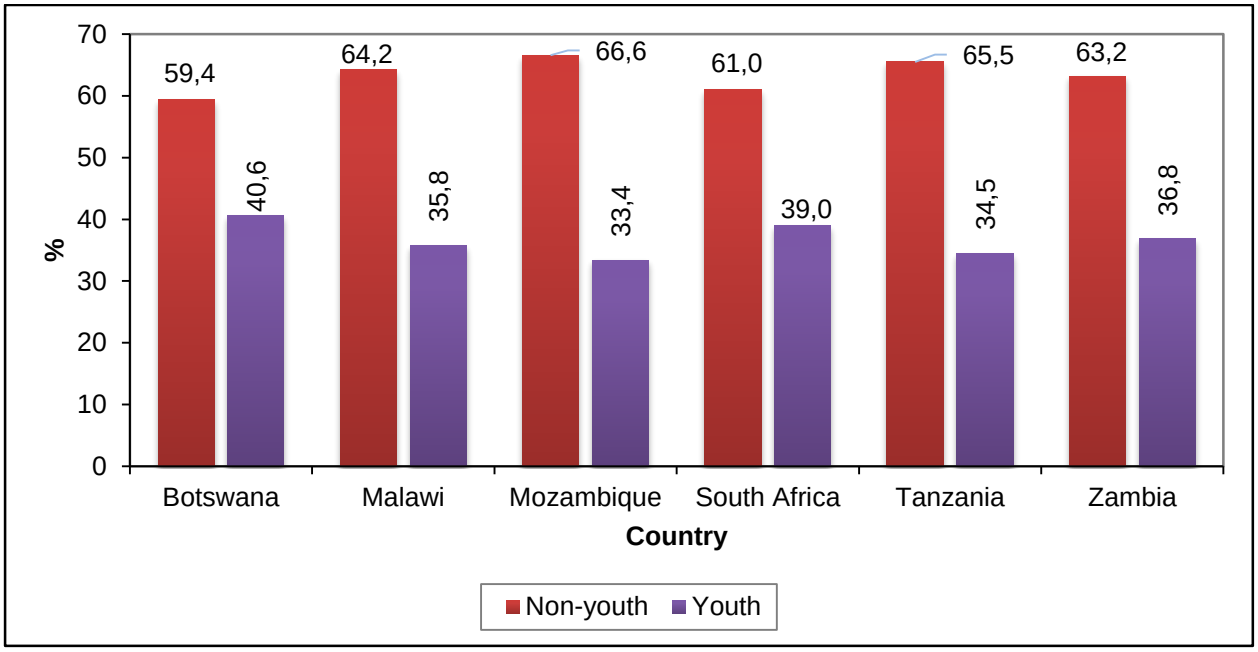
Figure 2.6c: Total dependency ratio of population in selected countries



2.2.2.2 Youth and non-youth population

Figure 2.7 below shows that all the six countries had a similar pattern of a higher percentage of non-youth than the youth population. Mozambique (66,6%) had the highest percentage of non-youth population followed by Tanzania (65,5%). Botswana (59,4%) had the lowest percentage of non-youth population. When coming to the percentage of youth, Mozambique had the lowest percentage of youth population with 33,4%, while Botswana (40,6%) had a higher percentage of youth compared to all the other countries.

Figure 2.7: Percentage distribution of population in selected countries by youth vs non-youth[14] age



2.2.3 Sex distribution

With regard to sex distribution, Figure 2.8 confirms that for all six countries there is a higher percentage of female population than the male population even though the differences are not striking. Figure 2.8 shows that Zambia had the highest sex ratio of 97 males for every 100 females out of all the six countries profiled, followed by Malawi (96 males for every 100 females) and Botswana (95 males for every 100 females). Mozambique (93 males for every 100 females), South Africa (95 males for every 100 females) and Tanzania (94 males for every 100 females) had lower sex ratio as compared to the other countries.

Tanzania's sex ratios deviates from the expected trend of more females at older ages, especially for persons aged 50 years and older, see Figure 2.9; there's been plenty of research done to check the quality of age and sex reporting, particularly for the 2012 census in Tanzania (Tanzania National Bureau of Statistics, 2013). According to Tanzanian National Bureau of Statistics they calculated the UN Joint Score of 30,9 for age and sex data for census 2012. The score of less than 20 demonstrates accurate data and the score between 20 and 40 the data is considered inaccurate.

[14] Youth = persons aged 15–35 years old; Non-youth = persons aged 0–14 years and persons aged 36 years and older

Figure 2.8: Sex ratios of population by country

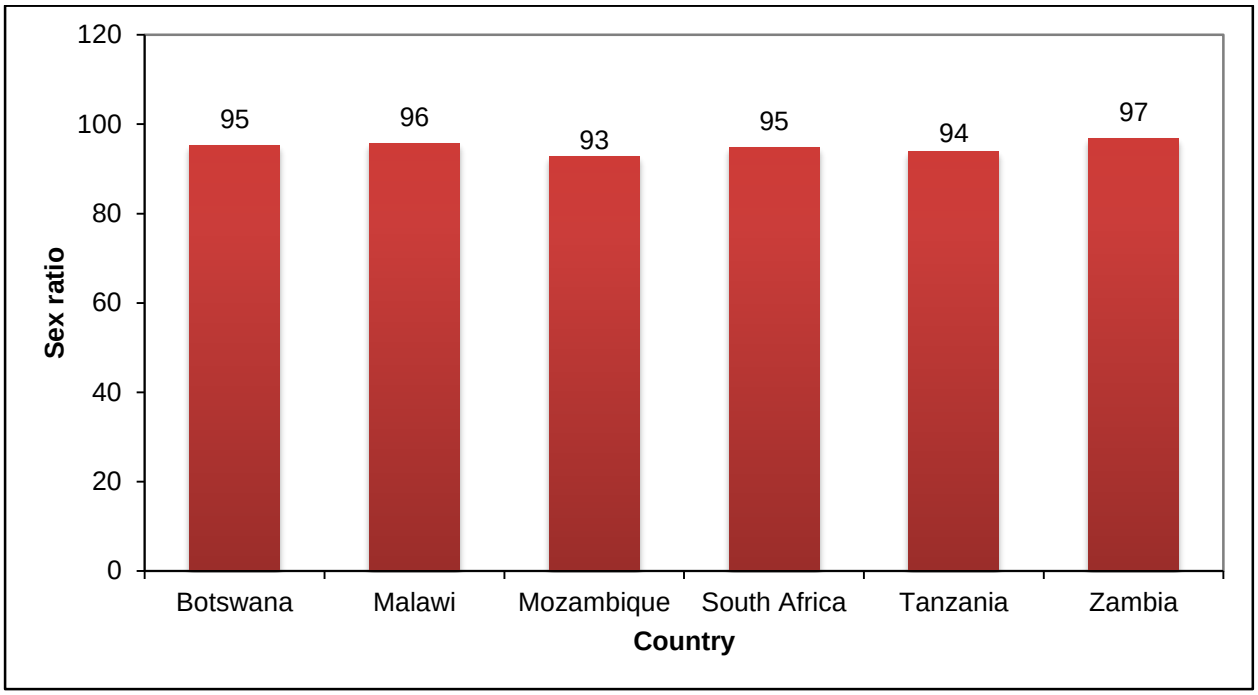
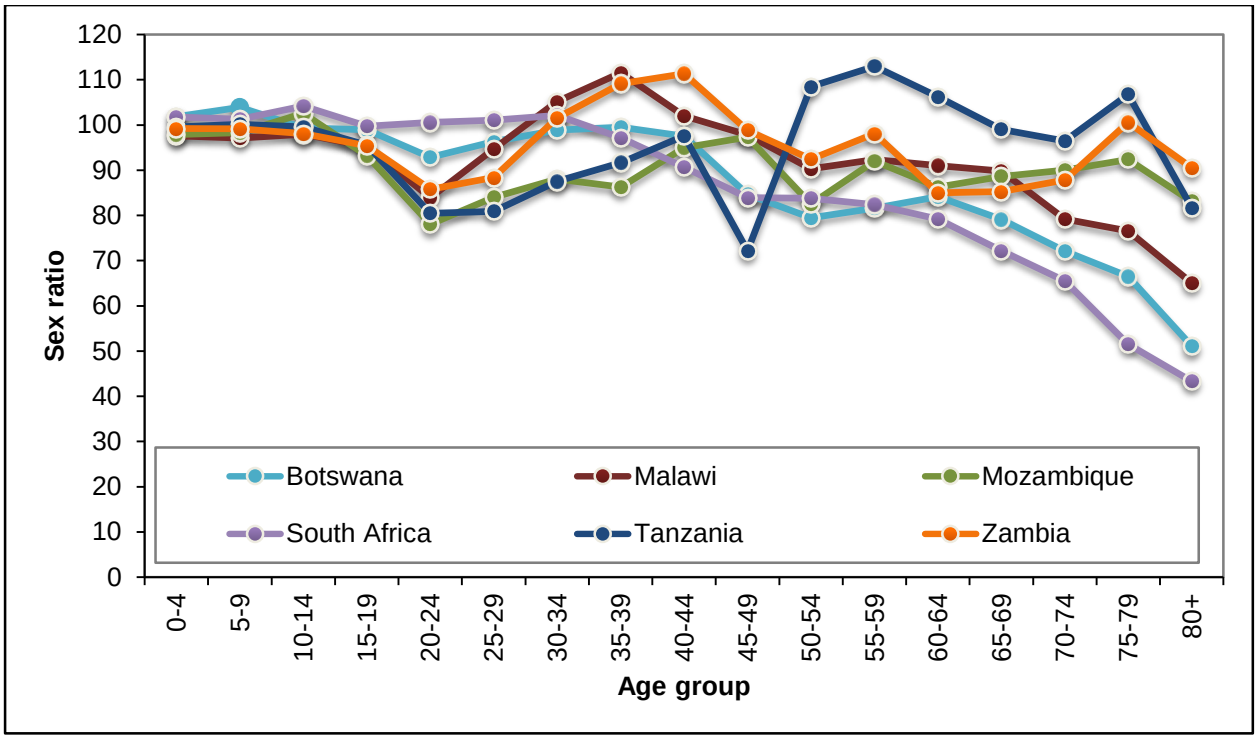


Figure 2.9: Sex ratios of population by age group and country



2.2.3.1 Age and sex structure

Figure 2.10a shows that the population of Botswana for the Census 2011 was generally youthful as the majority of the population is within the younger age groups. Furthermore, Figure 2.10a revealed that there was an almost equal percentage of males and females

in the age group of 0 to 4 years age group, following a similar pattern along the other age groups. The population of Botswana was very large at the younger age groups, hence the pyramid has a broad base. This suggests that this country is characterised by high fertility. The population starts showing a rapid decrease at older ages, thus causing the pyramid to get narrow as it moves to the top. This type of population pyramid is very common in developing countries such as Botswana.

Figure 2.10a: Age and sex structure of population in Botswana

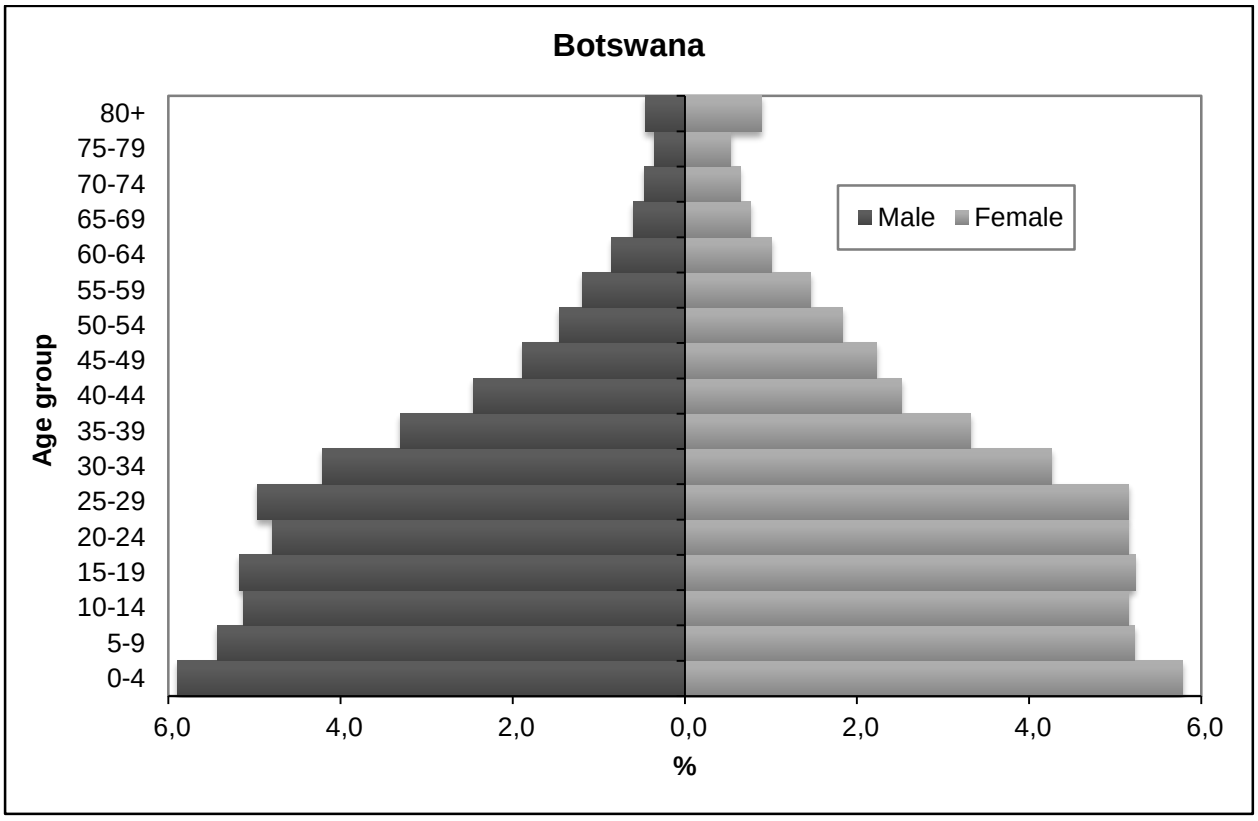


Figure 2.10b shows that the population of Malawi for the Census 2008 was generally youthful as the majority of the population is within the younger age groups. Furthermore, Figure 2.10b revealed that there was an equal percentage of males and females amongst those aged 0 to 4 years, following a similar pattern along the other age groups. The population of Malawi was very large at the younger age groups, hence the pyramid has a broad base. This suggests that this country is characterised by high fertility. The population starts showing a rapid decrease at older ages, thus causing the pyramid to get narrow as it moves to the top. This type of population pyramid is very common in developing countries such as Malawi.

Figure 2.10b: Age and sex structure of population in Malawi

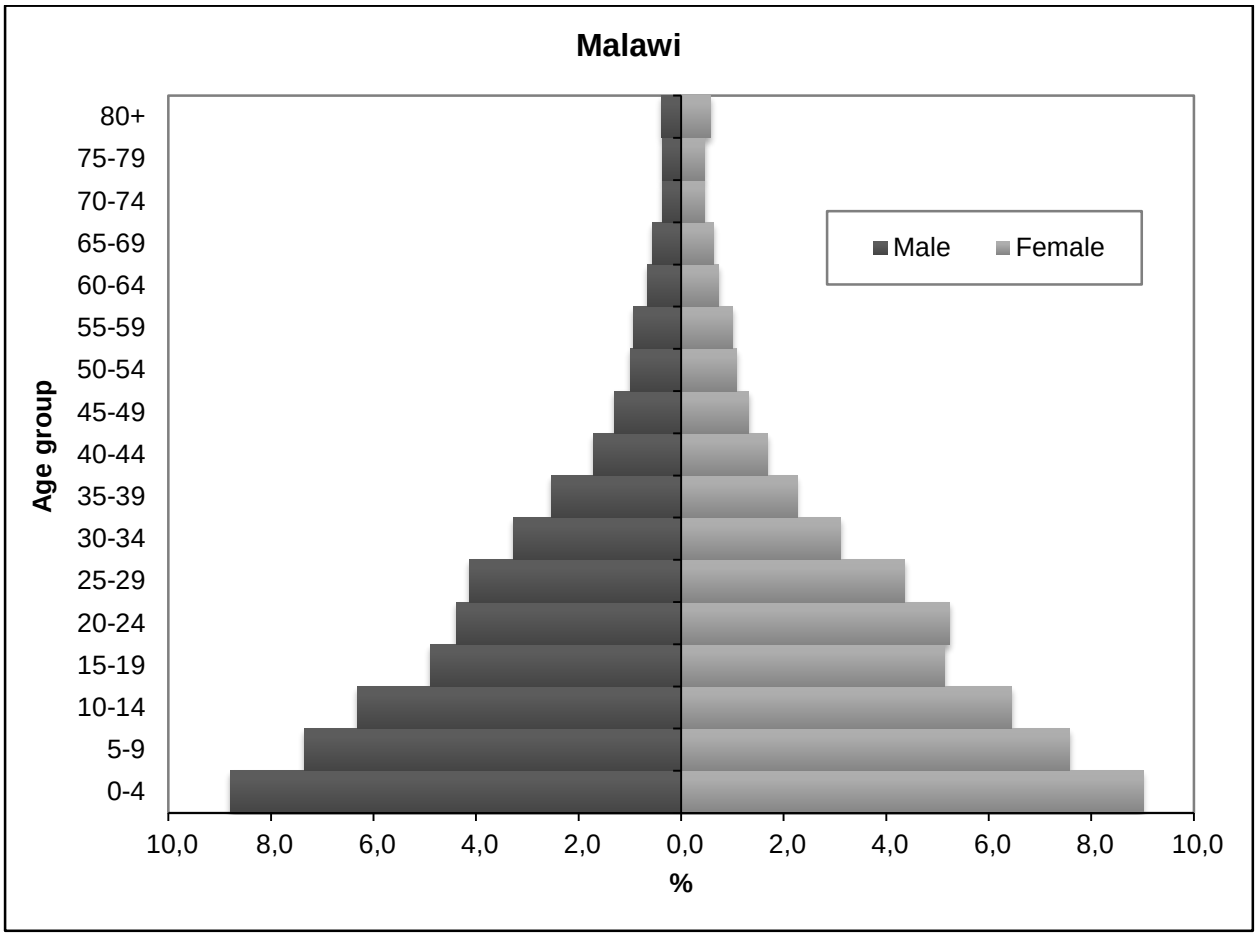


Figure 2.10c shows that the population of Mozambique was generally youthful as the majority of the population is within the younger age groups. Furthermore, Figure 2.10c revealed that there was an equal percentage of males and females in the age group of 0 to 4 year age group, following a similar pattern along the other age groups. The population of Mozambique was very large at the younger age groups hence the pyramid has a broad base and this suggests a very high fertility rate. The population starts showing a rapid decrease at older ages, thus causing the pyramid to get narrow as it moves to the top. This type of population pyramid is very common in developing countries such as Botswana, Malawi and Mozambique.

Figure 2.10c: Age and sex structure of population in Mozambique

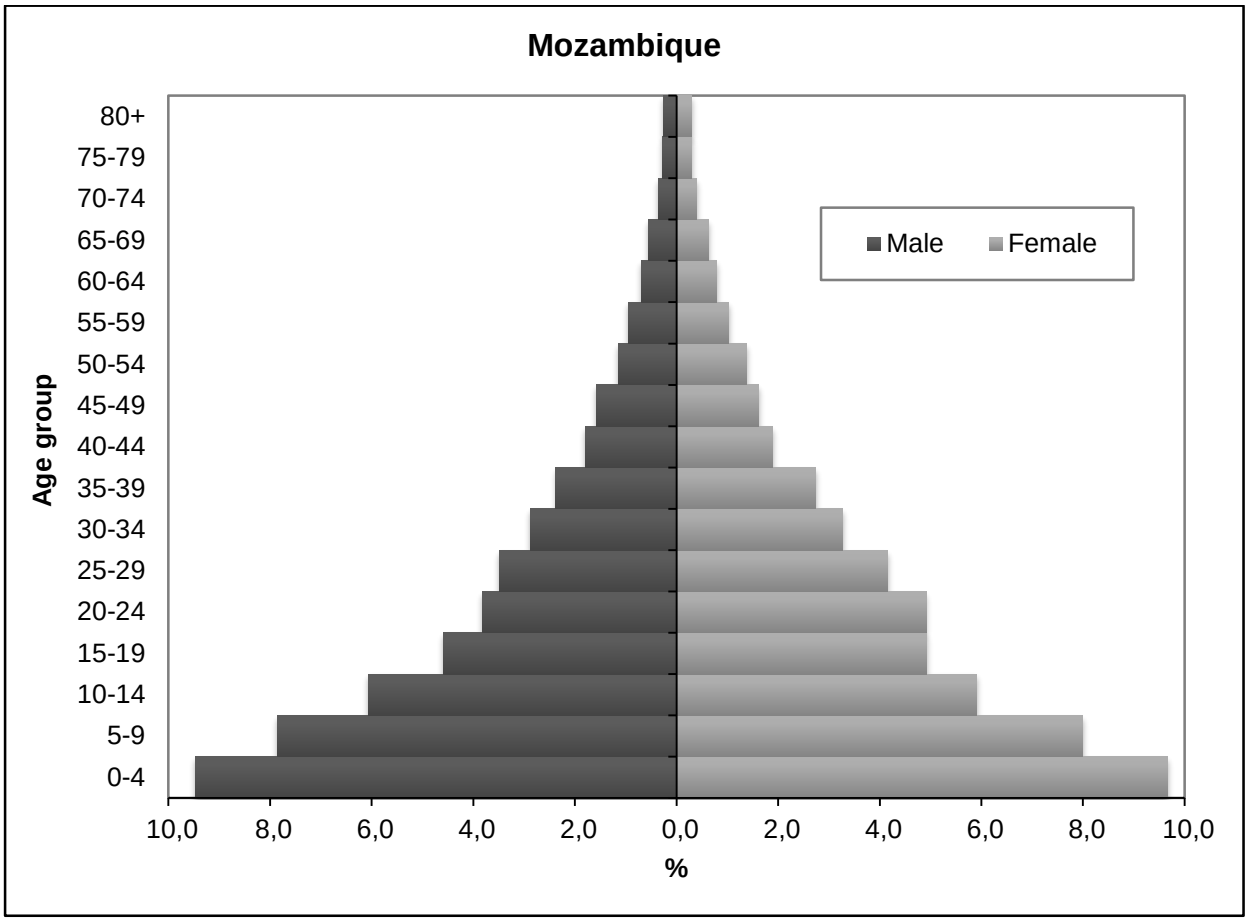


Figure 2.10d shows that the population of South Africa was generally youthful as the majority of the population is within the younger age groups. Furthermore, Figure 2.10d shows that there was an equal percentage of males and females in the 0 to 4 year age group, following a similar pattern along the other age groups. The pyramid shows a very high percentage of the population among the age groups of 15 to 19, 20 to 24, 25 to 29 and 30 to 34 years. The population of South Africa was very large at the younger age groups, hence the pyramid has a broad base. The population starts showing a slow decrease at older ages, thus causing the pyramid to get narrow as it moves to the top; however the decrease is not as rapid compared to the population pyramid of other countries profiled.

Figure 2.10d: Age and sex structure of population in South Africa

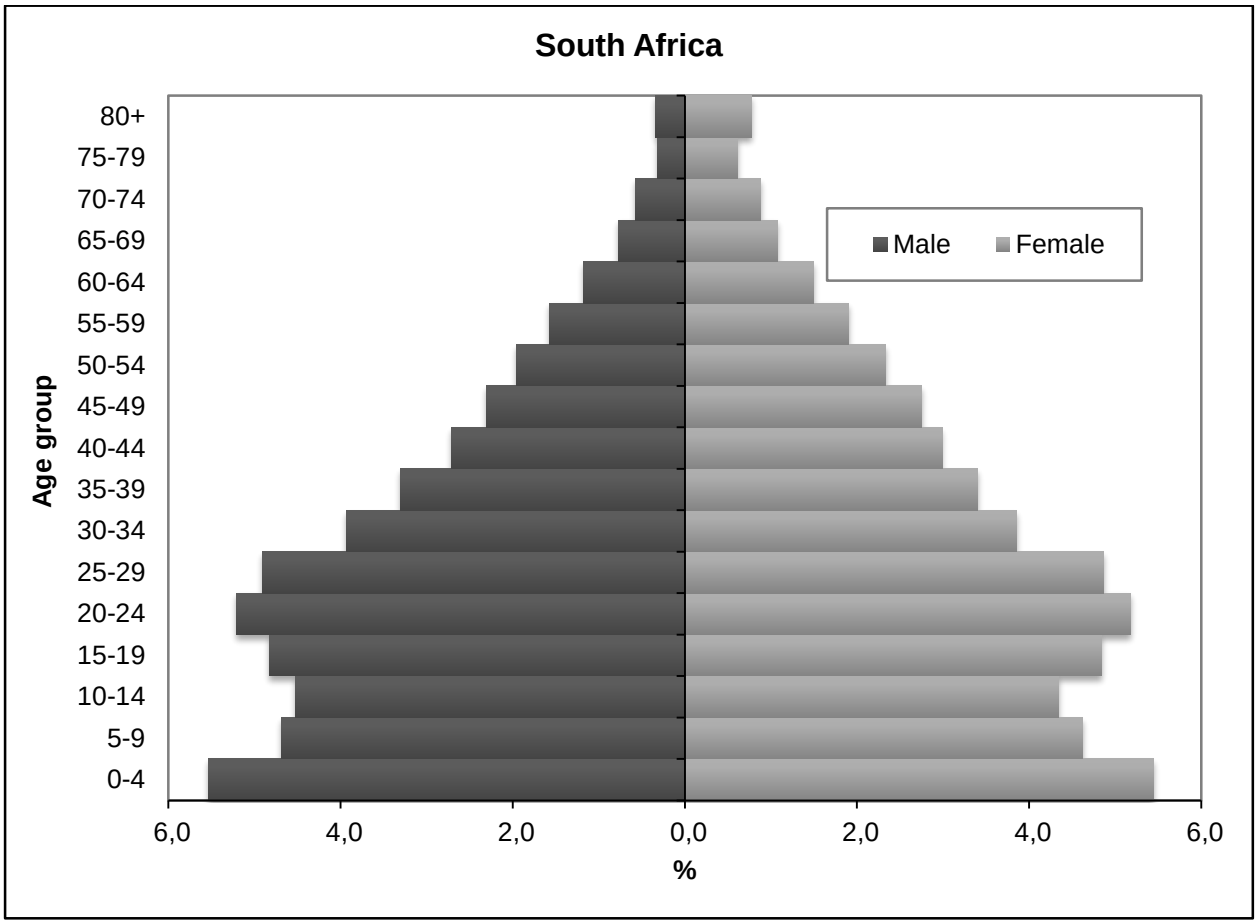


Figure 2.10e shows that the population of Tanzania was generally youthful as the majority of the population is within the younger age groups. Furthermore, Figure 2.10e reveals that there was an equal percentage of males and females in the 0 to 4 year age group, following a similar pattern along the other age groups excluding the 85+ age group. The pyramid shows a very high percentage of the population among the age group 0 to 4 years and 5 to 9 years. The population of Tanzania was very large at the younger age groups, hence the pyramid has a broad base. This suggests that Tanzania is characterised by high fertility. The population starts showing a rapid decrease at older ages, thus causing the pyramid to get narrow as it moves to the top. This type of population pyramid is very common in developing countries.

Figure 2.10e: Age and sex structure of population in Tanzania

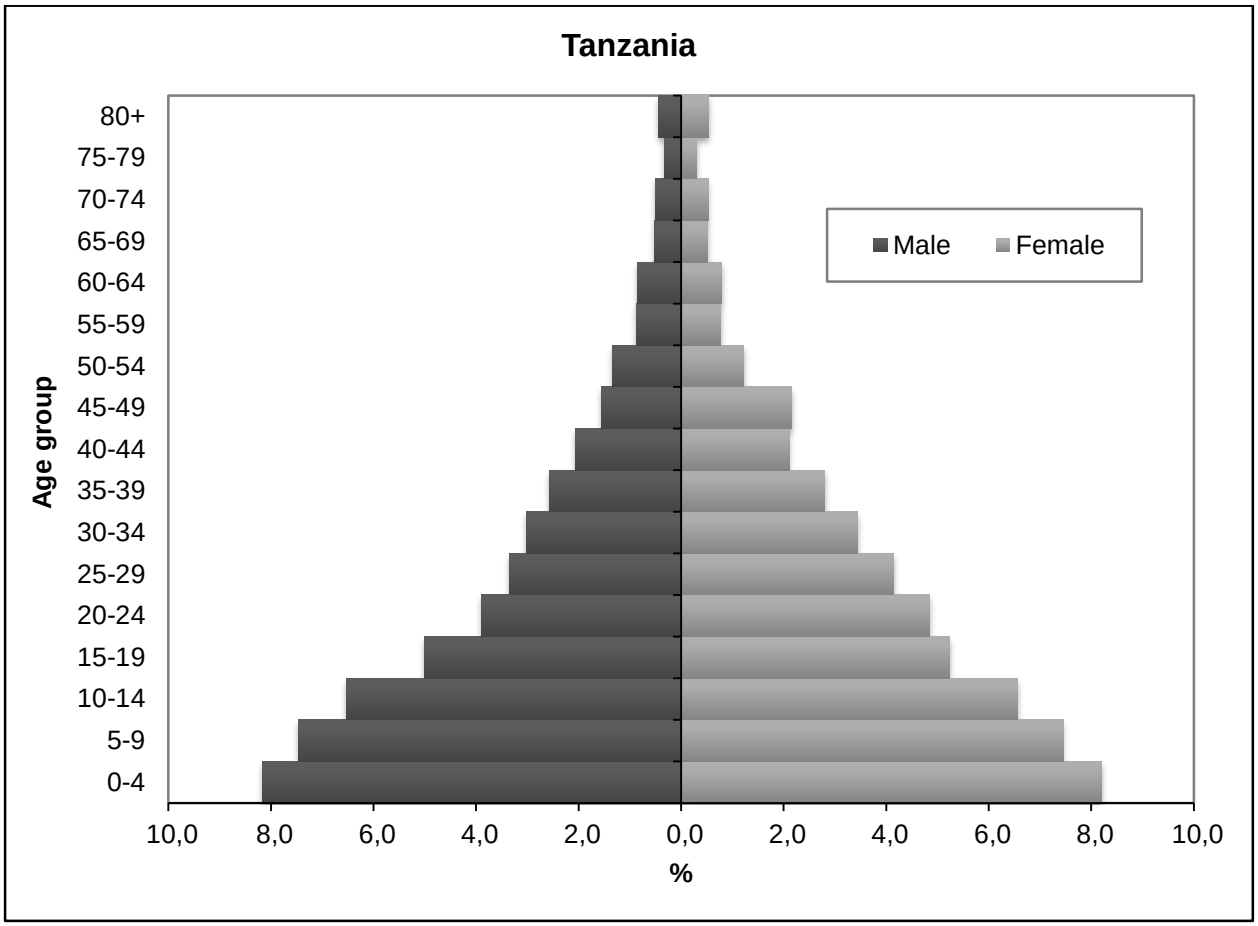
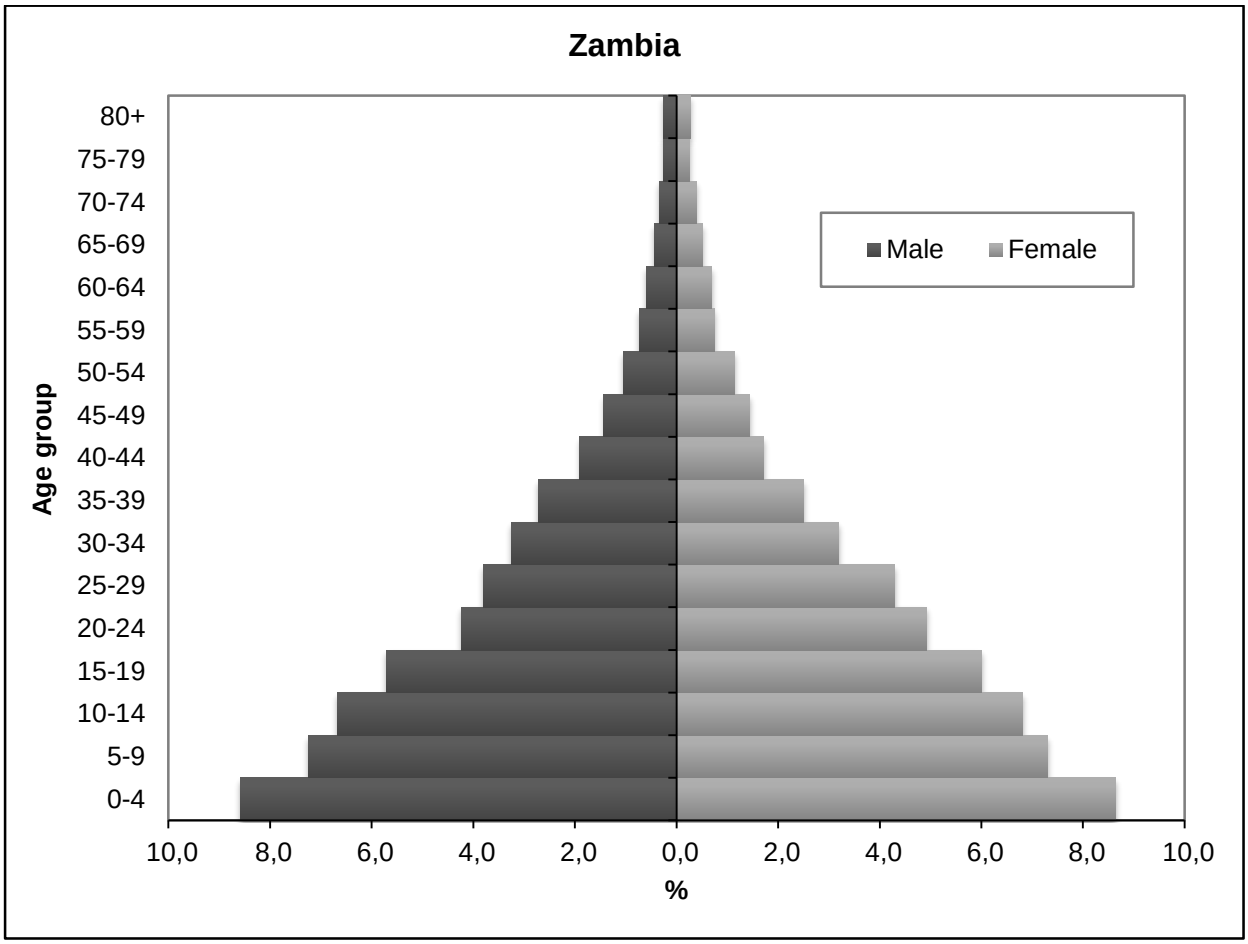


Figure 2.10f shows that the population of Zambia was generally youthful as the majority of the population is within the younger age groups. Furthermore, Figure 2.10f reveals that there was an equal percentage of males and females in the 0 to 4 year age group, following a similar pattern along the other age groups. The pyramid shows a very high percentage of the population in the 0 to 4 year age group and starts to slowly decrease as the age groups go higher. The population of Zambia was very large at the younger age groups, hence the pyramid has a broad base. This suggests that Zambia is characterised by high fertility. The population starts showing a rapid decrease at older ages, thus causing the pyramid to get narrow as it moves to the top. This type of population pyramid is very common in developing countries.

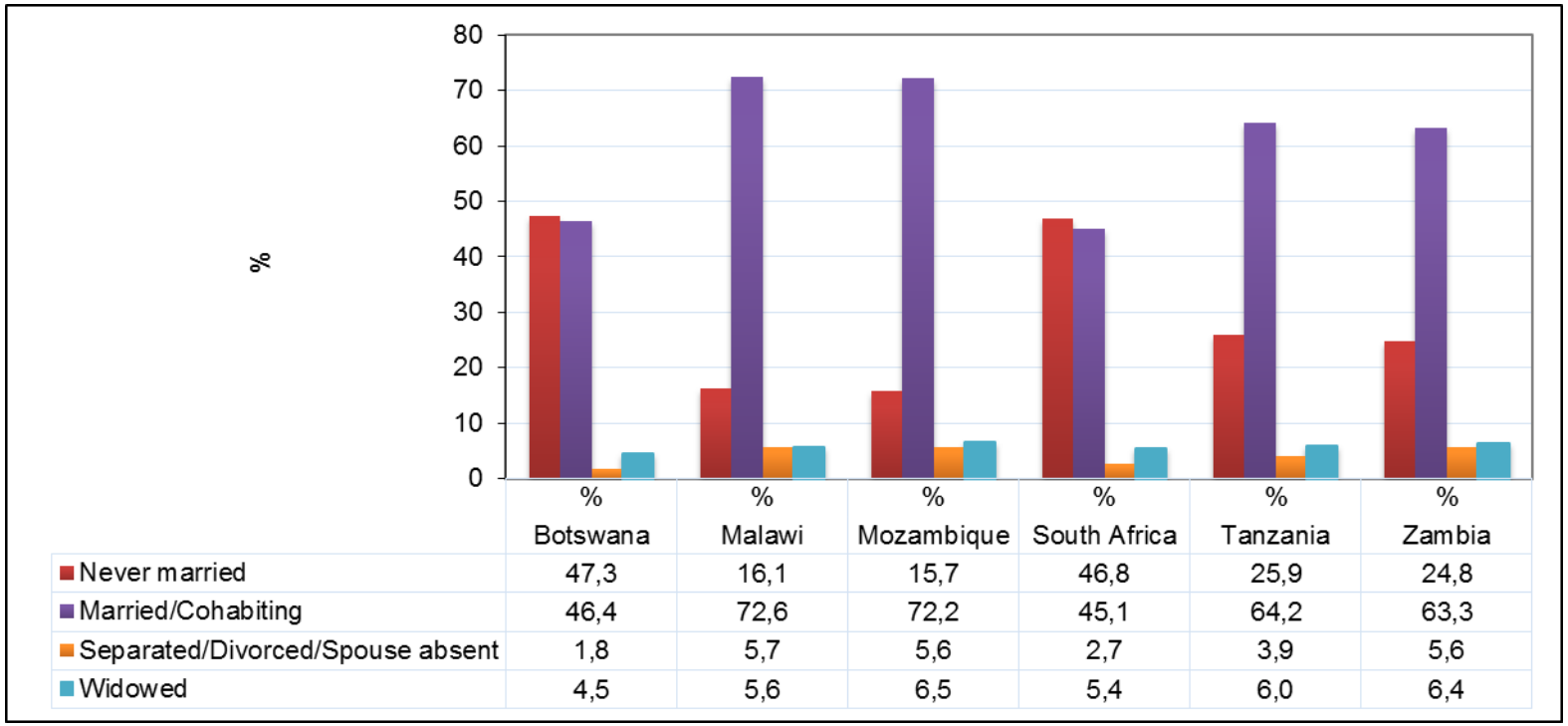
Figure 2.10f: Age and sex structure of population in Zambia



2.2.4 Marital status distribution

Marital status is an important variable in population dynamics because it has a significant effect on fertility, mortality and migration; furthermore, marriage also has an effect on social and economic characteristics for example, education (school attendance) as well as labour force participation (Haldenwang, 1994). Figure 2.11 shows Botswana had the highest percentage of the population that has never been married (47,3%) followed by those who were married or cohabiting (46,4%), with the lowest percentage being for the population that is separated/divorced or where a spouse is absent (1,8%). Malawi (72,6%), Mozambique (72,2%), Tanzania (64,2%) and Zambia (63,3%) all have the highest percentages of the population that are married or cohabiting and the lowest percentage of those who are, separated/divorced or spouse is absent. South Africa has a high percentage of the population that has never been married (46,8%) , followed by a slightly higher percentage of those who are married or cohabiting (45,1%).

Figure 2.11: Percentage distribution of population by marital status and country

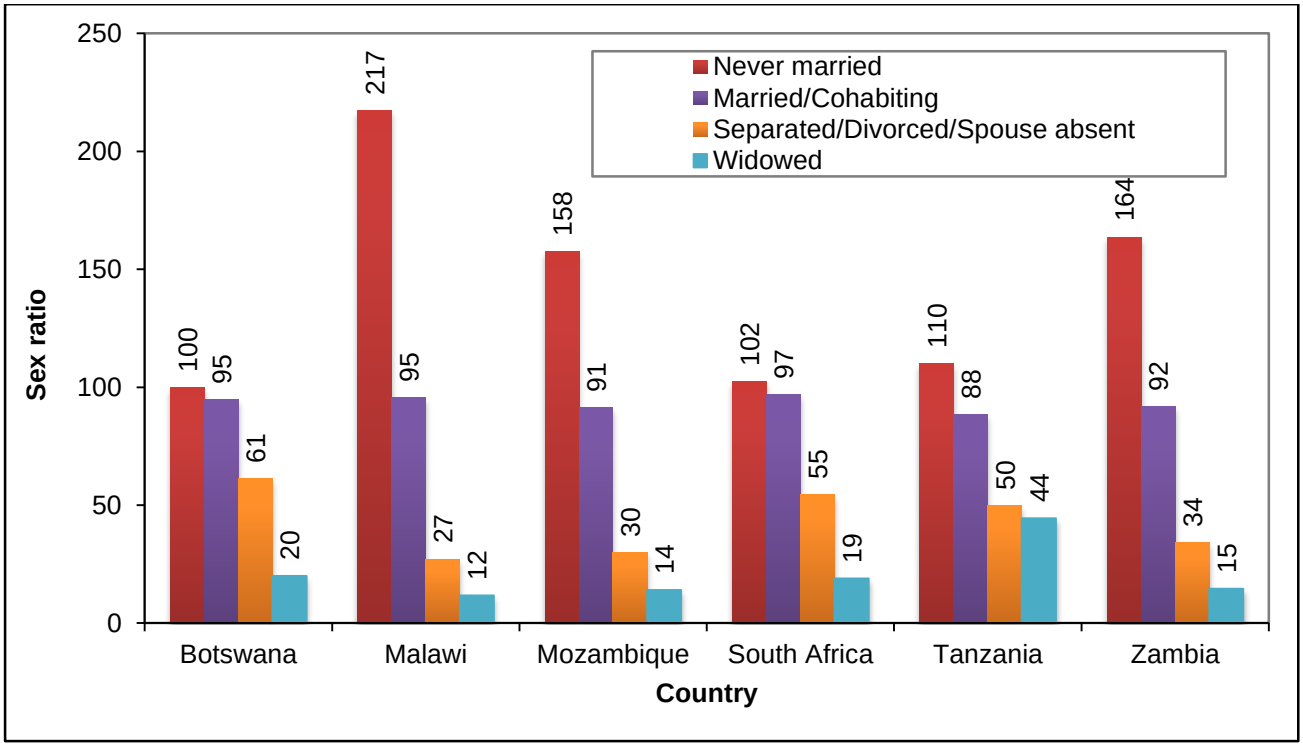


	% Botswana	% Malawi	% Mozambique	% South Africa	% Tanzania	% Zambia
Never married	47,3	16,1	15,7	46,8	25,9	24,8
Married/Cohabiting	46,4	72,6	72,2	45,1	64,2	63,3
Separated/Divorced/Spouse absent	1,8	5,7	5,6	2,7	3,9	5,6
Widowed	4,5	5,6	6,5	5,4	6,0	6,4

2.2.4.1 Marital status by sex

Figure 2.12 shows Botswana has the highest sex ratio of the population that has never been married (100) and the lowest sex ratio for those who are widowed (20). Malawi, Mozambique, Tanzania and Zambia all have the highest sex ratio of the population that has never been married and the lowest sex ratio of those who are widowed. South Africa has a high sex ratio of the population that has never been married, followed by a slightly lower sex ratio of those who are married or cohabiting. The sex ratio of those who are widowed and spouse absent is very low.

Figure 2.12: Sex ratio of population by marital status and country

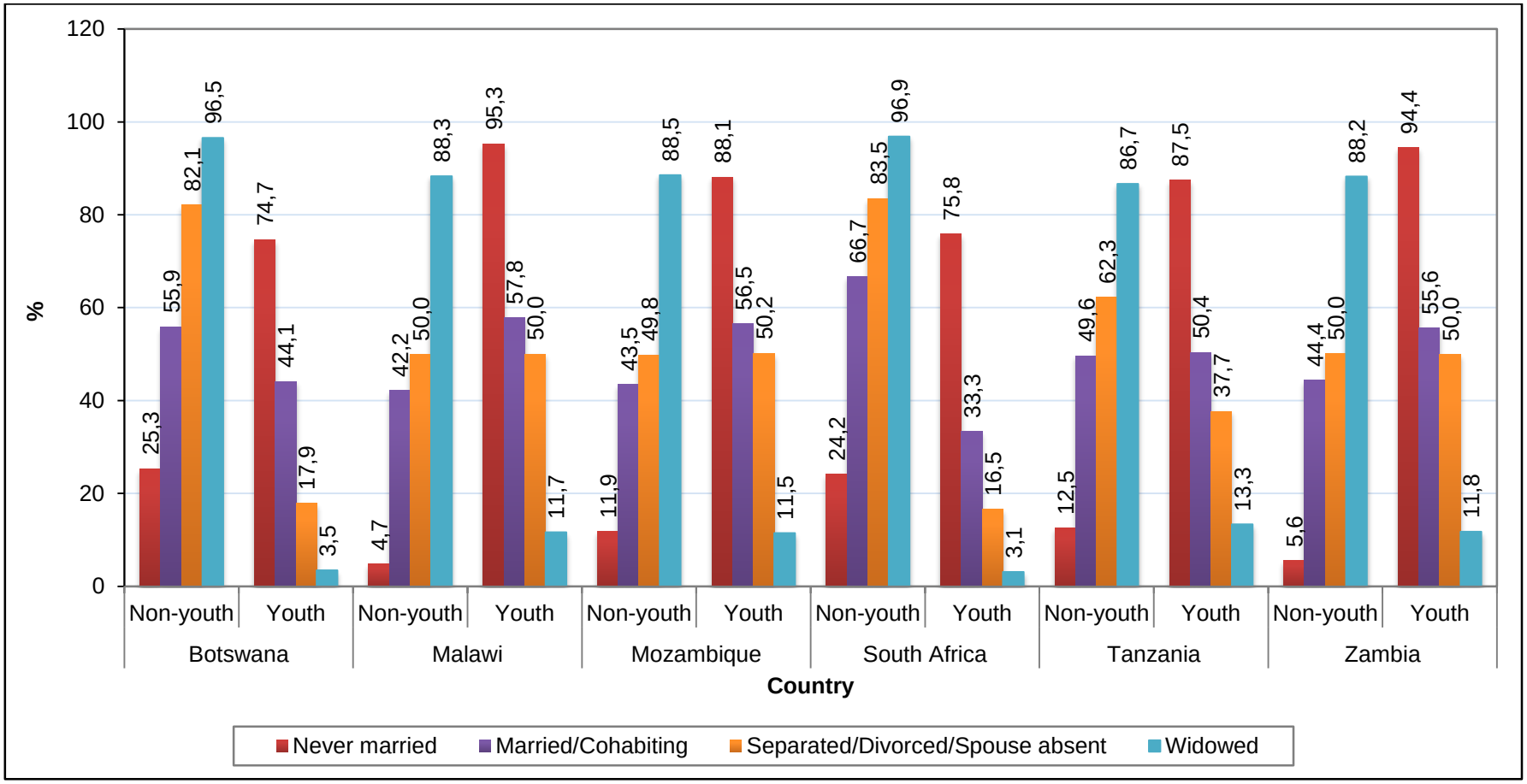


2.2.4.2 Marital status by youth and non-youth[15]

Figure 2.13 shows that Botswana has the highest percentage of non-youth that is widowed (95,5%) and a higher percentage of youth that has never been married (74,7%). Malawi, Mozambique, Tanzania, South Africa and Zambia also have a similar pattern to Botswana, having a higher percentage of widowed population within the non-youth and a higher percentage of never been married youth.

[15] For marital status: Youth = persons aged 18-35 years; Non-youth = persons aged 36 years and older

Figure 2.13: Percentage distribution of population by youth vs non-youth and country



2.3 Conclusion

This chapter profiled the population growth rates, marital status of the population and the population composition of six selected SADC countries. The results showed that Malawi had the highest average annual growth rate among the six countries which could have resulted from the high fertility rate. The results also showed that when it comes to marital status of youth and non-youth, Botswana had the highest percentage of non-youth that is widowed and youth that has never been married. From the overall results of this chapter, it can be observed that Botswana and South Africa have a very similar population composition which shows that these two countries have the lowest percentage of children compared to the other countries, thus suggesting lower fertility rates in these two countries as compared to the other countries profiled. All countries profiled have shown to be very youthful, thus suggesting that these countries generally have a high fertility rate.

CHAPTER 3: EDUCATION PROFILES FOR SELECTED SADC COUNTRIES

3.1 Introduction

When quality education is accessible to the majority of the population, economic growth, employment opportunities, improved health and political stability are expected (UNECA, 2015). The SADC region recognises that education is key to achieving their goals as a region and has committed to global and regional protocols to improve literacy rates, enrolment rates and access to quality education at all levels. The Regional Indicative Strategic Development Plan (RISDP) 2005 and SADC Protocol on Education and Training 2000 has made some progress in its aim to develop, standardise and harmonise education and training systems in the region. There are seven areas of cooperation specified in the Protocol on Education and Training, which include policy, basic education, intermediate education, higher education, research and development and life-long learning. While the protocol is an excellent strategy for regional integration in education, it is a challenge for countries to practically implement it given their varying education structure, curriculum and assessment methods (Southern Africa Association for Educational Assessment, 2014). In addition, the region faces challenges such as HIV/AIDS, poor living standards and inadequate resources which hinder the provision of an equitable, high quality education that results in positive benefits for the countries (SADC, 2016).

This chapter provides a comparative analysis on educational enrolment and attainment among the six selected SADC countries looking at various demographic and socio-cultural indicators. It should also be acknowledged that varying political landscapes, historical backgrounds and access to resources inevitably affect the access and quality of education. Questions on education were not uniformly asked to the same age group across the six countries; however, the data presented in this chapter has been aligned accordingly. Table 3.1 below shows the official school-going ages and number of years of primary and secondary schooling for each country.

Table 3.1: Official school-going ages by country and level of education

Country	Primary-school age	Secondary-school age
Botswana	Ages 6 –12 (7 years)	Ages 13–17 (5 years)
Malawi	Ages 6–11 (6 years)	Ages 12–17 (6 years)
Mozambique	Ages 6–12 (7 years)	Ages 13–17 (5 years)
South Africa	Ages 7–13 (7 years)	Ages 14–18 (5 years)
Tanzania	Ages 7–13 (7 years)	Ages 14–19 (6 years)
Zambia	Ages 7–13 (7 years)	Ages 14–18 (5 years)

3.2 School attendance

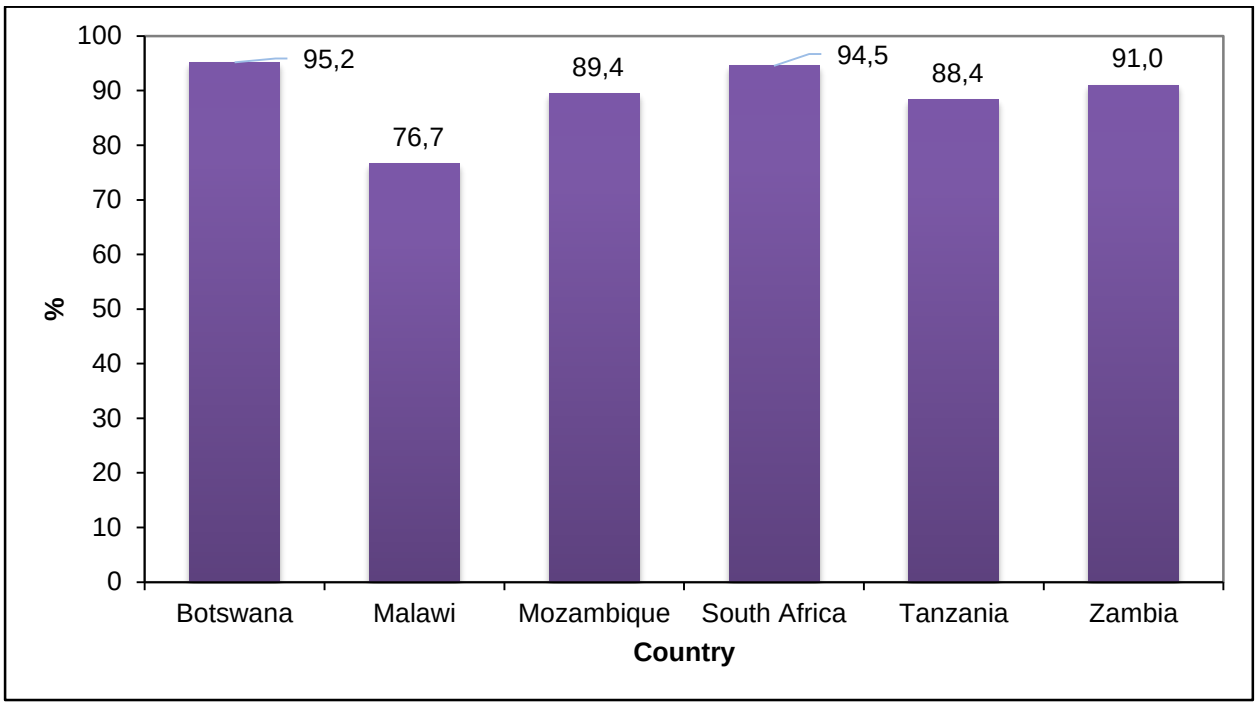
Enrolment rates and attendance at primary school has steadily improved over the years in most SADC countries. In UNESCO's Education for All Status Report (2012), it is reported that 84% of school-going age children in the region had completed their primary level of education. The percentage of those out-of-school at primary level was found to be only 6 per cent, the lowest of any of the continent's sub-regions. The progression to complete primary school and the enrolment at secondary and tertiary levels of education however, remains a challenge (SADC, 2015). Emphasis was put on the need to assess the quality of education and skills obtained.

3.2.1 School attendance by selected country

The notion maintained globally, is recognition that children and youth have a right to education. Whilst significant progress has been made over the years, SADC member states acknowledge that barriers to education such as poverty, lack of access to basic services, orphanhood and gender disparities continue to prevent the young in the region from attending school (SADC, 2016).

School attendance refers to primary or secondary school that the child is attending at the time of Census. Other levels of education such as early learning development and adult learning are equally important, but could not be included in the analysis due to the varying entrance ages and age limitations of the questions asked. Figure 3.1 presents the percentage of children aged 7–17 years old attending school by selected country. Overall, about three quarters and above of the aforementioned age group was found to be attending school for all selected countries. The lowest percentage was linked to Malawi whilst the highest was associated with Botswana as shown in Figure 3.1.

Figure 3.1: Percentage of children aged 7 to 17 years old attending school



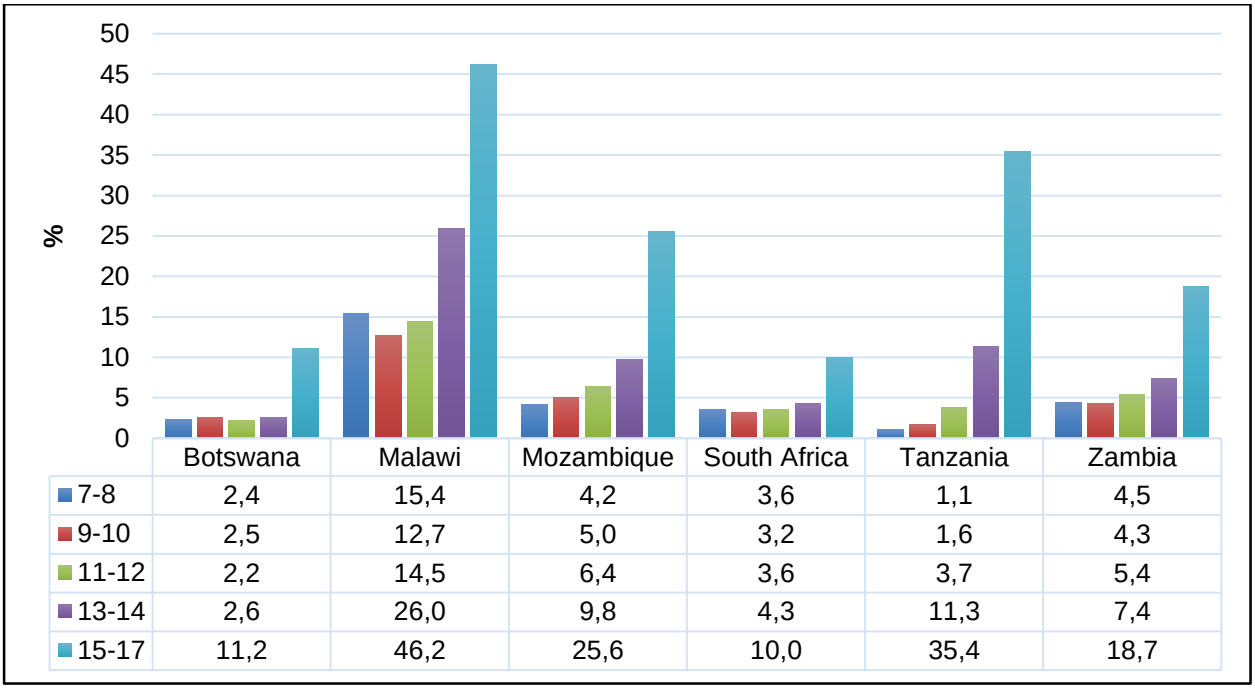
3.2.2 School non-attendance by age

The official school-going ages differ slightly among the selected SADC countries (see Table 3.1) with some countries starting primary school at 6 years (Botswana, Malawi and Mozambique) and South Africa, Tanzania and Zambia at 7 years. Secondary school ages start from as early as 12 years in Malawi and end at 19 years in Tanzania. Zambia and South Africa have the same primary and secondary school age systems (7–13 years and 14–18 years). Botswana and Mozambique both start primary school at age 6 and end secondary school at age 17.

Figure 3.2 presents children aged between 7 and 17 years that were not attending school by age groups. In all six countries, the largest percentage of those not attending school within the age groups were between 15 and 17 years. Over two-fifths (46,2%) of children in this age group were not attending school in Malawi. According to Burbano (2007), non-attendance in Malawi could be due to high absenteeism and dropout rates. During the harvest periods, it is not uncommon that children are withdrawn temporarily from school to assist with subsistence farming. In addition, long distances to school and the indirect costs of education such as school uniforms and stationery are additional barriers for those from rural and poor households (Ridell, 2003).

In Tanzania, about 35% of children aged 15–17 years were not attending school and in Mozambique over one quarter (25,6%) of children in the same age group were not attending. Research by Ridell (2003) using the 2010 Tanzania DHS data shows that poverty is a strong predictor of educational disadvantage for children in Tanzania. In addition, school attendance declined for children whose households were headed by grandparents, siblings, single parents or other relatives, and non-relatives. Early marriage and pregnancy also significantly lowered the likelihood of school attendance amongst those aged 15–17 years. South Africa (10%) and Botswana (11,2%) had the lowest percentages of 15–17 year olds not attending school.

Figure 3.2: Percentage of children aged 7 to 17 years old who are not attending school by age group and country



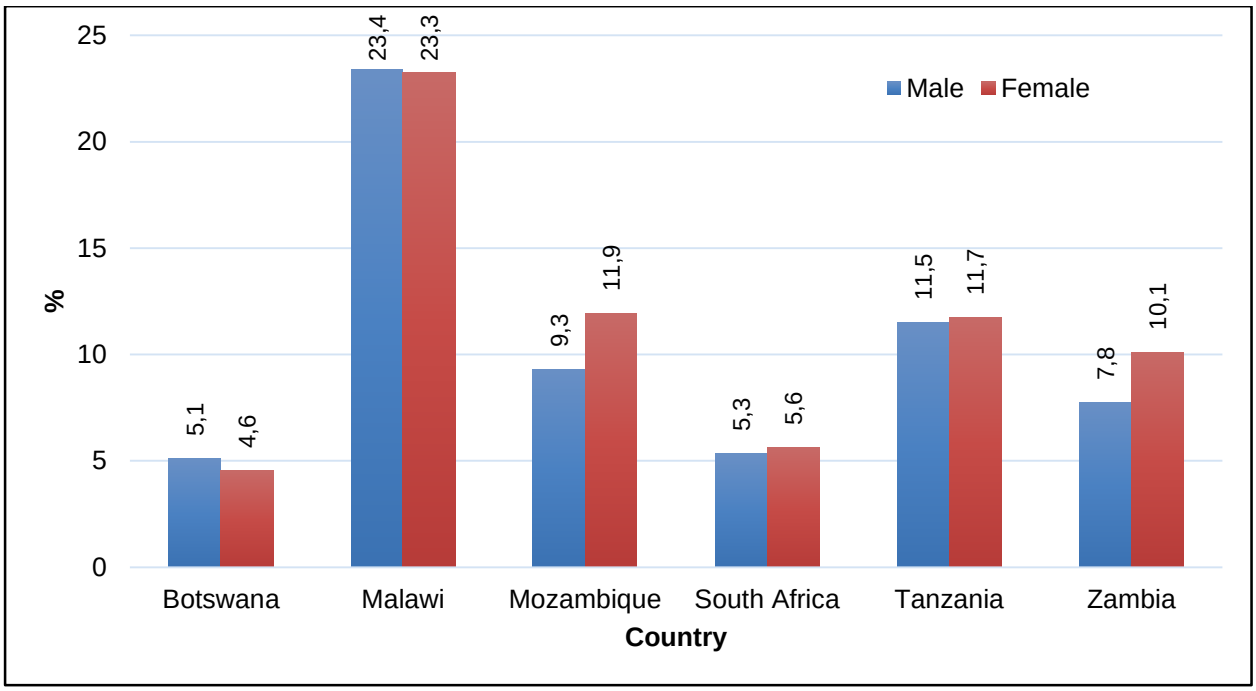
	Botswana	Malawi	Mozambique	South Africa	Tanzania	Zambia
7-8	2,4	15,4	4,2	3,6	1,1	4,5
9-10	2,5	12,7	5,0	3,2	1,6	4,3
11-12	2,2	14,5	6,4	3,6	3,7	5,4
13-14	2,6	26,0	9,8	4,3	11,3	7,4
15-17	11,2	46,2	25,6	10,0	35,4	18,7

3.2.3 School non-attendance by sex

The elimination of gender disparities at all levels of education is one of SADC's priority areas. The Protocol on Gender and Development mandates all SADC member states "to adopt and implement gender sensitive education policies and programmes in addressing gender stereotypes and gender-based violence" (SADC, 2012). Implementation of the protocol however is hampered by poverty, gender stereotypes, early marriage, teenage pregnancy and sexual abuse (SADC, 2015).

Figure 3.3 shows that in four of the six countries profiled, being a female child meant that you were more likely not to attend school than your male counterparts, with the biggest differences seen in Mozambique (11,9% females not attending compared to 9,3% males) and Zambia (10,1% females not attending compared to 7,8% males). Botswana and Malawi were the only countries where there was a higher proportion of males not attending school than females.

Figure 3.3: Percentage of males and females aged 7 to 17 years old who are not attending school by country



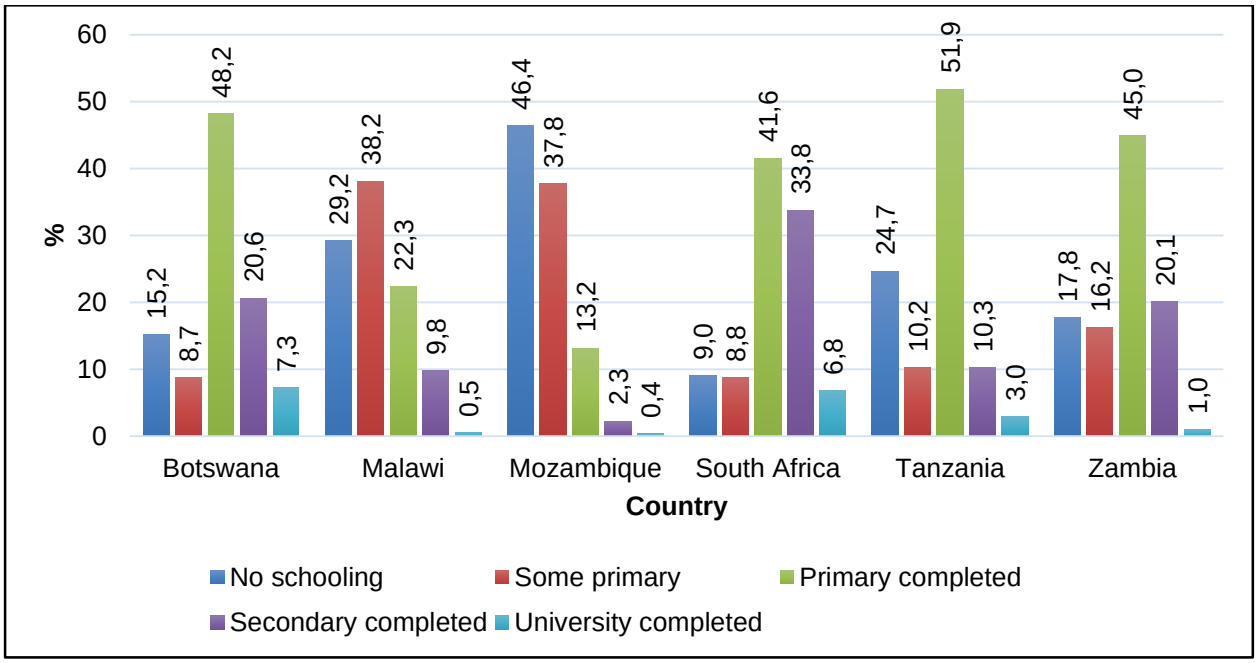
3.3 Educational attainment

Educational attainment is seen as a critical standard to measure the educational status of the population in a country. It is an indication that the population is not only entering the education system at primary level, but there is also successful completion of such levels. Countries in the region have spent a significant percentage of their budget on education and whilst enrolment rates at primary school level have improved, secondary and higher education remain low (SARUA, 2012). Attainment of higher levels of education would inevitably lead to an increase in the percentage of the population with skills beyond primary education.

3.3.1 Educational attainment by country

As presented in Figure 3.4, Botswana and South Africa have similar proportions of persons 20 years and older who had completed tertiary education. In the cases of Botswana, 7,3% of those aged 20 years and older had completed university, followed by 6,8% for South Africa. In contrast, less than 1% of the population of the same age in Malawi (0,5%) and Mozambique (0,4%) had completed university education. It should be noted though that Malawi and Mozambique are the only SADC countries that provide higher education at almost no cost to the student (Kotecha, 2012). In contrast, Tanzania and Zambia recorded lower proportions of those aged 20 years and older who had completed some university degree. This low level of tertiary attainment is often attributed to the low investment made on tertiary education, with the majority of spending on education allocated to primary and secondary levels of education (World Bank, 2010).

Figure 3.4: Percentage distribution of persons aged 20 years and older by highest level of education attained and country



Note: *Some primary = incomplete primary schooling*

3.3.2 Educational attainment by age – youth and non-youth

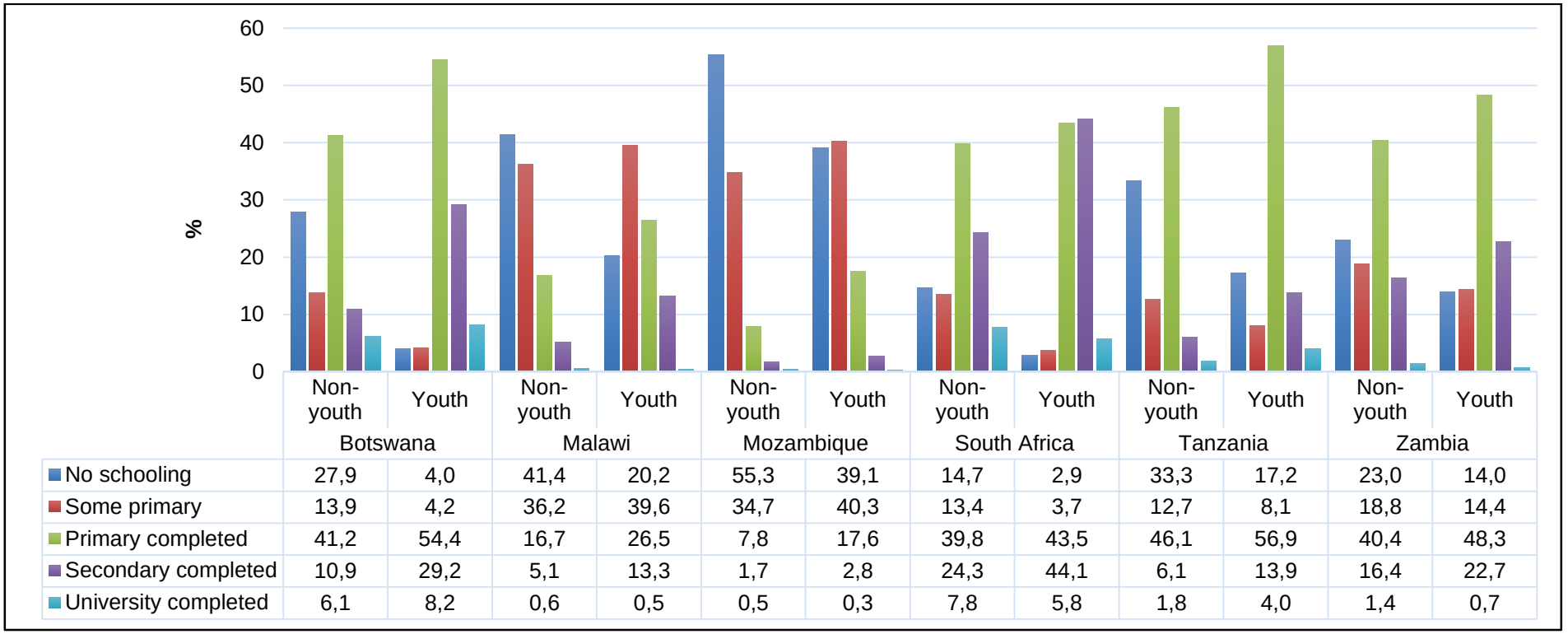
The growing youth population and their potential positive contribution to the development of their countries have resulted in targeted policies and action plans for the youth. Critical to the development of youth is education and it is well understood that if they are not

provided with adequate education and job opportunities (as well as health services and social security), the implications on the countries' future will be potentially damaging.

Figure 3.5 below profiles the highest level of education attained for persons aged 20 years and older, focusing on the youth and non-youth populations. The age group for youth according to the African Youth Charter, which has been adopted by SADC is 15–35 years, therefore the youth will include those up to the age of 35; and non-youth refer to the population aged 0–14 years and those 36 years and older (United Nations, 2007).

For this particular section, youth is comprised of persons aged 20–35 years and non-youth comprise of persons aged 36 years and older. Figure 3.5 shows a promising trend in the proportions of youth that have completed their secondary education as compared to those 36 years and above. In all six countries the proportion of youth who have completed secondary education is considerably larger than that of the non-youth. Over one-fifth (22,7%) of the youth in Zambia had completed secondary education as compared to 16,4% of those 36 years and above. The proportions of youth with secondary education in Botswana, Malawi and Tanzania were over double the proportions of non-youth who had completed secondary education. In all of the six countries, the proportion of youth that had no schooling was lower as compared to non-youth, but differed substantially across the countries. Youth aged between 20 and 35 years in Mozambique were approximately ten times more likely not to have attained any level of schooling (39,1%) than their counterparts residing in Botswana where only 4% reported not to have attained any level of schooling.

Figure 3.5: Percentage distribution of persons aged 20 years and older by country, broad age groups and highest level of education completed



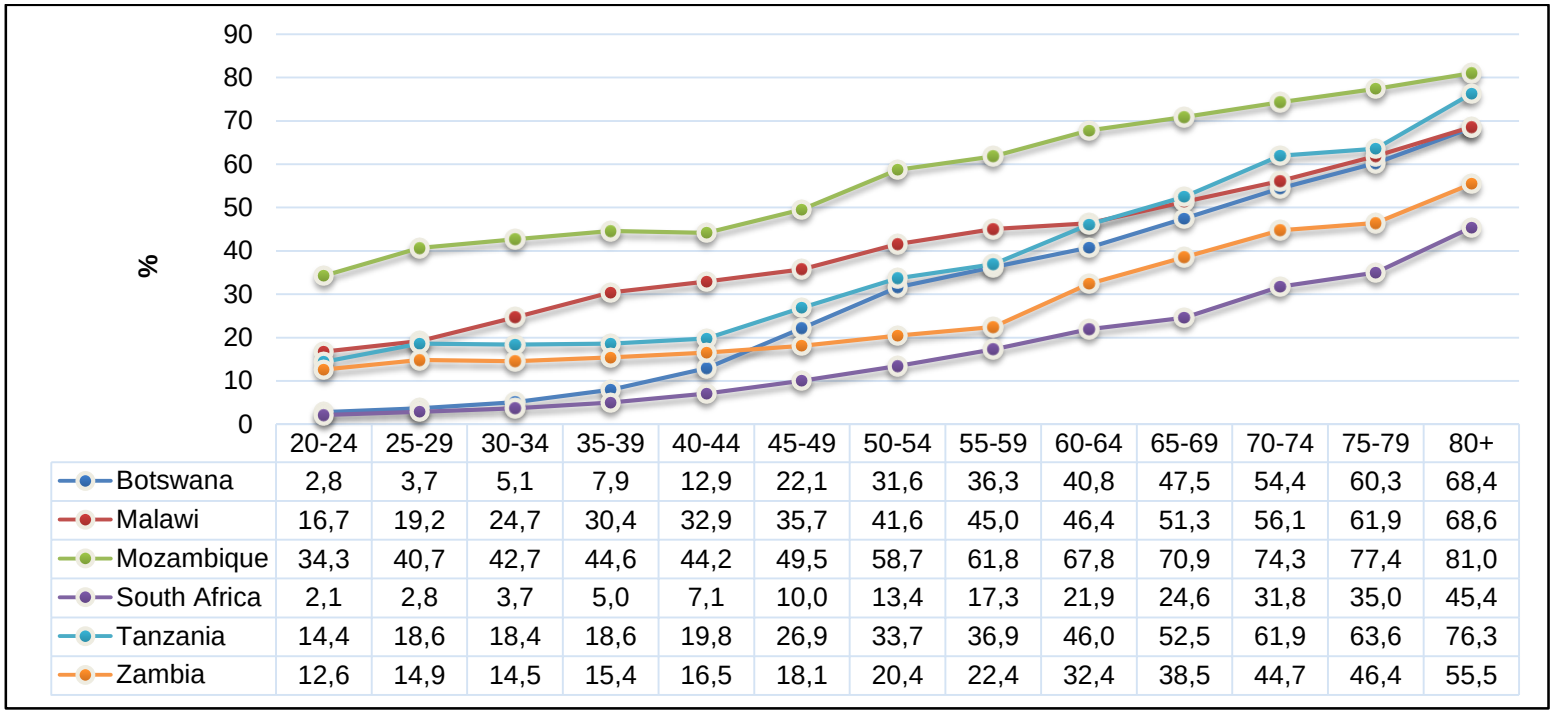
	Botswana		Malawi		Mozambique		South Africa		Tanzania		Zambia	
	Non-youth	Youth	Non-youth	Youth	Non-youth	Youth	Non-youth	Youth	Non-youth	Youth	Non-youth	Youth
No schooling	27,9	4,0	41,4	20,2	55,3	39,1	14,7	2,9	33,3	17,2	23,0	14,0
Some primary	13,9	4,2	36,2	39,6	34,7	40,3	13,4	3,7	12,7	8,1	18,8	14,4
Primary completed	41,2	54,4	16,7	26,5	7,8	17,6	39,8	43,5	46,1	56,9	40,4	48,3
Secondary completed	10,9	29,2	5,1	13,3	1,7	2,8	24,3	44,1	6,1	13,9	16,4	22,7
University completed	6,1	8,2	0,6	0,5	0,5	0,3	7,8	5,8	1,8	4,0	1,4	0,7

Note: *Youth = aged 20–35 years; Non-youth = aged 36 years and older*

3.3.2.1 No schooling by age

Looking specifically at those aged 20 and above who did not have any schooling, we see in Figure 3.6 that the highest proportions of those with no schooling are amongst those 60 years and above. In all six countries profiled, those aged 20–24 years had the lowest proportion with no schooling which shows the effects of increased spending by government on education and the implementation of education policies that aim to increase educational attainment amongst youth.

Figure 3.6: Percentage distribution of persons aged 20 years and older with no schooling by country

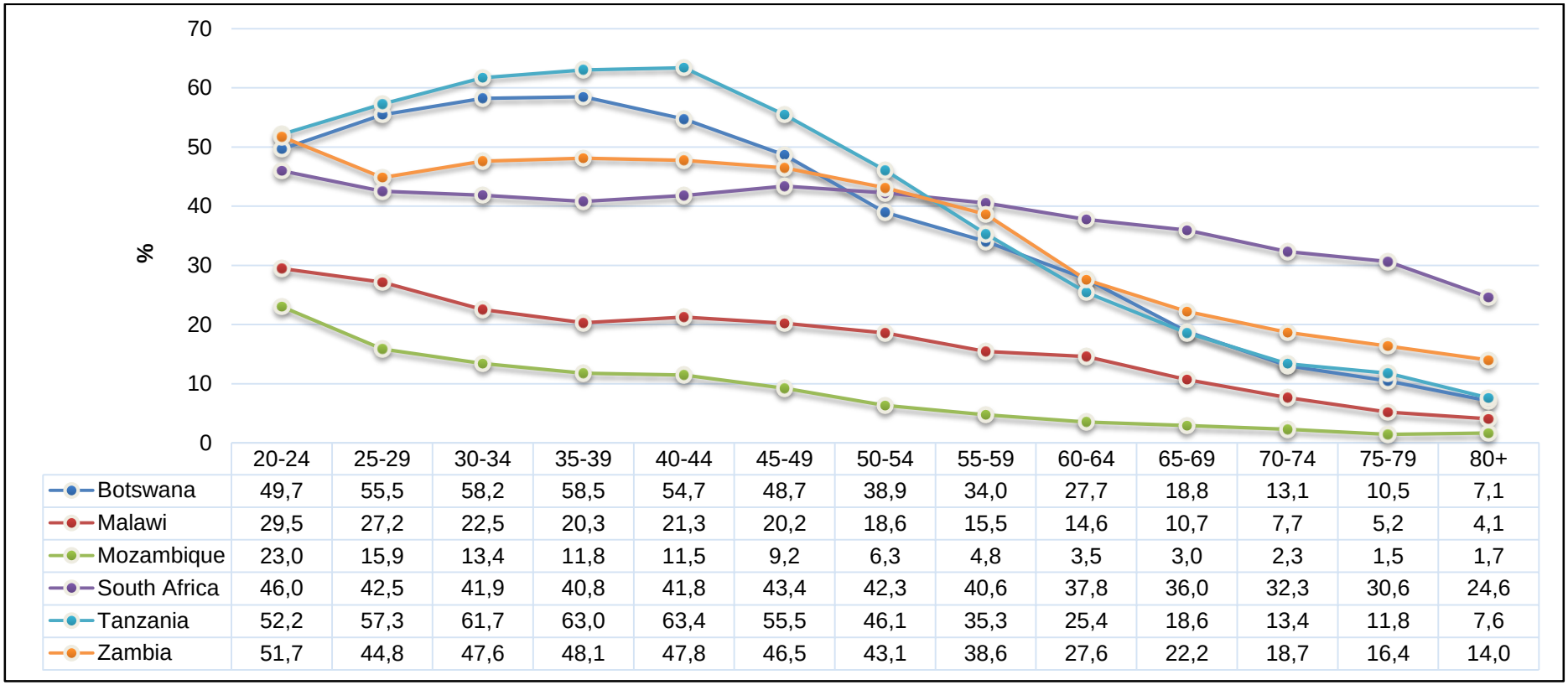


	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80+
Botswana	2,8	3,7	5,1	7,9	12,9	22,1	31,6	36,3	40,8	47,5	54,4	60,3	68,4
Malawi	16,7	19,2	24,7	30,4	32,9	35,7	41,6	45,0	46,4	51,3	56,1	61,9	68,6
Mozambique	34,3	40,7	42,7	44,6	44,2	49,5	58,7	61,8	67,8	70,9	74,3	77,4	81,0
South Africa	2,1	2,8	3,7	5,0	7,1	10,0	13,4	17,3	21,9	24,6	31,8	35,0	45,4
Tanzania	14,4	18,6	18,4	18,6	19,8	26,9	33,7	36,9	46,0	52,5	61,9	63,6	76,3
Zambia	12,6	14,9	14,5	15,4	16,5	18,1	20,4	22,4	32,4	38,5	44,7	46,4	55,5

3.3.2.2 Completed primary schooling by age

Figure 3.7 presents proportions of persons aged 20 years and above who have completed primary schooling. Over half of the population aged 20–24 years in Tanzania (52,2%) and Zambia (51,7%) had completed primary schooling in contrast to Malawi (29,5%) and Mozambique (23%) who recorded much lower proportions. Over half of the population aged 30–34 years in Tanzania (61,7%) and Botswana (58,5%) had completed their primary education.

Figure 3.7: Percentage distribution of persons aged 20 years and older with completed primary schooling by country



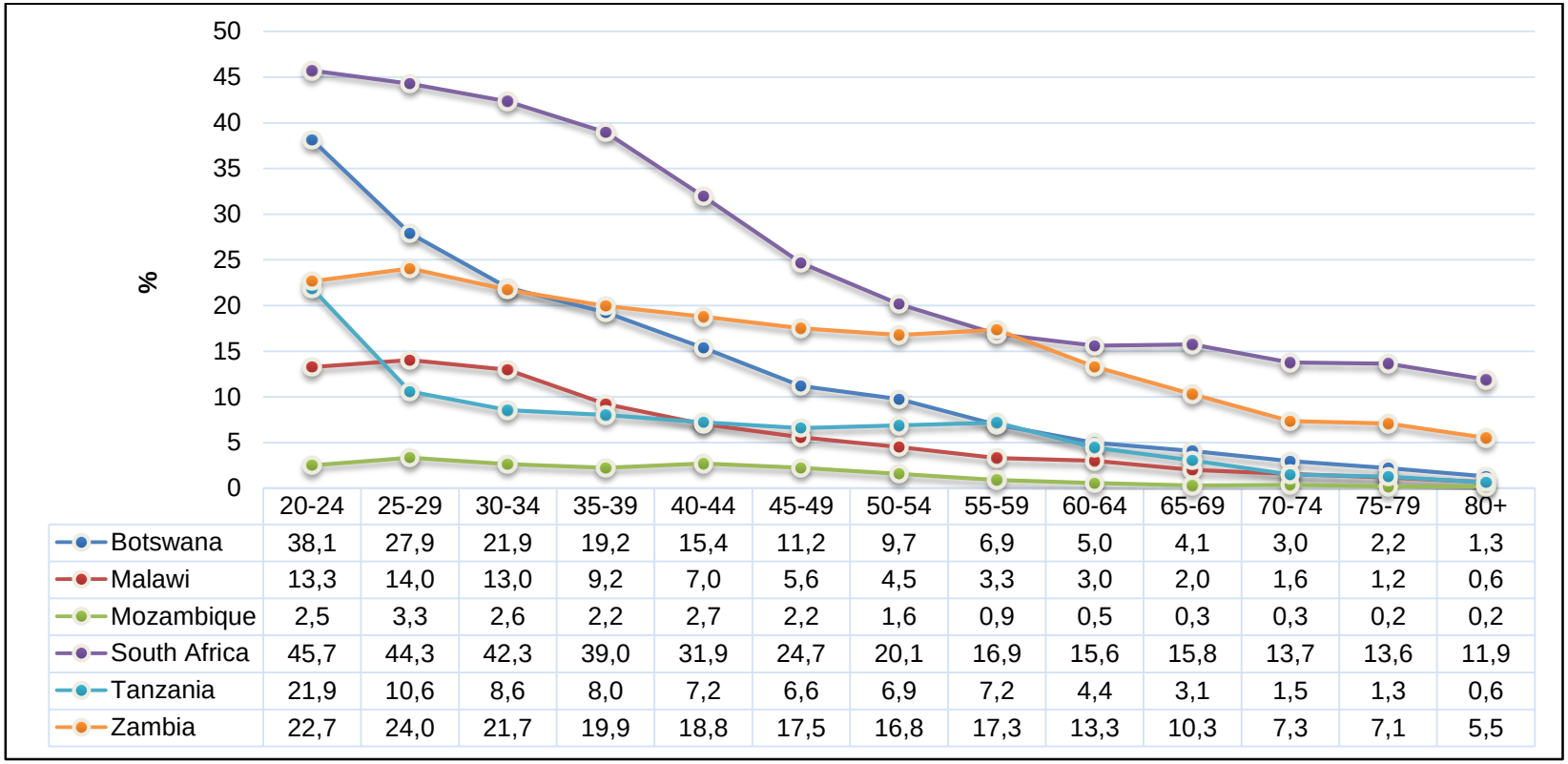
	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80+
Botswana	49,7	55,5	58,2	58,5	54,7	48,7	38,9	34,0	27,7	18,8	13,1	10,5	7,1
Malawi	29,5	27,2	22,5	20,3	21,3	20,2	18,6	15,5	14,6	10,7	7,7	5,2	4,1
Mozambique	23,0	15,9	13,4	11,8	11,5	9,2	6,3	4,8	3,5	3,0	2,3	1,5	1,7
South Africa	46,0	42,5	41,9	40,8	41,8	43,4	42,3	40,6	37,8	36,0	32,3	30,6	24,6
Tanzania	52,2	57,3	61,7	63,0	63,4	55,5	46,1	35,3	25,4	18,6	13,4	11,8	7,6
Zambia	51,7	44,8	47,6	48,1	47,8	46,5	43,1	38,6	27,6	22,2	18,7	16,4	14,0

3.3.2.3 Completed secondary schooling by age

Completion of secondary school is an important stage of education progression and a prerequisite for employers. As expected, there were larger proportions of those who had completed secondary school in the 20–24 and 25–29 year age groups. South Africa (45,7%) and Botswana (38,1%) had the largest proportions of 20–24 year olds with a secondary education. Only 2,5% of 20–24 year olds in

Mozambique had completed their secondary education and 13,3% in Malawi. One-fifth (20,1%) of 50–54 year olds in South Africa had a secondary education, 16, 8% in Zambia and 9,7% in Botswana.

Figure 3.8: Percentage distribution of persons aged 20 years and older with completed secondary schooling by country

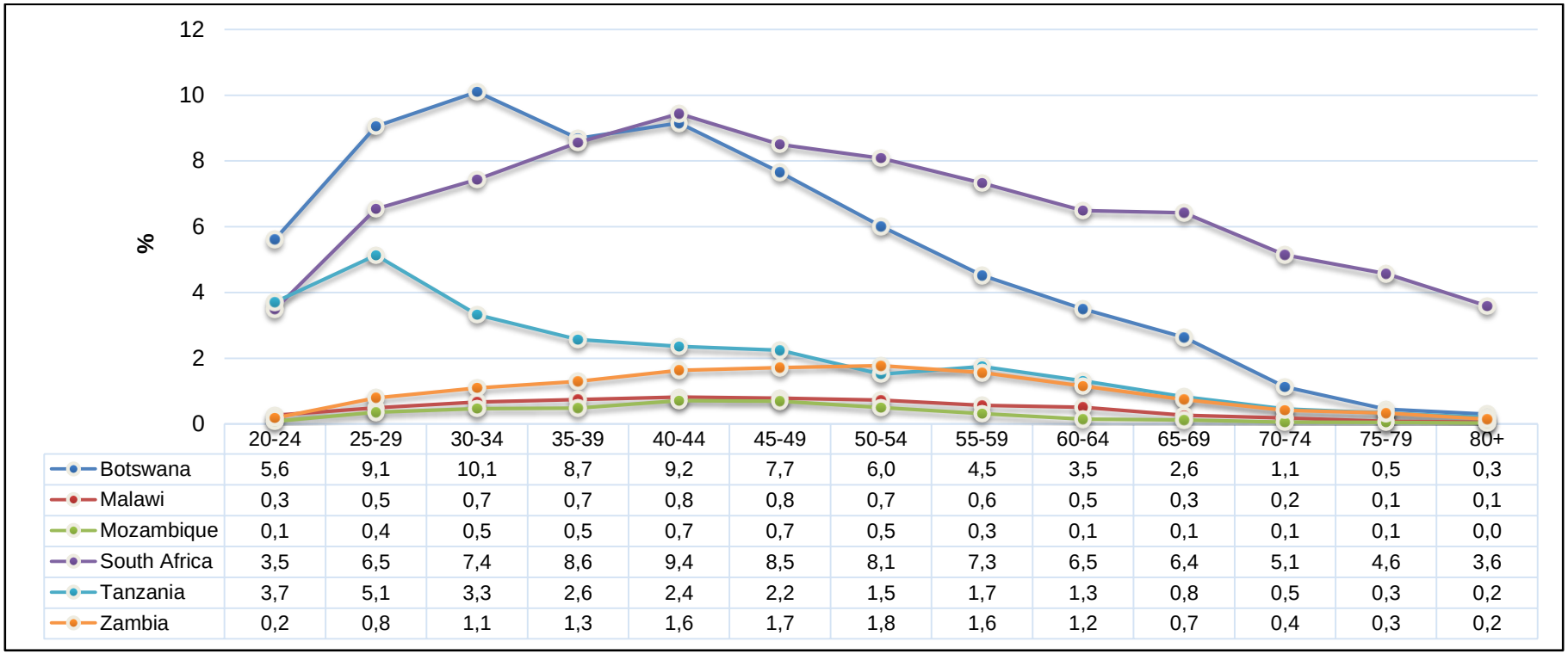


	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80+
Botswana	38,1	27,9	21,9	19,2	15,4	11,2	9,7	6,9	5,0	4,1	3,0	2,2	1,3
Malawi	13,3	14,0	13,0	9,2	7,0	5,6	4,5	3,3	3,0	2,0	1,6	1,2	0,6
Mozambique	2,5	3,3	2,6	2,2	2,7	2,2	1,6	0,9	0,5	0,3	0,3	0,2	0,2
South Africa	45,7	44,3	42,3	39,0	31,9	24,7	20,1	16,9	15,6	15,8	13,7	13,6	11,9
Tanzania	21,9	10,6	8,6	8,0	7,2	6,6	6,9	7,2	4,4	3,1	1,5	1,3	0,6
Zambia	22,7	24,0	21,7	19,9	18,8	17,5	16,8	17,3	13,3	10,3	7,3	7,1	5,5

3.3.2.4 Completed bachelor's degree by age

Attainment of a bachelor's degree has been widely recognised as a major contributor to the economic and social development in a country (Pouris & Inglesi-Lotz, 2014) In addition to capacity building, higher education institutions also result in research which contributes to the well-being of the country (JICA, 2000). Figure 3.9 shows the population aged 20 years and above who reported that they have completed tertiary education. Zambia, Malawi and Zambia had similar trends in the age groups recording the highest proportions who had completed tertiary education within the age groups 30–34, 35–39, 40–44, 45–49 and 50–54 .In Botswana 9,1% of those aged 25–29 years and 10,1% of 30–34 year olds had completed their bachelor's degrees. In contrast, in South Africa the largest proportion in terms of age groups to complete tertiary education were those aged 40–44 years; with 9,4% of this age group having reported that they had completed tertiary education. Tanzania's youth in the age groups 20–24 years recorded the highest proportion of those who had completed tertiary education (3,7%) and 25–29 years (5,1%).

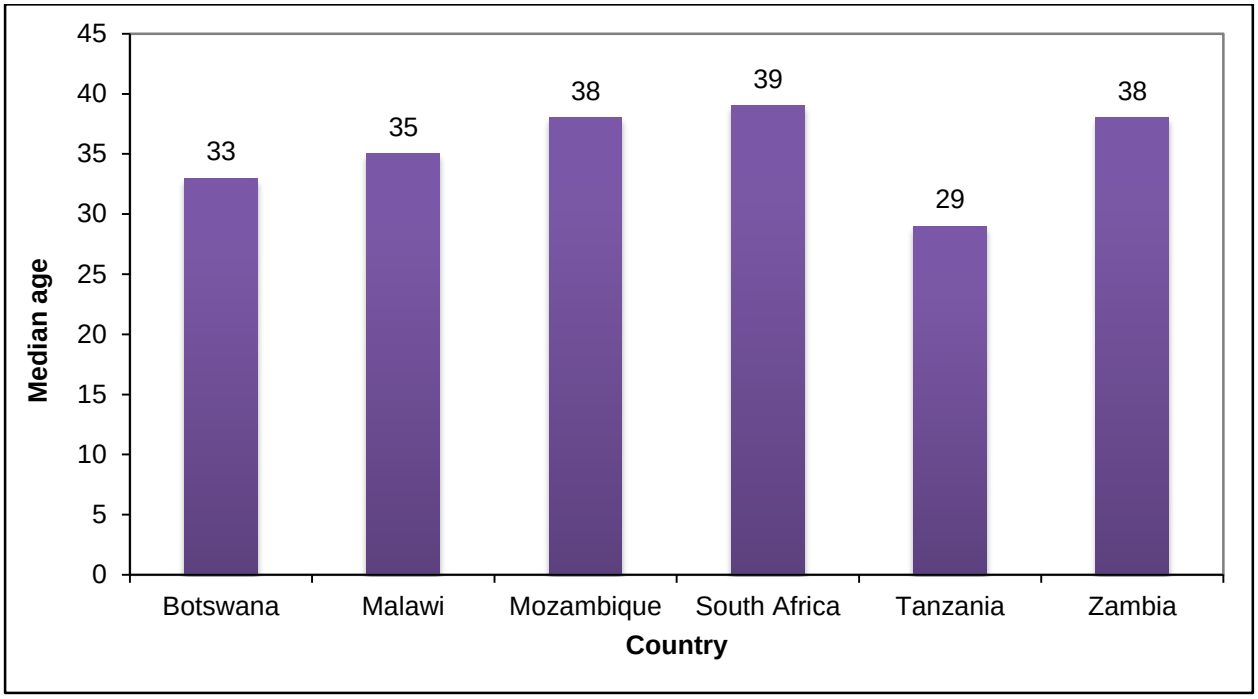
Figure 3.9: Percentage of persons aged 20 years and older with completed tertiary schooling by five-year age group and country



	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80+
Botswana	5,6	9,1	10,1	8,7	9,2	7,7	6,0	4,5	3,5	2,6	1,1	0,5	0,3
Malawi	0,3	0,5	0,7	0,7	0,8	0,8	0,7	0,6	0,5	0,3	0,2	0,1	0,1
Mozambique	0,1	0,4	0,5	0,5	0,7	0,7	0,5	0,3	0,1	0,1	0,1	0,1	0,0
South Africa	3,5	6,5	7,4	8,6	9,4	8,5	8,1	7,3	6,5	6,4	5,1	4,6	3,6
Tanzania	3,7	5,1	3,3	2,6	2,4	2,2	1,5	1,7	1,3	0,8	0,5	0,3	0,2
Zambia	0,2	0,8	1,1	1,3	1,6	1,7	1,8	1,6	1,2	0,7	0,4	0,3	0,2

The median age of persons 20 years and older who have completed tertiary education ranges from 29 years (Tanzania) to 39 years (South Africa) as shown in Figure 3.10 below.

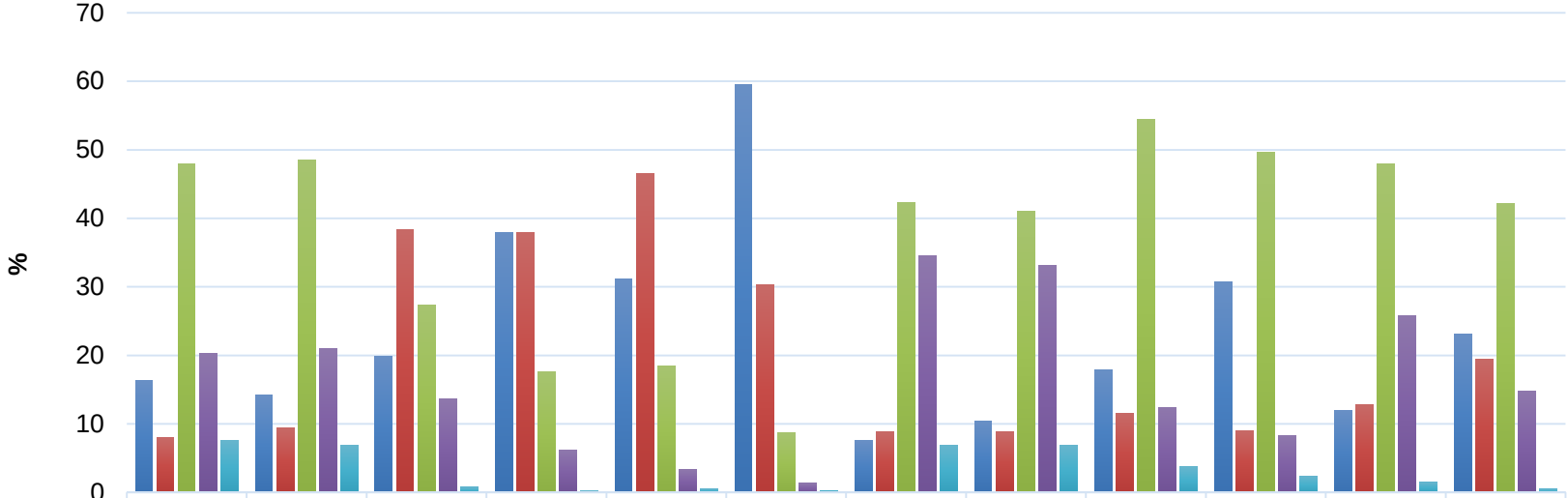
Figure 3.10: Median age of persons aged 20 years and older with completed tertiary schooling by country



3.3.3 Educational attainment by sex

Policies that address gender disparities in education and employment opportunities are crucial in closing the gap between male and female in educational attainment. Figure 3.11 shows the percentage distribution of both males and females aged 20 years and older by the highest level of education completed. With the exception of Botswana, all countries had a higher percentage of males who had completed primary and secondary levels of education, with the biggest differences seen in Mozambique, Malawi and Zambia. In Mozambique, only 8,6% of females aged 20 years and above had completed primary education, compared to 18,4% of males. A similar disparity is seen in Malawi with secondary education, where the likelihood of males completing secondary school (13,6%) is two times more than their female counterparts (6,2%). In Zambia, only 14,8% of females aged 20 years and above completed secondary school in contrast to 25,8% of the male population in the same age group.

Figure 3.11: Percentage distribution of persons aged 20 years and older by sex, country and highest level of education completed



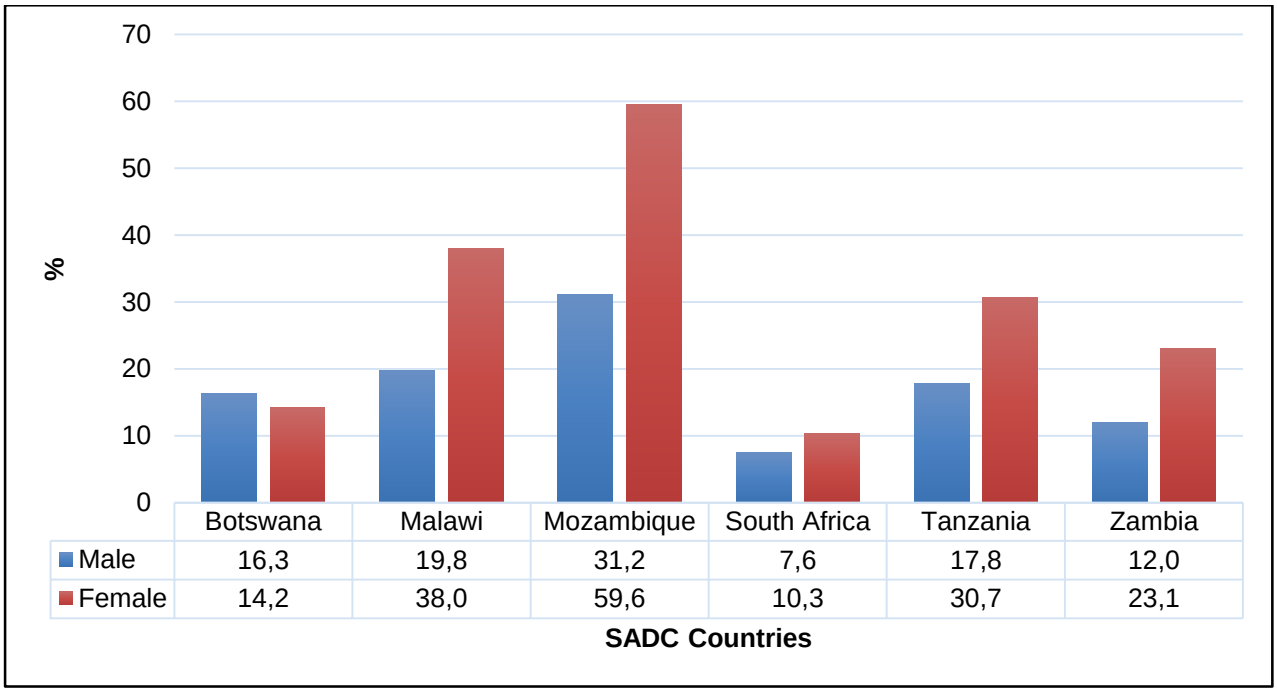
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Botswana		Malawi		Mozambique		South Africa		Tanzania		Zambia	
No schooling	16,3	14,2	19,8	38,0	31,2	59,6	7,6	10,3	17,8	30,7	12,0	23,1
Some primary	7,9	9,4	38,4	37,9	46,5	30,2	8,8	8,8	11,6	9,0	12,8	19,4
Primary completed	47,9	48,5	27,4	17,6	18,4	8,6	42,2	41,0	54,5	49,6	47,9	42,2
Secondary completed	20,2	20,9	13,6	6,2	3,3	1,4	34,5	33,1	12,4	8,3	25,8	14,8
University completed	7,6	6,9	0,8	0,3	0,6	0,2	6,9	6,8	3,7	2,3	1,5	0,5

3.3.4 No schooling by sex and country

Focusing only on the population who have no schooling, Figure 3.12 highlights the disparities in education access by sex. The proportion of females in this age group who had no schooling was higher than the proportion of males with no schooling in all countries except for Botswana, where 14,2% females reported not to have any schooling as compared to 16,3% of males. In Mozambique, three-fifths

(59,6%) of the female population aged 20 years and older had no schooling, almost double the percentage of males in the same age group (31,2%).

Figure 3.12: Percentage of persons aged 20 years and older with no schooling by sex and country



3.4 Analysis of educational attainment over time

The rationale of the time plotting events technique is that it manages to generate the historical profile using the average age at which such an event occurs. However, such events are assumed to occur once in a lifetime such as death, first marriage, educational attainment and many others.

The computation procedure began with the selection of persons who reported that they had completed their primary education (grade 7) by single age. The numbers of persons completing primary education are those that reported having completed grade 7 and higher, since those that have completed grade 12 or a bachelor's degree for example, have already completed grade 7 due to the progressiveness of educational levels. Scrutiny of the attainment question and the expected response attest to this consideration in that the highest level of education completed yields that particular one asked, regardless of the many lower levels implied to have been completed. As a result, excluding persons who reported higher levels of education having been completed from

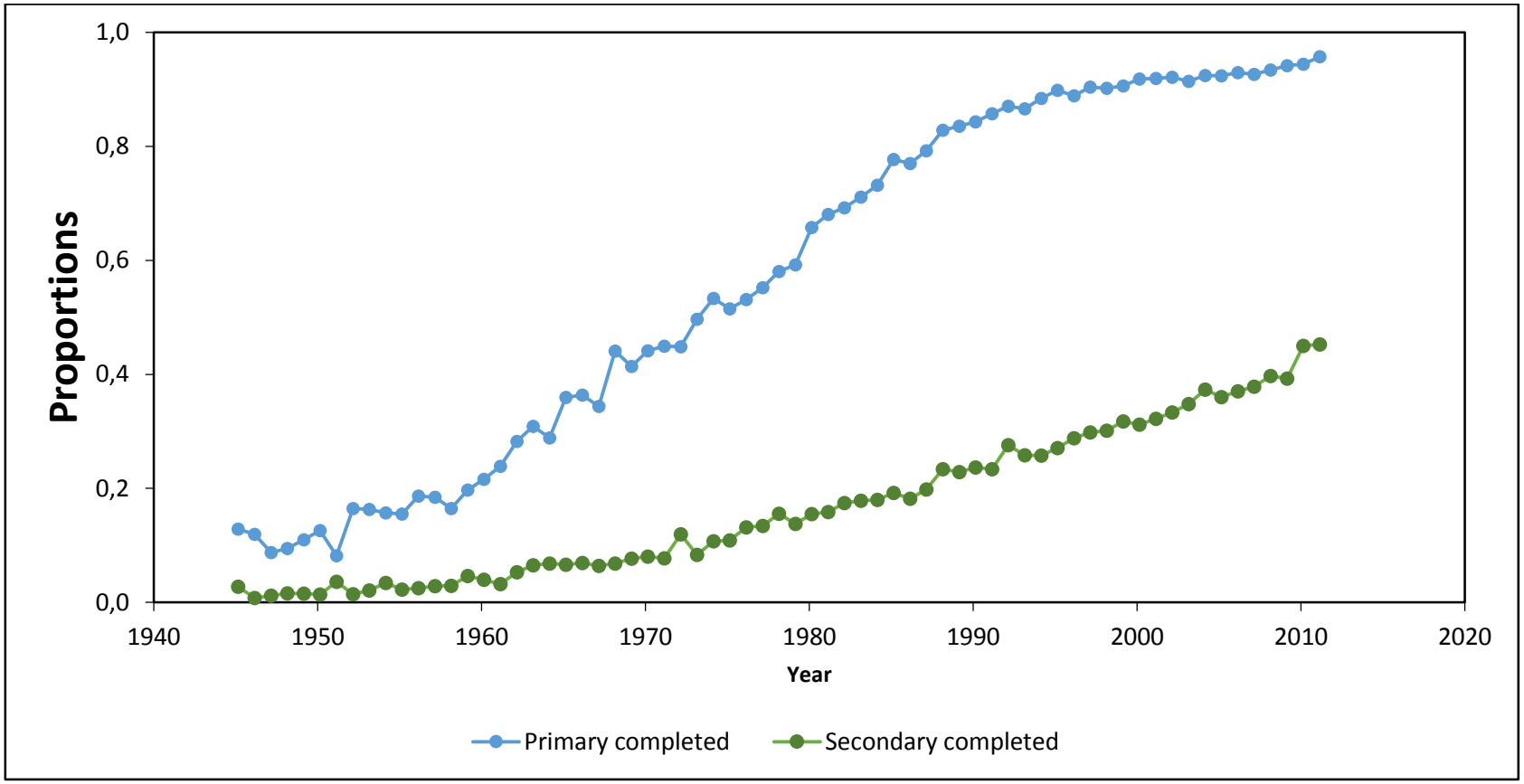
the lower levels already implied to have been completed could introduce some bias in proportions that completed lower levels.

3.4.1 Attainment ratios in Botswana

The time plot below shows a clear upward trend across the three levels of education. Before 1960 the proportions of persons completing primary education was below 0,2% and thereafter there has been a significant increase in the proportion of persons completing primary education in Botswana. Expenditure on primary education[16] (% of government expenditure on education) in Botswana was 17,82% as of 2009. Its highest value over the past 38 years was 52,99% in 1971, while its lowest value was 17,82% in 2009 (African Economic Outlook, 2016). The proportion of completing a secondary education started to improve in 1970. However, over the years completing secondary education[17] grew at a faster pace. Expenditure on secondary education (% of government expenditure on education) in Botswana was 32,70% as of 2009. Its highest value over the past 38 years was 53,16% in 1988, while its lowest value was 31,88% in 1975 (Ibid).

[16] Definition: Expenditure on primary education is expressed as a percentage of total general government expenditure on education. General government usually refers to local, regional and central governments.
[17] Definition: Expenditure on secondary education is expressed as a percentage of total general government expenditure on education. General government usually refers to local, regional and central governments.

Figure 3.13: Attainment ratios for persons who completed an educational level in Botswana

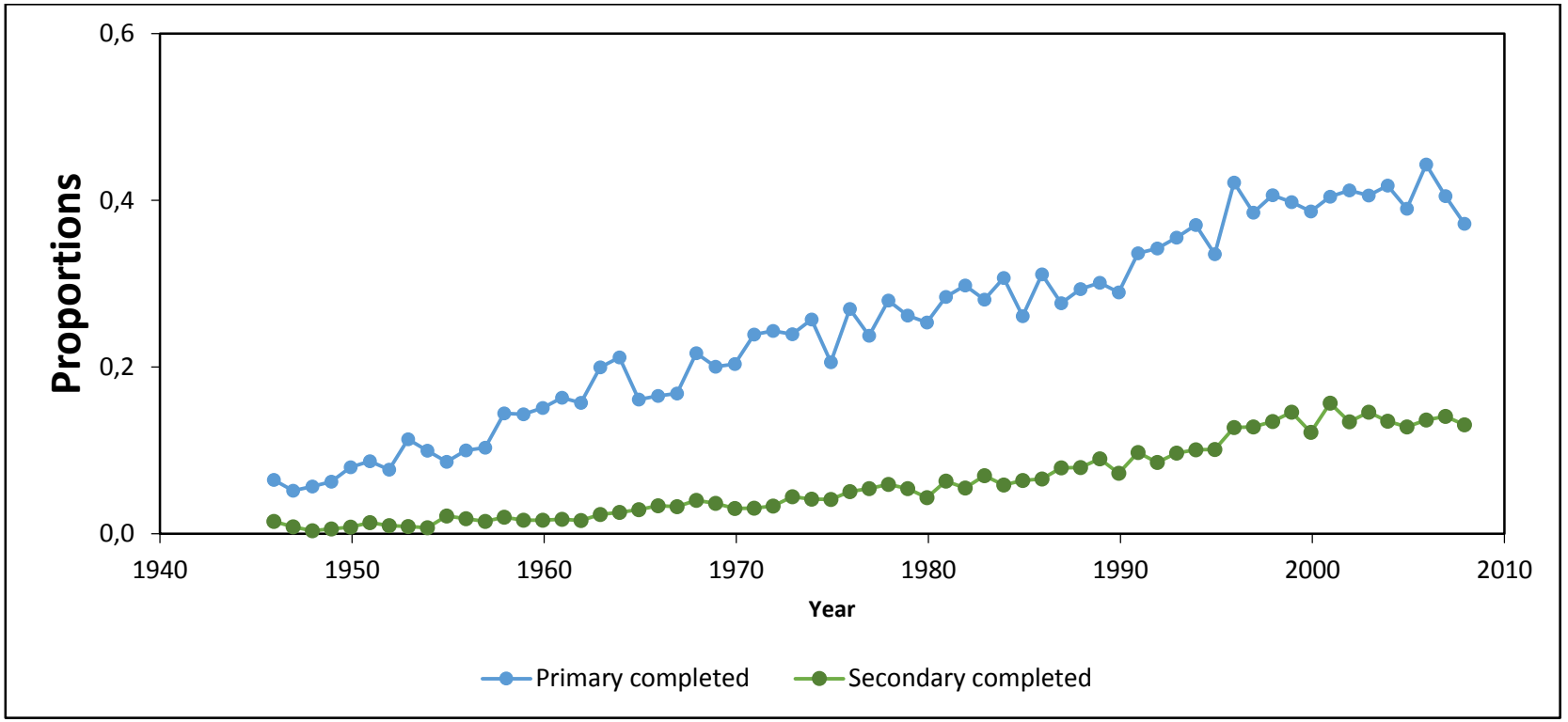


3.4.2 Attainment ratios in Malawi

Primary education remains the highest form of education that most Malawians will achieve. Expenditure on primary education (% of government expenditure on education) in Malawi was 43,95% as of 2015 (African Economic Outlook, 2016). Its highest value over the past 44 years was 65,26% in 1999, while its lowest value was 31,77% in 1971. It was only after 1965 that the proportion of persons

completing secondary education started to increase although it still remains below 0,15%. Expenditure on secondary education (% of government expenditure on education) in Malawi was 27,80% as of 2015 (Ibid). Its highest value over the past 44 years was 43,92% in 1971, while its lowest value was 10,08% in 1999.

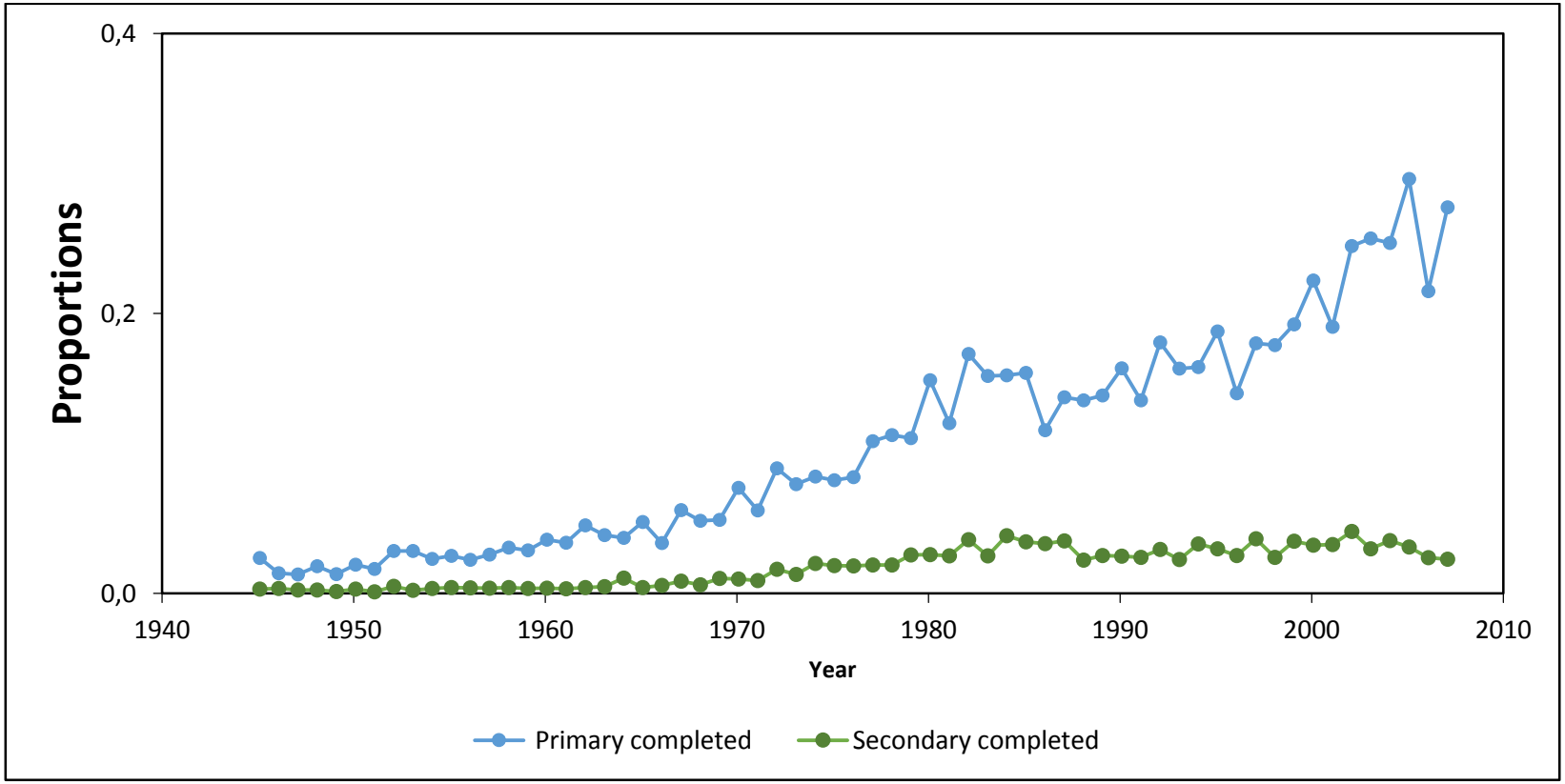
Figure 3.14: Attainment ratios for persons who completed an educational level in Malawi



3.4.3 Attainment ratios in Mozambique

The proportion of persons completing any level of education in Mozambique is very low. Expenditure on primary education (% of government expenditure on education) in Malawi was 49,25% as of 2013 (African Economic Outlook, 2016). It was during the 1960s that the proportion of persons completing primary education started to increase. It was after 2000 that this proportion reached a little over 0,2%. Secondary education remains the lowest proportion overtime with no indication of any improvement in the near future. Expenditure on secondary education (% of government expenditure on education) in Malawi was 30,60% as of 2013 (Ibid).

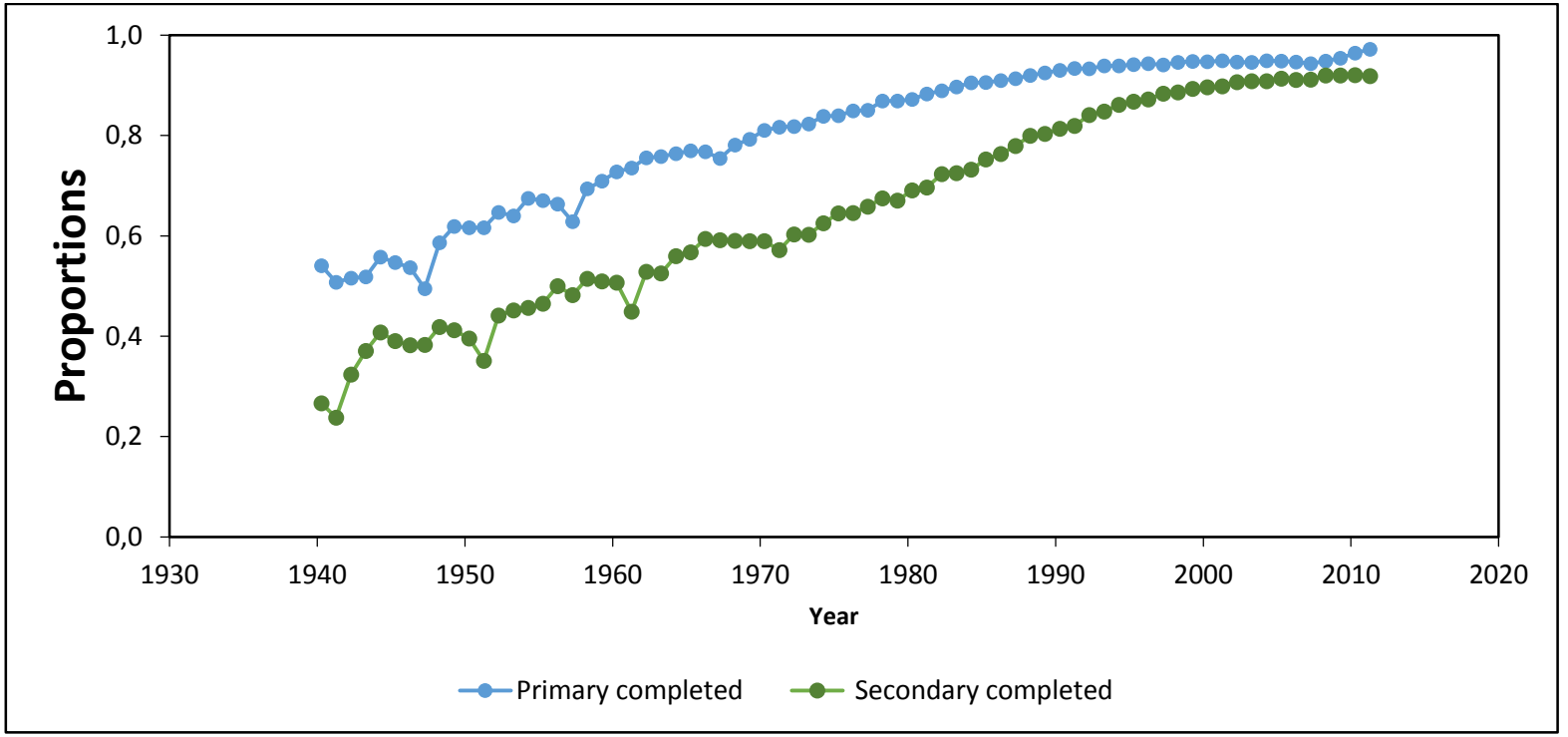
Figure 3.15: Attainment ratios for persons who completed an educational level in Mozambique



3.4.4 Attainment ratios in South Africa

The time plot shows an upward trend for primary and secondary education in South Africa. Expenditure on primary education (% of government expenditure on education) in South Africa was 38,80% as of 2014 (African Economic Outlook, 2016). Its highest value over the past 15 years was 45,93% in 2000, while its lowest value was 38,80% in 2014. The proportions completing secondary education increased in the 1990s to over 0,8%. Expenditure on secondary education (% of government expenditure on education) in South Africa was 30,72% as of 2014. Its highest value over the past 15 years was 35,63% in 2004, while its lowest value was 30,26% in 2012 (Ibid).

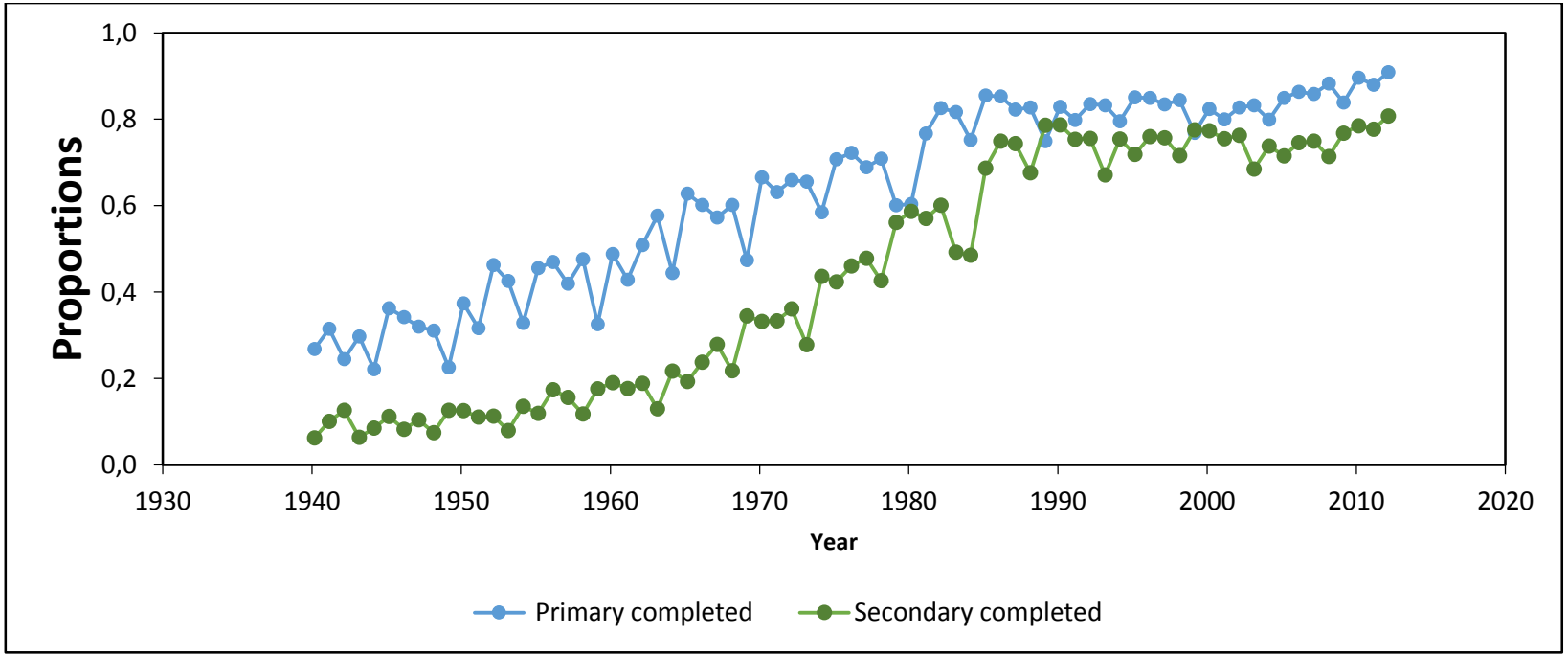
Figure 3.16: Attainment ratios for persons who completed an educational level in South Africa



3.4.5 Attainment ratios in Tanzania

The time plot shows fluctuations in the primary and secondary education. Tanzanians had higher proportions of the population completing primary and secondary education from the year 2000. Expenditure on primary education (% of government expenditure on education) in Tanzania was 49,15% as of 2014. Its highest value over the past 43 years was 61,77% in 2004, while its lowest value was 39,15% in 1974 (African Economic Outlook, 2016). Expenditure on secondary education (% of government expenditure on education) in Tanzania was 18,27% as of 2014. Its highest value over the past 43 years was 32,81% in 1990, while its lowest value was 8,93% in 2004 (Ibid).

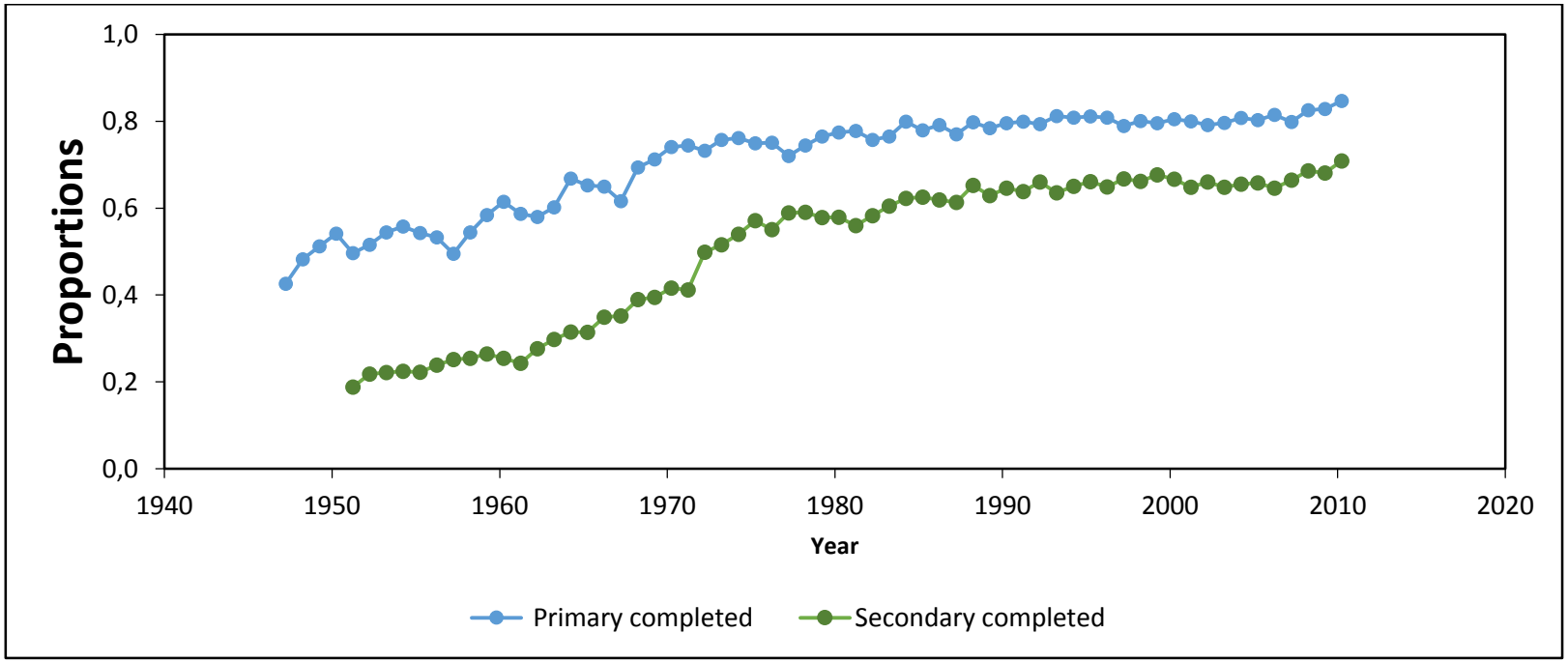
Figure 3.17: Attainment ratios for persons who completed an educational level in Tanzania



3.4.6 Attainment ratios in Zambia

The time plots for educational attainment in Zambia shows an upward trend for primary and secondary education over time. There was a significant increase in proportions completing primary and secondary education from the year 1970 onwards. Expenditure on primary education (% of government expenditure on education) in Zambia was 59,76% as of 2005 (African Economic Outlook, 2016). Its highest value over the past 35 years was 63,86% in 2004, while its lowest value was 33,66% in 1992. Expenditure on secondary education (% of government expenditure on education) in Zambia was 14,49% as of 2005. Its highest value over the past 35 years was 42,65% in 1981, while its lowest value was 13,30% in 2004 (Ibid).

Figure 3.18: Attainment ratios for persons who completed an educational level in Zambia



3.5 Conclusion

SADC countries have made progress in improving educational outcomes over the years. Whilst they face various challenges, many of the countries have adopted regional protocols to address specific challenges that are hindering educational attainment and access. Low retention, drop-out rates, gender disparities, inaccessible education to vulnerable groups and lack of human resources all affect the quantity and quality of education provided. Each country also has unique challenges that they face and policies and programmes have been implemented with the aim to address those specific challenges. Attendance at primary level is encouraging, with many countries close to achieving enrolment rates of 90% and above. Botswana and South Africa have highest proportions of persons 20 years and older who had completed tertiary education. Countries are aware however that without broad access to good quality secondary and tertiary education, the benefits from education will not yield the results expected.

CHAPTER 4: LABOUR DYNAMICS PROFILE OF THE SELECTED SADC COUNTRIES

4.1 Introduction

The labour market is at the cornerstone of sustainable development with Goal 8 of the Sustainable Development Goals (SDGs) aiming to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, by 2030. In addition SDGs commit to substantially reducing the proportion of youth not in employment, education or training by 2020 (NEET), (UN General Assembly, 2015).

The labour market in SADC however, is confronted with huge challenges with regards to increased poverty, inequalities and unemployment following the financial and economic crisis of 2009 (Revised RISDP, 2015). Research indicates that youth are the most affected by these challenges and according to the international Labour Organisation,(ILO) 2012, the majority of Africa's population is below the age of 30 years and, despite some progress, youth unemployment and underemployment in Africa remain a major challenge often referred to as a "ticking time-bomb''. The ILO (2012) identified the following:

- Young women and men are almost three times more likely than adults to be unemployed, and this is the case globally, where only one young person out of two is active in the labour market. In addition, young people account for almost a quarter of the world's total working poor. And in most regions, young women continue to be the hardest hit by unemployment and discrimination at work. There exists a mismatch between required skills and labour market imperatives at the heart of these challenges.
- Underemployment and poor working conditions in the informal economy are key features of youth employment in Africa due to insufficient quantity and quality of jobs available in the formal economy. Desperate to find work, many youth resort to taking on precarious, underpaid, and seasonal work mostly in the informal economy. Even educated youth turn to underpaid work out of economic necessity.
- There is emergence of increased discouragement and disenchantment among educated youth aggravated by financial crisis.

The analysis in this chapter will focus on selected demographic and socio-economic characteristics[18] of the population by looking at the labour force participation and inactive population. It is important to highlight the challenges in the comparability of employment data between the various countries. As already highlighted in the limitations, the censuses periods/dates differ, therefore reference periods differ, the starting age group for identifying who is unemployed can also vary, and there are also variations with regard to the employment concepts.

4.2 Profiling labour force participation (LFP)

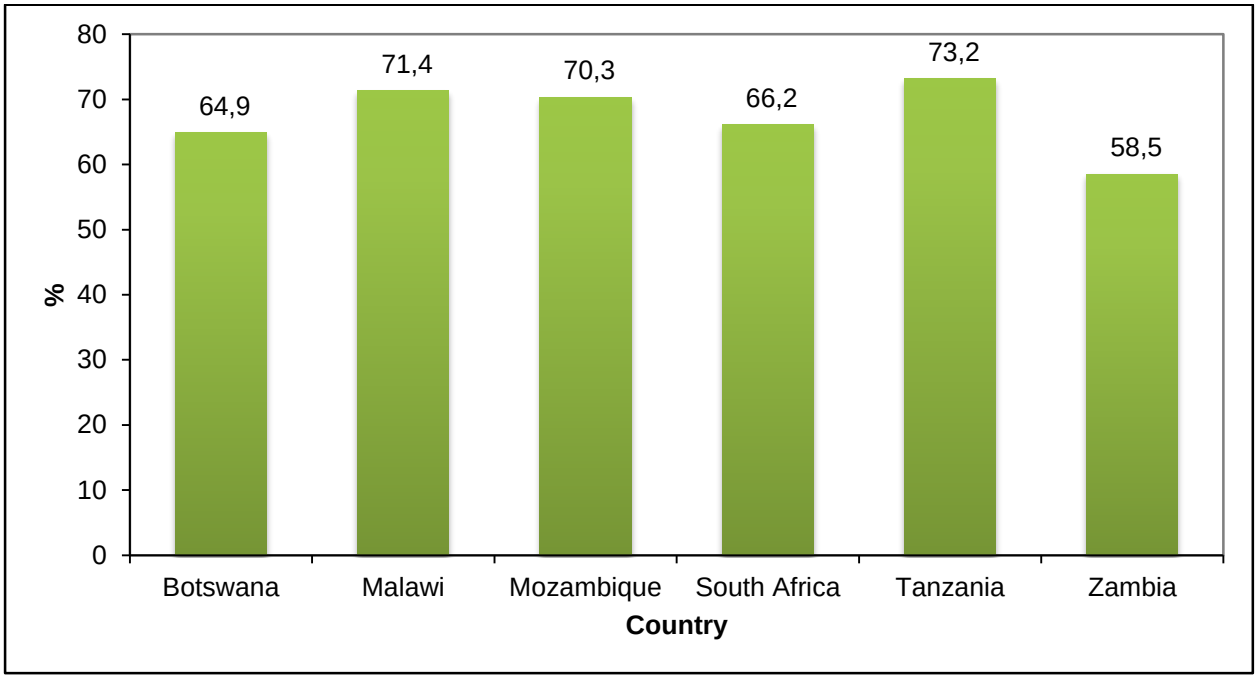
The labour force participation rate is a measure of the proportion of a country's working-age population that engages actively in the labour market, either by working or looking for work. It provides an indication of the size and composition of the supply of labour available to engage in the production of goods and services, relative to the working age population, (ILO, 2015). The information is also used to formulate employment policies, to determine training needs and to calculate the expected working lives of the male and female populations and the rates of accession to, and retirement from, economic activity – information which is crucial for the financial planning of social security systems, (Ibid).

4.2.1 Labour force participation by country

Figure 4.1 shows the labour participation rates by country and indicates that the highest labour participation was observed in Tanzania at 73,2% followed by Malawi at 71,4% and Mozambique at 70,3% respectively. The lowest labour participation rate was observed in Zambia at 58,5%.

[18] Note: in South Africa, the employment status information (rates) is derived using the expanded employment definition

Figure 4.1: Labour force participation rate for persons aged 15–64 years by country

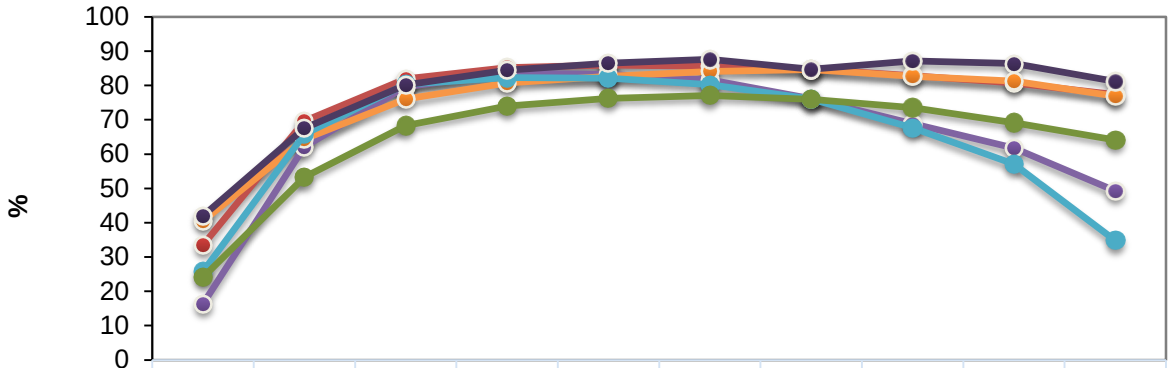


4.2.2 Labour force participation by age

The profiling of the labour participation by age groups showed a uniform pattern across all the selected countries and highlighted that the working population in the age group 15–19 have the lowest participation rates indicating a majority of young people were not participating in the labour force and possibly attending school. Botswana showed the lowest participation rate of (16,3%) among the 15–19 age group followed by Zambia (24,1%) and South Africa and (25,8%) on the higher end are Tanzania (42,0%) and Mozambique (40,5%).

In three countries, Tanzania (81,1%), Malawi (77,3%) and Mozambique (76,9%) the labour participation rates for the age group 60–64 were above 70% indicating that older persons were actively engaged in economic activity despite their advanced age. South Africa (34,9%) had the least labour participation rate in the age group. The highest participation rates for Botswana (83,6%) and South Africa (82,3%) were in the age group 30–34, whilst the highest labour participation rates for Tanzania (87,6%) and Zambia (77,1%) were found in the age groups 40–44. All the same, the highest participation rates of Malawi (86%) and Mozambique (84,7%) were found in the age groups 35–39 and 45–49. respectively.

Figure 4.2: Labour force participation rate for persons aged 15–64 years by age group and country

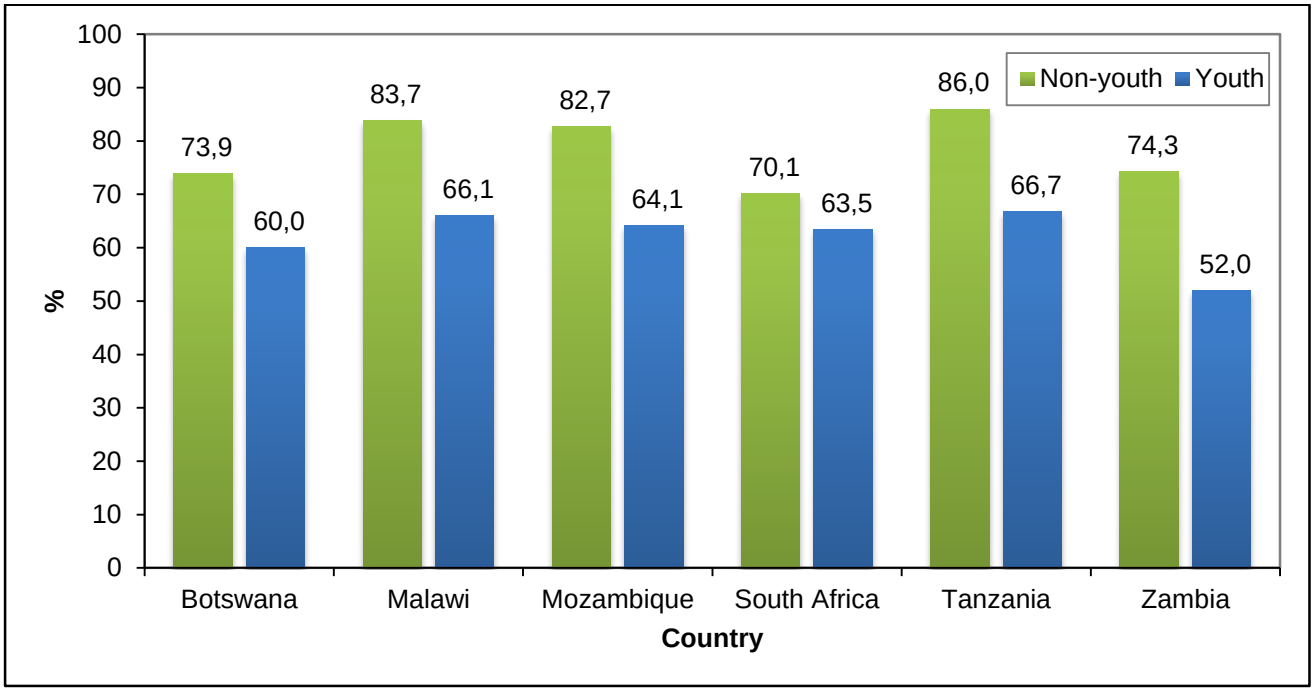


	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64
Botswana	16,3	62,1	79,6	83,6	83,2	81,6	76,1	68,8	61,7	49,3
Malawi	33,5	69,6	81,9	85,2	86,0	85,6	84,7	82,9	80,7	77,3
Mozambique	40,5	64,4	76,1	80,7	82,7	84,1	84,7	82,7	81,3	76,9
South Africa	25,8	65,8	80,4	82,3	82,1	80,2	76,1	67,7	57,1	34,9
Tanzania	42,0	67,5	80,1	84,4	86,5	87,6	84,7	87,2	86,4	81,1
Zambia	24,1	53,3	68,3	74,0	76,3	77,1	76,0	73,5	69,1	64,1

4.2.2.1 Labour force participation by youth and non-youth

Research indicates that youth make up a large share of the labour force, and that youth are often ill-equipped with the skills needed by employers, resulting to high levels of unemployment and discouragement among youth. As a result the youth employment challenge is referred to as a 'ticking time bomb' (Van de Vijsel and Dekker, 2015). Figure 4.3 shows the labour force participation rate by youth and non-youth and country and shows that the youth were less likely to be participating in the labour market than the non-youth across the selected countries. The lower participation rates of youth ranged from 52% in Zambia to 66,7% in Tanzania – which reflects that young people prefer to remain in education hoping to improve their prospects of gaining employment in future. The lower participation rates also reflect discouragement among young people. On the other hand, the labour participation rates of the non-youth range from 70,1% in South Africa to 86% in Tanzania. The differences were more pronounced in Zambia where youth were 1,4 times less likely to participate in the labour force than non-youth.

Figure 4.3: Labour force participation rate by youth and non-youth and country

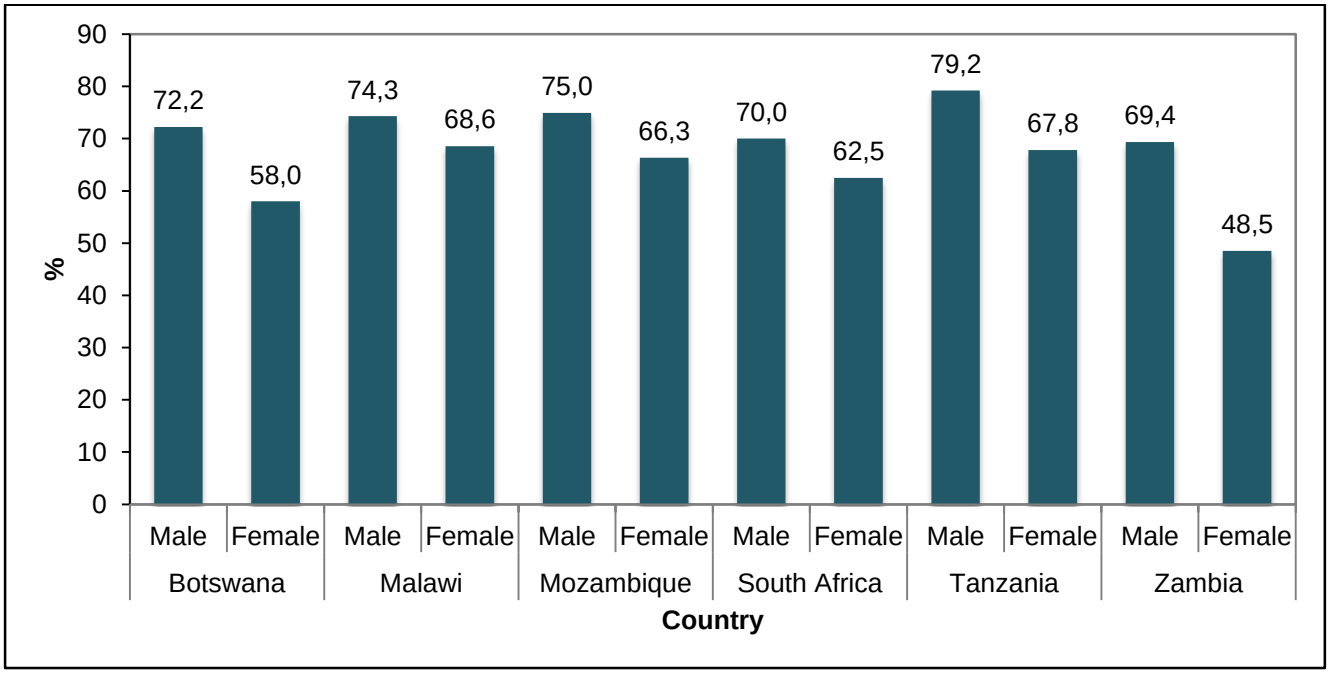


Note: youth = aged 15–35; non-youth = aged 36 years and older

4.2.3 Labour force participation by sex

Research points out to the increased participation of women globally however, gender disparities in labour force participation between female and male still exist. Verick, (2014) argues that the female labour participation is an important driver of growth and development and that access to quality education beyond secondary is critical to improve employment outcomes for women. Figure 4.4 below indicates that in all the selected countries, the labour force participation rates of males were higher than those of females. The female labour force participation rate was lowest in Zambia at 48,5% followed by Botswana and South Africa at 58% and 62,5%; respectively. The sex differences in the labour participation rates were more pronounced in Zambia where the males were 1,4 times more likely to participate in the labour force than females.

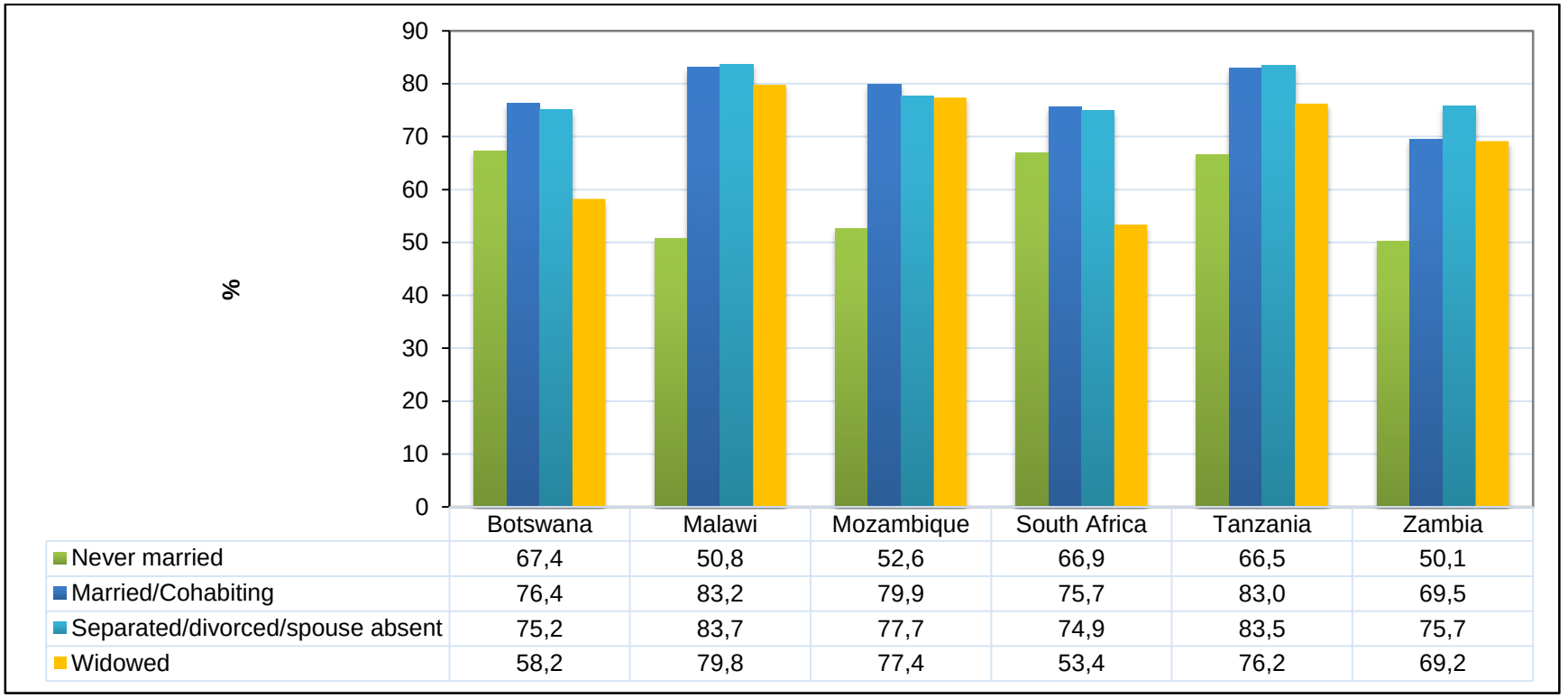
Figure 4.4: Labour participation rate for persons aged 15–64 years by sex and country



4.2.4 Labour force participation by marital status

Labour Force Participation by marital status varied across the countries. In general, higher participation rates were found to be among those married/cohabiting or separated/divorced/spouse absent than among those single/ never been married or widowed. The labour force participation rates for married/cohabiting persons were highest in Malawi (83,2%), followed by Tanzania (83%) and Mozambique (79,9%). Among the separated/divorced persons, the labour force participation rates were highest in Malawi (83,7%), followed by Tanzania (83,5%) and Mozambique (77,7%). For the single/never married persons, the labour force participation rates were highest in Botswana (67,4%), followed by South Africa (66,9%) and Tanzania (66,5%). Among the widowed persons, the labour force participation rates were highest in Malawi (79,8%), followed by Mozambique (77,4%) and Tanzania (76,2%).

Figure 4.5: Labour force participation by marital status and country

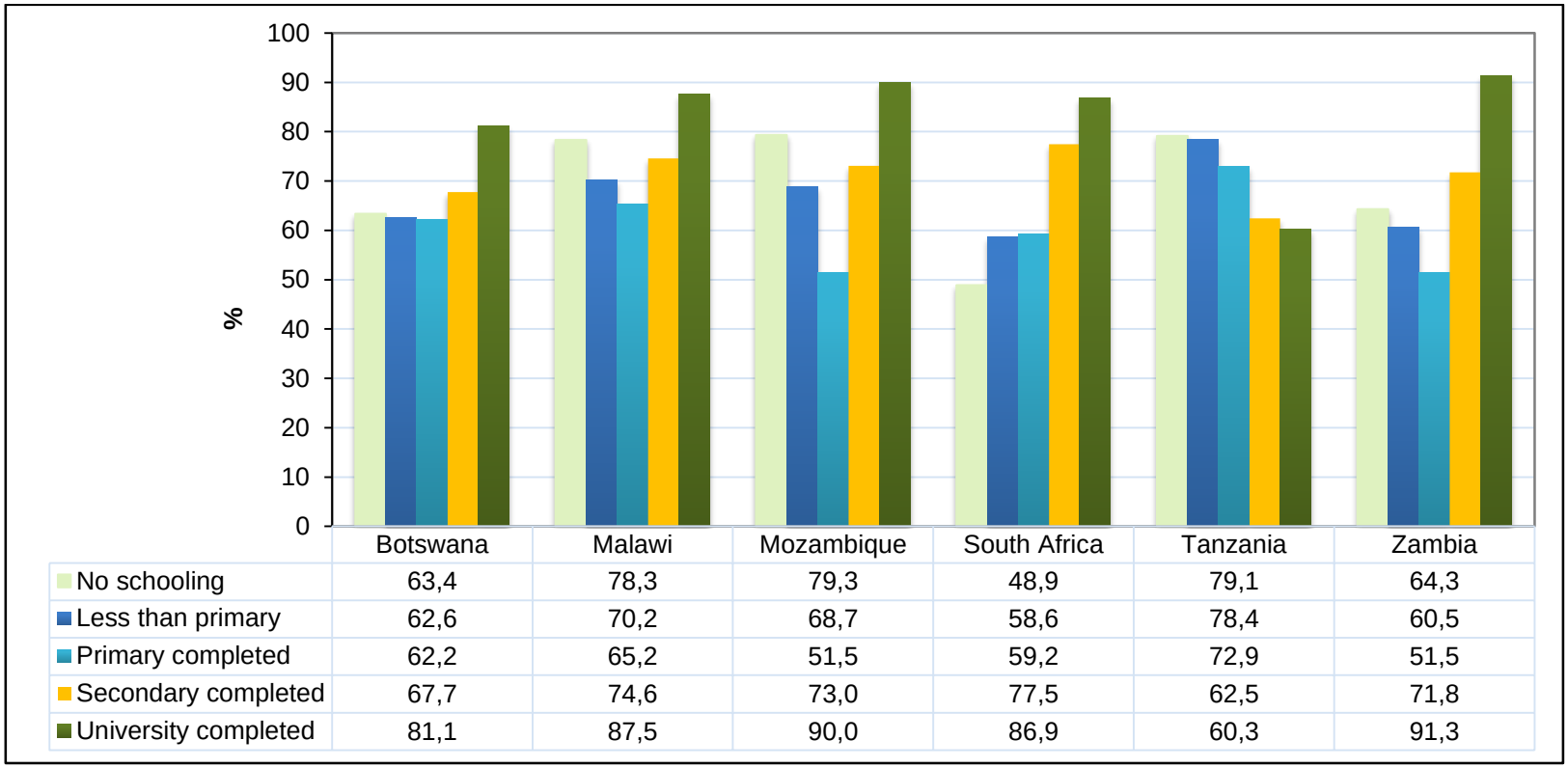


	Botswana	Malawi	Mozambique	South Africa	Tanzania	Zambia
Never married	67,4	50,8	52,6	66,9	66,5	50,1
Married/Cohabiting	76,4	83,2	79,9	75,7	83,0	69,5
Separated/divorced/spouse absent	75,2	83,7	77,7	74,9	83,5	75,7
Widowed	58,2	79,8	77,4	53,4	76,2	69,2

4.2.5 Education and labour force participation

According to Cazes and Verick (2013), education attainment is one of the strongest determinants of labour market outcomes in both developed and developing countries and has an impact on the individual decision to participate in the labour force. Figure 4.6 shows that the labour force participation rate generally increases with educational attainment in all the selected countries except for Tanzania. South Africa's labour participation showed a direct relationship between education attainment and the labour force participation. The labour force participation rate increased from 48,9% for those with no schooling to 86,9% for those who have completed university. There is an inverse relationship between inactivity and education attainment in Tanzania. The labour force participation rate decreased from 79,1 % for those with no schooling to 60,3% for those who have completed university. Haji, (2015) argues that with lack of formal employment services in Tanzania, the waiting period to get a job can take up to 5,5 years for persons with tertiary qualifications.

Figure 4.6: Labour force participation rate for persons aged 15–64 years by education and country



	Botswana	Malawi	Mozambique	South Africa	Tanzania	Zambia
No schooling	63,4	78,3	79,3	48,9	79,1	64,3
Less than primary	62,6	70,2	68,7	58,6	78,4	60,5
Primary completed	62,2	65,2	51,5	59,2	72,9	51,5
Secondary completed	67,7	74,6	73,0	77,5	62,5	71,8
University completed	81,1	87,5	90,0	86,9	60,3	91,3

4.3 Profiling inactivity

Leaker, (2009) argues for the importance for analysis of the size and composition of the inactive group. This analysis is useful in assessing potential labour supply and the likelihood of people in the inactive group moving into the labour market at some point in the future. In addition, there has been a greater policy focus on the scope for reducing inactivity, as well as unemployment, as a means of boosting economic performance. It is therefore important to try to understand the various groups within the inactive category to build a clearer picture of the reasons why these people are not economically active.

Economically inactive population refers to any individual aged 15 to 64 who is not in employment, has not looked for work in the last four weeks, and is unable to start work within the next two weeks. The inactivity rate is the number of people economically inactive expressed as a percentage of all people aged 15–64.

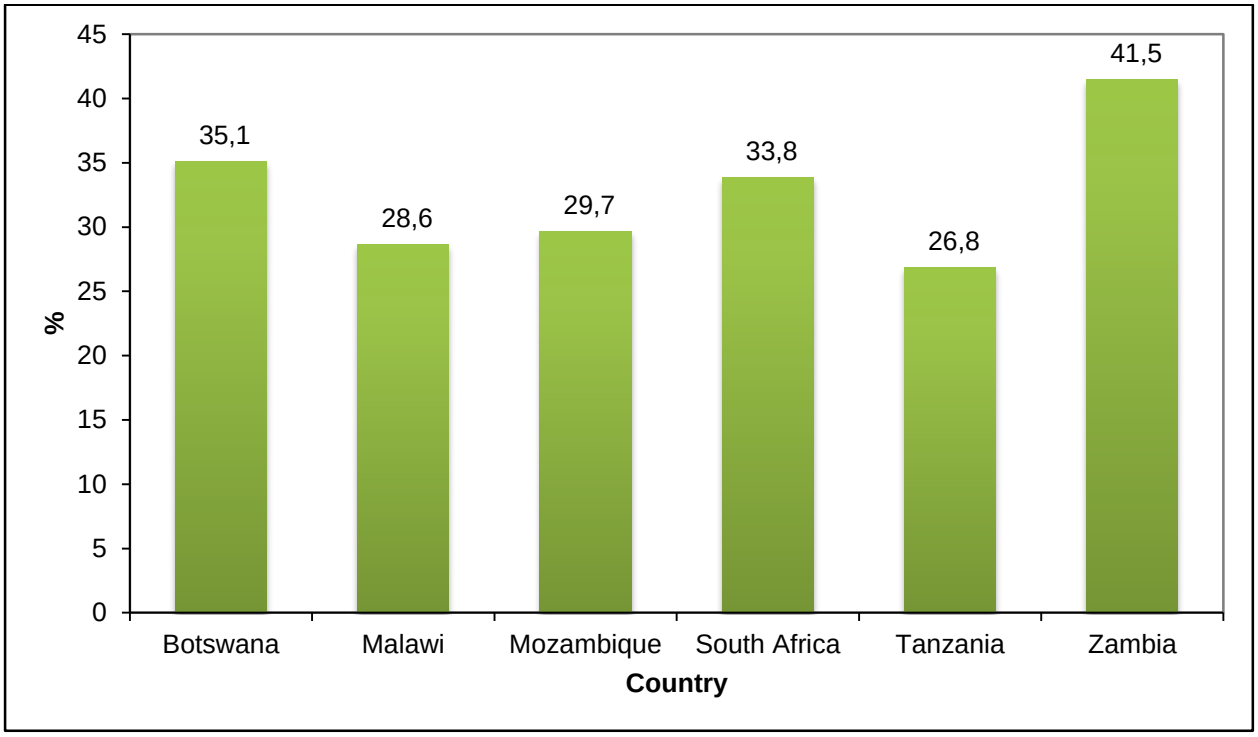
The main reasons for economic inactivity are:

- being a student and not having or looking for a job
- looking after the family and/or home
- being sick (temporary and long-term)
- being retired
- being discouraged

4.3.1 Inactivity by country

Figure 4.7 presents the economically inactive population aged 15–64 by country. According ILO (2015) SADC has an average inactivity rate of 34%. Zambia had the highest inactivity rate of 41,5%; followed by South Africa and Botswana at 33,8% and 35,1%; respectively. The lowest inactivity rates of less than 30% were observed in Tanzania, Malawi and Mozambique.

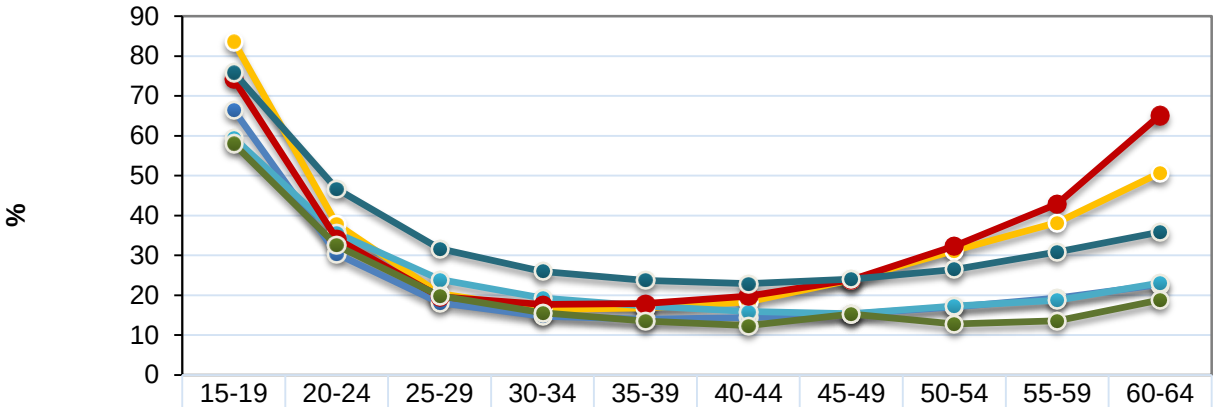
Figure 4.7: Inactivity rate for persons aged 15–64 years by country



4.3.2 Inactivity by age

Figure 4.8 presents the economically inactive population aged 15–64 by age group and country. The highest percentage of inactive population was found in the age group 15–19 ranging from 59,5% in Mozambique to 83,7% in Botswana. This is because most people in this age group are still in education or training and are faced with a tightening labour market. As the age increases the percentage of inactive population decreased sharply to the lowest levels in age group 30–34 for South Africa and Botswana and the age group 35–39 for Malawi and thereafter started increasing with age. Similarly, the percentage of the inactive population decreased as age increased to the lowest levels in the age group 40–44 in Tanzania and Zambia and to the age group 45–49 in Mozambique.

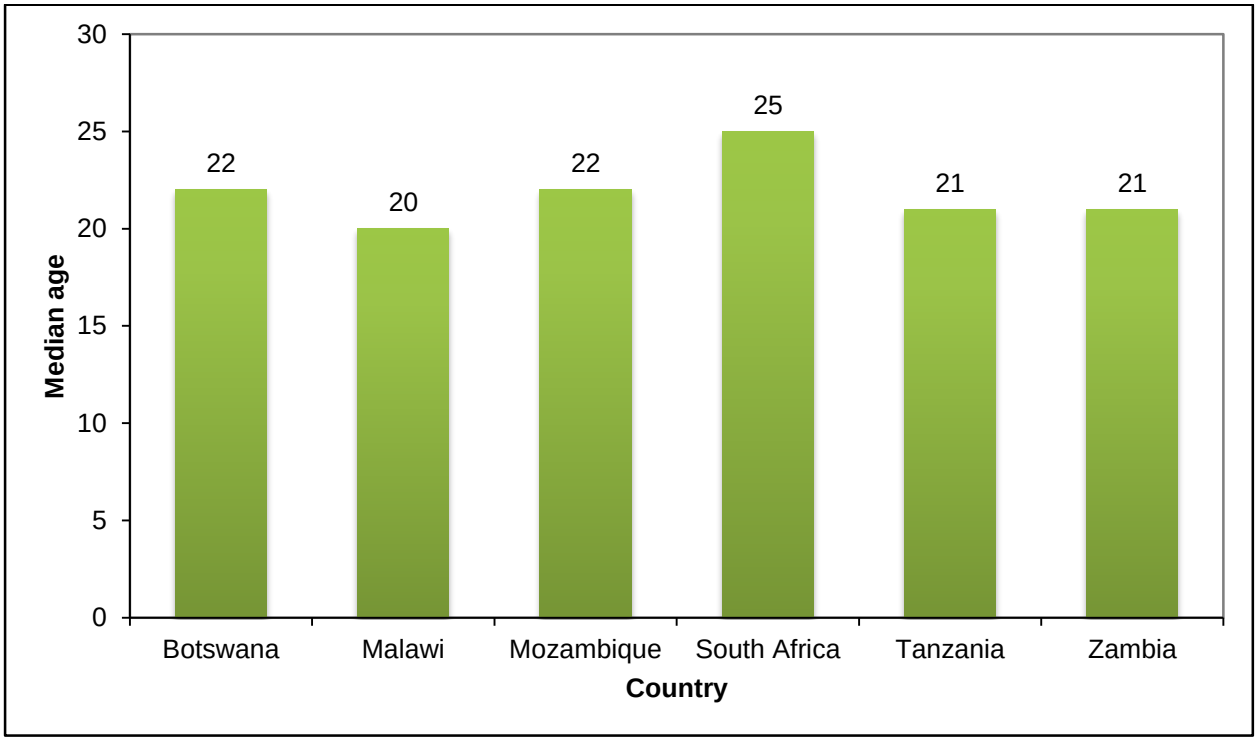
Figure 4.8: Inactivity rate for persons aged 15–64 years by age group and country



	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64
Botswana	83,7	37,9	20,4	16,4	16,8	18,4	23,9	31,2	38,3	50,7
Malawi	66,5	30,4	18,1	14,8	14,0	14,4	15,3	17,1	19,3	22,7
Mozambique	59,5	35,6	23,9	19,3	17,3	15,9	15,3	17,3	18,7	23,1
South Africa	74,2	34,2	19,6	17,7	17,9	19,8	23,9	32,3	42,9	65,1
Tanzania	58,0	32,5	19,9	15,6	13,5	12,4	15,3	12,8	13,6	18,9
Zambia	75,9	46,7	31,7	26,0	23,7	22,9	24,0	26,5	30,9	35,9

As shown in Figure 4.9, the median age of the inactive persons in all the selected countries is 25 or less. This shows that young people are more likely to be inactive than older people. Malawi had the lowest median age of the inactive person of 20 followed by Tanzania and Zambia with the median age of inactive persons of 21. A study conducted in Zambia highlighted the constraints in the demand for youth labour in Zambia to include lack of skills and qualifications, lack of work experience and lack of fiscal incentives to support youth employment, (Koyi et al, 2012).

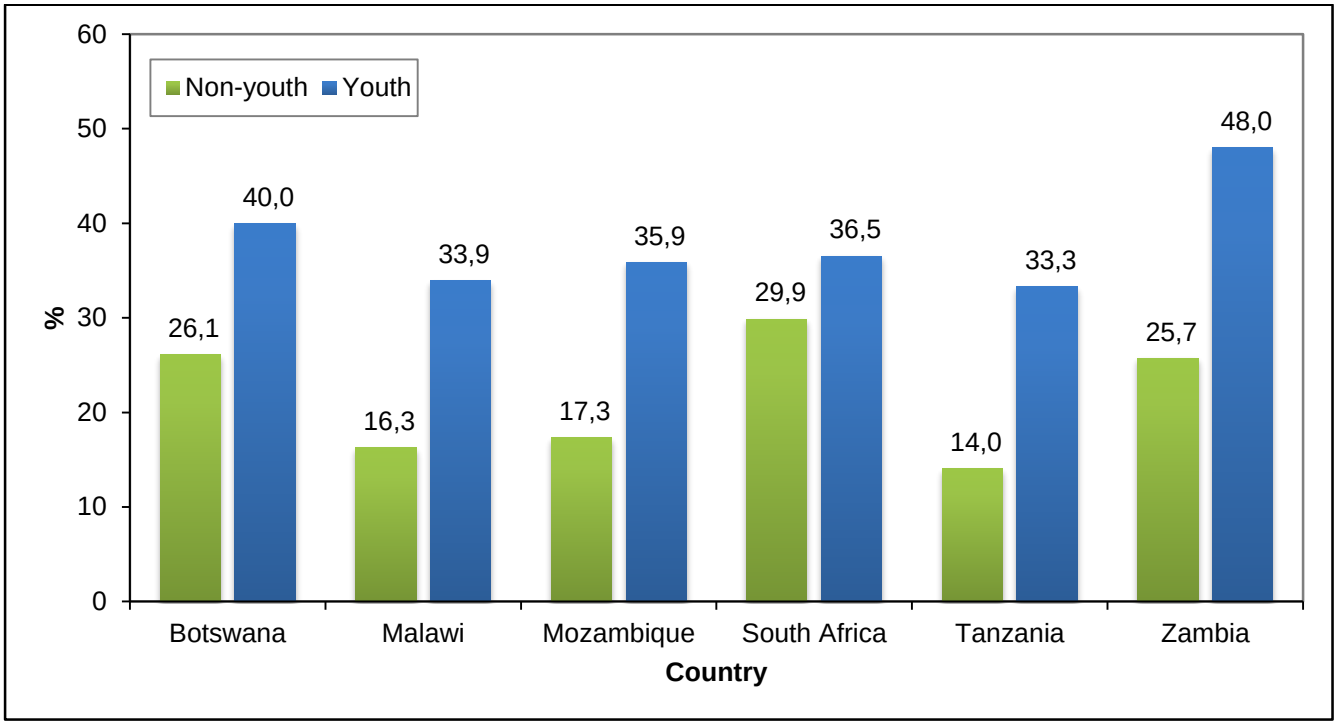
Figure 4.9: Median age of inactive persons aged 15–64 years by country



4.3.2.1 Inactivity by youth and non-youth

Figure 4.10 shows inactivity rates for persons aged 15–64 years by youth and non-youth and country. The results show that the youth were more likely to be inactive than non-youth with the inactivity rate of the young people all above 30% for all the selected countries. Zambia and Botswana had the highest youth inactivity rates of 48% and 40%, respectively.

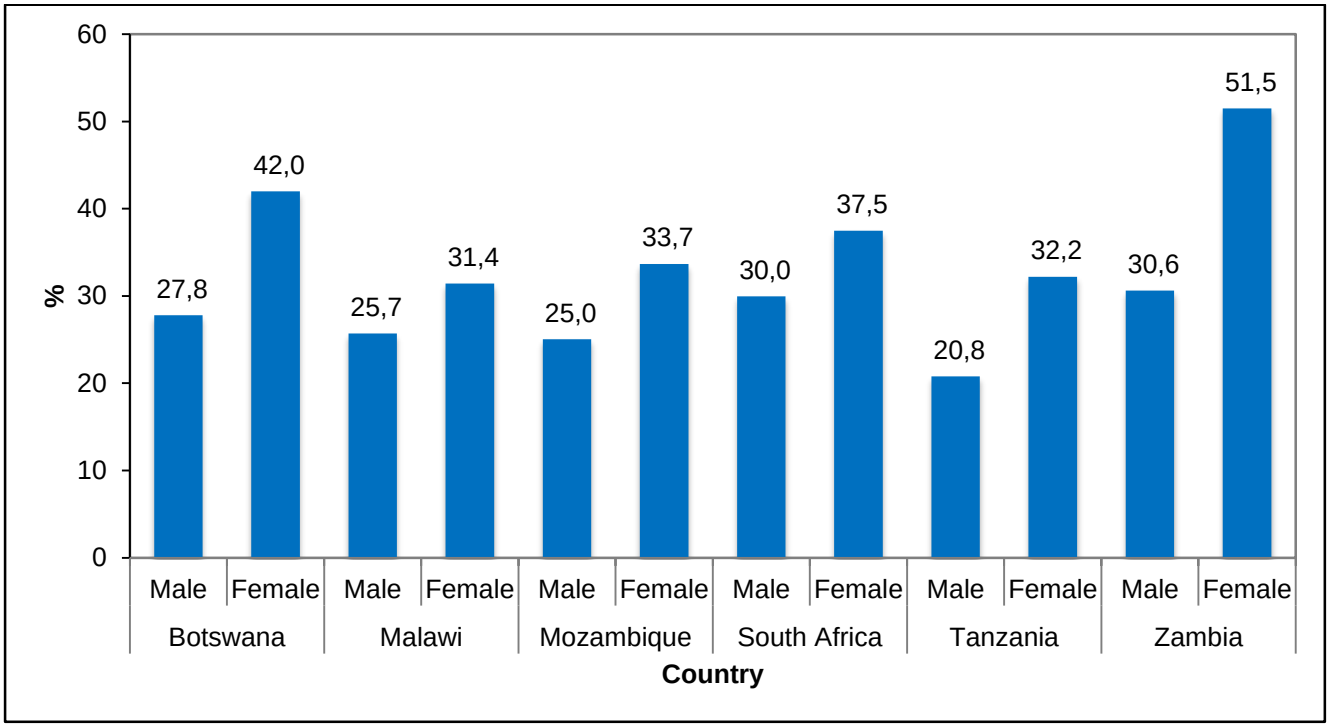
Figure 4.10: Inactivity rate for persons aged 15–64 years by youth and non-youth and country



4.3.3 Inactivity by sex

In most countries, the inactivity rate of females tends to be higher than males. Figure 4.11 shows the inactivity rate for persons aged 15–64 years by sex and country and shows that females were more likely to be inactive on the labour market than males across the selected countries. However, there are differences across countries with inactivity among female inactivity ranging from 31,4% in Malawi to 51,5% in Zambia. Among males, inactivity rate ranged from 32,2% in Tanzania to 51,5% in Zambia. The gender gaps were more pronounced in Zambia, Tanzania and Botswana which showed that females were at least 1,5 times more likely to be inactive than males.

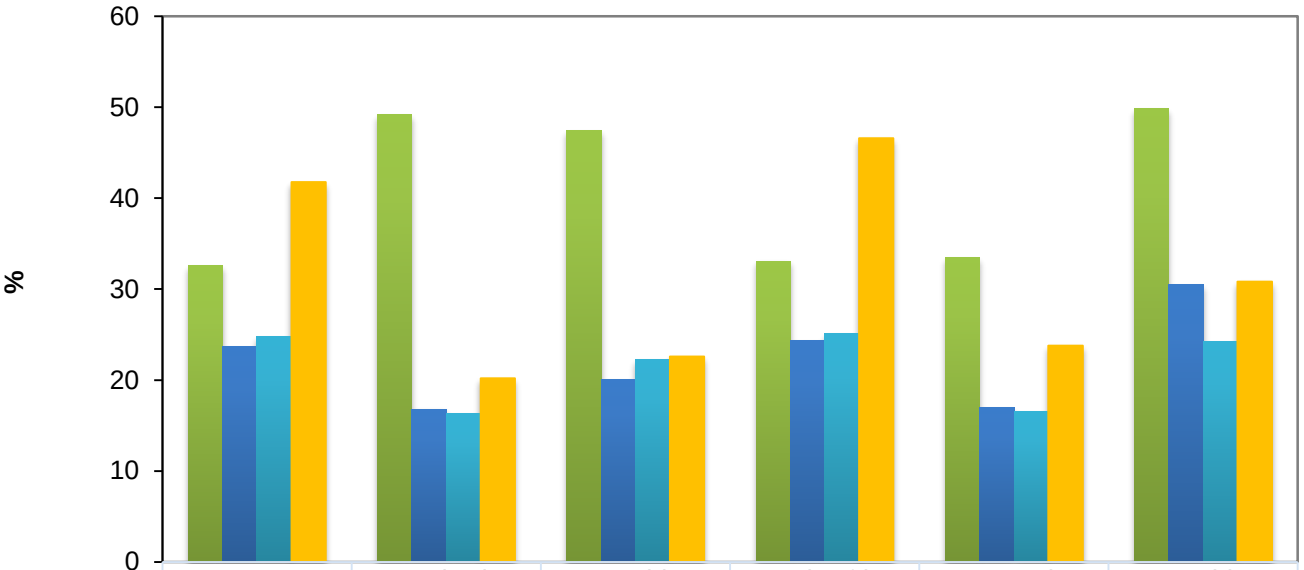
Figure 4.11: Inactivity rate for persons aged 15–64 years by sex and country



4.3.4 Inactivity by marital status

Inactivity by marital status varied across the countries. Inactivity rates were highest among those who had never been married in Malawi 49,2%, Zambia (49,9%), Mozambique(47,4%) and Tanzania (33,5%). Botswana and South Africa showed highest inactivity rates of 41,8% and 46,6% among those widowed, respectively.

Figure 4.12: Inactivity rate for persons aged 15–64 years by marital status and country



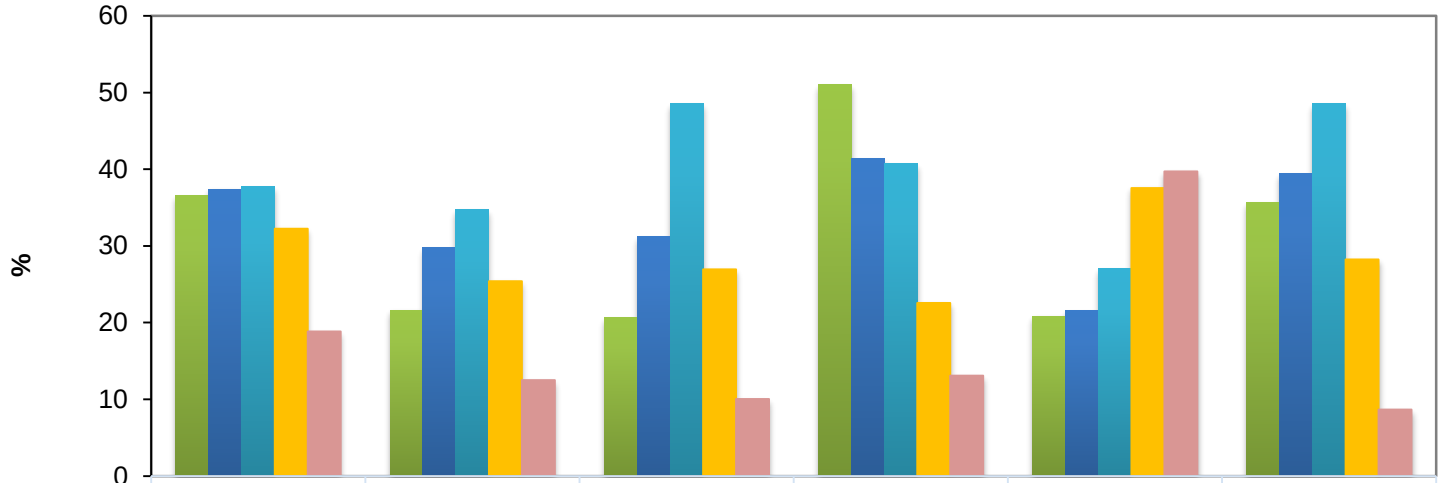
	Botswana	Malawi	Mozambique	South Africa	Tanzania	Zambia
Never married	32,6	49,2	47,4	33,1	33,5	49,9
Married/Cohabiting	23,6	16,8	20,1	24,3	17,0	30,5
Separated/divorced/spouse absent	24,8	16,3	22,3	25,1	16,5	24,3
Widowed	41,8	20,2	22,6	46,6	23,8	30,8

4.3.5 Education and inactivity

Figure 4.13 shows that there was variation in inactivity rates for persons aged 15–64 years by education status between the selected countries. In general Figure 4.13 shows that inactivity rates were lowest for persons who had completed university education among most of the selected countries, except for Tanzania, which showed that inactivity rates were highest among persons who had completed university. The lowest inactivity rate among those who have completed university was observed in Zambia at 8,7%; followed by Mozambique and Malawi at 10% and 12,5% respectively. In four countries, Botswana (37,8%), Malawi (34,5%), Mozambique(48,5%)

and Zambia(48,5%) the highest inactivity rates were observed among the persons who had completed primary schooling. Tanzania showed a positive relationship between education attainment and inactivity rate and inactivity increased from 20,9% for the inactive population with no schooling to 39,7% to the inactive population who have completed university. South Africa showed an inverse relationship between inactivity rate and education attainment and inactivity rate decreased from 51,1% for the inactive population with no schooling to 13,1% for the inactive population who have completed university.

Figure 4.13: Inactivity rate for persons aged 15–64 years by completed education level and country



	Botswana	Malawi	Mozambique	South Africa	Tanzania	Zambia
No schooling	36,6	21,7	20,7	51,1	20,9	35,7
Less than primary	37,4	29,8	31,3	41,4	21,6	39,5
Primary completed	37,8	34,8	48,5	40,8	27,1	48,5
Secondary completed	32,3	25,4	27,0	22,5	37,5	28,2
University completed	18,9	12,5	10,0	13,1	39,7	8,7

4.4 Conclusion

The profiling of the labour participation showed that the working population in the age group 15–19 have the lowest participation rates, indicating a majority of young people were not participating in the labour force and possibly attending school. The youths were less likely to be participating in the labour market than the non-youth across and that male participation dominated. Although there were variations among and within the countries on the labour force participation by marital status higher participation rates were found to be among those married/cohabiting or separated/divorced/spouse absent than among those single/ never been married or widowed. The labour force participation rate generally increased with educational attainment in all the selected countries except for Tanzania.

The youngest and oldest age groups of the working population showed greater propensity for economic inactivity. Looking at gender differentials, females were more likely to be inactive on the labour market than males across the selected countries. While inactivity rates were highest among those who had never been married in Malawi, Zambia, Mozambique and Tanzania; a different picture was observed in Botswana and South Africa where the highest inactivity rates were among those widowed. In general, inactivity rates were lowest for persons who had completed university education among the countries, except for Tanzania, which showed that inactivity rates were highest among persons who had completed university. Given the challenges faced by youth in the selected SADC countries it is clear that the labour market conditions faced by youth differ from those faced by non-youth. As a result policies and interventions targeted for youth will be required. In addition, gender inequalities in the labour market require targeted interventions as well.

CHAPTER 5: SUMMARY AND CONCLUSION

5.1 Summary

The demographic profiles of the six countries, are that of typical youthful populations, characterised by low median ages that range between 16 years and 25 years, and have broad base at low ages which narrow rapidly as age increases.

School attendance of school going age children (aged 7–17 years) is at respectable levels in all the selected countries. The largest non-attendance rates are among ages 15 to 17, this is more prominent in Malawi and Tanzania. In all the countries non-youth have higher proportions of no schooling children compared to the youth. No schooling is positively associated with age i.e. older persons are more likely to have no schooling than younger persons. On the other hand, completion of primary and secondary schooling is negatively associated with age. In four of the selected countries Mozambique, Zambia, Tanzania and South Africa had proportionately more females not attending school than males; while Botswana and Malawi had more males not attending school than females.

Botswana, South Africa, Tanzania and Zambia have more proportions of persons who completed primary or higher education while Malawi and Mozambique had more people with no schooling or some primary. In all six countries the proportion of youth who have completed secondary education is considerably larger than the non-youth.

Labour force participation rate was low in Zambia and highest in Tanzania. The six countries are generally having higher than expected labour participation rates in age group 15–19 which is more than half of its members are supposed to be still in school. According to sex differentials, male participation rates are higher than those of females. In general, higher participation rates were found to be among those married/cohabiting or separated/divorced/spouse absent, than among those single/ never been married or widowed.

The inactivity rate is the proportion of economically inactive people expressed as a percentage of all people aged 15–64. Zambia had the highest inactivity rate followed by South Africa, then Botswana. The lowest inactivity rates of less than 30% were observed in Tanzania, Malawi and Mozambique.

5.2 Conclusion

The findings presented in this report are based on demographic, education and labour dynamics profiles of selected countries within the SADC region of Africa. The intercensal population growth rates of Botswana and South Africa have declined at an average of 1,7%; whereas the other remaining selected countries have higher intercensal population growth rates of an average of 2,8%. This process indicates that youth bulge in these selected countries. These are least developed countries, wherein it is often due to a stage of development where a country achieves success in reducing infant mortality but mothers still have a high fertility rate. The result is that a large share of the population comprises children and young adults, and today's children are tomorrow's young adults. The pressures of youth bulge is being felt by these selected countries. Every month, some thousands young Africans turn 18 (which is considered a stage of coming of age), are therefore looking for work, registering to vote and making these countries home to the largest number of young, working-age people.

The report findings on selected SADC countries shows that they have made progress in improving educational outcomes over the years. Whilst they face various challenges, many of the countries have adopted regional protocols to address the specific challenges that are hindering education. Low retention, high drop-out rates, gender disparities, inaccessible education to vulnerable groups, lack of human resources and/or funds and other challenges not mentioned in the report all affect the quantity and quality of education provided. Each country also has unique challenges that they face and policies and programmes have been implemented with the aim to address those specific challenges. Attendance at primary level is promising, with many countries close to achieving enrolment rates of 90% and above. Many of these countries, including South Africa, are aware that without broad access to good quality secondary and tertiary education, the benefits from education will not yield the results expected.

The findings on labour force participation on countries under study showed that the working population in the age group 15–24 have the lowest participation rates, indicating a majority of young people were not participating in the labour force and possibly attending school. The youths were less likely to participate in the labour market than the non-youth across all countries, and male participation dominated. The main contributory effect is high unemployment within these countries. Although there were variations

among, and within the countries on the labour force participation by marital status, higher participation rates were found to be among those married/cohabiting or separated/divorced/spouse absent than among those who are single/ never been married or widowed. The labour force participation rate generally increased with educational attainment in all the selected countries except for Tanzania.

The other finding of the report is that youngest and oldest age groups of the working population showed greater propensity for economic inactivity. Looking at gender differentials, females were more likely to be inactive on the labour market than males across the selected countries. While inactivity rates were highest among those who have never been married in Malawi, Zambia, Mozambique and Tanzania, a different picture was observed in Botswana and South Africa where the highest inactivity rates were among those widowed. In general, inactivity rates were lowest for persons who had completed university education among countries, except for Tanzania, which showed that inactivity rates were highest among persons who had completed university. Given the challenges faced by youth in the selected SADC countries it is clear that the labour market conditions faced by youth differ from those faced by non-youth.

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