

# Understanding transitions between education and the labour market for young women in Uganda: Data and Measurement issues

Sarah N. Ssewanyana  
Economic Policy Research Centre

Rome, Italy: Nov 29, 2018

# Introduction

- The ILO developed the school-to-work transition survey (SWTS), a household survey of youth aged 15–30 years
  - Two rounds: in 2013 and 2015 cross sectional surveys
  - Issue of definition of youth – global vs national
- While the Uganda LSMS and LSMS/ISA tend to collect information on the current labour force status, SWTS gives detailed data on transitions in economic activities (from the first job/activity to the current one) for youth who never attended school and those who attended school

Data issues and gaps

# 1a) Phrasing of questions – limiting to some extent

- Poverty is a critical factor but how it is measured matters
  - *Based on respondent's perception of his/her household's overall financial situation not asset holding or consumption expenditure*
    - In this case, the poor includes those with responses of *fairly poor and poor*, whereas the non-poor category includes responses such as *well-off, fairly well-off, and average*.  
Should have captured it better as done in the UNHS 2016/17 under the subjective poverty indicators - "If you were asked to classify the household into very poor, poor, neither poor nor rich, rich, where would you put your own household?"
- National Vs global context trade off
  - Education variables – captured in levels not in years of schooling.
  - Household roster not detailed enough as is the case with the routine national household surveys.

## 1b) Internal inconsistencies

- Further cleaning of the data was done prior to the analysis
  - Guided by the questionnaire; and
  - Shared our cleaning efforts with the National Statistical Office (UBoS)
- Some inconsistencies in age information
  - Harmonisation between information collected on age
    - Current age; age at first marriage; age when finished formal education/training; age at first employment experience
- Education/training Vs school/training – seem to be used interchangeably in the questionnaire
- Missing information on parental characteristics and financial status for some respondents

# Internal inconsistencies (contd.)

Current students	Persons that ended their education/training
<p><b>C7a: What <b>field</b> are you studying or what trade or <b>technical skill</b> are you learning?</b></p> <p><b>I am studying (in formal education):</b></p> <p>11=General Programmes</p> <p>12=Education</p> <p>13=Humanities and Arts</p> <p>14=Social Sciences, Business and Law</p> <p>15=Science, Mathematics and Computing</p> <p>16=Engineering, Manufacturing and Construction</p> <p>17=Agriculture and Veterinary</p> <p>18=Health and Welfare</p> <p>19=Other Services</p> <p>99=Other (SPECIFY).....</p>	<p><b>C12:What <b>field</b> did you study?</b></p> <p>11=General Programmes</p> <p>12=Education</p> <p>13=Humanities and Arts</p> <p>14=Social Sciences, Business and Law</p> <p>15=Science, Mathematics and Computing</p> <p>16=Engineering, Manufacturing and Construction</p> <p>17=Agriculture and Veterinary</p> <p>18=Health and Welfare</p> <p>19=Other Services</p> <p>99=Other (SPECIFY).....</p>

## 2. Missing data but could be collected in future

- Community characteristics missing, implying missing out on policy intervention variables
  - Option: Linking such surveys to previous major surveys/Censuses, for instance, was able to link the enumeration areas (Es) in 2015 SWT to those of the 2014 Uganda National Population and Housing Census. This was done irrespective of the fact that the community characteristics were captured as dummies; and SWT conducted one year later after the Census
- Cannot talk about transition from school to work without a discussion of fertility decisions
  - *The SWTs provides detailed information on work history/transitions in economic activities (from the first job/activity to the current one), but it does not cover detailed information on fertility decisions.*
    - *SWTs captures age at first marriage and number of children but not age at first birth*

## 2. Missing data (contd.)

- Individual/household information
  - Inclusion of religion and ethnicity – would probably control for social norms, beliefs,
  - Information on whether parents were still living or not; sector of employment
- Issue of leaving school – first left school, how about when someone returns thereafter? Or even takes on evening classes
- Labour market experiences of those currently in school
- Wages & earnings – restricted to current employment
- Skills development programs???