Young Lives

October 2017

Youth Transitions: Skills, Work and Family Formation

Preliminary Findings from the 2016 Young Lives Survey (Round 5): United Andhra Pradesh

This fact sheet presents findings from the fifth round of the Young Lives survey of children in United Andhra Pradesh[1] in 2016. Young Lives has followed two cohorts of children since 2002, most recently focusing on our Older Cohort (22-year-olds in 2016) to explore issues related to education, digital skills, transitions to the labour market, and on marriage and fertility. Given that a large and growing segment of India's population is under 25 years, attainment of education and skills development are critical to ensuring that this turns into a demographic dividend not a liability.

What these findings reveal is a young generation experiencing more education, but that poorer socio-economic groups are still leaving education sooner, and are more likely to be in work rather than any form of study, than more advantaged groups. Young women remain very much more likely to be married than young men, with many still marrying below the legal age. Gender and socio-economic divides are evident in access to the new technologies that are increasingly important to 21st century opportunities.

Key Findings

- A substantial difference in the rate of enrolment in education and training at age 22 exists between young men (26%) and young women (16%).
- While 35% of young people had either completed or were pursuing higher education at age 22, 22% of the Older Cohort had discontinued education at primary or upper primary level.
- More men (76%) were engaged in economic activity by age 22 than women of the same age (47%). This was paralleled by more women (56%) than men (11%) being married, the highest rates being among Backward Class (54%) and rural young women (66%).
- Participation in agricultural and non-agricultural sectors combined is significantly higher among Scheduled Castes (70%), poorer households or bottom wealth tercile households (81%) and those living in rural locations (68%).
- Around 18% of 22-year-olds are using computers, 4% tablets, and 21% internet, and 34% are using mobile phones with internet access, although there are substantial gender and socio-economic inequalities.
- The use of mobile phones with internet access is three times higher among youth from top wealth tercile households (55%), than among youth from bottom wealth tercile households (17%).

1 This fact sheet refers to the original state of Andhra Pradesh as it existed before its bifurcation into two new states of Andhra Pradesh and Telangana on 2 June 2014.

The policy context in India

The global Sustainable Development Goals envisage an increase in the number of youth and adults who have relevant skills (including technical and vocational) for employment, decent jobs, and entrepreneurship. By the year 2020, India is projected to be the youngest nation in the world in terms of size, bringing with it a need for rapid generation of productive employment (AEUS, 2016). Overall, the labour-force to population ratio (in the age group 15 years and above) is low, 56% in India compared to nearly 64% for the rest of the world (India Labour and Employment Report 2014). India is currently facing a severe shortage of skilled workers. Less than 30% of the workforce has completed secondary education or higher, and fewer than one-tenth have had vocational training, either formal or informal. There is evidence to show that job creation in the organised sector has been sluggish, female participation (31%) is the lowest in the world and second lowest in South Asia, and many young people are out of work and not in education or training (OECD, 2017). Despite the low contribution from agriculture to Gross State Domestic Product, nearly 50% of the workforce still depends upon agriculture.

The Prime Minister has called for the transformation of India with the 'Participation of All and Development of All' (*Sabka Saath, Sabka Vikas*). In its three year (2017-20) 'Action Agenda Draft' (2017), government think-tank Niti Aayog has stressed the importance of promoting equal participation of women in the Indian economy and a substantial reduction in the proportion of youth not in employment, education or training. The National Youth Policy framed in 2014, makes a special note of preventing illegal social practices such as dowry, child marriage, honour killings and caste-based discrimination in order to bridge the social, regional, gender, and economic divides in skills.

Education

At the age of 22 years, 21% of the Older Cohort (Table 2) were still enrolled in educational institutions (approximately 13% studying only and 8% combining work with studies); this is less than half the proportion of young people who reported enrolment in education at age 19 (49%).

There is a substantial gender difference in enrolment at this age, with 26% of young men enrolled and only 16% of young women in both higher education and technological or vocational courses. Inequalities also exist based on caste (27% Other Castes compared to 18% Backward Classes) and wealth (25% enrolled from top tercile households compared to 15% from bottom tercile households).

See Table 1 for the highest level of education achieved by the 79% of 22-year-olds no longer enrolled in any educational programmes.

Table 1. *Highest grade completed or qualification achieved by 22-year-olds enrolled and no longer enrolled*

	Boys	% of boys	Girls	% of girls	All	% of sample
22-year-olds currently enrolled						
Grade 12	1	0.2	1	0.2	2	0.2
Post-secondary technological institute / Vocational	18	4.1	14	3.1	32	3.6
University degree (graduate)	71	16.3	38	8.3	109	12.2
University degree (postgraduate)	24	5.5	18	3.9	42	4.7
Other	1	0.2	2	0.4	3	0.3
Total currently enrolled	**115**	**26.4**	**73**	**15.9**	**188**	**21.0**
22-year-olds no longer in educational institution (and highest qualification achieved)						
Below Primary	12	2.8	17	3.7	29	3.2
Lower Primary	20	4.6	35	7.6	55	6.2
Upper Primary	43	9.9	69	15.0	112	12.5
Secondary	71	16.3	92	20.0	163	18.2
Higher Secondary	73	16.8	76	16.6	149	16.7
Post-secondary/Vocational	22	5.1	12	2.6	34	3.8
Higher Education	79	18.2	85	18.5	164	18.3
Total no longer in educational institution	**320**	**73.6**	**386**	**84.1**	**706**	**79.0**
All young people	**435**	**100.0**	**459**	**100.0**	**894**	**100.0**

Note: Due to missing information the total sample is limited to 894 in this table.

Labour market skills and skills training

Rapid advances in automation technologies are affecting India's labour market and it is estimated that 2.5-3 million more workers will be needed by 2025, provided they can acquire the skills to meet changing needs (Woetzel, Madgavkar and Gupta, 2017).

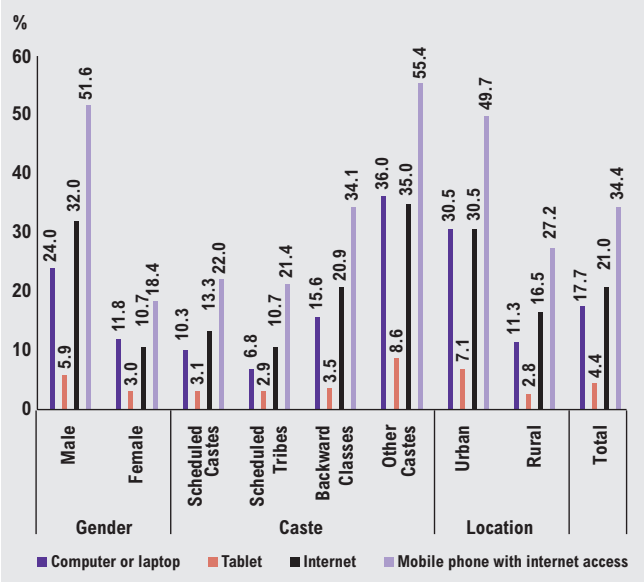
The Young Lives Round 5 survey reveals that almost a quarter (24%) of the 22-year-olds have pursued vocational or skills training in addition to their formal education. Two-thirds of them were undergoing training without certification. Though no gender difference exists among young men and women undergoing training without certification, 10% of boys were pursuing training with certification against 7% of girls. The percentage of youth who have pursued training with certification is highest among Other Castes (11%), top wealth tercile households (12%), and in urban locations (9%).

The digital gap

Digital skills are critical in the 21st century. Around 18% of 22-year-olds are using computers, 4% tablets, 21% internet and 34% are using mobile phones with internet access, (Figure 1), although there are substantial inequalities between socio-economic groups and between men and women. Almost double the proportion of young men (24%) were using a computer or laptop as women (12%). Moreover, a higher percentage of youth from Other Castes (36%), top wealth tercile households (33%), and urban areas (31%) were using computers or laptops than their counterparts. Similar patterns are observed for the use of tablets, internet, and mobile phones with internet access. For example, only 18% of women aged 22 were using mobile phones with internet access, less than half the 52% of men of the same

age, while 55% of youth from top wealth tercile households had used these phones frequently compared to only 17% of youth from bottom wealth tercile households, suggesting technological divides both by poverty and gender.

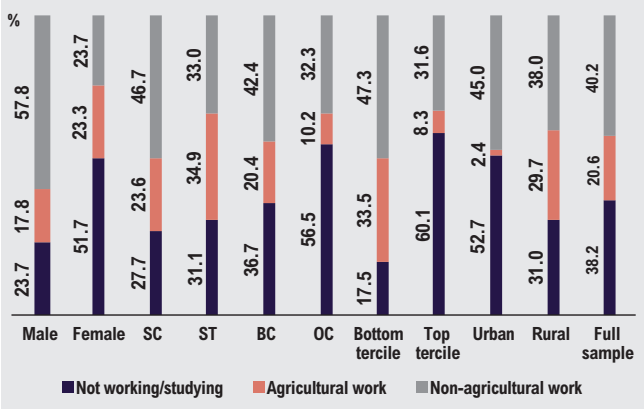
Figure 1. *Percentage of 22-year-olds who used a device at least once a week in the past 12 months*



Employment status

Overall, 61% of the youth aged 22 reported that they were working, with a far higher proportion of young men (76%) than young women (47%). Among the employed youth, the highest proportion (40%) were employed in non-agricultural sectors, as against 21% of the sample employed in agriculture. While 58% of young men were engaged in non-agricultural work and only 18% in agriculture, 24% of young women were engaged in non-agricultural and 23% in agricultural work. Rates of employment are especially high among Scheduled Castes (70%), bottom wealth tercile households (81%), and those living in rural locations (68%). There is, however, a larger difference in employment rates amongst the different socio-economic groups in agricultural work than in non-agricultural work with the percentage of youth working in the agricultural sector from rich households (8%) very low compared to young people from bottom wealth tercile households.

Figure 2. *Employment status of 22-year-olds, percentage by sector*



Marriage and fertility

Around 56% of young women and 11% of young men were married by age 22. A large number of young women (28%) were married before the legal age for marriage at 18 years, and 13% became mothers before reaching the age of 18. A large majority (92%) of those girls married before the legal age were in rural areas, and 52% were from the Backward Class. At age 22, once again the largest proportion of married girls were those from rural locations (66%) and belonging to the Backward Class (49%). Nearly 7% of young men were married below the legal age of 21 and about 5% of men became fathers by age 22.

The percentage of youth studying full time or combining work and education is significantly higher amongst unmarried (13% only studying, and 7% studying and working) than married youth (0.3% only studying and 0.3% studying and working respectively). 40% of women reported that they were neither studying nor working (Table 2). These young women were likely to be providing care and to be engaged in domestic tasks, activities which, despite their importance, are not recorded as economic activities and therefore result in gender disparities in the reporting of those working full time.

Conclusions

Among the Older Cohort, about one third (35%) of the youth were continuing or had completed higher education in United Andhra Pradesh. While growing access to formal education is impressive, there are still 22% who had only studied up to primary/upper primary level. Inequality at the highest level of education achieved exists, with pronounced differences related to gender, caste, and location. Early marriage seems to be a key factor that disrupts educational trajectories of young women and results in a large number engaged in domestic tasks. This, and other concerns, call for widening access to both secondary and higher education in India, while specifically targeting bottom wealth tercile households as well as socially disadvantaged and rural youth, and young women. At the age of 22, a far higher proportion of young men (76%) than young women (47%) were in paid work. But only a third of the youth in the study have had skills training, with only 8% getting certification for this. Digital connectivity has become an important driver of economic growth, and addressing the current gender difference in digital access is important.

Integration of youth in the transformational process envisaged by *Sabka Saath, Sabka Vikas* is vital for India's economic development. Furthermore, given the importance of skills development, there is an urgency to develop skill development programmes for young people. Such programmes should address market gaps in new and emerging sectors, and result in gainful employment not only in terms of 'quantity' but also 'quality', with jobs that are more productive and provide both job security and opportunities for individual growth.

Table 2: *Education and employment of youth aged 22 years in 2016, United Andhra Pradesh*

	Unmarried				Married				Sample size
	Only studying	Working full time	Studying and working	Not studying and not working	Only studying	Working full time	Studying and working	Not studying and not working	
Gender									
Male	13.2	52.7	12.6	10.7	0.2	9.8	0.2	0.5	438
Female	12.2	16.7	2.6	12.2	0.4	27.1	0.4	28.4	468
Caste									
Scheduled Castes	11.8	40.0	9.2	7.2	0.0	21.0	0.0	10.8	195
Scheduled Tribes	13.6	32.0	5.8	13.6	1.0	23.3	1.9	8.7	103
Backward Class	10.0	34.6	7.4	9.0	0.0	21.1	0.2	17.8	422
Other Castes	19.4	28.0	6.5	20.4	1.1	8.6	0.0	16.1	186
Maternal Education									
None	8.4	37.6	7.1	6.3	0.2	24.6	0.6	15.3	537
Up to 5 years	15.4	29.0	9.3	13.0	0.0	15.4	0.0	17.9	162
6 to 10 years	21.7	29.3	7.0	23.6	1.3	5.7	0.0	11.5	157
More than 10 years	23.5	17.7	5.9	41.2	0.0	0.0	0.0	11.8	17
Wealth Index									
Bottom tercile	6.3	39.4	8.3	6.0	0.3	31.5	0.0	8.3	302
Middle tercile	12.5	35.6	8.6	9.6	0.0	16.5	1.0	16.2	303
Top tercile	19.3	27.2	5.3	18.9	0.7	8.3	0.0	20.3	301
Location									
Urban	17.1	31.9	5.4	15.1	0.3	10.7	0.0	19.5	298
Rural	10.5	35.7	8.5	9.8	0.3	22.2	0.5	12.5	600
State									
Telangana	11.6	33.7	8.5	10.1	0.3	23.6	0.9	11.3	318
Andhra Pradesh	13.6	34.7	6.9	12.7	0.4	15.9	0.0	15.8	565
Average of young people	**12.7**	**34.1**	**7.4**	**11.5**	**0.3**	**18.8**	**0.3**	**14.9**	
Sample size	**115**	**309**	**67**	**104**	**3**	**170**	**3**	**135**	**906**

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Photo credit: © Young Lives / Farhatullah Beig. The images throughout our publications are of children living in circumstances and communities similar to the children within our study sample.

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