Extending education and training opportunities to disadvantaged children and youth

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**Goal 1: Early childhood care and education**

- **171 million** children under 5 were affected by moderate or severe stunting in 2010.
- **Less than half** went to pre-school in 2010; **less than 1 in 6** in low income countries.

**Goal 2: Universal primary education**

- Number out of school stagnated at **61 million** in 2010; **half** live in sub-Saharan Africa.
- **41%** of pupils in 16 sub-Saharan African countries start two or more years late.
- In half of low income countries, **more than 4 in 10 pupils** drop out before the last grade of primary education.
Progress towards universal primary education has stalled
Children out of primary school, 1999-2010
In Ethiopia poor rural females are least likely to go to school
Share of 7- to 16-year-olds who have never attended school
Late entry is more common among disadvantaged children

Percentage of children attending the first grade of primary school who are two or more years older than the official school entrance age
Goal 3: Youth and adult learning needs

- In low income countries, only one half of young people enrol in lower secondary school.
- 71 million adolescents are out of school, remaining unchanged since 2007.

Goal 4: Adult literacy

- 775 million adults could not read or write in 2010, two-thirds of whom are still women.
- 22% of adults had poor literacy skills in the 2000s in nine OECD countries, including the USA.
Goal 5: Gender parity and equality

- In **17 countries**, there are fewer than 9 girls in primary school for every 10 boys.
- Boys are disadvantaged at the secondary level in **54 countries**.

Goal 6: Quality of education

- Of 650 million children of primary-school age, at least **250 million** could be failing to read or count.
- **5.4 million primary school teachers** would need to be recruited by 2015 in **112 countries**.
- Improving teachers’ subject knowledge and pedagogical skills is essential to improving learning in the early grades.
Many youth have not become literate after six years of school

Literacy status, men and women aged 15 to 29 who completed only six years of school, 2005 to 2011 (%)
Youth and skills: Putting education to work

One in eight young people in the labour force is unemployed

One in five young people in developing countries has not completed primary school

One in four young workers is paid less than $1.25 per day

One in six of the world’s people is 15-24 years old

Six in ten Africans are under 25 years old
Pathways to skills

Technical and vocational skills

Transferable skills

Foundation skills
Pathways to skills

Young people learn **transferable skills** and **technical and vocational** at upper secondary school.

A primary and lower secondary education gives young people **foundation skills**.
Pathways to skills

Work-based training teaches transferable and technical and vocational skills through direct work experience.

200 million young people need a second chance.
Pathways to skills
Many young people are unable to acquire foundation skills as they do not have the opportunity to complete lower secondary education.

Source: GMR team analysis based on UIS (2012a).
In 30 out of 59 countries, more than half of youth lack foundation skills.

*Source: GMR team analysis based on UIS (2012).*
Young people from wealthy households are more likely to have foundation skills

Education status of 15- to 19-year-olds, by wealth

- **Egypt richest**
  - No education
  - Dropped out (lower secondary)
  - In lower secondary
  - In upper secondary or higher
  - Dropped out (primary)
  - In primary
  - Dropped out (upper secondary)

- **Egypt poorest**
  - No education
  - Dropped out (lower secondary)
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Youth from urban areas are more likely to acquire foundation skills.

Education status of 15- to 19-year-olds by area of residence and gender.
Skills development and economic growth in the Republic of Korea and Ghana

Secondary education

Economic growth
Skills, work and growth

Unemployment versus working poverty in Brazil and Cameroon

Youth unemployment rate and youth earning less than US$1.25 per day

<table>
<thead>
<tr>
<th>Unemployment</th>
<th>Working poverty</th>
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<tbody>
<tr>
<td>Male</td>
<td></td>
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<tr>
<td>Female</td>
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<tr>
<td>Urban</td>
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<tr>
<td>Primary</td>
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<td>Secondary</td>
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- Brazil
- Cameroon
Low levels of education lead to working poverty

Percentage of employed youth earning less than $1.25 per day, by education level
Policies for skills development

Delivering skills through formal secondary schooling

Remove barriers to secondary education

- Introducing a 9 year cycle and eliminating fees for lower secondary school in Rwanda boosted enrolment by 27% in a year.

Make secondary education relevant to world of work

- Adopting a common curriculum at lower secondary and finding a balance between general and TVET at upper secondary level.

Strengthen links between school and work

- Germany’s apprenticeship model has helped keep youth unemployment at just 8% even during economic downturn.

Provide alternative routes to early school leavers

- In the Philippines, flexible provision, including distance learning, reduced dropout from 13% to 8% over 5 years.
### Policies for skills development

#### Training disadvantaged youth in urban areas

<table>
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<th>Reach subsistence workers</th>
<th>India has made an official move towards protecting and training street vendors, besides a broader strategy for the informal sector.</th>
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<tr>
<td>Target unemployed youth</td>
<td>ProJoven in Peru provided 42,000 youth with training with paid internships. This increased chances of paid work and higher earnings, especially for young women.</td>
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<tr>
<td>Support traditional apprenticeships</td>
<td>In Senegal, many young people gain skills via traditional apprenticeships. Professional associations help set rules, so apprentices can take nationally recognized diplomas.</td>
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<tr>
<td>Train entrepreneurs in business skills</td>
<td>In Ghana, car mechanics receiving business training were more likely to improve business practices if they already had some education.</td>
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Policies for skills development

Addressing rural training needs

Develop second chance programmes
- In Malawi, CBE enrols primary school dropouts. After 3 years, around 40% have passed a numeracy test equivalent to 5 years in primary school.

Foster agricultural skills training
- Farmer field schools and cooperatives lead to higher productivity amongst those with less schooling.
- Experiments in Burkina Faso, India and the Niger show how training via radio, mobile phones and videos can boost learning.

Offer business skills training for non-farm work
- BRAC gives assets to poor, rural women in Bangladesh along with training in business skills. Participants’ income nearly tripled.
- In Zimbabwe, Camfed provides business and financial education to young women. Participants’ income increased and they became more independent financially.
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