

Extending education and training opportunities to disadvantaged children and youth

François Leclercq

Educaid.be annual conference

Brussels, 29 November 2012

[@efareport](#) / [#YouthSkillsWork](#)

Monitoring progress towards Education for All



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

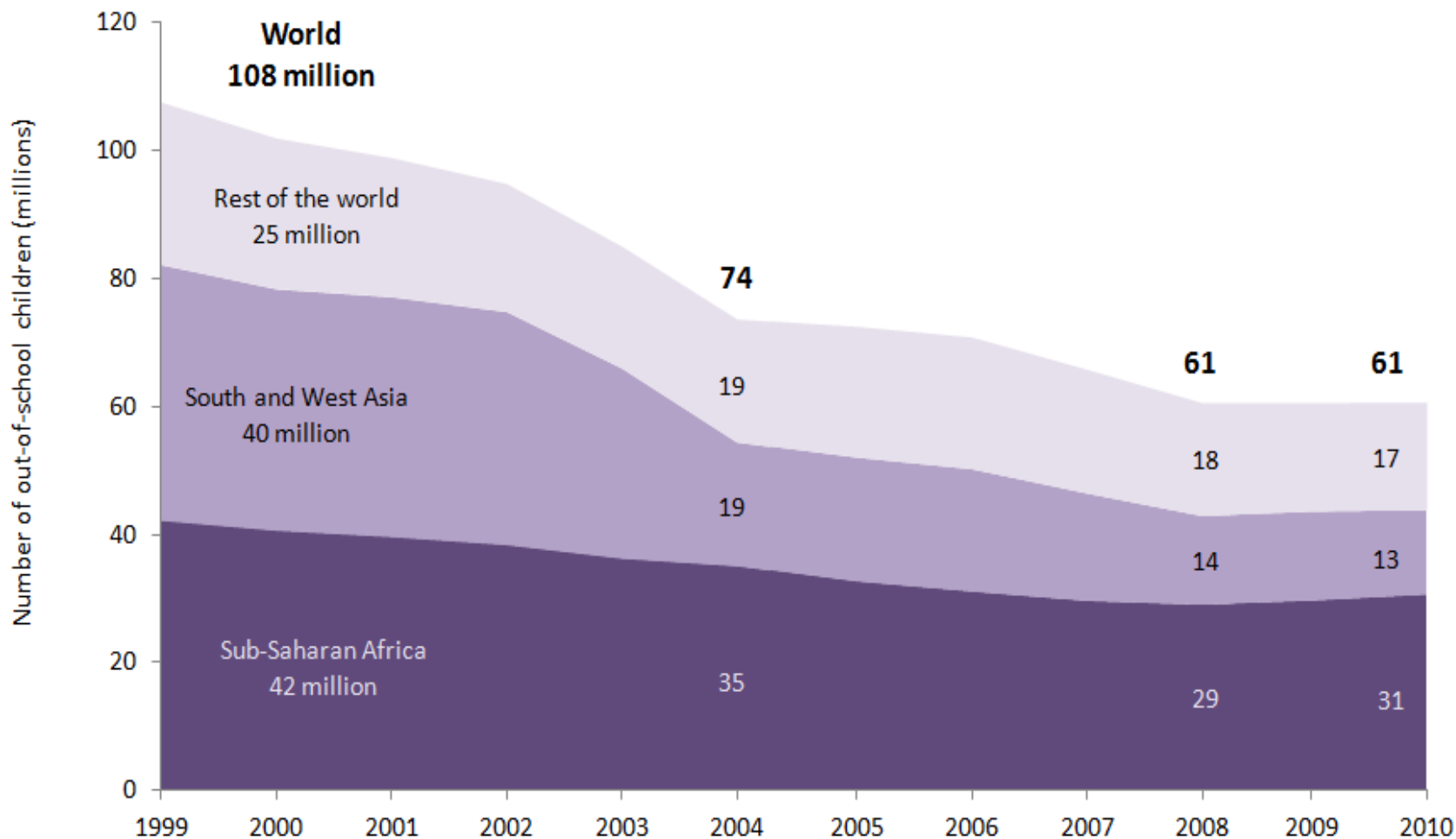
- Number out of school stagnated at **61 million** in 2010; **half** live in sub-Saharan Africa.
- **41%** of pupils in 16 sub-Saharan African countries start two or more years late.
- In half of low income countries, **more than 4 in 10 pupils** drop out before the last grade of primary education.

Monitoring progress towards Education for All



Progress towards universal primary education has stalled

Children out of primary school, 1999-2010

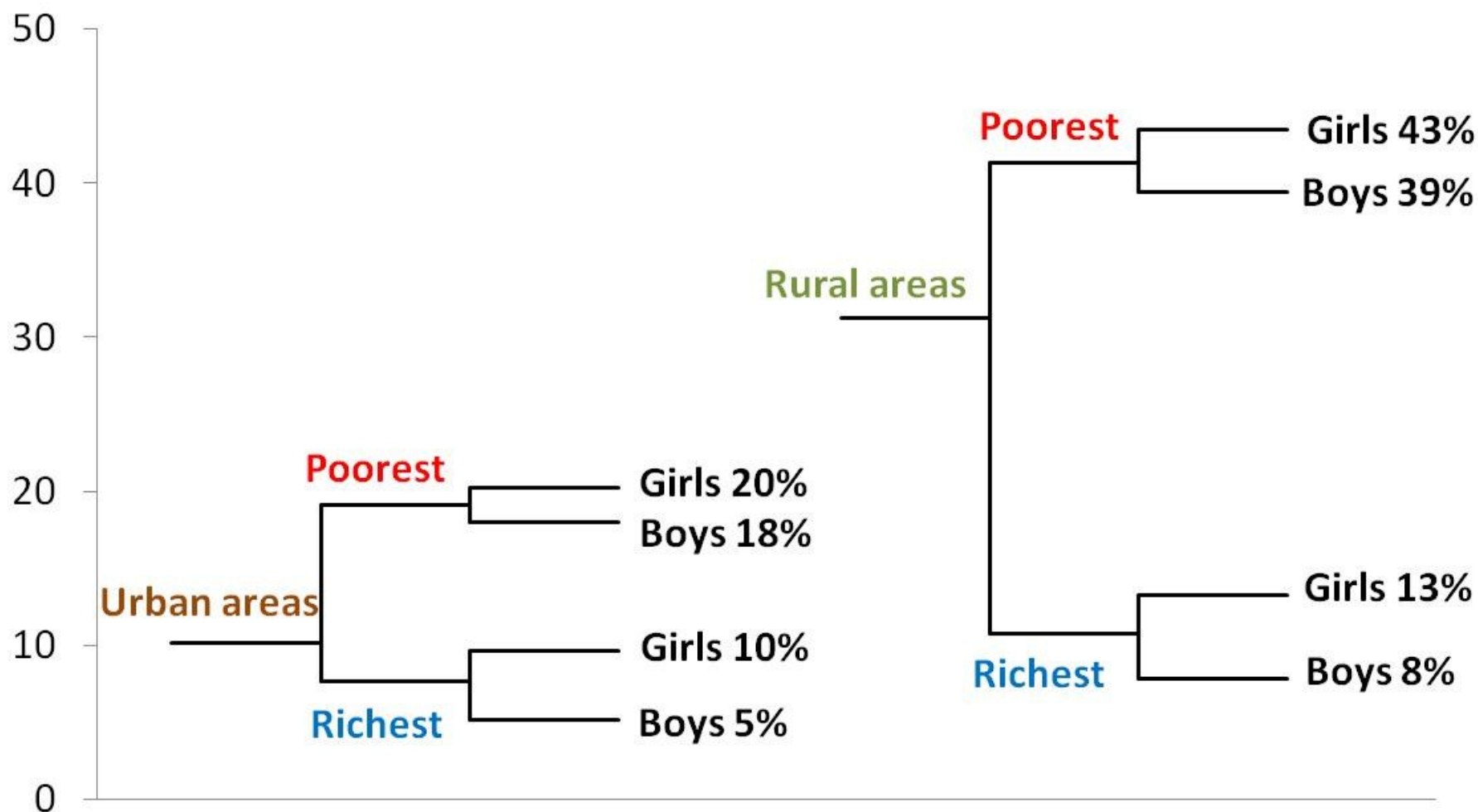


Monitoring progress towards Education for All



In Ethiopia poor rural females are least likely to go to school

Share of 7- to 16-year-olds who have never attended school

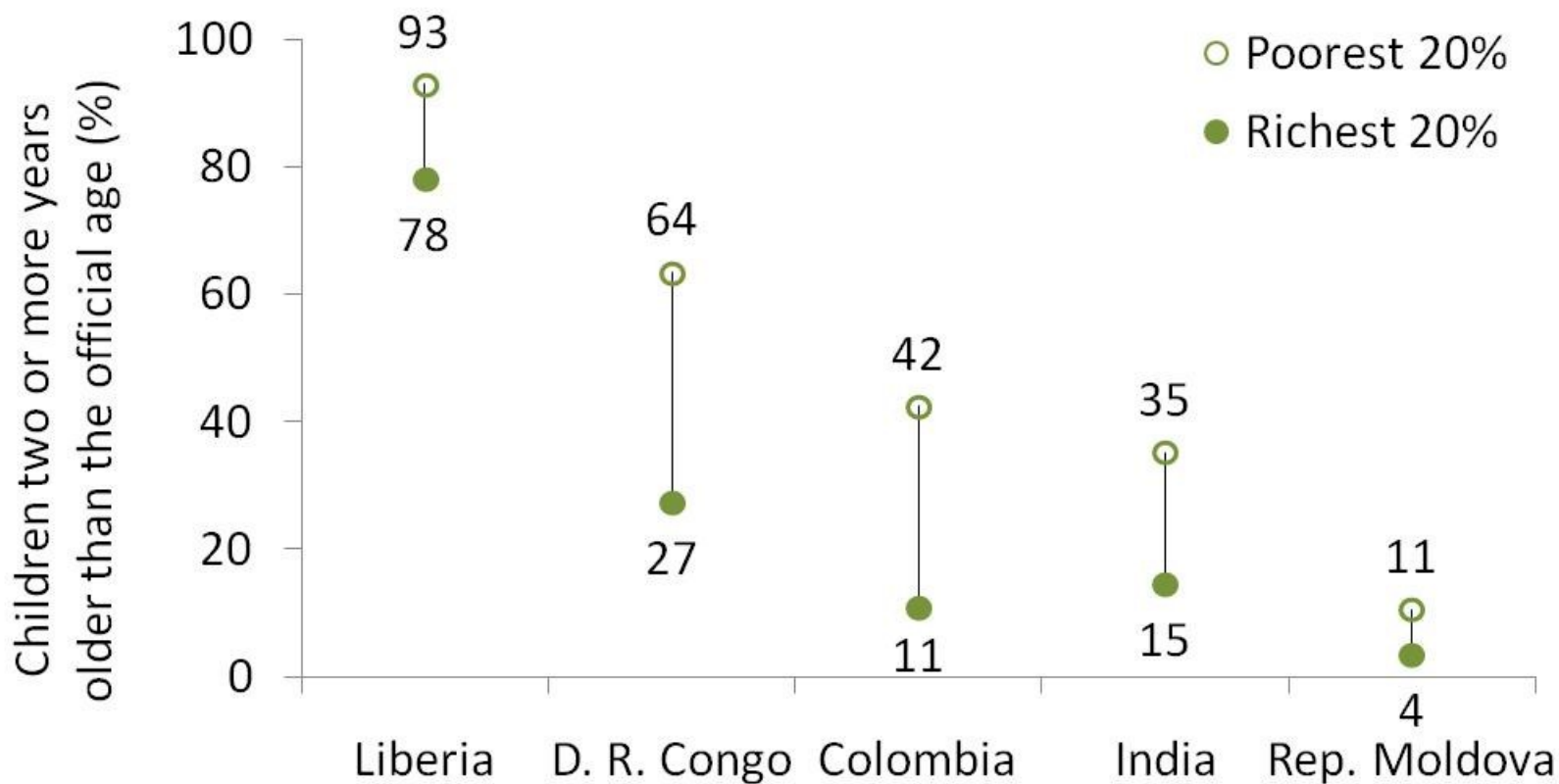


Monitoring progress towards Education for All



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



Monitoring progress towards Education for All



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.

Monitoring progress towards Education for All



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

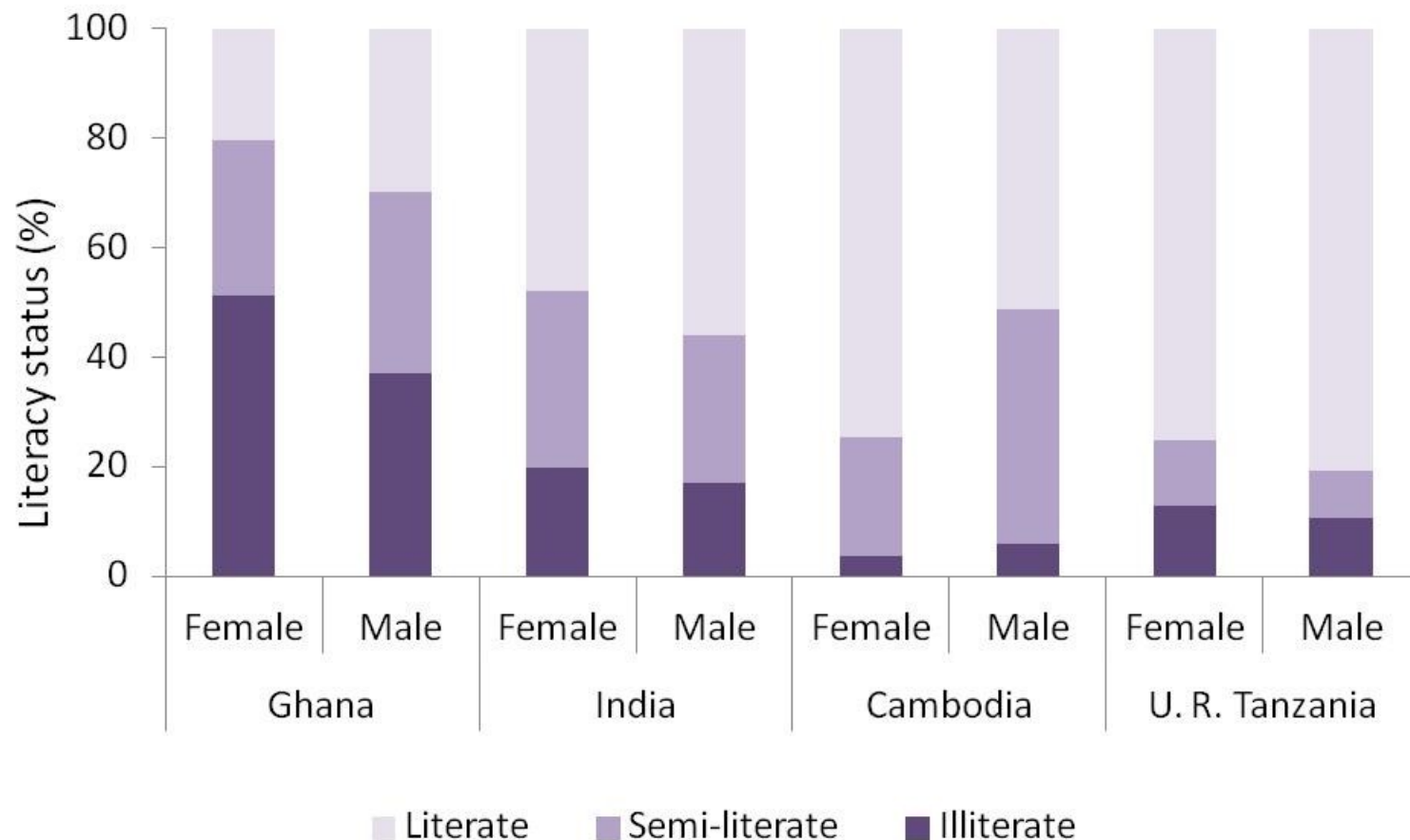
- Of 650 million children of primary-school age, at least **250 million** could be failing to read or count.
- **5.4 million primary school teachers** would need to be recruited by 2015 in 112 countries.
- **Improving teachers' subject knowledge and pedagogical skills** is essential to improving learning in the early grades.

Monitoring progress towards Education for All



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



#YouthSkillsWork

Let's put education to work



**EFA
GMR** EDUCATION
FOR ALL
GLOBAL
MONITORING
REPORT

Youth and skills: Putting education to work



One in eight young people in the labour force is unemployed



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



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

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

Six in ten Africans are under 25 years old



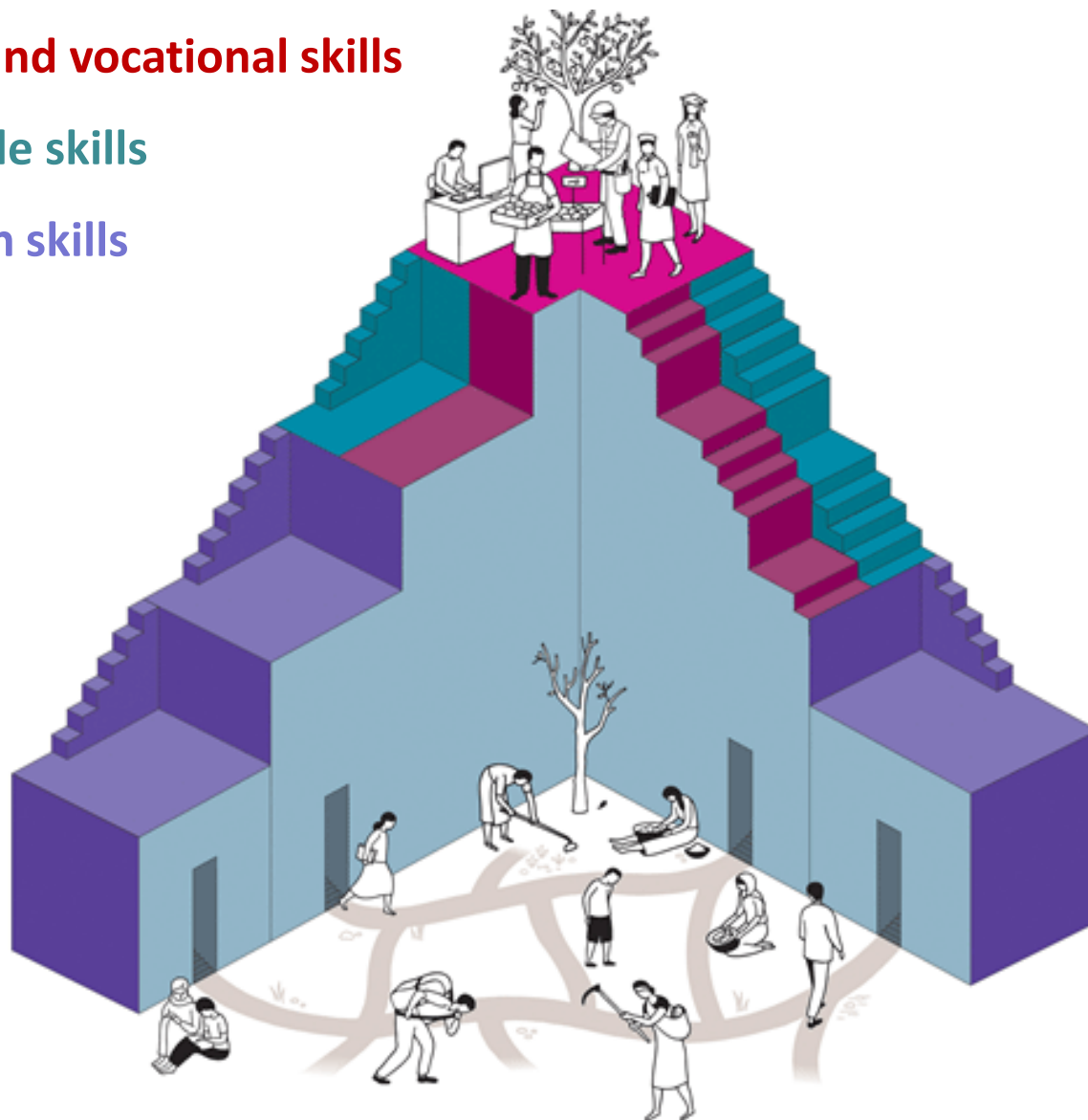
Pathways to skills



Technical and vocational skills

Transferable skills

Foundation skills

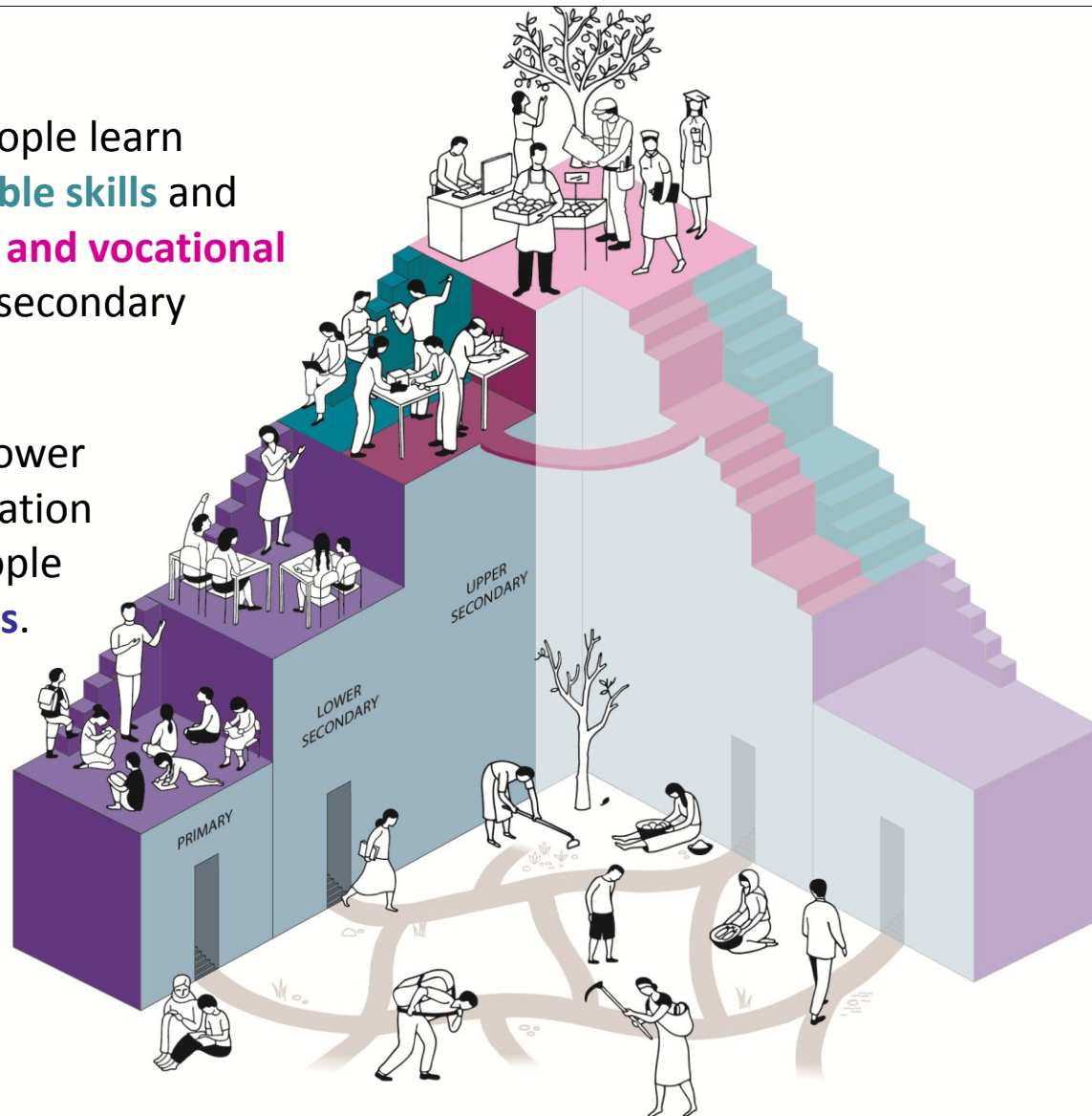


Pathways to skills

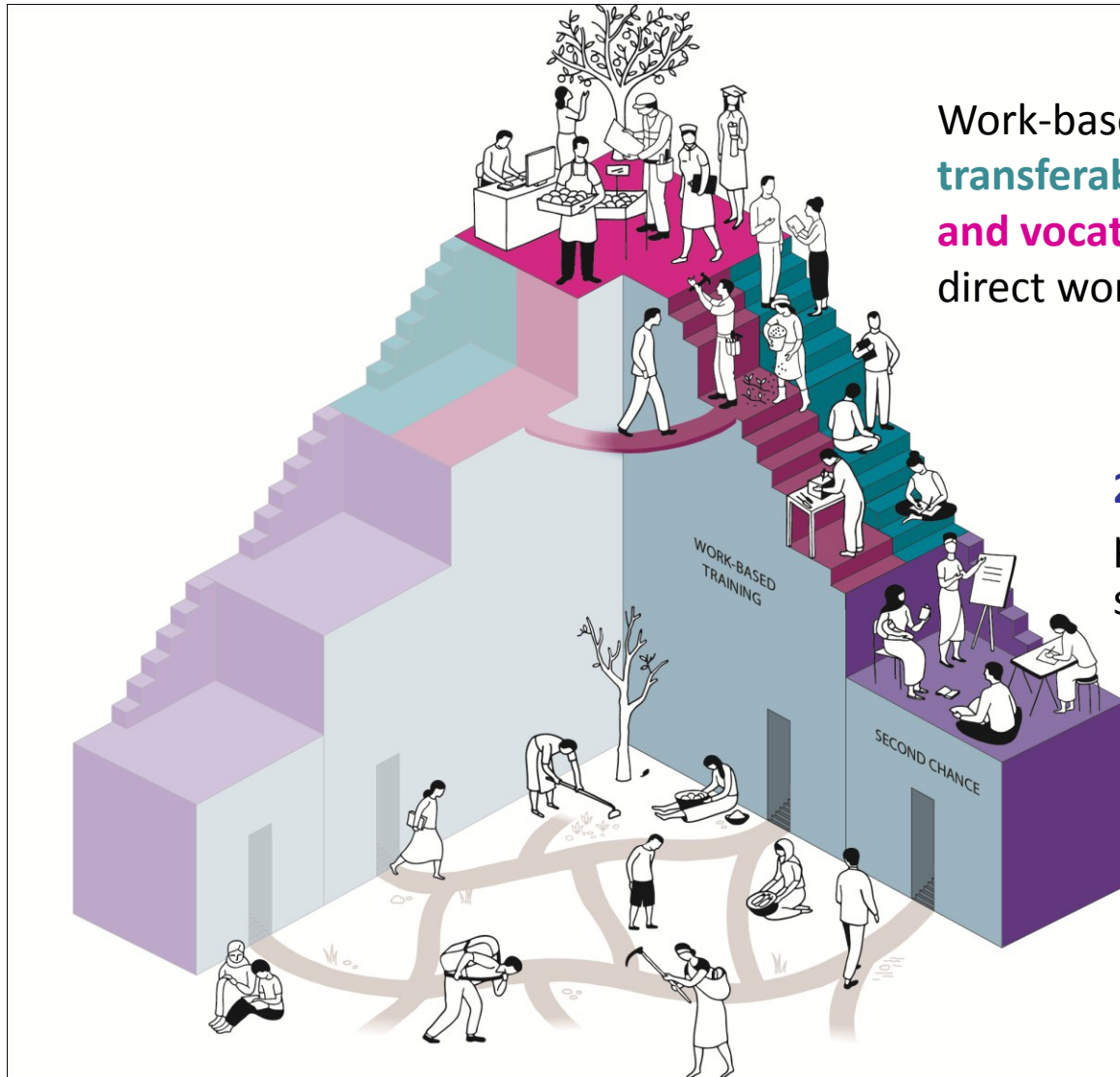


Young people learn **transferable skills** and **technical and vocational** at upper secondary school.

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



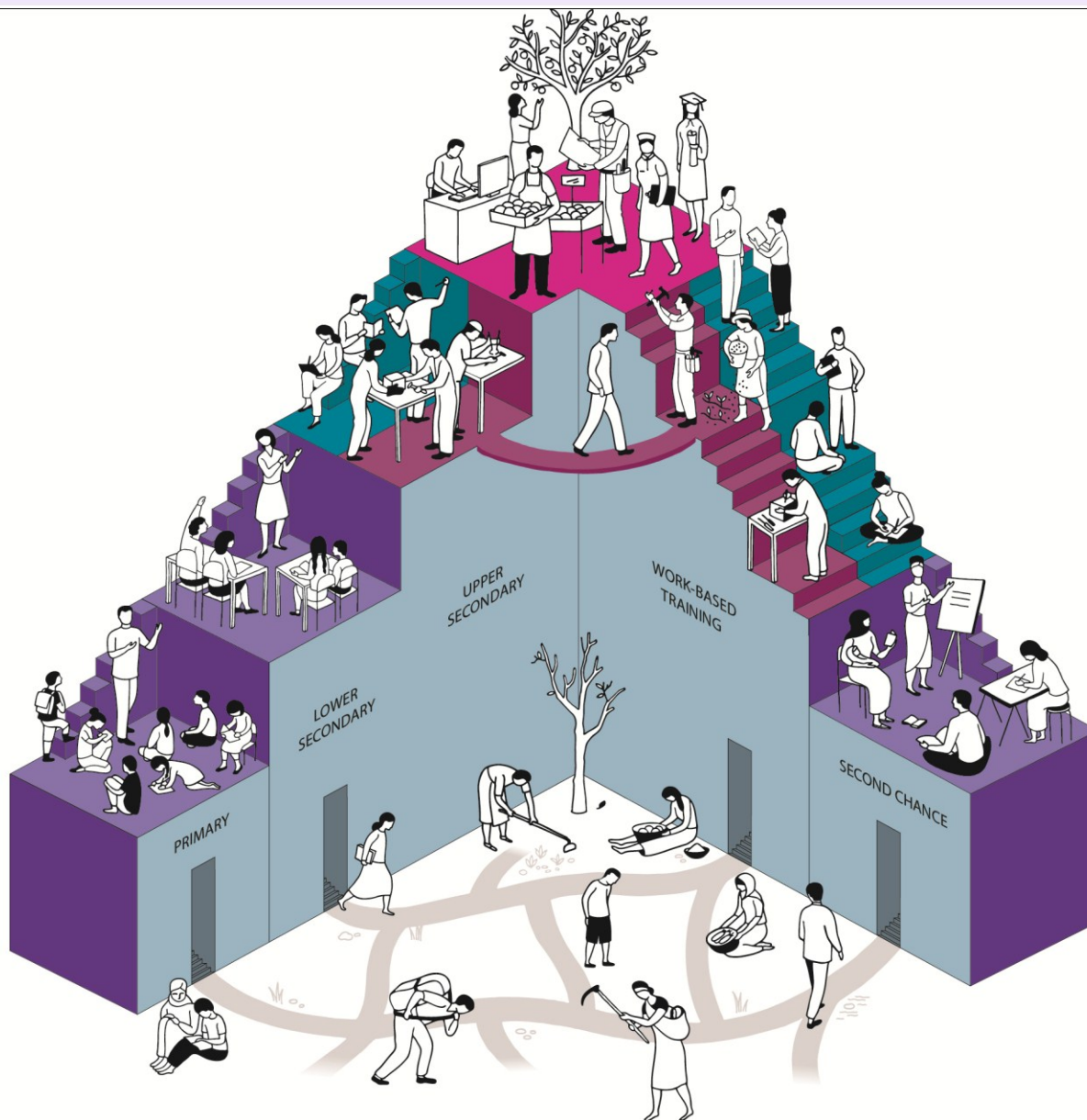
Pathways to skills



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

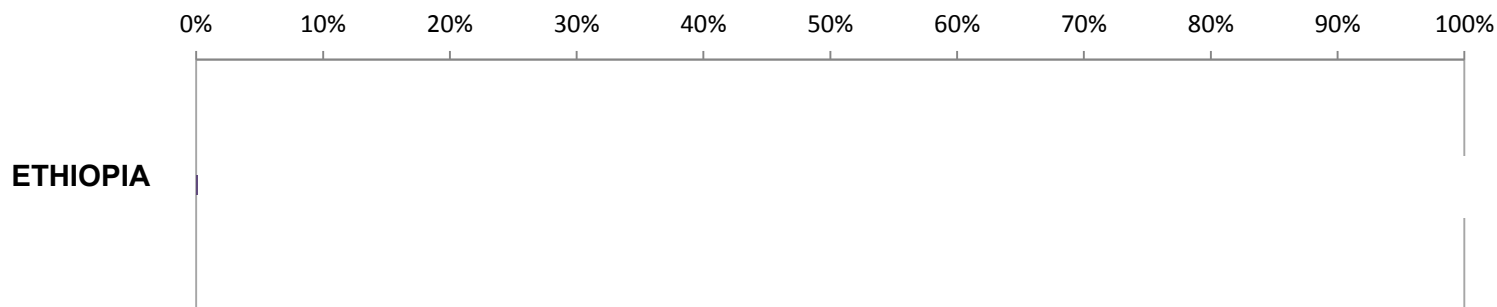


Pathways to skills



Many young people are unable to acquire foundation skills as they do not have the opportunity to complete lower secondary education

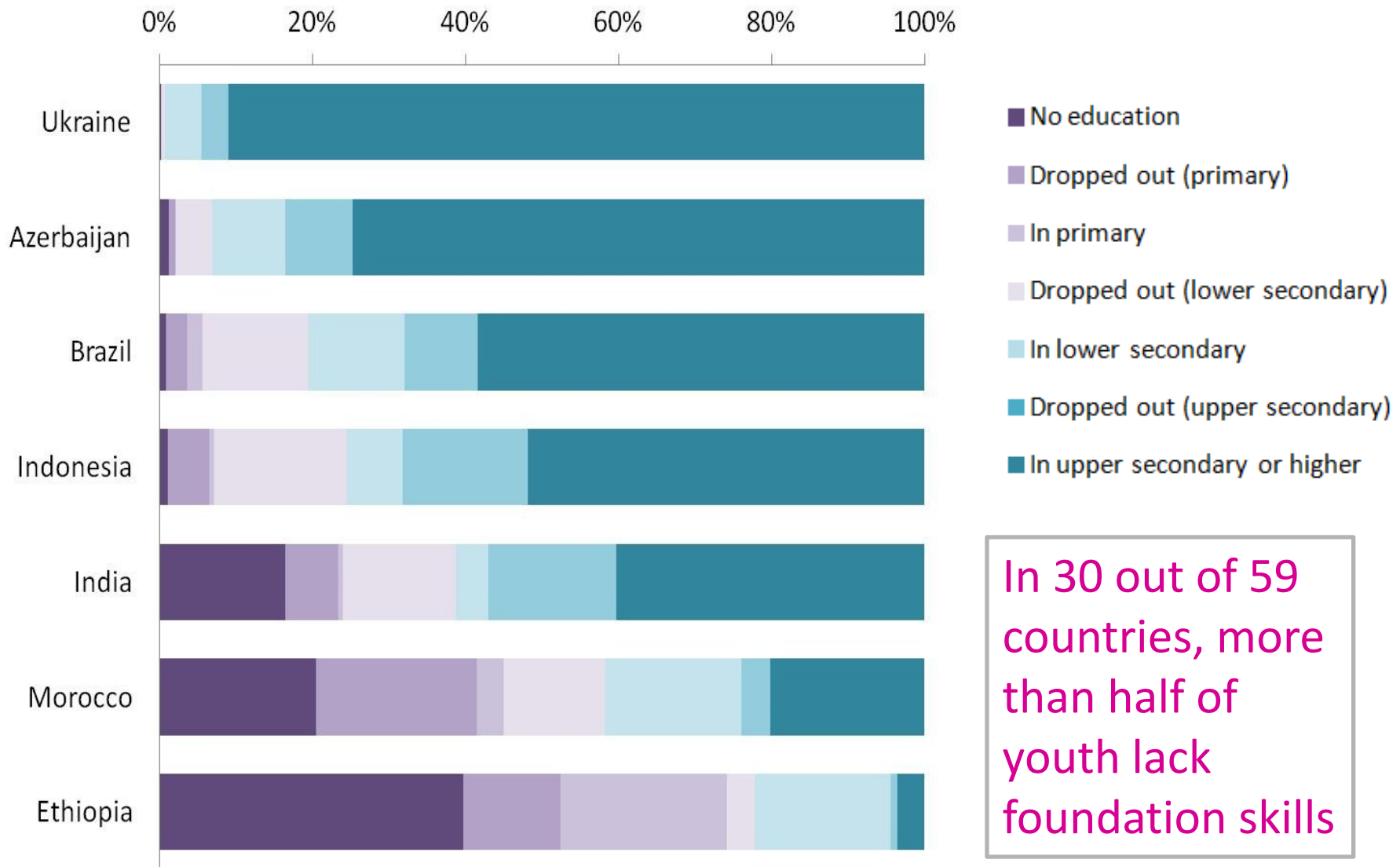
Education status of youth aged 15-19



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

Source: GMR team analysis based on UIS (2012a).

Pathways to skills



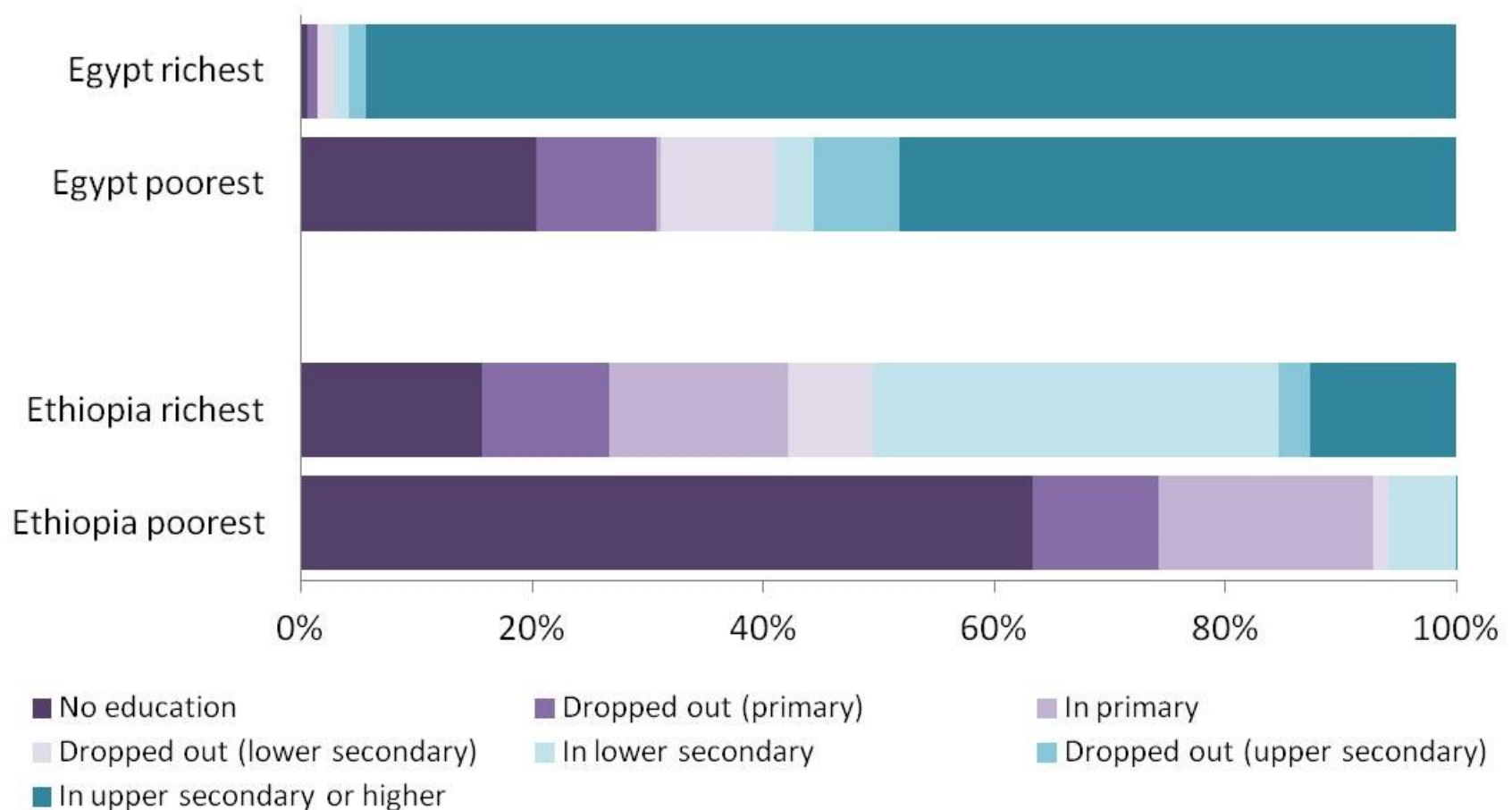
Source: GMR team analysis based on UIS (2012).

Pathways to skills



Young people from wealthy households are more likely to have foundation skills

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

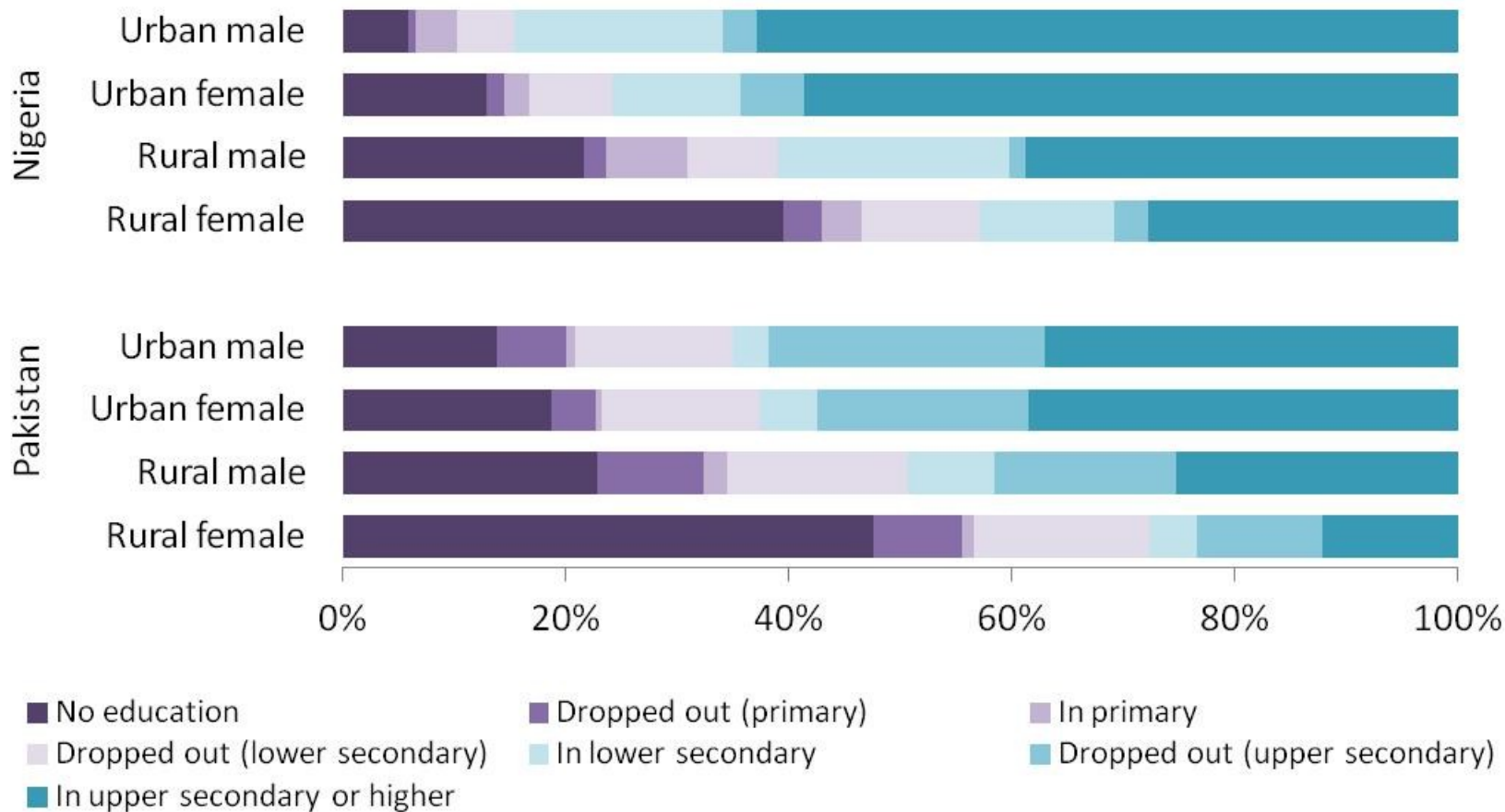


Pathways to skills



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

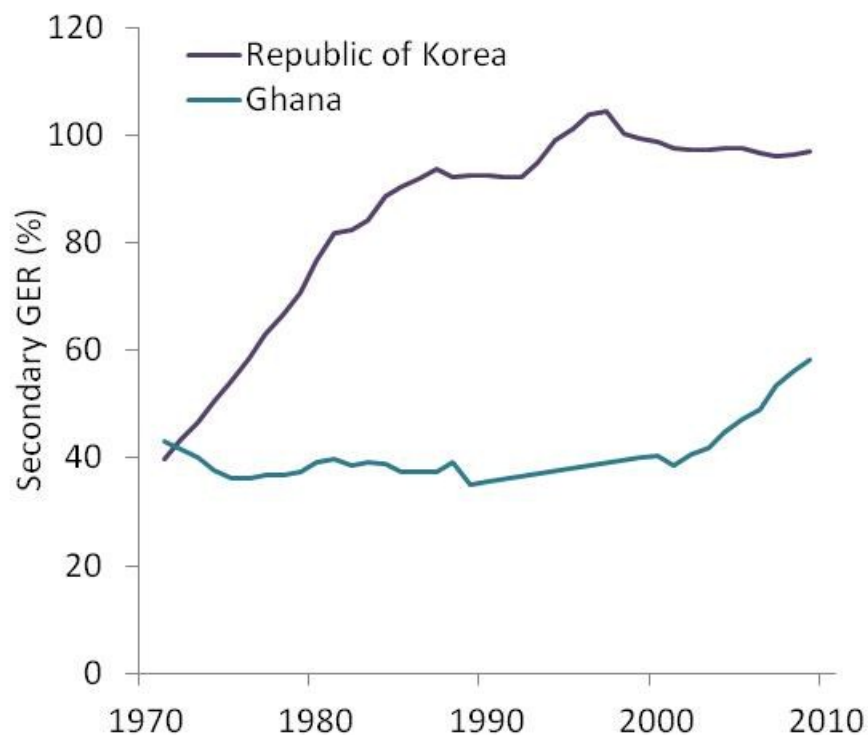


Skills, work and growth

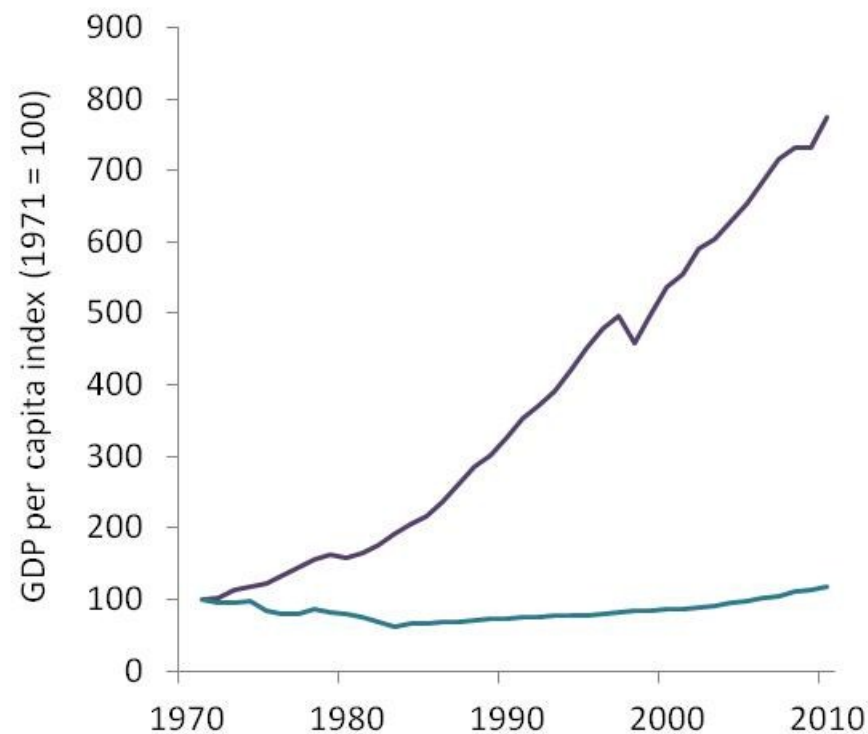


Skills development and economic growth in the Republic of Korea and Ghana

Secondary education



Economic growth

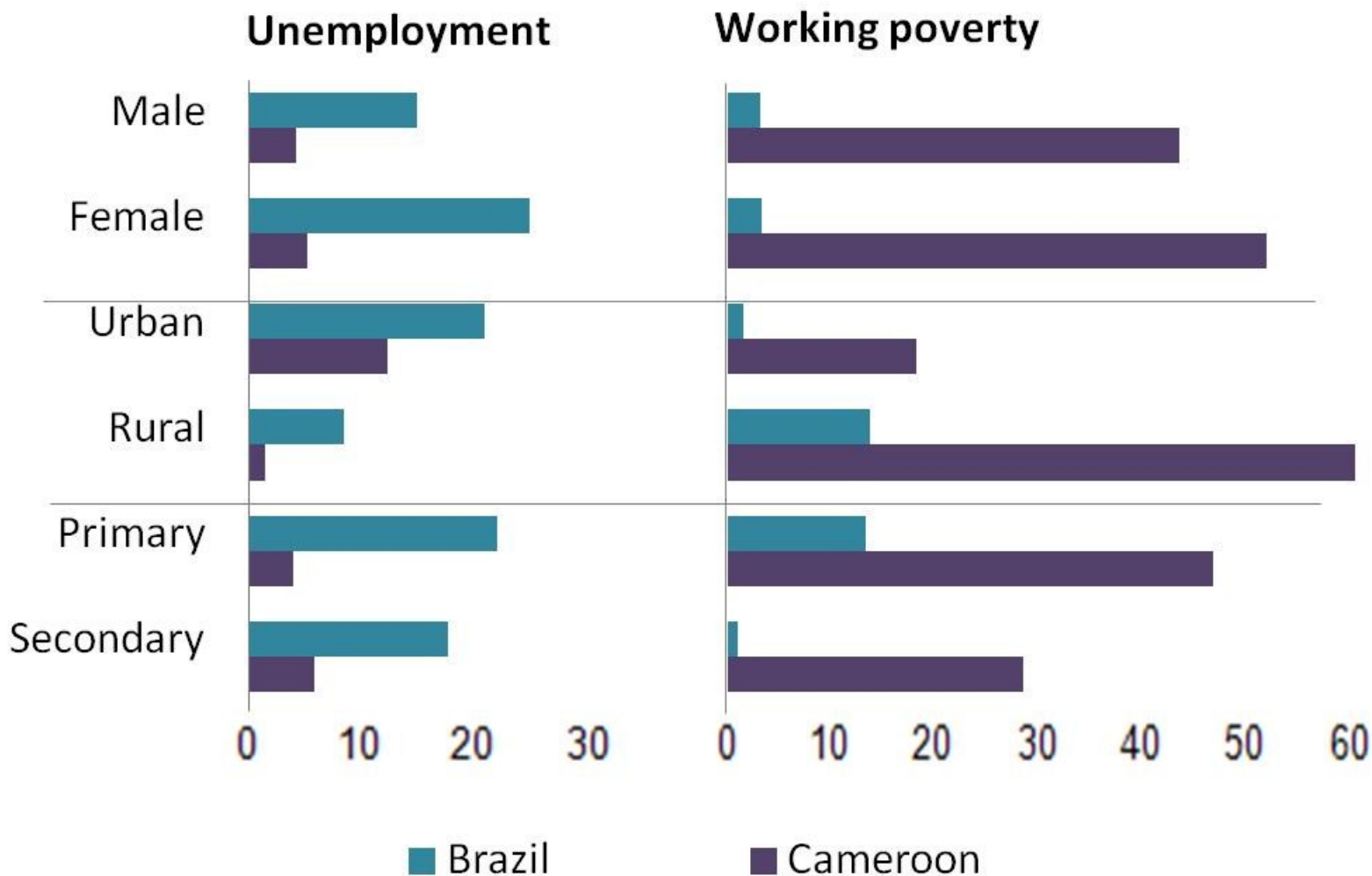


Skills, work and growth



Unemployment versus working poverty in Brazil and Cameroon

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

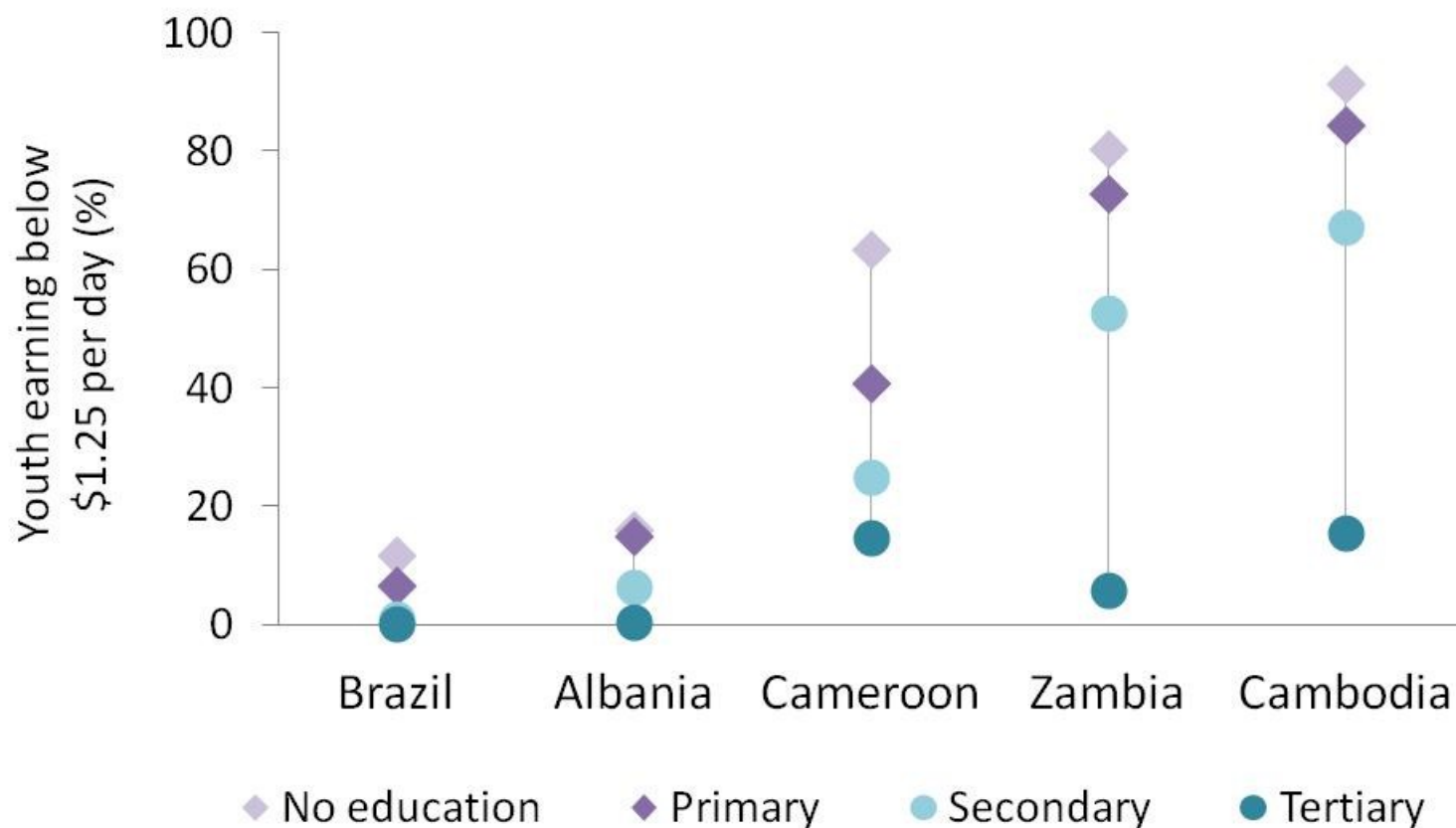


Skills, work and growth



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

Reach subsistence workers

- India has made an official move towards **protecting and training street vendors**, besides a broader strategy for the informal sector.

Target unemployed youth

- 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.

Support traditional apprenticeships

- In Senegal, many young people gain skills via traditional apprenticeships. Professional associations help set rules, so apprentices **can take nationally recognized diplomas**.

Train entrepreneurs in business skills

- In Ghana, car mechanics receiving business training were more likely to **improve business practices** if they already had some education.

Policies for skills development



Addressing rural training needs

Develop second chance programmes

- In Malawi, CBE enrolls 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**.

EFA Global Monitoring Report

2

0

1

2

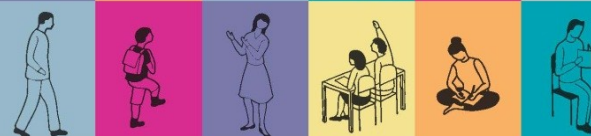
EFA Global
Monitoring Report

2

0

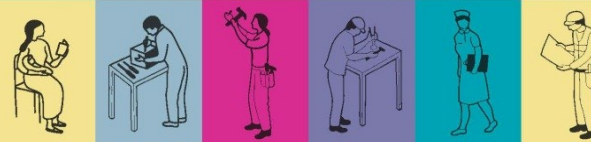
1

2



Education for All

YOUTH AND SKILLS
Putting education to work



www.efareport.unesco.org

www.education-inequalities.org

Blog: efareport.wordpress.com

Twitter: [@efareport](https://twitter.com/efareport) [#YouthSkillsWork](https://twitter.com/YouthSkillsWork)

Education for All

**EFA
GMR** EDUCATION
FOR ALL
GLOBAL
MONITORING
REPORT