



YOUTH AND SKILLS

Putting education to work



Education for All

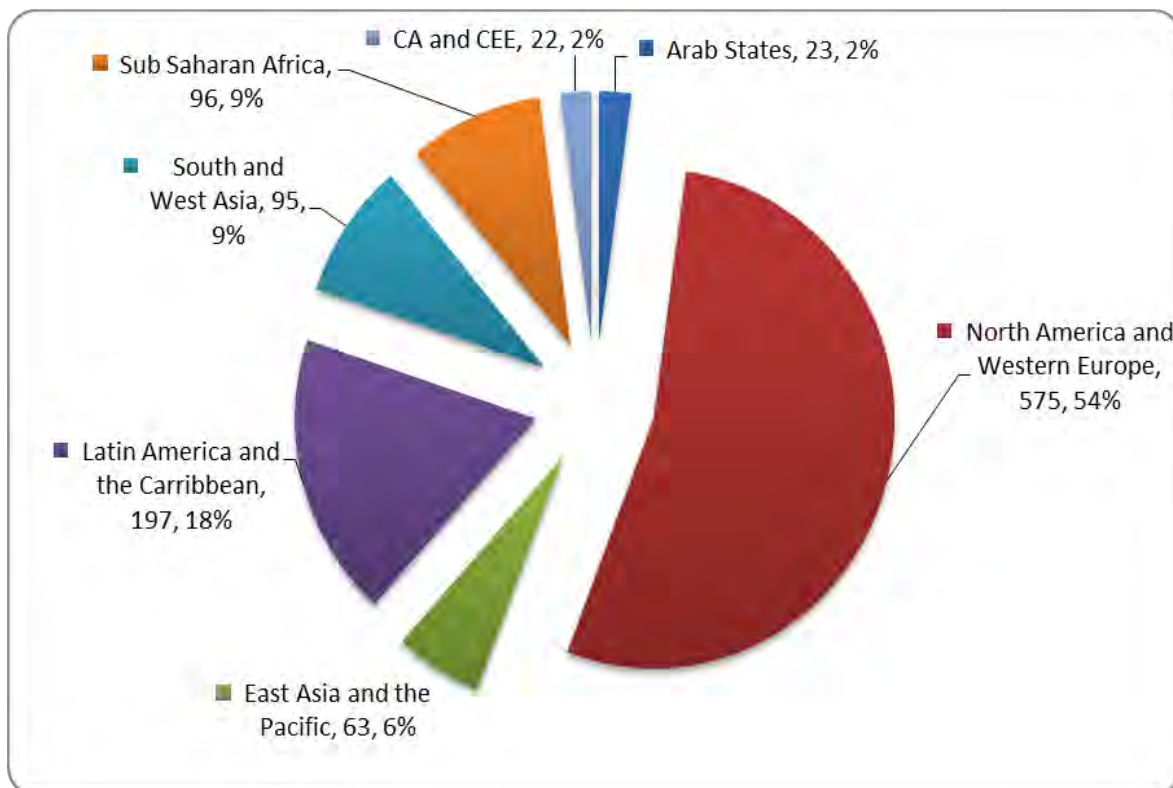
PRESS REVIEW

Media Coverage Report for the 2012 EFA Global Monitoring Report

The 2012 Education for All Global Monitoring Report had a larger reach than any of its predecessors in terms of its media coverage, page views on the website, and reach on Twitter and Facebook. According to analysis drawn together by Meltwater Media Monitoring Service and UNESCO's Department of Public Information (DPI), over the two months of the global launch of the Report, 1187 articles were written, reaching around 850 million people in online and print media coverage alone.

This reach was due to targeted media outreach to both the international press and national press (including in developing countries), a press breakfast in Paris before the global launch event on 16th October, media trips to partners' projects relevant to the report, and press elements included during most of the 60 launch events of the report around the world. While the largest share is again in North America and Western Europe, where over half of articles were published, a sizeable number were also published in Latin America and the Caribbean. Articles mentioning the GMR covered 84 countries in multiple languages (Figure 1).

Figure 1: Regional Distribution of 1187 articles in major outlets



Much of the coverage was due to all major news agencies covering the GMR, including the Associated Press, Agencia EFE, Reuters, Al Jazeera, Inter Press Service, All Africa, Xinhua, Deutsche Welle, Agence France Press, the Press Association and SAPA, to mention but a few.

Authored articles in key national press were secured by arranging interviews with members of the GMR team and included (amongst many) the Express Tribune (Pakistan), the Citizen (Tanzania), The New Age (South Africa), FT This is Africa (UK), BBC (Global/UK), CNN (Global/US), VOA (Global/US), Le Monde (France), Au Fait Maroc (Morocco), Times of India (India), the Guardian (UK), and La Libre Belgique (Belgium).

The GMR targeted the placing of messages in key outlets and regions by sourcing opinion pieces in the names of the Director of the Global Monitoring Report, the Director-General of UNESCO, Olusegun Obasanjo, the Assistant Director General of Education at UNESCO, Mr Qian Tang and the Chief Executive Officer of BRAC. They were printed in the Korean Herald, Shanghai Daily, China Daily, Huffington Post (France and UK), Vanguard (Nigeria), Ghana Chronicle, Le Devoir (Canada), South China Morning Post, All Africa, Al Jazeera, ABC (Paraguay), FT This is Africa, La Diaria (Uruguay), the Guardian online (UK) and the Osun Defender.

In addition, coverage was also achieved on broadcast media. While not tracked by a paid monitoring service, the coverage will have reached many millions more than the online coverage. The following outlets broadcast feature length packages on the GMR 2012: Al Jazeera English (reaching 100 million households), BBC Persia (6 million), and DeutscheWelle TV (86 million listeners/week).

Interviews with GMR staff were broadcast on VOA (141 million/weekly), BBC Focus on Africa (81.4 million/week), BBC Afrique (81.4 million/week), BBC WS News Bulletins (145 million listeners/week), United Christian Broadcasts (1 million listeners/day), France Info (9 million), Radio NZ (2.5 million), DeutschlandFunk, Radio News Australia, China Radio, Radio Colombia, Deutsche Welle Radio (86 million listeners/week), Radio Maroc (1.7 million), Radio Turkmen and national radio in Chile, Guatemala and Cuba, as well as many more.

Blogs and Facebook:

On top of the online media articles written on the Global Monitoring Report, over 1000 blogs, and 444 facebook posts covered the news between October and November. Between October and November, our facebook posts about our report reached 11,157 accounts. Meanwhile, blogs written about the report included influential sites including ONE, Oxfam's *From Poverty to Power*, DFID's development blog, SOS Children's Villages and OECD and World Bank blogs.

Social media:

On just the day of the launch itself, thanks to a tweetchat which was hosted by Thompson Reuters, 963,987 accounts were reached, 41,518 people saw the updates in their Facebook feed, and key messages were retweeted almost 500 times.

Over October and November, there were 2287 retweets of our key messages. The hashtag created for the GMR2012, #YouthSkillsWork, reached 3.3 million people in November alone.

A number of influential policy targets and partners tweeted about our report over the launch period including 4 mentions by DFID, 11 by UNESCO, 15 by World Bank Africa, 15 by international NGO CAMFED, and 4 by Room to Read.

Comparison with previous years:

While the same level of monitoring was not in place for the GMR2012 for Twitter and Facebook, we are able to compare media coverage and blogs between the two years.

In total, over the month of the launch (October), the media coverage for the 2012 Global Monitoring Report was three times the coverage achieved during the launch of the 2011 Global Monitoring Report.

The 2012 report had the same number of blogs written about it in two months that the Global Monitoring Report 2011 had written about it in the space of nine months.



Online coverage reached many target media outlets in many countries:



United Nations Report Urges “Putting Education to Work”



A young boy at the Mugosi Primary School, which mainly serves children from the Kahe refugee camp in the Democratic Republic of the Congo

A new United Nations report says over two hundred million young people in developing countries have not completed primary school. The UN says almost one hundred thirty million are in school. But they cannot read or write -- skills they need to escape from poverty. The report urges donors and governments to support ways for young people to get the skills they need for success.

The findings are from the Education for All Global Monitoring Report by UNESCO -- the UN Educational, Scientific and Cultural Organization.

Educators say young people need at least a primary school education and some secondary school to get secure, good-paying jobs. But the report says that is not happening in most developing countries, including ones south of the Sahara Desert. It says about thirty three percent of young people in sub-Saharan Africa fail to complete the first few years of schooling. Millions more do not even go to secondary school.

Pauline Rose is the director of the Education for All Global Monitoring Report. She says some schools are failing to provide a bridge between school and work. She says this means that one in eight young people are unemployed. And one in four people earns very low wages.

Ms. Rose says young people need strong skills in numeracy and the ability to read and write. She says knowing how to solve problems is more important than learning by rote, a process of establishing something in memory by repeating it.

She says some groups are successful in teaching the skills necessary to operate a business.

“Non-governmental organizations have been working to provide young people with training that gives them skills in managing their finances, in understanding how to use assets whether it’s animals, cows for example, or other types of assets...”

Pauline Rose says people who leave school need a second chance to get an education. In some areas, distance education – by television, computer or other methods – is helpful.

“There are also opportunities to learn through distance education, and we find in countries like Mexico and Namibia that large numbers of young people are reached through distance education systems.”

She says another popular method is the traditional apprenticeship. Young people serve as apprentices, receiving training from skilled workers.

Pauline Rose says apprenticeships mainly help people who have had some primary school, but who lack job skills. She says the system can be organized so women are included, and that students are recognized for their work.

Contributing William Eagle

UN Study Urges End to Skills Gap in Developing World



A young boy during a lesson at the Mugosi Primary School, which caters mostly for children of the Kahe refugee camp in the town of Kitschoro, in northeastern Democratic Republic of the Congo. (UNESCO/M.Hofer)

William Eagle

Last updated on: October 12, 2012 3:52 PM

Educationalists say young people need at least primary school and some secondary school education to get jobs that are secure and well paid.

But a new United Nations report says that is not the case in much of the developing world. The study, called *Putting Education to Work*, is part of UNESCO's yearly publication, the Education for All Global Monitoring Report.

It says over 200 million young people in the developing world have not completed primary school and are lacking the skills

needed to move out of poverty. Nearly 130 million are in primary school but cannot read or write.

In sub-Saharan Africa, it says a third of young people are failing to complete primary school, while millions more do not go on to secondary school. Those who are most affected come from underfunded rural and urban areas, as well as young women and men who drop out of school to have children or to work for the family.

Pauline Rose, the director of the Education for All Global Monitoring Report, said schools are failing to provide a bridge between school and work -- a problem that's leaving between one in eight young people worldwide unemployed and one in four working in poverty.

She said students need a strong foundation in numeracy and literacy, vocational skills, and the ability to solve problems rather than learn by rote. Students must also be offered course work that reflects local realities. For example, she said many urban and rural students benefit from courses in financial management and microfinance.

Rose says sometimes these topics can be included in the local curricula or offered by alternative sources including non-governmental organizations.

"So non-governmental organizations have been working to provide young people with training that gives them skills in managing their finances, in understanding how to use assets," she said. "[That includes] animals, cows for example, or other types of assets which they can then translate into running a business and making a profit. These NGOs have been so successful that within a short period of time young people who've gone through them have actually set up businesses and made considerable profit."

Rose said alternative means of education are also needed for school leavers, who she says deserve a second chance to get an education.



Bichera Ntamwinsa, 23, picks berries from her coffee plants in Bukavu, Democratic Republic of the Congo. Farmer field schools and agricultural cooperatives can help smallholder farmers gain skills while strengthening their common voice. (UNESCO/Tim Dirven/)

"There are opportunities to learn through distance education," she said, "and we find in countries like Mexico and Namibia that large numbers of young people are reached through distance education systems, and these young people are given materials that they can learn at their own pace. They have some face to face tutorials and so on. They have, where appropriate, television training and tutoring. So there's a wide range of flexible approaches to learning that can help young people get the skills that they need."

Another popular alternative in Africa and also parts of South Asia are traditional apprenticeships taught by carpenters, hairdressers and other master craftspeople. Rose says the approach mainly benefits those who have had some primary school, but who do not have relevant skills for work. She said the system can be adapted to make sure that women are also included and that students receive proper accreditation.

"We find in Senegal," she said, "the majority of young people are actually learning through traditional apprenticeships rather than through technical and vocational education. In the mid-2000's, about 10,000 had been trained through technical and vocational education compared to 440,000 trained through these traditional apprenticeships. And, there are professional bodies which have been set up to formally recognize their qualifications and help these young people to use their skills in different trades."

Rose said some East Asian countries including Singapore and Korea have boosted their economies with robust yet flexible systems that teach trades and provide young people the chance to work and return to school.



A Congolese boy at a charcoal market close to the town of Kitschoro. Charcoal is one of the main businesses in the area and many children have to work to support their families instead of going to school, the Democratic Republic of the Congo (UNESCO/M. H)

She said some African countries are using their own ideas for improving training and development.

Rose said Ethiopia's Ministry of Education has made a commitment to ensuring the disadvantaged are learning the skills needed to improve their work.

"We've seen in Ethiopia," she explained, "that this has led to the massive expansion of the primary school system in a relatively short amount of time. The out of school numbers have decreased dramatically. It's potentially on track to achieve universal primary education by 2015, which ten years ago the country wouldn't have dreamt of. They are now expanding that ambition to reaching universal secondary

school by 2020 and hoping that that will translate into economic growth."

Rose said Rwanda is making it easier for students to continue on to secondary school, by ending school fees. The government has also done away with exams that determine whether students in the final year of primary school can go forward.



A computer training course at Green Hill Academy in Kampala, Uganda, financed by Denmark's aid agency. (UNESCO/Mikkel Ostergaard/Panos)

"In some circumstances," she said, "it means that young people will continue their schooling within one school environment from the first grade of primary to the last grade of lower secondary. The benefit is there's a smoother transition unlike some other systems in Africa where they have an end of primary school leaving exam, and some are not able to continue if they fail the exam. [Instead], there is a smooth transition for young people to continue into the lower secondary school grades."

According to the Global Monitoring Report, \$ 16 billion is needed to ensure that young people worldwide go to primary school, with an additional eight billion dollars needed to

guarantee access to lower secondary school.

Most donor countries have agreed to commit 0.7 percent of GDP to aid but many are not fulfilling their commitments. Rose says there's also a role for the private sector – which now accounts for about five percent of all aid.

"One of the biggest examples internationally," she said, "is the Mastercard Foundation which supports many programs worldwide to enhance youth skills. There's also some national foundations such as in Egypt the Sawiris Foundation founded by a national philanthropist which is also reaching out to young people, recognizing the huge problems of youth unemployment and what is needed to give them the skills to get decent jobs. So there are examples, but they need to be scaled up. "

The Global Monitoring Report suggests donors provide more aid to strengthening the educational systems of poor countries, rather than using it to educate foreign students in developed countries.

It notes that a scholarship to Japan could provide funding for 72 secondary schools students in Ghana. That, say educationalists, could go part of the way in filling the funding gap.

Female entrepreneurs in Ghana break the chains of poor education

A training and funding scheme in Ghana is helping young women overcome poor schooling to build their own businesses



Afua Hirsch in Ghana
guardian.co.uk, Tuesday 16 October 2012 12.50 BST



Balchesu Iddrisu, from Tamale in Ghana, has used a Camfed innovation bursary to set up an agro-food production business. Photograph: Jonathan Birch/Camfed

In northern Ghana, young people are no longer simply divided between those who have and those who have not attended school. Now there is a third category – "education widows", a term that captures growing recognition that even those with an education are not always better off.

"Education widows have been failed by the education system," says Dolores Dickson, executive director of girls' education organisation Camfed in Ghana. "These are young people who have been to school, but the quality of their education was so poor, they can't get a job. The family has invested in their education and they are expected to go out and earn an income. So they can't go home, they can't go to the farm, but they can't get a job either."

Like many low- and lower-middle income countries, Ghana is coming to terms with the increasing complexity of its education problem. The Unesco report, Putting education to work, launched on Tuesday, found that more than half of women and more than one-third of men in Ghana aged 15 to 29 who had completed six years of school could not read a single sentence.

Camfed – which has provided funding for more than 66,000 children to attend primary and secondary school in Ghana since 1998 – believes it has found a way to supplement the poor quality education on offer in state-run

schools. In 2002 it created a Ghana "Cama network" of Camfed alumni, which brings together young women who have graduated with its support.

Cama members are able to access skills training on financial literacy, business, leadership and life skills through the network's twice-monthly meetings. And since last year, those who complete training are eligible for "innovation bursaries" – a Camfed/Mastercard Foundation collaboration that offers small grants to female entrepreneurs to kickstart their businesses, together with work experience in relevant industries. Since the first nine bursaries were awarded in Ghana last September, six women have launched businesses, and all are turning a profit, says Camfed.

In Fuo, a rural suburb of Tamale, the capital of Ghana's northern region and one of the poorest parts of the country, 31-year-old Balchesu Iddrisu has turned her husband's family compound into a small food processing hub. Outside are mounds of rice, which she has employed a local elderly woman to sift, removing stones.

A room inside the building contains piles of wheat, soya and maize, which Iddrisu blends with milk creamer and groundnuts to make her own recipe for "weenie mix" – breakfast porridge. Iddrisu sells more than 1,200 units of weenie mix a month – at about £1 a bag – and she has begun approaching large supermarket chains and hospitals to buy in bulk. By buying her ingredients directly from local farmers, she says she has cut out middle men and is able to influence the quality of producers' crops.

"I am very happy with the way my business is going," Iddrisu says. "It helps me and my family a lot. I didn't even know I could reach this level, with people working under me and creating jobs in my community. In 10 years' time I believe that I will have my own factory, and I will be training many people to become entrepreneurs."

In Tamale, Cama member Sohua Alhassan, 31, says school alone did not give her the skills she needed to start a business selling a range of solar energy products. Alhassan, who grew up in a poor home with parents who were subsistence farmers, says she was inspired to set up her business by the lack of access to electricity in the region and the danger posed by traditional kerosene lamps, known as "wanbongasi".

"I went into solar because in northern regions most of the houses don't have access to electricity. In the villages, children can't study, or they use wanbongasi which are hazardous – they produce smoke and dim light which creates a lot of eye problems for young people." Alhassan is living off the profits she makes from selling the lamps – around £3 from a small desk lamp, and around £17 from a "powerpack" – a four-bulb home lighting system.

But her personal story speaks volumes about the challenges of starting small businesses in northern Ghana. The youngest of six children, with both her parents now deceased, Alhassan is the only one of her siblings to attend school, thanks to a Camfed bursary. She is married, and has no children of her own, but one of her brothers, who has two wives and 10 children, is sick and now relies on her to help support his family. Alhassan has adopted one of his daughters, and is sending her to school.

The pressure on Cama graduates to support their extended families makes it difficult for them to reinvest profits in their businesses. In spite of her obvious enthusiasm for her new business, Alhassan breaks down when speaking of her brother's illness and the burden of caring for his large family. "It is very hard for me," she says.

"It's not an easy burden to be the only person that is educated in your family," says Dickson. "They also feel that if they don't help their family members, they will be in the same situation they have just escaped. But the other side of the coin is that they grasp their opportunity to have an education themselves with both hands. The moment they get into school and see what they can become, we see them gaining confidence and becoming more articulate about what they want in life."

MDG on education set to be missed amid fears that aid is drying up

A fifth of young people in developing countries fail to complete basic primary education, and progress has stalled since 2010

Mark Tran

guardian.co.uk, Tuesday 16 October 2012 07.00 BST



Children study in a makeshift shelter in Jammu, India. The world is unlikely to meet the millennium development goal on universal education.
Photograph: Channi Anand/AP

A drive to get more children into school in the developing world is grinding to a halt as aid for education stagnates, amid fears that this will fall faster than overall aid levels. The [education for all \(EFA\) global monitoring report, Putting education to work](#), said that on current trends, the [millennium development goal \(MDG\) of universal primary education by 2015](#) will be missed by a large margin.

The number of primary school age children out of school has fallen from 108 million to 61 million since 1999, but most of this reduction was achieved between 1999 and 2004. Progress stalled between 2008 and 2010, with the number of children out of school stuck around the 60 million mark.

[At the world education forum in Dakar, Senegal, in 2000](#), 164 governments pledged to provide education for all and identified [six goals to be met by 2015](#), but the report expresses concern that progress is slowing as donor contributions decline. "More money alone will not ensure that education for all goals are reached, but less money will certainly be harmful. A renewed and concerted effort by aid donors is urgently needed," the report said. The report said a fifth of [young people](#) in developing countries – 200 million people aged 15 to 24 – fail to complete primary school and lack skills for work. "Youth and skills is a burning theme," said Pauline Rose, director of the EFA report. "A large number is not even making it to the end of primary school. It's partly fuelling youth

frustration, which played a part in the Arab spring. The voices of these people are getting forgotten, they are getting left behind. Donors need to pay attention."

In 2010, aid for education hit a plateau of \$13.5bn (£8.4bn), reflecting a reduction in overall aid as donor governments tightened their belts after the 2008 financial crisis, with only \$1.9bn allocated for basic education in low-income countries, well short of the amount needed to fill a \$16bn funding gap. The report said key donors may make education a lower priority, leading to a faster drop in education aid than in overall aid.

The Netherlands, one of the top three donors to basic education in the past decade, no longer considers education a key priority and is expected to cut aid to education by 60% between 2010 and 2015. It is set to withdraw from Burkino Faso, for example, at the same time as four other donors have said they intend to pull out of education in the country.

"There are worrying signs that aid to education may be slowing down just when children and young people need it most," said Rose. "Governments and donors must find the money and energy to help young people most in need to acquire the skills they and their countries' economies desperately need."

Rose suggested that the private sector could step in. The private sector contributes the equivalent of 5% of total official aid to education, with most of that money given by five corporations.

"Reallocating aid could help fill the funding gap," said the report, which points out that \$3.1bn of aid to post-secondary education never reaches developing countries as it is used to fund foreign students in donor countries. In 2010, for example, France spent four times as much on foreign students studying in France as it did on aid to general secondary education and vocational training.

"These funds could be better spent addressing the skills deficit for disadvantaged youth in poor countries," said the report. "The cost of one Nepalese student's scholarship in Japan could give 229 students access to secondary education at home."

Countries with natural resources could invest more in education to fill the funding gap. Nigeria, for example, is a large exporter of oil and gas, but has the largest number of children out of school – 10.5 million or one in six of the world's out-of-school children. By contrast, Botswana has financed education during past decades on the back of diamonds that have made it one of sub-Saharan Africa's richest countries.

The report cited Ethiopia as a country that is making skills development a cornerstone of its national growth strategy, with the ambition of reaching middle-income status by 2025. Ethiopia aims to achieve universal secondary school enrolment by 2020 while emphasising skills in agricultural and industrial sectors. It is focusing on increasing the productivity of micro and small businesses, where many disadvantaged people work.

Sandra Dworack, education expert for Oxfam, said: "The report says that for every dollar spent on a person's education it will bring back \$10 -15 in economic growth over that person's working lifetime. Investing in education is a way of investing in a future generation who won't need aid, because they have the skills and education to build a life free from poverty."

There is an urgent need for donors to commit to skills development in three ways, said the report: by supporting country programmes to ensure all young people can stay in school at least until lower secondary level; by supporting second-chance programmes for young people who missed out on basic literacy and numeracy skills; and by giving disadvantaged youth training to improve their chances of earning a decent wage. Enrolling all people up to lower secondary level would cost \$8bn annually, in addition to the \$16bn needed to achieve universal basic education by 2015.

Education attainment - disparities by country

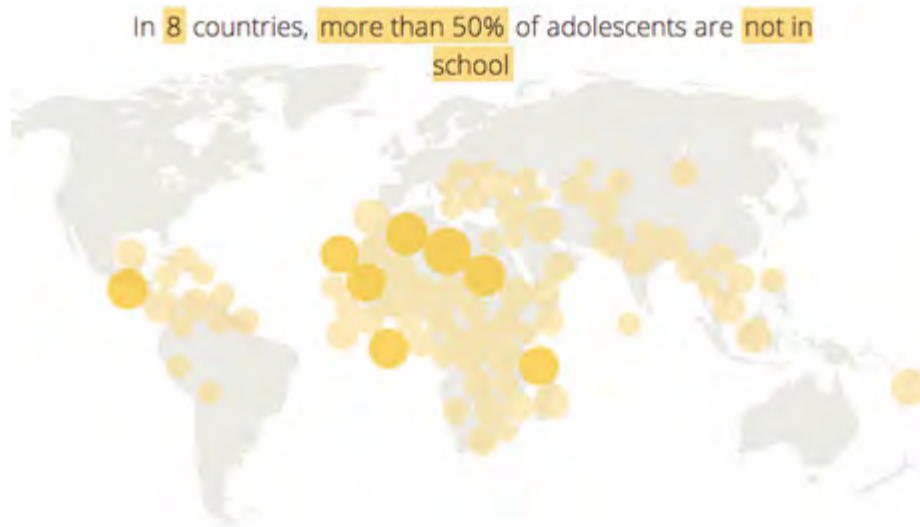
A new website by the Global Monitoring Report on Education for All (published by Unesco) allows users to compare education attainment by country and a variety of indicators associated with inequality.

Where do I find this map? [WIDE](#)

- [More data journalism and data visualisations from the Guardian](#)



Posted by
[Ami Sedghi](#)
Wednesday 26 September 2012 12.20 BST



One of the maps available on the World Inequality Database on Education. [Click here](#) for the live visualization

Ever wondered how education attainment is affected by wealth, gender, ethnicity or country? The [World Inequality Database on Education \(WIDE\)](#), launched today is providing a tool to help you find out.

WIDE, created by the [Global Monitoring Report on Education for All, published by Unesco](#) uses key data from the Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS) from over sixty countries to allow users to compare attainment between countries using a variety of indicators associated with inequality.



[Click here](#) to see the live visualization

Using WIDE, you can create maps, charts, tables and infographics and are able to download the data behind it as an excel sheet. The image above shows the percentage of the population living in education poverty with less than four years of education (for age groups 17-22 and 23-27 years). You can click on indicators such as gender, region and wealth to see how this affects the chart and ranking.



[Click here](#) to see the live visualization

Looking at the percentage of 7 to 16 year olds who have never been to school, you can then select to see the figures by gender and also organise the chart to see which are the most deprived. [Niger](#), [Somalia](#) and [Liberia](#) top the list and if you click on the pink circle (on the live visualisation link) you can see the percentage by each country.

Can the world keep its promises on schools?

By Sean Coughlan BBC News education correspondent



Long road to learning: Tanzania has been held up as an example of progress

The millennium pledge made by international leaders that all children would have a primary education by 2015 is going to be "missed by a large margin".

That's the stark conclusion of a report published by the United Nations Educational, Scientific and Cultural Organisation (Unesco). Despite an initial surge that saw tens of millions of extra children enrolling in primary schools, the report says progress is now "grinding to a halt".

The report, published in Paris on Tuesday, shows the number of children without this basic level of education has fallen from 108 million to 61 million in the first decade of this century.

It means that since 2000, the percentage of the world's children entering primary education has risen from 80% to 90%. It's a leap forward, but some distance from reaching the finishing line.

"It is simply unacceptable that out-of-school numbers have stagnated, and in Africa have risen," said Gordon Brown, former UK prime minister and now UN global education envoy. But he added: "Now is not the time for defeatism and despair," and called on the international community to "redouble our efforts".

'Stagnated'

Pauline Rose, director of the Education for All Global Monitoring Report, says the drive for universal primary education had enjoyed an initial "honeymoon period" with strong political backing and financial support.

If that early rate of progress had been maintained, the target would have been achieved, she says. But at the current slow rate of change, Dr Rose says it would take at least until 2030.

Why has it proved so difficult to provide primary schools? If the world can put a spacecraft on Mars, surely it can build and staff enough classrooms. This pledge on primary schools has now been a target since 1990.

"To a large extent it's a lack of money, aid donors have not provided the \$16bn (£10bn) needed to get every child into school," says Dr Rose.

There is also a sense of fading international attention, particularly since the financial crisis. "People have lost their interest and turned to other things," she says.

The corrosive impact of armed conflict and political instability has also been a barrier. And the shooting in Pakistan last week of 14-year-old education campaigner, Malala Yousafza, showed the cultural barriers that remain.

There are also distinct regional patterns below the headline figures. While many Asian countries have made strides forward, including Pakistan, there has been much less advance in sub-Saharan Africa.

The single biggest number of children out of school is now in Nigeria - with the report showing there are 3.6 million more children missing school than in 2000.

Adult illiteracy

But despite the forecast of missing the target, there are some reasons for optimism.

Many more girls are in school - and in many countries there has been a substantial improvement in the availability of school places. Ethiopia and India are given as examples of what can be achieved, with "dramatic" reductions in out-of-school children.

Tanzania trebled the proportion of national income spent on education and saw its primary enrolment rate double. "Overall it's a story of success. We've managed to make great progress, but we must not stop," Dr Rose says.

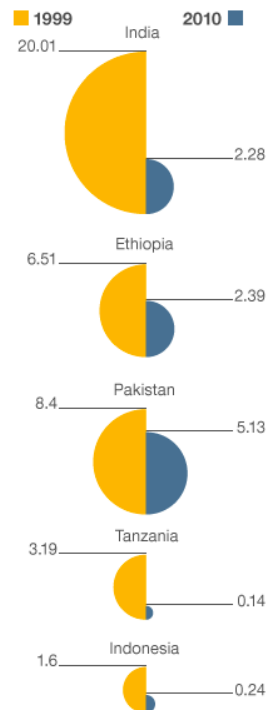
There will also need to be a more targeted approach for those groups still missing out, she says. The report published by Unesco shows how within countries there are deep inequalities in access to school - with the rich many times more likely to attend than their poorer compatriots.

Among wealthy families in African countries, enrolment rates are on a par with anything in the developed world. But even the lowest level of school fees can be enough to exclude the poorest families.

Getting children into school

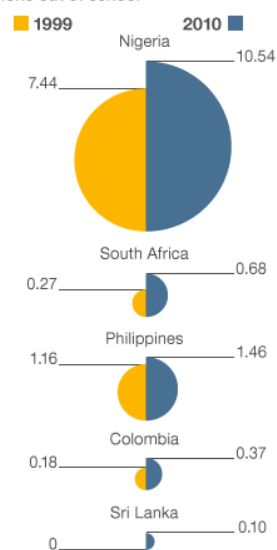
Top improvers

Millions out of school



Bottom performers

Millions out of school



Source: UNESCO

It's not only children who are missing the barest of essentials in education. There was also a target to cut adult illiteracy by half, also by 2015, which the report predicts has little chance of being achieved - a casualty of "government and donor indifference".

It means there are 775 million adults unable to read or write. **'Tinderbox'** It's not only individual life chances that will be lost.

The report highlights the deepening economic problem of the lack of skills needed for employment.

While there has been a focus on getting all children into primary school, in sub-Saharan Africa only 40% of youngsters stay on for secondary school.

Despite the forecast of missing the target, millions more are in school. Pic: Chris Stowers/Panos

In countries with large young populations, the combination of a tough jobs market and poor education and qualifications is a political and social tinder-box.

There are huge potential gains for countries that can raise the standard of education, says Halsey Rogers, the World Bank's lead economist on education.

"Each additional year of schooling will increase an individual's wages by 8% or 10% for every year that he or she works, so that obviously has a tremendous effect on your lifetime earnings," he says. It will also bring wider benefits to families and their communities.

"If you look at the experience of East Asia, you can see that education can really transform societies." "The best way to get across what education can mean for development is to look at an example like Korea."

South Korea, from a starting point of great poverty, has deliberately invested in education as a route to becoming a modern industrial power. **'Resource curse'**

The progress of countries such as China, Peru and Ethiopia also shows that there is nothing inevitable about the link between poverty and poor performance in education, says Andreas Schleicher, head of education at the Organisation for Economic Co-operation and Development.

He has also highlighted the curious and counter-intuitive link between a wealth in natural resources and a dearth of success in education.

This so-called "resource curse" shows that countries with very little natural resources appear to perform much better in education than those with an abundance of oil money.

The Unesco report says that if a fraction of the oil and mineral wealth in some African countries had gone to education, rather than military spending or lost to "mismanagement", they could educate their children without any need for international aid.

But was it ever really going to be possible to reach the target of universal primary education?

Clare Short represented the UK when the promise was made at the World Education Forum in 2000 in Dakar in Senegal.



Despite the forecast of missing the target, millions more are in school. Pic: Chris Stowers/Panos

"What's the point of a target that's easy to achieve? That doesn't change anything. We knew we were taking on something big," said Ms Short.

She strongly defends the setting of the target - and says that it delivered "big, driving change".

She also puts it into its historical context - coming in a window of optimism between end of the cold war and the beginning of the war on terror.

"The world was looking for something big to mark the millennium - the cold war was over, Nelson Mandela had been released from prison."

The setting of such measurable goals also represented a battle of ideas in international relations.

"How do you make the world safe? Is it lots of military spending or is it more children in the world being educated."

So what happens next? Despite the gloomy prospects of reaching the target, the UN last month said it had secured a further \$1.5bn (£0.93bn) to invest in primary education.

Gordon Brown says he wants to "concentrate the minds of governments and mobilise new resources".

"We know it's achievable," said Halsey Rogers. "The question is when."

PRIMARY SCHOOL FOR ALL?

- Since 2000, primary children without schools have fallen from 108 million to 61 million
- Half of out-of-school children are in sub-Saharan Africa
- Nigeria has most children out of school
- India and Ethiopia made most progress
- Extra 5.4 million primary teachers needed
- International aid to education in 2010 was \$13.5bn (£8.4bn)
- Further \$16bn (£10bn) needed to achieve universal primary education
- Donations from US private foundations were 53% to health, 8% to education

La Unesco alerta de la condena al paro de los españoles sin formación

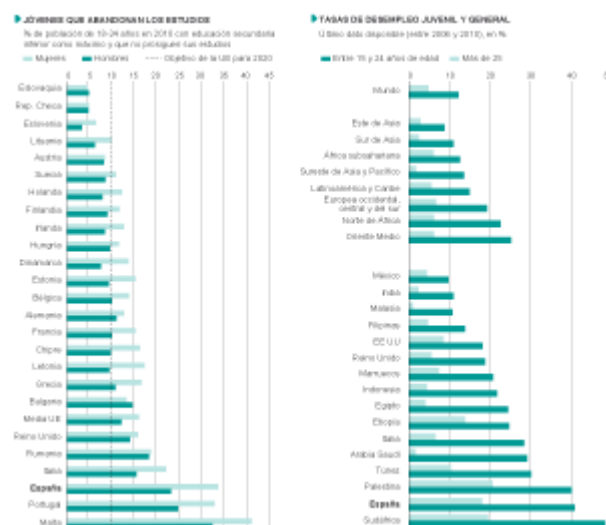
España es el tercer país de la UE en abandono escolar tras Malta y Portugal. Un 26,3% dejó de estudiar en 2011 sin lograr el título de bachillerato o FP [Consulta el resumen del informe \(en español, pdf\)](#)

EL PAÍS

ALEJANDRA AGUDO Madrid 16 OCT 2012 - 23:15 CET

España está reduciendo el abandono escolar pero continúa en los peores puestos de Europa por el número de jóvenes que deja los estudios sin lograr el título de Bachillerato o Formación Profesional. El fenómeno alarma a las instituciones internacionales porque arroja a los chicos a un panorama de falta de cualificación para aspirar a un empleo. España es uno de los países desarrollados más afectados por el aumento del paro entre los menos formados, según alerta el estudio anual *Educación Para Todos (EPT)*, publicado ayer por la Unesco, organismo para la educación de las Naciones Unidas.

El año pasado, un 26,3% de españoles entre 18 y 24 años dejó tempranamente sus estudios sin conseguir el título de bachillerato o FP. En 2010 fueron un 28,3%, dato que, según el informe *EPT*, sitúa a España a la cabeza de los países con mayor tasa de abandono escolar de Europa, solo por detrás de Malta y Portugal. Pero desde 2009 la tendencia ha sido decreciente y el del año pasado es el porcentaje más bajo que ha conocido esta estadística. Los expertos coinciden en señalar la crisis como causa de la vuelta a las aulas de aquellos que se han quedado sin empleo. Pauline Rose, directora del estudio de la Unesco, señala sin embargo que la elevada tasa de paro juvenil en el país (más del 50%) “reduce la confianza en el valor de la educación y puede traducirse en más abandonos”.



Una de las razones que explicarían por qué los adolescentes españoles dejan los estudios en mayor medida que los vecinos europeos es, según José Saturnino Martínez, profesor de Sociología de la Universidad de La Laguna, el propio tejido empresarial del país. “Tienen mucho peso los trabajos que no requieren cualificación”. Esto se ha evidenciado sobre todo, dice el experto, en los años de bonanza. “Los jóvenes sabían que si no acababan tenían trabajo de camarero o en la construcción”, apunta. Lucía Álvarez, profesora de Ciencias de la Educación de la Universidad de Oviedo, coincide. “La formación, entendida como una inversión de futuro no llegó a calar”, dice. “A un alumnado desmotivado le resultaba muy atractivo poder obtener una remuneración rápida por un trabajo poco cualificado”, añade.

Así, insisten los expertos, la burbuja inmobiliaria motivó la subida del abandono escolar y la crisis sobrevinida de su estallido ha devuelto a muchos jóvenes, ahora en paro, al sistema educativo. La falta de perspectiva de encontrar un empleo también hace que los adolescentes decidan continuar sus estudios. Así lo afirmaba un [informe del Instituto de Estudios Económicos](#) el pasado junio. Esta conclusión está sustentada en el descenso

de la tasa de abandono escolar que se ha producido desde 2009, cuando fue del 29,7%, tres puntos inferior a la del año anterior. En 2010 y 2011 continuó la tendencia a la baja.

La Unesco alerta sin embargo de los riesgos de una tasa de desempleo juvenil tan elevada como la española. “La gente joven piensa que la educación no es relevante para trabajar”, asegura Rose. Esto puede traducirse en una pérdida de valor del sistema educativo como trampolín a un trabajo digno y, por tanto, a un mayor abandono. “Paradójicamente un sector de adolescentes puede desmotivarse ante las escasas expectativas de conseguir un empleo cualificado y bien remunerado en un futuro más o menos inmediato”, explica Álvarez. Pero la Encuesta de Población Activa refuta esa creencia que puede cuajar entre los jóvenes: cuanto mayor nivel de estudios, menos paro. Así, en 2011, un 51,4% de personas entre 20 y 24 años que solo acabaron la primaria no tenía trabajo. Ese porcentaje se reducía a un 34% entre los que habían cursado estudios superiores.

La crisis, por tanto, se ceba con los que menor nivel de estudios tienen. Por eso la educación es fundamental para dar competencias a los jóvenes para encontrar un trabajo digno y poder contribuir a su comunidad. En este sentido, el Ministerio de Educación asegura que la reforma que plantea se centra en establecer unas “materias clave”, las que mide el informe PISA (lectura, matemáticas y ciencias), más ligadas, afirman, al mercado laboral. José Saturnino Martínez, opina, sin embargo, que el problema no se resuelve mejorando por esa vía las competencias de los alumnos. “El problema no es que tengan un nivel educativo bajo. En España, la exigencia es alta”, asegura.

El experto en Sociología de la Educación cree que la dificultad es el propio sistema, rígido y que no permite a los chavales cursar estudios de FP si no han logrado el título de la ESO. “Se les prohíbe continuar con los estudios”, denuncia. “Me asombra que el PP vaya a reproducir el mismo error que cometió el PSOE”, añade en alusión a la reforma planteada por el ministro José Ignacio Wert. La experta de la Unesco, también aconseja a España abrir el abanico de posibilidades para acceder a una formación profesional más vinculada al mundo laboral.

Con el desempleo, apunta la autora del estudio, cae la confianza en el valor de formarse

Álvarez llama la atención sobre otra causa de un abandono elevado: la falta de recursos de muchas familias para hacer frente a los gastos de matriculación y material educativo. “Las dificultades económicas pueden encontrarse en la base explicativa de una menor escolarización, especialmente en los niveles de educación no obligatoria”, detalla.

Argumento que puede aplicarse, además de a España, a la mayoría países pobres y en vías de desarrollo, donde además acusan la bajada de ayudas a la cooperación.

A escala mundial, 71 millones de adolescentes en edad escolar no asistían al instituto en 2010. La mayoría, tres de cada cuatro, son de países asiáticos y de África subsahariana. Unos 200 millones de jóvenes entre 15 y 24 años “ni siquiera” acaban la primaria, denuncia la Unesco. Esto desemboca en la imposibilidad de acceder a un trabajo digno y acaban aceptando puestos con salarios que les condenan a vivir en el umbral de la pobreza (1,25 dólares al día). Aunque el número de niños sin matricular en primaria ha pasado de 108 millones en 1991 a 61 en 2010, la reducción se consiguió hasta el estallido de la crisis. Desde 2008 no ha habido ningún progreso, alerta el estudio *EPT*.

El panorama en América Latina no es mucho mejor. Frente al avance en escolarización universal que se experimentó hasta hace cuatro años, desde 2008 muchos países de la zona se encuentran “muy rezagados”. Pocos están “en el buen camino”, lamenta la Unesco. Este frenazo en los progresos de los países más pobres se debe en gran medida a la relajación de los esfuerzos, sobre todo económicos, de los ahogados países desarrollados.

Unesco report: Over a third of 15 to 19 year olds in India have less than lower secondary education

Manash Pratim Gohain, TNN Oct 16, 2012, 06.16PM IST

NEW DELHI: Over one quarter of young people in South and West Asia fail to complete primary school and lack skills for work. In India alone over a third of 15 to 19 year olds in India have less than a lower secondary education and lack the skills they need for work and young people without skills are either unemployed or in jobs that are unregulated, with bad working conditions and paying them poverty line wages for life. In the 2000s, there were estimated to be 10 million street vendors in India.

These and many more facts were revealed by United National Educational, Scientific and Cultural Organisation's (UNESCO's) tenth Education for All Global Monitoring Report, Putting Education to Work, stressing on the urgent need to invest in skills for youth. The report has been released on Tuesday.

Despite impressive progress in enrolling children in school in countries like India, the report shows that few are on track to meet the six Education for All goals set in 2000, and some are a long way behind. In Pakistan, despite there being over three million fewer children out of school today than in 1999, over five million are still without an education; 63% of them are girls.

In South and West, over 91 million people aged 15 to 24 have not even completed primary school and need alternative pathways to acquire basic skills for employment and prosperity. This is equivalent to more than a quarter of the region's youth population and the greatest number of unskilled young people of any region in the world. One half of the population in South and West Asia is under 25-years-old. Worldwide over an eighth of young people are unemployed; one quarter is trapped in jobs that keep them on or below the poverty line. As the effects of the global economic crisis continue to be felt, the severe lack of youth skills is more damaging than ever.

The report, according to a detailed statement, looks in depth at youth skills, one of the least analysed of the six goals. It shows that young people need the skills taught at primary and lower secondary school to find decent jobs. This is unlikely to improve anytime soon. In South and West Asia, about 13 million are still missing out on primary school and 31 million teenagers are out of secondary school, missing out on vital skills for future employment. There is also a learning crisis: Worldwide, 250 million children of primary school age cannot read or write, whether they are in school or not.

"We are witnessing a young generation frustrated by the chronic mismatch between skills and work. The best answer to the economic downturn and youth unemployment is to ensure that young people acquire the basic skills and relevant training they need to enter the world of work with confidence," said Irina Bokova, the director general of UNESCO. "Many youth, and women in particular, need to be offered alternative pathways to education, so that they gain the skills to earn a living, live in dignity and contribute to their communities and societies."

In richer countries, a lack of investment in young people's skills has contributed to spiraling unemployment statistics. Already, by 2020, 57 million jobs will be needed in South and West Asia, sub-Saharan Africa and the Arab States just to stop unemployment rates rising above current levels. In poorer countries, meanwhile, they end up trapped in jobs earning poverty line wages.

Poor young populations, urban and rural, are the most in need of skills training. In urban areas, the youth population is larger than it has ever been and growing; more than one third of those living in urban areas in the region live in slums. Often they end up in informal labour without standard work conditions and earning little more than \$1.25 per day. In India in the mid-2000s, there were an estimated 10 million street vendors in the country.

The majority of the poor and least educated live in rural areas, with vast numbers concentrated in rural South and West Asia. Young smallholder farmers need skills training to protect their crops against climate change, and cope

with increasing land scarcity. The average size of a farm in India can feed only six people. Those not in farm work urgently need training in business and marketing to find new opportunities and reduce the obligation of migrating to cities in search of a job.

Women are the most in need both in rural and urban areas. Marginalised in education, they are left them disadvantaged for life. In the Islamic Republic of Iran only around 3% of women in rural areas without secondary school earn over \$2 a day, compared to almost 60% of men with the same level of education.

Investing in the future of our youth

Updated: 2012-10-16 13:58

By Qian Tang (chinadaily.com.cn)

Twenty years ago there were 183 million illiterate adults in China; 183 million people missing out on the chance to best support themselves and their families, and improve their lives. Today that figure has dropped by 66% - an achievement to be proud of. No wonder countries in Africa now look to China and other East Asian economies to learn how to help their young people lacking the most basic of skills.

As today's Education for All Global Monitoring Report, published by UNESCO reveals, weak education systems are leaving one in five young people in developing countries without the skills that completing primary school offers.

Apart from producing the skilled workforce that our businesses need, as UNESCO has been advocating since its conception, a solid education also confers dignity and the potential for self-realization. China recognized this in the 1970s. By not only upgrading skills for industrialization, but also focusing on productivity for smallholder farmers and non-farm self-employment, the number of those living below the poverty line fell dramatically. The reward of this investment was strong and sustained economic growth.

This investment also benefits young people through better earnings. In rural China, wages are significantly higher for those involved in non-farm work who have at least some post-primary education. This has global implications too: the Education for All Global Monitoring Report calculates that for every \$1 a country spends on a child's education, it will yield \$10-\$15 in economic growth over that person's working lifetime.

Once in school, teaching our children to prepare themselves for work also goes beyond learning to read and write as well, vital as those skills are. China – the host of an international congress on technical and vocational education and training convened by UNESCO in May – has set a target of 50% technical and vocational enrolments in secondary schools by 2020, which will mean young adults are practically equipped for a wide range of jobs. China also recognizes the need to teach people transferable skills – not those taught from a textbook, but the ability to solve problems, take initiative and communicate with others well. Problem solving is now a key feature of the school curriculum.

But there is still much to be done. All governments need to focus more on the disadvantaged in our society. Too many people are still barely scraping a living and need skills to find prosperity. The average Chinese farm can now only feed three people. Young poor farmers need skills like the richer in the country to push through. Children in the country's rural areas are far less likely to attend preschool than those in urban areas too – and if they do, then they attend for one year rather than two or three.

Urban migration means needs are growing for poor urban young people too. No less than 145 million migrants moved from rural to urban areas in 2009. Eight out of ten of short term or seasonal migrants aged 15 to 19 years have dropped out of school and need help benefiting from the skills others have in the country to find work.

But much has been achieved – and so more is being asked. As one of the BRICS group whose economies are playing an increasing role on the world stage, China is using its experience to help developing countries, and can extend this further to reach many more young people disadvantaged by poor skills around the world.

Brazil is sharing its learning in skills training to combat poverty with Portuguese African countries. India has pledged US\$700 million for training in Africa over the next three years. China's aid includes training workers in Chinese companies, building schools, and offering to train 15,000 African professionals, among other efforts.

For emerging economies to become important players in aid to education and training, they will need to ensure that their aid is targeted at disadvantaged young people. The Global Monitoring Report shows that globally, over US\$3 billion is spent on scholarships – aid that is not leaving donors' borders – that could reach far more young people in need if it was spent investing directly in skills development in developing countries. For example, China recently donated US\$8 million to support teacher training in Africa.

Last month, Ban Ki-moon launched a new global initiative, 'Education First', which UNESCO is helping to lead. The initiative aims to get marginalized children access to education, ensure children learn while in school and that schooling generates global citizenship. These are key to making sure we do not leave another generation of young people without vital skills for life.

It is clear that China grasps the potential of skills training for young people. It must now spread that to those not yet reached with the reforms and to countries with skills deficits needing attention. This is why China must take from its own experience of linking skills development with labor market reforms and poverty reduction, and use that to address the same growing problems in developing countries today.

Dr Qian Tang is UNESCO's Assistant Director-General for Education.

Libre opinion - Empêcher le krach des compétences

17 octobre 2012 | **Irina Bokova** - Directrice générale de l'UNESCO | Éducation

Le monde n'a jamais été aussi jeune - la moitié de la population de la planète a moins de 25 ans - et pourtant, les jeunes manquent des compétences minimales qui leur permettraient d'exploiter les occasions que le monde peut leur offrir.

Il y a aujourd'hui dans le monde 250 millions d'enfants en âge de fréquenter l'école primaire qui ne savent ni lire, ni écrire, ni compter. C'est plus que toute la population du Brésil. Une génération perdue grandit sous nos yeux. Environ 71 millions d'adolescents quittent l'école secondaire sans la moindre qualification. Pour enrayer ce fléau, nous devons les ramener, tous, sur les bancs de l'école et surtout nous assurer qu'ils acquièrent les compétences de base. Il nous faut faire la révolution de l'éducation de qualité, comme condition d'accès pour tous ces jeunes à un emploi décent, à une vie décente. Si nous échouons, il n'y aura ni stabilité, ni paix durable, ni développement humain possible.

La situation n'est pas seulement dramatique - elle est dangereuse, et l'ampleur du phénomène est alarmante. Dans le monde arabe, 28 millions de jeunes âgés de 15 à 25 ans n'ont pas terminé l'école primaire. C'est le dixième de la population de la région, dont un tiers a moins de 25 ans. En Afrique subsaharienne, 56 millions de jeunes sont dans le même cas, soit un tiers des jeunes de la région. Dans le monde, un jeune sur huit est au chômage.

Un travailleur sur quatre s'échine pour à peine 1 dollar par jour. Les jeunes filles sont les plus durement touchées. Dans cette situation déjà précaire, un véritable krach des compétences se prépare, qui nourrit déjà l'analphabétisme des adultes : 775 millions d'hommes et les femmes ne sachant ni lire ni écrire.

La question n'est pas de savoir si ces jeunes sont marginalisés de la société - le problème est que sans changement radical, les sociétés de demain seront façonnées par ces jeunes sans qualifications. Des spécialistes ont beau annoncer que le XXI^e siècle aura besoin de sociétés du savoir, fondées sur les compétences, où chacun disposerait des outils intellectuels pour évoluer dans un monde qui change... Dans une grande partie du monde, c'est une chimère.

Le prix à payer pour les sociétés est inacceptable. C'est une violation de la dignité humaine et des droits de la personne qui vient hypothéquer tout espoir de développement. Une société sans qualifications vivra sous la menace permanente de troubles, de la violence civile nourrie par le chômage et les inégalités.

L'UNESCO publie le rapport mondial de suivi sur l'éducation pour tous et veut alerter les consciences sur cette crise en gestation. Consacré au thème des compétences et de « l'éducation au travail », ce rapport montre qu'environ 200 millions de jeunes ont besoin de retourner sur les bancs de l'école apprendre à lire, écrire et compter. Les gouvernements en sont souvent conscients - mais doivent faire davantage pour s'assurer que chaque enfant obtienne la formation dont ils ont besoin. Cela veut aussi dire aider les enfants à atteindre le secondaire.

Cela veut dire aussi rapprocher l'école et le monde du travail, donner aux enfants l'expérience d'un bon départ. Nous devons également concevoir de nouveaux partenariats entre le secteur public et le privé, un nouveau pacte avec des droits et des devoirs pour chacun. Nous avons besoin de davantage de programmes de rattrapage pour les jeunes qui ont quitté l'école trop tôt - et ce doit être l'objet d'une solidarité internationale forte, voire d'une diplomatie éducative à inventer.

Cela veut dire aussi du financement supplémentaire. Nous savons tous que le climat économique actuel n'est pas fameux ; et pourtant, investir dans les compétences est le meilleur investissement d'avenir. Chaque dollar dépensé dans l'éducation d'un enfant rapporte entre 10 et 15 dollars de croissance économique au cours de la vie active de cette personne. Tout le monde y gagne.

L'UNESCO estime qu'il manque environ 16 milliards par an pour assurer l'éducation primaire universelle dans le monde d'ici 2015 et un montant supplémentaire de 8 milliards par an pour faire de même au niveau secondaire. Cela peut sembler beaucoup. Comparativement au montant des dépenses militaires mondiales - 1740 milliards de dollars en 2011 -, l'investissement paraît modeste. Et les efforts pour contenir le krach des compétences annoncé ne contribueront pas moins à la stabilité du monde.

Le principe veut que « lorsqu'on ne sait pas ce qu'il faut regarder, on ne le voit pas ». Maintenant on sait, et on voit. L'avenir passe par une révolution des compétences pour chaque jeune, et vu l'ampleur du phénomène, mieux vaut commencer maintenant.

Education must not fail another generation by Obasanjo

ON OCTOBER 22, 2012 · IN [NEWS](#) 3:41 am

By OLUSEGUN OBASANJO MY life was utterly changed at the age of eight when I was sent to school – a journey that saw me abroad for further and higher education.

This precious education meant I could return to my country and support efforts to improve the lives of future generations and make meaningful contribution to development process all over the continent of Africa. This was more than five decades ago. Today, as the publication this week of UNESCO's Education for All Global Monitoring Report shows, we the world continue to fail our children.

The UNESCO report shows that one in five young people in developing countries have never completed primary school. In Nigeria where I grew up, we have more children out of school today than we had at independence.



Chief Olusegun Obasanjo

Education is not merely a problem for the education ministries to solve. In today's global economy, failing to provide proper education will undermine economic growth and reinforce social inequalities.

Africa has some of the world's fastest growing economies, as we highlight in our 2012 Africa Progress Report, and this pace looks set to continue for the coming years. But oil and minerals alone will not sustain this economic growth. And development indicators suggest the growth figures are much less impressive than they initially seem.

Places like the Republic of Korea and other East Asian 'tiger' economies teach us that a meaningful and sustainable growth surge can only be maintained by emphasizing the development of our youth with skills and education.

At the Africa Progress Panel, we talk about a "twin crisis" in Africa's education. The numbers of children out of school may have dropped significantly between 2000 and 2009 but Africa is still on track to have 17 million children out of school in 2025, a decade after the world's 2015 target date for universal primary education.

Meanwhile, many African children are receiving an education of abysmal quality. Far from equipping themselves for a globalized economy, millions of Africans emerge from primary school lacking basic literacy and numeracy skills.

They face the prospect of marginalization, poverty, and insecure unemployment. They easily fall into crime and squalor. UNESCO's Global Monitoring Report shows that investment in schoolchildren and students represents a sound financial opportunity.

If 75 per cent more 15-year-olds reached the most basic benchmark in maths, then economic growth could improve by 2.1 per cent, and 104 million people could be lifted out of poverty. An African NGO, Camfed (The Campaign for Female Education), supports poor girls from rural areas with grants and training in business management, for example.

Young women's businesses

More than nine in ten of the young women's businesses are now making profit as a result of the work of this NGO. Governments and their partners must make it easier for more children to go to school, no matter how disadvantaged they are – and to ensure they receive a better quality education when they do.

As we make clear in this year's Africa Progress Report, governments should target those who have been left behind. A child's education should not depend on whether they are male or female, or on whether their parents are rich or poor, urban or rural. Public spending should target disadvantaged schools and regions. Financial transfers aimed at keeping children in school – and young girls out of child labour or early marriage – all have a role to play.

Second, we need to find more teachers and equip them to teach. Too often, our children are being subjected to rote learning by teachers lacking the skills to deliver effective instruction, and lacking the support to improve their performance. And too often they are sitting in classrooms lacking benches to sit and textbooks. This cannot be an effective way of learning. Children are more discouraged than encouraged to learn within the environment and quality of teachers provided.

Third, we need to see more attention paid to the education crisis in conflict countries, where conflicts that last a decade or more can set back education by a generation. Fourth, donors must spend less time talking about commitments and more time acting on those promises. We need US\$16bn a year just to keep the Education for All promise made in 2000 that by 2015 all children are able to complete their primary education. To achieve universal lower secondary school enrollment would cost a further US\$8bn.


For those who have seen the school system fail them already, we need 'second chance' programmes to ensure young people have the skills they need. There are encouraging signs here. In Malawi, where only half of children manage to complete primary school, as many as 10,000 students have taken part in such a scheme; half of those so far have either completed the course or returned to primary school.

I was given my chance to succeed with the education received more than sixty years ago. And for today's small girls and boys we have to take action now. By 2030 there will be three and a half times as many young people in sub-Saharan Africa as there were in 1980. We cannot afford to fail another generation.

•*General Obasanjo is the former President of Nigeria and a member of the Africa Progress Panel*



Pauline Rose

Directrice du Rapport Mondial de Suivi sur L'EPT  L'UNESCO

L'Education pour tous et pas seulement pour quelques-uns

Publication: 01/10/2012 06:00

Dans un blog publié sur *The Huffington Post* il y a quelques jours, M. Ban Ki-moon, Secrétaire général des Nations Unies, a fait naître une inquiétude dans l'esprit des gens qui travaillent dans le secteur de l'éducation. Il a dit : "Je suis très préoccupé par le fait que l'éducation cesse peu à peu de figurer en tête des priorités internationales." C'est la raison pour laquelle il lance une nouvelle initiative mondiale, "L'éducation d'abord", avec le soutien de Mme Irina Bokova, Directrice générale de l'UNESCO, et de M. Gordon Brown, son envoyé spécial des Nations Unies pour l'éducation mondiale. Notre équipe travaillant à la publication annuelle du Rapport mondial de suivi sur l'Education pour tous, nous sommes tous parfaitement conscients de la nécessité de renforcer les efforts visant à la réalisation des objectifs censés procurer à tous les enfants un accès gratuit à l'école primaire. Nous savons également pertinemment à quel point il est important que les ressources supplémentaires, telles que la nouvelle impulsion donnée par "L'éducation d'abord", soient utilisées pour aider en priorité les personnes les plus désavantagées et plus dans le besoin.

Cette approche est souvent un défi pour les gouvernements et les responsables de l'élaboration des politiques et nous a incités à concevoir un nouveau site Web exposant les grandes disparités, observées dans plus de 50 pays, entre les chances des garçons et des filles d'aller à l'école. À l'un des extrêmes, au Bénin, il montre que le fait de vivre dans une région peut rendre les personnes cinq fois plus susceptibles de subir une pauvreté éducative extrême, à savoir une scolarisation inférieure à deux ans, que si elles vivaient dans une autre région. Intitulé World Inequality Database on Education (WIDE) [Base de données mondiales sur les inégalités en matière d'éducation], le nouveau site Web est accessible à l'adresse suivante : www.education-inequalities.org. En l'explorant, on peut zoomer sur les pays et indicateurs sélectionnés, comparer les disparités d'un pays à l'autre et identifier les groupes les plus désavantagés au sein de tel ou tel pays.



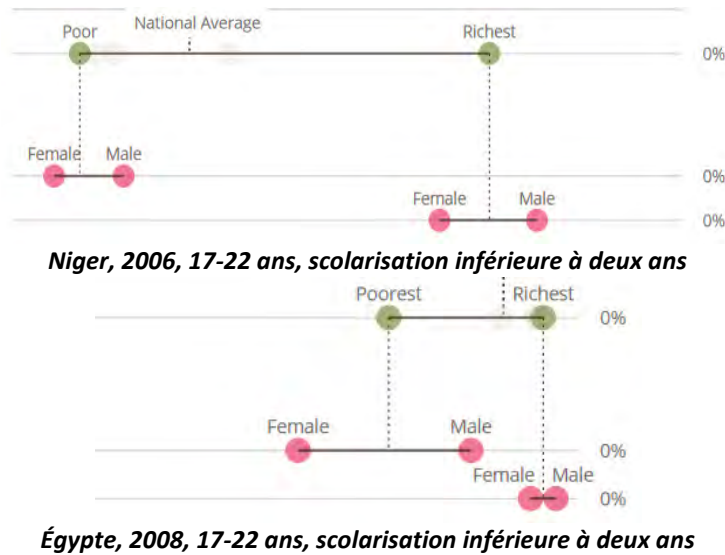
Népal, 2011, 17-22 ans, scolarisation inférieure à quatre ans

Pour le Népal, par exemple, WIDE démontre que si 19 % des apprenants de 17 à 22 ans ont été scolarisés pendant moins de quatre ans, le pourcentage atteint 24 % parmi les femmes, 57 % parmi les femmes les plus pauvres et jusqu'à 75 % parmi les femmes les plus pauvres qui vivent dans les plaines du Terai. En revanche, seulement 5 % des femmes les plus riches de cette région ont été scolarisées pendant moins de

quatre ans. Ces contrastes sont révélateurs de la prépondérance du système des castes dans cette région.

Comparer les pays permet également d'avoir un aperçu très intéressant et s'avère particulièrement utile pour souligner les variations dans le rythme des progrès réalisés sur la voie de l'Education pour tous. L'Égypte et le Niger, par exemple, sont deux pays dont les situations économiques sont très différentes. Bien que la situation des

jeunes les plus pauvres du Niger ait eu de graves implications sur leurs chances d'échapper à la pauvreté éducative extrême, il existe dans ce pays de moins grandes disparités entre les jeunes hommes et les jeunes femmes que celles observées en Égypte. En dépit de la relative prospérité du pays, 36 % des jeunes femmes pauvres d'Égypte ont été scolarisées pendant moins de deux ans.



WIDE permet également d'évaluer les progrès qui ont été réalisés au fil des années. En Colombie, par exemple, elle montre qu'en 2010, les jeunes des zones rurales ont bénéficié d'un taux de scolarisation équivalent à celui dont bénéficiaient les jeunes des zones urbaines en 1990.



De même, au Rwanda, les jeunes (âgés de 17 à 22 ans) les plus pauvres sont aujourd'hui aussi susceptibles d'avoir été scolarisés pendant au moins quatre ans que ne l'étaient les jeunes riches en 2005.



Il n'en demeure pas moins que l'une des principales raisons de l'échec probable de la réalisation, en 2015, des objectifs de l'Éducation pour tous tient au fait qu'une attention suffisante n'a pas été accordée aux marginalisés. De plus, les données démontrant à quel point la marginalisation peut être terrible pour un grand nombre de personnes sont insuffisamment nombreuses et disponibles. Pour le moment, nous espérons que WIDE aura un impact visuel et apportera la preuve que des politiques et des ambitions sont nécessaires pour placer les marginalisés au cœur des ordres du jour. Par ailleurs, nous espérons que la nouvelle initiative mondiale du Secrétaire général des Nations Unies contribuera à mettre en lumière les besoins de tous les enfants, en particulier de ceux qui sont les plus difficiles à atteindre, et qu'ils bénéficieront des efforts visant à accorder la priorité à l'éducation une bonne fois pour toute.

Suivre Pauline Rose sur Twitter: www.twitter.com/efareport

‘One in 12 young people in East Asia lack basic skills’

Published : 2012-10-15 21:11

Updated : 2012-10-18 15:59

One in 12 young people in East Asia and the Pacific fail to complete primary school and lack basic skills for work, a report said on Monday.

According to UNESCO's 2012 Education for All Global Monitoring Report, more than 28 million people aged 15 to 24 in the region have not completed primary school, highlighting the urgent need to invest in skills for young people.

In East Asia and the Pacific, despite the rapid progress in terms of secondary education enrollment, 10 million teenagers are still out of school, missing out on vital skills for future employment, according to the report.

The report showed that young people in poor countries end up trapped in jobs earning poverty line wages. In Cambodia, for instance, over 80 percent of the youth have only primary education and two-thirds of those with secondary education earn under \$1.25 a day.

The Education for All Global Monitoring Report called on governments to invest in young people's skills to boost their economic growth, estimating that every \$1 spent on a young person's education yields \$10-\$15 in economic growth.

"We've seen it work: Republic of Korea went from a poor to a wealthy country in just 30 years thanks in part to its investment in skills development of young people," the report said.

Published by UNESCO, the Education for All Global Monitoring Report is an authoritative reference that aims to inform global progress towards goals set at the World Education Forum in 2000.

By Oh Kyu-wook (596story@heraldcorp.com)



200 millions de jeunes n'ont pas achevé leur cycle primaire

Le chômage des jeunes a été au cœur de la présentation du Rapport mondial de suivi de l'Éducation pour tous (Ept) 2012 au siège Unesco-Breda. Les experts ont proposé la mise en place de stratégies innovantes pour résoudre l'équation de l'insertion des jeunes.

La lutte contre le chômage et la sous-emploi restera un grand défi pour les années à venir en Afrique au Sud du Sahara. Dans cette partie du continent, des millions de jeunes n'ont pas accès aux établissements de formation, hypothéquant, de coup, leurs opportunités d'insertion dans le monde du travail. Selon le Rapport mondial de suivi de l'Éducation pour tous (Ept), 200 millions de jeunes âgés de 15 à 24 ans, essentiellement concentrés dans les pays sahariens, n'ont pas achevé leur cycle primaire. « Le Rapport de l'Unesco révèle qu'au Sénégal, 78,58 % des jeunes âgés de 15 à 19 ans ont abandonné l'école avant de terminer le premier cycle de l'enseignement secondaire. 45 % de cette tranche d'âge n'ont aucune éducation de base », a révélé le représentant de la directrice du Breda, Jean Adotevi.

Contenu de la formation et besoins du monde du travail

Face à cette triste réalité, les experts ont recommandé aux autorités étatiques de recourir à l'enseignement technique et à la formation professionnelle pour offrir une seconde chance d'insertion aux jeunes. « Les partenaires internationaux, comme l'Unesco, le Prsif, l'Udi, la Baf, l'Ades, l'Oit, et la Coefemen ne cessent d'insister sur une meilleure articulation des filières techniques, professionnelles et d'apprentissage, qui préparent véritablement les jeunes africains à l'insertion socioprofessionnelle, compte tenu de la demande de l'économie en perpétuelle mutation », a fait remarquer Jean Adotevi au cours de cet atelier organisé par l'Unesco-Breda et la Commission nationale pour l'Unesco. L'autre problème à résoudre est l'articulation entre les contenus de formation et les besoins du monde du travail.

Jusqu'ici, l'inadéquation entre les programmes et les réalités des entreprises a été un frein à l'employabilité



de cette frange importante de la population des pays en voie de développement. « Les pouvoirs publics sont invités à développer une offre de formation de qualité, en cohérence avec les besoins de la société et des entreprises qui trouveront ainsi des compétences pour assurer leur expansion. S'il est important de former les jeunes aux métiers actuels, il faut les former à ceux qui risquent d'évoluer », a suggéré Jean Adotevi.

L'insertion des jeunes, une priorité du gouvernement

Les femmes et surtout celles du monde rural sont marginalisées dans l'accès à la formation professionnelle. Leur taux d'achèvement au premier cycle de l'enseignement secondaire est encore plus faible dans le monde rural. « Les femmes sont les plus mal loties de tous. Au Sénégal, 94 % des femmes âgées de 15 à 24 ans dans les zones rurales n'ont pas achevé le premier cycle de l'enseignement secondaire. Pour les hommes, ce chiffre est de 87 % », indique le rapport, qui a reconnu que le Sénégal a augmenté ses dépenses pour le secteur de l'éducation.

L'insertion des jeunes est une priorité pour les nouvelles autorités du Sénégal. Le rattachement de la jeunesse à la Formation et à l'Enseignement technique s'inscrit dans cette perspective de prise en charge de cette problématique. « La volonté politique déjà affirmée par le président Macky Sall et traduite en actes par la mise en place d'un département ministériel ayant en charge la Jeunesse, l'Emploi et la Formation professionnelle marque, de façon significative, un engagement du gouvernement sénégalais à apporter des réponses à la problématique de l'ins-

ertion des jeunes en leur offrant des qualifications demandées », a souligné le directeur de cabinet de Aly Cote Ndoye, Cheikh Ndour.

Ce Rapport de suivi de l'Ept 2012, lancé au siège de l'Unesco et à Sweto, pourrait servir de base aux États africains pour la formulation des politiques efficaces d'insertion des jeunes et pour la relance de l'enseignement technique et la formation professionnelle. « Cette journée de lancement du rapport 2012 et 2013 consacrée à la jeunesse trouvera l'engagement et la participation, en particulier des jeunes, à révisiter les stratégies développées, mais surtout à trouver auprès des responsables actuels présents cette disponibilité requise pour une meilleure prise en charge de leurs aspirations », a indiqué le directeur de cabinet du ministre de la Jeunesse, de l'Emploi et de la Formation professionnelle.

Idrissa SANE

AVIS D'APPEL

Date : 30 Octobre 2012 - C

Travaux de constru

1. Cet Avis d'appel à l'offre fait suite à l'Avis des Marchés paru dans le **SDC QUOTIDIEN** 4 janvier 2012.

2. La Ville de Rufisque a l'intention d'attribuer, dans une habileté sous réserve de

Source : Le Soleil

Edition du mardi 30 octobre 2012

Un rapport pointe les ratés de l'"éducation pour tous"

Le Monde.fr avec AFP | 16.10.2012 à 07h58 • Mis à jour le 16.10.2012 à 09h53

Un jeune sur cinq ne termine pas l'école primaire dans les pays en développement et un peu plus d'un adulte sur cinq dans les pays développés ne dispose pas des qualifications nécessaires pour répondre à une offre d'emploi, selon un rapport de l'Unesco publié mardi 16 octobre.

Dans les pays développés, ce sont 160 millions d'adultes (22 %) qui *"n'ont pas les qualifications nécessaires pour postuler à un emploi ou lire un journal"*, déplore le rapport. En 2015, peu de pays pourront atteindre les six objectifs de *"l'éducation pour tous"* (EPT) fixés en 2000 à Dakar par 164 pays, *"malgré des progrès importants dans certaines régions"*, prévoit le 10^e rapport annuel de suivi de ce programme.

Les progrès dans la scolarisation ont été certes *"très rapides dans la première décennie de 2000, notamment grâce à l'Inde et à l'Afrique subsaharienne"*. Mais depuis deux ans, on constate une stagnation avec 61 millions d'enfants (9 %) qui ne vont pas à l'école, contre 108 millions (16 %) en 1998, a souligné lors d'une conférence de presse François Leclercq, chargé de recherche de l'équipe du rapport. De nos jours, il faut *"parvenir au moins jusqu'au premier cycle de l'enseignement secondaire pour maîtriser les compétences nécessaires à l'obtention d'un emploi décent"*, relève l'Unesco.

Or 250 millions d'enfants en âge d'être scolarisés en primaire (soit 39 % des enfants), qu'ils aillent à l'école ou pas, *"ne savent actuellement ni lire ni écrire"*, tandis que 71 millions d'adolescents (18 % des adolescents) ne suivent pas les cours du secondaire et n'ont pas les *"compétences indispensables pour accéder à l'emploi"*. L'Unesco regrette *"un manque criant"* de structures leur donnant *"une seconde chance"*.

INADÉQUATION CHRONIQUE ENTRE LES QUALIFICATIONS ET L'EMPLOI

M. Leclercq a égrené des statistiques préoccupantes : alors qu'un habitant de la planète sur six est âgé de 15 à 24 ans, un jeune sur huit est au chômage et un sur quatre gagne moins de 1,25 dollar par jour. *"Nous sommes face à une jeune génération frustrée par l'inadéquation chronique entre les qualifications et l'emploi"*, selon Irina Bokova, directrice générale de l'Unesco, citée dans un communiqué. Même dans certains pays européens, un jeune sur cinq abandonne l'école avant d'avoir atteint le deuxième cycle du secondaire, une tendance d'autant plus problématique en temps de crise.

"La création d'emplois ne suffira pas à stopper le chômage des jeunes" s'ils n'ont pas *"les qualifications pour les exercer"*, selon Pauline Rose, directrice du rapport. *"Chaque dollar dépensé dans l'éducation d'un individu génère pendant sa vie active 1 à 15 dollars de croissance économique"*, calcule le rapport. Il faut *"développer plus largement les filières alternatives"* pour les jeunes sortis du système éducatif afin de pouvoir offrir à 200 millions de jeunes *"une seconde chance"* d'acquérir des compétences, estime l'Unesco. Le rapport chiffre à 8 milliards de dollars l'investissement nécessaire pour permettre à tous les jeunes des pays pauvres d'accéder au premier cycle du secondaire.

L'Unesco s'inquiète aussi de l'impact de la crise sur l'aide à l'éducation. *"Le ralentissement économique a frappé les pays riches, avec des répercussions sur l'aide destinée aux pays les plus pauvres, qui sont les plus éloignés de la réalisation des objectifs de l'EPT"*, relève-t-il. Les Pays-Bas par exemple devraient réduire de 60 % leur aide à l'éducation de 2010 à 2015 et se retirer du Burkina Faso en même temps que quatre autres donateurs. Des solutions *"novatrices seront nécessaires pour compenser"* ce manque, avance l'Unesco, citant les revenus des ressources naturelles et les organisations privées comme sources possibles.

La crise économique met à mal l'objectif d'une école pour tous

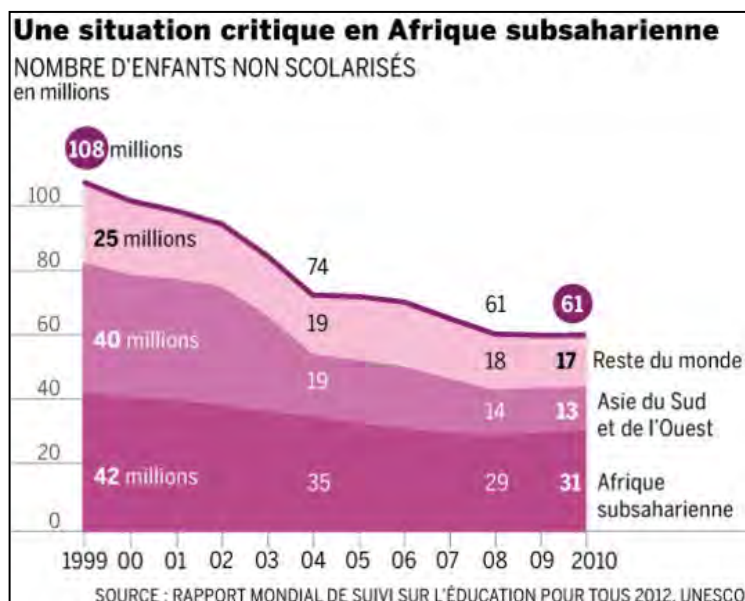
LE MONDE | 16.10.2012 à 11h31 • Mis à jour le 16.10.2012 à 12h08 Par Maryline Baumard

L'Unesco lance un cri d'alarme à l'occasion de la publication, mardi 16 octobre, de son "Rapport mondial de suivi sur l'éducation pour tous 2012". Pour la première fois depuis l'an 2000, la scolarisation plafonne. Dans le cadre des Objectifs du millénaire pour le développement, 164 pays s'étaient pourtant engagés à ce qu'en 2015, tous les enfants puissent aller à l'école. Depuis 2000, la planète semblait pourtant sur la bonne voie.

Les 108 millions d'enfants privés d'école en 1999 n'étaient plus que 61 millions en 2010. Or ce succès apparent cachait un grave ralentissement qui devient aujourd'hui manifeste. "Les trois quarts de cette diminution ont été obtenus entre 1999 et 2004. Entre 2008 et 2010, les progrès ont complètement stagné", rappelle François Leclercq, l'un des contributeurs au rapport.

Or, en matière éducative, et compte tenu de la démographie galopante de certains pays, sous la stagnation, c'est la régression qui guette. "Les gains de scolarisation sont assez fragiles pour s'évanouir s'ils ne sont pas maintenus", rappelle M. Leclercq. Et c'est déjà ce qui se produit au Nigeria. Le pourcentage d'enfants non scolarisés, de 39 % en 2000, a diminué de cinq points en quatre ans, avant deremonter à 42 % en 2010. Avec plus de 10 millions d'enfants non scolarisés, le Nigeria figure aujourd'hui en tête de la liste des 12 Etats qui à eux seuls cumulent la moitié des "sans école" de la planète.

SORTIR DU CERCLE DE LA SURVIE



A l'inverse, d'autres pays continuent leur chemin, preuve qu'ils ont réussi leur décollage éducatif. L'Inde a ainsi réduit de 18 millions ses enfants sans école. Ils étaient 20 millions en 2000, leur nombre est tombé à 2,3 millions en 2010.

Ce sont autant de destins qui basculent du côté du savoir, et d'un plus grand savoir-faire. En effet, un euro investi dans l'éducation permet à celui qui en bénéficie de générer 10 à 15 euros de croissance parce qu'il va sortir du cercle de la survie, et devenir plus facilement un acteur économique.

Mais aujourd'hui l'argent manque. Le mouvement vers l'école pour tous s'est grippé sous le coup de la crise planétaire. Si

la scolarisation ne redémarre pas très vite, c'est une génération qui va voir son avenir gâché, s'alarme l'Unesco. "Sur 100 enfants non scolarisés, 47 n'entreront jamais à l'école", si d'autres fonds n'arrivent pas.

Il faut aussi prendre en compte les millions d'enfants qui n'y restent pas assez longtemps pour acquérir des savoirs solides. Or, "dans 123 pays à revenu faible ou moyen inférieur, près de 200 millions de jeunes de 15 à 24

ans, soit un jeune sur cinq, n'achèvent pas le primaire", précise le rapport. En Colombie, 42 % des enfants issus des foyers les plus pauvres vont en classe avec deux ans de retard ou davantage. Or ces derniers ont quatre fois plus de chances d'abandonner le cursus primaire que ceux qui commencent à l'âge normal.

L'UNESCO A DES CRAINTES SUR LES DONNS FUTURS

L'objectif fixé pour 2030 de scolariser jusqu'à un niveau de fin de collège tous les enfants du monde s'éloigne lui aussi. Certes, on compte aujourd'hui 25 % d'enfants de plus dans l'enseignement secondaire qu'en 1999, mais 71 millions d'adolescents en âge d'y aller manquent toujours à l'appel et ne sont pas non plus dans les plus petites classes. Les trois quarts d'entre eux vivent en Asie du Sud et de l'Ouest et en Afrique subsaharienne. Ils risquent de venir gonfler le groupe des 75 millions de 15-24 ans au chômage. *"Scolariser tous les jeunes jusqu'au premier cycle de l'enseignement secondaire coûterait 8 milliards de dollars par an [6,20 milliards d'euros], en plus des 16 milliards de dollars nécessaires pour réaliser l'éducation de base universelle d'ici à 2015", peut-on lire dans le rapport. Une manne difficile à trouver alors que la crise est là.*

Aujourd'hui, l'Unesco a de vraies craintes sur les dons à venir. En 2011, l'aide internationale a déjà diminué de 3 %. C'est la première baisse depuis 1997. Alors que l'argent public se fait rare, chaque Etat préfère dépenser pour lui, plutôt que demutualiser ses moyens.

Si une partie des 3,1 milliards de dollars dépensés par les pays et agences donateurs pour financer des bourses d'études à l'international était redistribuée aux pays en développement, cela contribuerait à combler l'énorme déficit en compétences fondamentales. Le coût d'une bourse attribuée à un étudiant népalais pour qu'il vienne étudier au Japon pourrait permettre à 229 jeunes d'avoir accès à l'enseignement secondaire au Népal.

Entre la fabrique des élites et le développement des peuples, tous les pays, riches ou pauvres, ont des arbitrages à faire. Pour relancer l'élan, le secrétaire général des Nations unies, Ban Ki-moon, vient de créer "Education First". Cette mission de sensibilisation est gérée par le médiatique Gordon Brown. Mardi 16 octobre, il devait participer au lancement du rapport 2012 de l'Unesco à Paris.



Pauline Rose

Pauline Rose is the Director of the Global Monitoring Report on Education published by UNESCO.

'Education First' must put the marginalised at the centre

There is a need to draw attention to unacceptable levels of education inequality across countries and between groups. Last Modified: 28 Sep 2012 09:56



In 2007, 45 per cent suffered from extreme education poverty in the province of Balochistan, Pakistan [EPA]

Goal-setting often leads to attention being paid to low-hanging fruit - those easiest to reach, making it possible to show progress most quickly. Unfortunately, in education, this approach has left 61 million children - many of them poor, girls and those living in remote rural locations - missing out on the push towards getting all children into school by 2015.

It is welcome that one of the three areas being addressed by the UN Secretary-General, Ban Ki-moon, in his new global initiative launched on September 26, 2012, "**Education First**" is putting every child into school.

To achieve this important intention, future goals and any discussions of a post-2015 agenda must include equity-based targets so that the marginalised benefit from progress. This is a remediable injustice and one which we must all work to resolve.

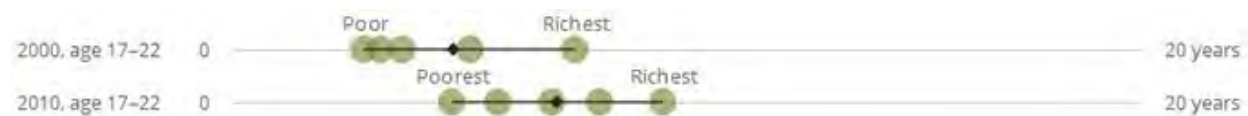
Ensuring progress in education reaches the marginalised has been a recurrent theme in our Education for All Global Monitoring Report, the next edition of which is **due in just over two weeks**.

Not only are we aware of the vital role that education plays in counteracting disadvantages over which people have little control, but also its important role in shaping their opportunities for education and wider life chances. But, as time has shown, unequal access to schools can in fact end up reinforcing marginalisation instead.

As part of our campaigning to put pressure on policymakers to counter these disparities, the EFA Global Monitoring Report Team at UNESCO has produced a brand new interactive website called the World Inequality Database on Education (WIDE) available at www.education-inequalities.org.

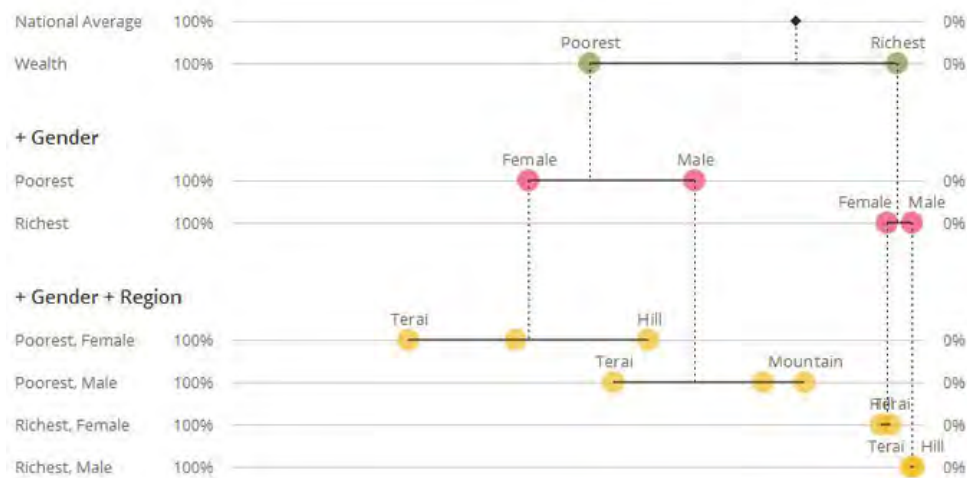
We designed this to coincide with the launch of "Education First" and the upcoming release of our new report. The website provides data for over 50 countries, allowing you to zoom in on selected countries and indicators, and to compare disparities across countries and identify which groups are most disadvantaged within these countries.

Looking at Cambodia, for example, we can see how, over a decade, the average years of education has increased by more than two years for 17-22 year olds. However, looking beyond the averages, we can also see that the education policies there have not been reaching the poorest. Over those 10 years, the gap between the richest and poorest in the country has remained the same.



Cambodia, 17-22 year olds with fewer than four years in school from 2000 to 2010

Some children or young people may have been disadvantaged by more than one factor in their access to school. In Nepal, for example, WIDE reveals it: while 19 per cent of 17-22 year olds have fewer than four years in school, the percentage rises to 24 per cent for women, 57 per cent for the poorest women and jumps to 75 per cent for the poorest women living in the lowland Terai region. By contrast, only 5 per cent of the richest females in this region had fewer than four years of education.



Nepal, 2011, 17-22 year olds with fewer than four years in school

A key reason for the likely failure to reach the 2015 deadline of the six Education for All goals is because marginalised have not been given enough attention. For this reason, education goals set after 2015 must include equity-based targets.

Take Burundi and Sierra Leone as examples. On the surface, they both have the same average percentage of 17-22 year olds with less than four years of education. However, the gap between the rich and the poor is almost twice as large in Sierra Leone where 72 per cent of the poorest children had spent fewer than four years in school, compared with only 15 per cent of the richest children.

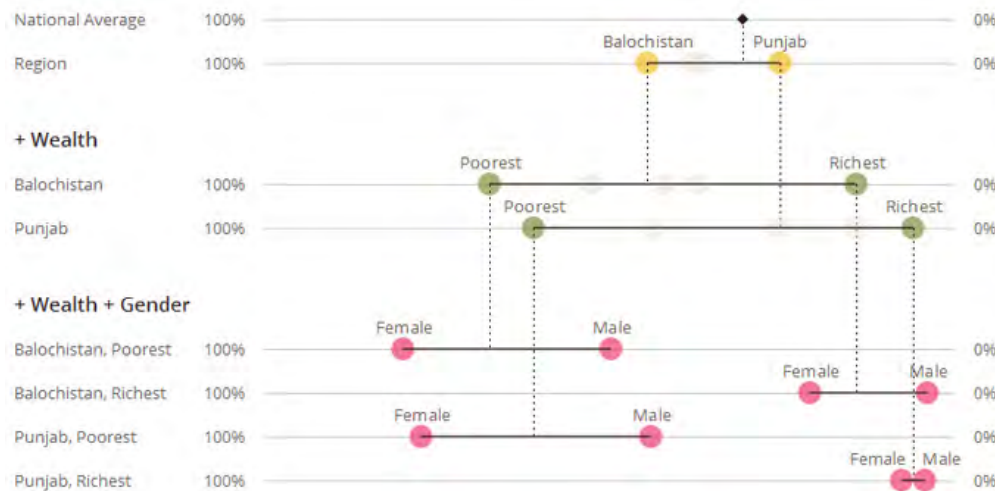
In Burundi, 60 per cent of the poorest had spent fewer than four years in school compared to 25 per cent of the richest.



Burundi and Sierra Leone have the same average percentage of 17-22 year olds with less than four years of education [Unspecified] Our EFA Global Monitoring Report shows that statistics matter. Rigorous facts are paramount for persuading policymakers to realise that change is needed. We have seen how our reports and data can help to influence them.

In Pakistan, for example, the data presented in our Report on Reaching the Marginalised heavily influenced the country's **2011 Education Emergency Report**. The report highlighted the gulf between the national average of educational attainment for the poorest in the country, and for those living in the province with the worst educational deprivation - Balochistan. In 2007, 45 per cent suffered from extreme education poverty in the province, compared with 25 per cent in the wealthier province, Punjab.

Yet, vast gender gaps are evident for the poorest in both of these provinces, leaving poor, young women in Punjab with a similar chance of reaching two years of schooling to those in Balochistan: in both provinces, around 80 per cent are in extreme education poverty.




Pakistan, 2007, 17-22 year olds with less than two years in school

Our new website is a first step towards drawing attention to the vast disparities affecting millions of children's chance for an education. However, there is still a need for more and better data to identify the groups that are most deprived of education in different societies. And improving available data for measuring marginalisation in education must remain a high priority for the post-2015 agenda.

For now, our hope is that WIDE will make a visual impact highlighting the extent of disadvantage that policymakers can no longer ignore. Putting "Education First" must mean putting the most marginalised at the centre.



Pauline Rose

Directrice du Rapport Mondial de Suivi sur L'EPT  l'UNESCO

Des compétences pour les jeunes femmes : un développement qui dure

Publication: 16/10/2012 06:00

En voyageant dans des régions rurales dans des pays tels que l'Éthiopie, comme je l'ai fait l'année dernière, on rencontre fréquemment des jeunes femmes qui ne sont jamais allées à l'école. Si une jeune femme d'une région rurale a achevé ses études, vous pouvez être sûr qu'elle a surmonté d'énormes obstacles. Un mariage et une grossesse précoces, les contraintes liées à la gestion d'un ménage peuvent suffire à réduire ses opportunités en matière d'éducation et de prospérité.

Ce manque d'éducation et le manque de compétences qui en résulte affectent à la fois les filles et les garçons. Aujourd'hui, le nouveau Rapport mondial de suivi sur l'éducation pour tous montre que 200 millions de jeunes n'ont jamais achevé leurs études primaires. En d'autres termes, 20 % des jeunes des pays en développement - un segment important de la population jeune du monde - sont insuffisamment équipés pour trouver un emploi.

Ce sont cependant les jeunes femmes qui font face au plus lourd fardeau : une sur quatre sont affectées, alors que parmi les jeunes hommes, le ratio est de un sur six. Dans les pays où le nombre global d'enfants scolarisés est faible, les jeunes femmes constituent toujours les cohortes les plus défavorisées. Ces tendances se vérifient même dans des pays à revenu intermédiaire. Dans des zones rurales de Turquie, 65 % des femmes n'achèvent pas un premier cycle d'études secondaires, contre 36 % des jeunes hommes.

Aamina*, une jeune femme que j'ai rencontré pendant mon séjour en Éthiopie, m'a expliqué que les désavantages subis pour accéder à l'éducation continuent à se faire sentir sur le marché du travail : "Généralement, quand on est journalier, l'environnement de travail n'est pas très confortable, surtout pour les femmes. De ce fait, il est fréquent que les femmes n'obtiennent pas le type d'emploi qu'elles voudraient avoir. Et pour être embauchées dans un bureau, ils demandent toujours des papiers et davantage de compétences. Si vous ne les avez pas, personne ne vous recrute et la situation devient très difficile. Les jeunes comme nous qui ont abandonné l'école après la 8e ou la 9e année ne peuvent jamais décrocher un diplôme. Par conséquent, on n'essaie même pas d'aller dans ces endroits et de postuler pour un emploi."

Les zones rurales abritent 70 % des pauvres de la planète. L'éloignement, les effets du changement climatique et l'atrophie des opportunités économiques placent de nombreuses personnes dans des situations désespérées. Comme le déplorent les jeunes que j'ai rencontrés en Éthiopie, les terres sont vendues et les jeunes se retrouvent aujourd'hui avec des exploitations trop petites pour leur permettre de gagner leur vie. Ceci est également vrai dans d'autres régions du monde. Par exemple, en Chine, une exploitation agricole de dimension moyenne ne peut nourrir qu'un ménage de trois personnes. Même en Inde, les fermes ne peuvent nourrir en moyenne qu'une famille de six personnes, mais pas davantage.

Mais il y a de bonnes nouvelles pour ces jeunes. Cette année, le Rapport mondial de suivi sur l'EPT donne des indications précises sur un moyen de s'en sortir. Les jeunes femmes telles qu'Aamina peuvent et doivent avoir une deuxième chance. Bien qu'il existe aujourd'hui un déficit de compétences, le rapport identifie des programmes de développement des compétences qui réussissent à surmonter mêmes les pires des désavantages.

L'organisation non gouvernementale BRAC, par exemple, aide les femmes qui vivent avec moins de 0,35 dollar par jour dans des pays tels que le Bangladesh, où la pauvreté rurale est généralisée. L'organisation procure aux femmes des régions rurales des éléments d'actif tels qu'une vache, et développe leurs compétences en matière d'affaires et de commercialisation afin qu'elles tirent pleinement parti de leur nouvel atout. L'association des compétences et d'un micro-crédit s'est traduite par un changement durable pour celle qui ont bénéficié des programmes : le revenu par membre du ménage a presque triplé entre 2002 et 2008.

D'autres programmes s'attaquent à des stéréotypes sociaux auxquels les femmes sont directement confrontées. En Égypte, en 2008, un cinquième des femmes en milieu rural âgées de 17 à 22 ans avaient été scolarisées pendant moins de deux ans. Un grand nombre d'entre elles se marient précocement. Ishraq, une autre ONG, aide ces femmes en leur proposant des formations, tout en informant les familles rurales et les leaders locaux sur les besoins des femmes au sein de leurs collectivités. Neuf sur dix des premières bénéficiaires de ces programmes ont été reçues à leur examen final.

Pour ceux qui travaillent dans le domaine agricole, les écoles pratiques d'agriculture peuvent faire réellement évoluer la situation. Au Kenya, en Ouganda et en République unie de Tanzanie, une formation aux nouvelles technologies agricoles à l'intention des jeunes a aidé ceux qui l'ont suivie à faire augmenter la valeur de leurs récoltes de plus d'un tiers ; en moyenne, leur revenu a augmenté de 61 %.

Ces programmes démontrent que, grâce au développement des compétences, même les régions les plus reculées, coupées des marchés et punies par le changement climatique, peuvent dynamiser la création d'exploitations rentables et stimuler de jeunes entrepreneurs. Même les agriculteurs qui n'ont que de petites parcelles ont la possibilité de produire davantage et des récoltes adaptées à leur climat. Ils peuvent donner à des jeunes des opportunités qui rendent la vie dans une zone rurale attrayante, et leur éviter d'avoir besoin de migrer vers des régions urbaines du pays.

Bien que dispenser des formations dans des régions rurales reculées soit parfois difficile, les technologies telles que les téléphones mobiles, la radio et la télévision peuvent contribuer à combler ce fossé. Elles peuvent s'avérer particulièrement utiles aux femmes souvent empêchées d'aller régulièrement à l'école. Dans le sud de l'Inde, un programme géré par une organisation non gouvernementale se sert de téléphones mobiles pour former des femmes qui n'ont été que peu scolarisées à s'occuper de leurs animaux et à en tirer pleinement parti.

Les obstacles auxquels des jeunes femmes comme Aamina sont confrontées peuvent être difficiles à surmonter. Pourtant, j'espère que les exemples que je vous ai présentés ici inciteront ceux qui travaillent au soutien du développement dans les régions rurales à s'assurer que l'acquisition de compétences est un des éléments essentiels de leurs programmes. J'espère également qu'ils inciteront les gouvernements et les donateurs à travailler ensemble afin d'intensifier les programmes efficaces tels que ceux-ci et de s'assurer qu'ils bénéficient aux 200 millions de jeunes qui ont un besoin urgent d'un tel soutien.

Les paroles d'une autre fille que j'ai rencontrée en Éthiopie, Almaz*, ne m'ont pas quittée quand j'ai écrit la dernière édition de notre Rapport mondial de suivi sur l'EPT : "Si quelqu'un peut m'apporter les compétences et la possibilité de commencer à travailler, je suis sûre que je pourrais atteindre mes objectifs."

*les noms ont été changés

Malala and GMR 2012

From the Newspaper | [Zubeida Mustafa](#) | 17th October, 2012

EXACTLY a week before Unesco launched its 10th Global Monitoring Report 2012 (GMR) on Oct 16, Malala Yousufzai, Pakistan's child campaigner for the right of education for girls, was shot in the head by the Tehrik-i-Taliban Pakistan. Pauline Rose, editor of the Monitoring Report, termed the attack a "tragedy" in a country where there are still over three million girls out of school.

The attack on Malala and her two companions shocked Pakistan. This shock also galvanised the nation as thousands rose with one voice to condemn the Taliban.

The effect of Malala's bold defiance of the anti-education Taliban was poignantly summed up by Badri Raina, an English teacher from Delhi: "When the blood-dimmed tide/ Creeps under the door,/ Malala appears, quells the yellow/ Beast with unwavering dark eye,/ And simply says 'no more'."

This reaction also belies the conventional wisdom that the resistance to female education comes from parents in a conservative society. One hopes that Malala's spirit will kindle the love of education in many other hearts to change the dismal statistics recorded by the GMR, which keeps track of governments' performance for achieving the goal of Education for All.

The GMR team was set up in 2000 to monitor progress towards the goal of Education for All by 2015 adopted by 164 governments attending the Dakar conference. The GMR was intended to provide guidelines to policymakers by identifying areas of success and warning them against failures. Unfortunately, it is now assessed that with only three years to go to the deadline, it is unlikely that the goal of universal primary education will be achieved.

According to the GMR 2012, there are 61 million children between five to nine years of age globally who are still out of school and 725 million adults remain illiterate.

What is most disheartening is the GMR's finding that in spite of their schooling many young people do not have the skills they need to "thrive in society" by getting decent jobs and the education they receive makes no difference whatsoever to their lives.

The GMR seems to attribute these failures to the governments' inability to fund the education sector sufficiently. Hence it suggests that governments should "mobilise additional funding from diverse sources to meet the training needs of disadvantaged youth".

One has to take Pakistan's case to understand how flawed the GMR's evaluation of the present crisis in education is.

Of late, no other issue has generated as much debate in concerned circles in Pakistan as education. In recent years, this sector has been awash with funds from anxious foreign donors who are keen to see our youth educated, presumably to save them from the clutches of extremism.

This fund may not be enough to provide the children a Harrow education. But the country could have done better than it has, being ranked 113th out of 120 in the Education Development Index. With its adult literacy rate of 55 per cent, Pakistan lags behind the Third World literacy rate average of 80 per cent.

The fact is that there is a demand for education in the country and the government has failed to meet it. Those parents who care and have the resources send their children to private schools and a third of the children are enrolled there.

The main factor responsible for this is not so much the unavailability of funds as it is financial mismanagement, nepotism, poor governance, political meddling, corruption and, above all, lack of motivation at every stage. One wonders if this approach is any less anti-education as the Taliban's uncouth ways.

The GMR is aware of the dangers this phenomenon poses. An accumulation of a huge mass of youth which has been led to believe that its salvation lies in education can end up as a frustrated lot when it discovers that it has been led down the garden path. When its anger explodes it will be deadly.

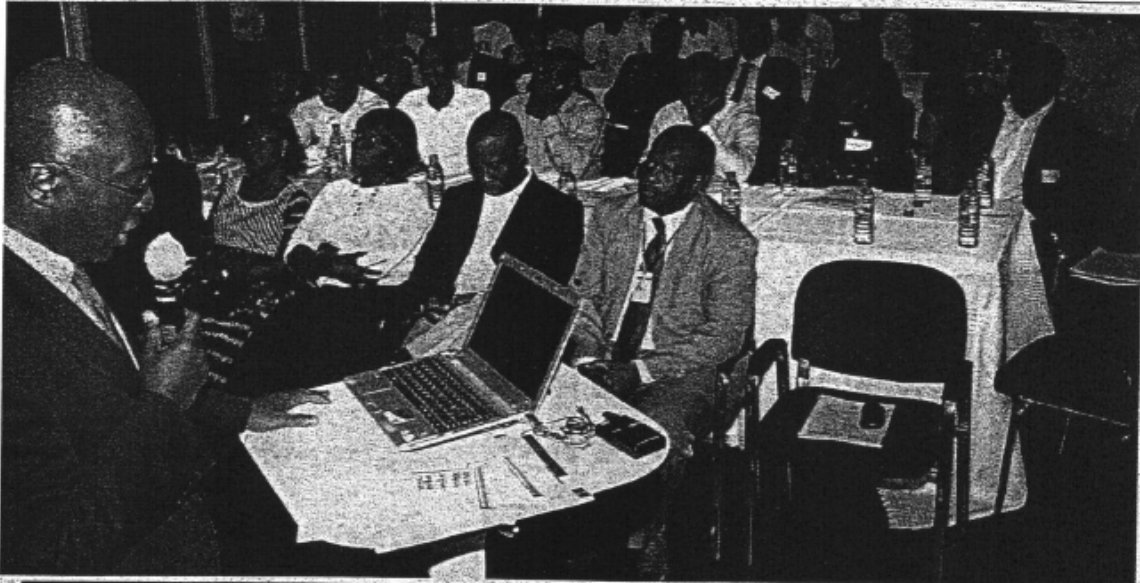
At the other end of the spectrum are the elite private schools that are providing good education — but for a price. The students who pass from there find good jobs and constitute the cream of society.

The GMR very aptly observes, "As well as thwarting young people's hopes, these education failures are jeopardising equitable economic growth and social cohesion, and preventing many countries from reaping the potential benefits of their growing youth populations."

This inequity is now being recognised globally. It is not just international. It exists within a state. The UN secretary general's Education First initiative focuses on the children of the poor and marginalised. Efforts are being made to identify them. We know that national averages are deceptive as they mask the problems of the poor. The data must be disaggregated to highlight the disparities. For this a new interactive website has been developed by the GMR team called the World Inequality Database on Education (WIDE) which confirms what has been known for ages but not acknowledged (www.education-inequalities.org).

In Pakistan people at the margins invariably have a low income, live in the rural areas and are preponderantly women. The new website gives this information graphically. It is more important that our rulers show the willingness to remove the disparities and give the marginalised a fair deal. It was for the right to education of a marginalised section, the girls, that Malala was fighting. If the words of shock expressed by the high-ups are not crocodile tears they should address this sector sincerely.

www.zubeidamustafa.com



Prof. Kwame Akyeampong (left), Senior Policy Analyst, delivering a report on UNESCO Education for All Global Monitoring during the launch in Accra. Picture: SAMUEL ADJEI-BOATENG

Ghana must focus on access to basic education

• *According to UNESCO report*

Story: Justice Baldoo

GHANA must focus on improving access to basic education to enable it to achieve universal basic education by the year 2015, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) has said.

In its 2012 Education for All (EFA) Global Monitoring Report (GMR), an annual publication that monitors progress toward universal access to education, it said 570,000 children were still out of school as of the end of 2010.

The report said although enrolment was increasing, more pupils, especially the rural poor, were dropping out of basic school.

The report, which was launched in Accra yesterday, concluded that progress made in education in Ghana was not reaching the marginalised.

A Senior Policy Analyst at UNESCO,

Prof. Kwame Akyeampong, who delivered highlights of the report, said out of 100 poorest children of primary school age, 87 entered primary school and only 72 completed.

Late entry to school was responsible for increasing school dropout rates, he said.

Among 15-24 year olds, 14 per cent males and 21 per cent females had not completed primary school, Prof. Akyeampong said. He further stated that a third of all young people had less than a junior high school (JHS) education, lacking the foundation skills needed for a job.

Details of the report said 48 per cent young women and 39 per cent of men in the rural areas did not have JHS education.

In 2010, 5.6 per cent of Ghana's Gross National Product was spent on education, making the country one of the best performing nations in the African sub-region.

But Prof. Akyeampong contended that much of the spending was not done efficiently.

He explained that such investments did not target the sectors of the educational sector that needed it most.

Ghana has increased the share of its education budget earmarked for tertiary education which now stands at 23 per cent while funding for primary education has consistently been squeezed since 1999, according to the report.

Prof. Akyeampong proposed that expand-

ing access at the basic school level and putting in place measures to curb the school dropout rate would put Ghana back on track to achieve universal access.

The Acting Director of UNESCO in Accra, Mr. Tirso Dos Santos, said the report was developed over a 12 to 18-month period drawing on scholarship and expertise from governments and other bilateral institutions.

Key components of the goals include ensuring that every child has access to early childhood care and education, every child has universal primary education, youth and adults can contribute to society, adult illiteracy will be reduced by half, there are equal numbers of boys and girls in school and the quality of education is improved.



50 لاکھ بچے سکول سے دو پاکستان تعلیمی پسمنگی میں دوسرے نمبر پر

پاکستان تعلیمی لحاظ سے کم ترین ترقی یافتہ، سکول نہ جانے والے 12 بچوں میں ایک پاکستانی ہے: یونیسکو 15 سال سے زائد عمر کے 49 لاکھ لوگ ناخواندہ، 120 ملکوں میں 113 واں نمبر: رپورٹ لاہور (اپنے سٹاف رپورٹر سے) یونیسکو نے اپنی گلوبل مانیٹرنگ رپورٹ 2012ء میں پاکستان کو تعلیمی لحاظ سے دنیا میں سب سے کم ترقی یافتہ قرار دیتے ہوئے کہا ہے کہ پاکستان دنیا کا دوسرا ملک ہے جس میں سب سے زیادہ سکول نہ جانے والے بچوں کی تعداد ہے۔ اس وقت پاکستان میں 5.1 ملین سکول جانے کی عمر کے بچے سکول نہیں جا رہے اس لحاظ سے دنیا کے ہر 12 بچوں میں سے ایک پاکستانی ہے۔ یونیسکو پاکستان کی کنٹری ہیڈ کوارٹر کے ٹکٹا نے ادارہ تعلیم آگاہی کے زیر اہتمام، تعلیم سب کے لئے گلوبل مانیٹرنگ رپورٹ 2012ء کی تقریب رونمائی پر خطاب میں کہا کہ پاکستان میں سکول نہ جانے والے بچوں میں دو تہائی لڑکیاں ہیں، 15 سال سے زائد عمر کے 49.5 ملین لوگ ناخواندہ ہیں جن میں دو تہائی عورتیں ہیں۔ انہوں نے کہا کہ تعلیمی کارکردگی نے پاکستان کو 120 ممالک میں سے 113 ویں نمبر پر لاکھڑا کیا ہے۔ ادارہ تعلیم آگاہی کی ڈائریکٹر پروگرامز اور گلوبل مانیٹرنگ رپورٹ بورڈ ممبر ڈاکٹر بیلہ رضا جمیل نے کہا رپورٹ بتاتی ہے کہ پاکستان تعلیم کے لئے مختص بجٹ بتدریج کم کرتا جا رہا ہے، 1999ء میں پاکستان قومی بجٹ کا 2.6 فیصد تعلیم پر خرچ کر رہا تھا جو 2010ء میں گھٹ کر 2.3 فیصد رہ گیا تھا۔ انہوں نے تقریب رونمائی ملا لہ کے نام سے منسوب کرنے کا اعلان کیا۔ یونیسکو سینئر نیشنل سپیشلسٹ برائے تعلیم ارشد سعید خان نے کہا کہ تعلیم کے لئے آنے والی بیرونی امداد کم ہوتی جا رہی ہے، نوجوانوں بالخصوص عورتوں کو ہنر سکھانے کی اشد ضرورت ہے۔ وزیر اعلیٰ پنجاب کی مشیر ذکیہ شاہ نواز نے کہا کہ پاکستان اس بات کا متحمل نہیں ہو سکتا کہ اس کے اتنے بچے سکول نہیں جا رہے۔



Literacy rate projected to reach 60pc by 2015

Unesco edu specialist says Pakistan spending 9.9pc of budget on education

OUR STAFF REPORTER

ISLAMABAD - Pakistan is spending just 2.3 per cent of GNP and 9.9 per cent of overall government budget on education, India 4.5 per cent of GNP and 12.7 per cent of government budget while Bangladesh is spending 2.1 per cent of GNP and 14.1 per cent of total government budget on education.

Arshad Saeed Khan, National Education Specialist, UNESCO, informed this at an event. He said the literacy rate of Pakistan is projected to reach 60 per cent, India's 71 per cent while Bangladesh is estimated to have 61 per cent of literacy rate till the year 2015.

United Nations Educational, Scientific and Cultural Organisation (Unesco) in collaboration with United Nations Children's Fund (Unicef), International Labour Organisation (ILO) and other UN agencies including Unido organised a special event Tuesday to highlight "Girls' Right to Education".

The event was planned in lieu of UNESCO's Director General,

Irina Bokova's attribution to Malala Yousufzai during the international launch of Global Monitoring Report 2012 in Paris on October 16, calling for global attention to the right of girls and women to education.

Timo Pakkala, United Nations Resident Coordinator in Pakistan, also attended the event. He emphasised that girls' education is a must, in order to meet development targets in Pakistan. Pakistan is lagging behind the achievement of MDGs while a lot of work is to be done in education sector in order to achieve the MDGs especially in the remote areas and FATA where the female literacy rate is just 3 per cent.

Dr Kozue Kay Nagata, Director UNESCO Pakistan, in her opening remarks quoted from the global speech of the Director General of UNESCO, Irina Bokova said, "I would like to dedicate this ceremony to Malala Yousufzai, a young brave activist for the right of girls' education in Pakistan, assaulted last week, because she wanted

to go school". Also, Dr Nagata added, "Gender equality in education constitutes a basic human right as well as an important means of improving economic outcomes".

The event was timely as it encompassed findings of UNESCO's flagship document, "Education For All, Global Monitoring Report (GMR) 2012", which was officially launched in Islamabad, Pakistan on 18th October.

According to afore mentioned report, youth (between age 15-24) female literacy rate in Pakistan is 61 per cent against 79 per cent for males. However, youth female literacy rate is projected to be 72 per cent (against 82 per cent for males) by year 2015, whereas adult female literacy rate of older age group (15+) is projected to be 47 per cent. This indicates that young Pakistani females are more educated than their mothers.

The gender-based ratio (female - male) of illiterate youth between ages 15 - 24 is, 64 per cent - 35 per cent. This shows that gender gap still exists. Near-

ly two thirds (63 per cent) of the 5.1 million out-of-schools children of primary school age group are girls. There are more female adolescents (3.9 million) than male adolescence (3.3 million) who are out-of-school, as stated in the Global Monitoring Report.

The Director UNESCO in her speech said, "Although gender gap in Net Enrollment Ratio (NER) in primary and secondary schools is getting reduced in major urban centers such as Islamabad, Peshawar, Lahore and Karachi, the gender gap is still high in Balochistan, Federally Administered Tribal Area (FATA), rural Khyber Pakhtunkhwa, interior Sindh, and other conservative communities".

The other participants emphasized that economic progress is not possible when 50 percent human resources are uneducated.

Armed conflicts in society and among groups can be avoided when women have equal access to education and participate in decision-making.



Trop de jeunes sans emploi décent dans le monde faute de compétences acquises à l'école

(AFP) – 15 oct. 2012

PARIS — Un jeune sur cinq ne termine pas l'école primaire dans les pays en développement et un peu plus d'un adulte sur cinq dans les pays développés ne dispose pas des qualifications nécessaires pour répondre à une offre d'emploi, selon un rapport de l'Unesco publié mardi.

Dans les pays développés, ce sont 160 millions d'adultes (22%) qui "n'ont pas les qualifications nécessaires pour postuler à un emploi ou lire un journal", déplore le rapport.



En 2015, peu de pays pourront atteindre les six objectifs de "l'Education pour tous" (EPT) fixés en 2000 à Dakar par 164 pays, "malgré des progrès importants dans certaines régions", prévoit le 10ème rapport annuel de suivi de ce programme.

Les progrès dans la scolarisation ont été certes "très rapides dans la première décennie de 2000, notamment grâce à l'Inde et à l'Afrique subsaharienne". Mais depuis deux ans, on constate une stagnation avec 61 millions d'enfants (9%) qui ne vont pas à l'école, contre 108 millions (16%) en 1998, a souligné lors d'une conférence de presse François Leclercq, chargé de recherche de l'équipe du rapport.

De nos jours, il faut "parvenir au moins jusqu'au premier cycle de l'enseignement secondaire pour maîtriser les compétences nécessaires à l'obtention d'un emploi décent", relève l'Unesco.

Or 250 millions d'enfants en âge d'être scolarisés en primaire (soit 39% des enfants), qu'ils aillent à l'école ou pas, "ne savent actuellement ni lire ni écrire", tandis que 71 millions d'adolescents (18% des adolescents) ne suivent pas les cours du secondaire et n'ont pas les "compétences indispensables pour accéder à l'emploi". L'Unesco regrette "un manque criant" de structures leur donnant "une seconde chance".

M. Leclercq a égrené des statistiques préoccupantes: alors qu'un habitant de la planète sur six est âgé de 15 à 24 ans, un jeune sur huit est au chômage, un sur quatre gagne moins de 1,25 dollar par jour. "Nous sommes face à une jeune génération frustrée par l'inadéquation chronique entre les qualifications et l'emploi", selon Irina Bokova, directrice générale de l'Unesco, citée dans un communiqué.

Même dans certains pays européens, un jeune sur cinq abandonne l'école avant d'avoir atteint le deuxième cycle du secondaire, une tendance d'autant plus problématique en temps de crise. "La création d'emplois ne suffira pas à stopper le chômage des jeunes" s'ils n'ont pas "les qualifications pour les exercer", selon Pauline Rose, directrice du rapport.

"Chaque dollar dépensé dans l'éducation d'un individu" génère pendant sa vie active 1 à 15 dollars de croissance économique", calcule le rapport. Il faut "développer plus largement les filières alternatives" pour les jeunes sortis du système éducatif afin de pouvoir offrir à 200 millions de jeunes "une seconde chance" d'acquérir des compétences, estime l'Unesco. Le rapport chiffre à 8 milliards de dollars l'investissement nécessaire pour permettre à tous les jeunes des pays pauvres d'accéder au premier cycle du secondaire.

L'Unesco s'inquiète aussi de l'impact de la crise sur l'aide à l'éducation. "Le ralentissement économique a frappé les pays riches, avec des répercussions sur l'aide destinée aux pays les plus pauvres, qui sont les plus éloignés de la réalisation des objectifs de l'EPT", relève-t-il.

Les Pays-Bas par exemple devraient réduire de 60% leur aide à l'éducation de 2010 à 2015 et se retirer du Burkina Faso en même temps que quatre autres donateurs.

Des solutions "novatrices seront nécessaires pour compenser" ce manque, avance l'Unesco, citant les revenus des ressources naturelles et les organisations privées comme sources possibles.



More schools, less illiteracy and equal opportunity in education: These are among the goals world leaders agreed to meet by 2015. But there is still much progress to be made, says education expert Pauline Rose.

DW: Each year in the Global Monitoring Report, you investigate how far we've come in achieving the Millennium Development Goals pertaining to education, which were established in 2000. What are the stand-out developments that have taken place since the publication of the last report?

Pauline Rose: We've seen progress in some countries in terms of their reduction of out of school numbers. So, to give a couple of striking examples, India and Ethiopia both saw a reduction in their numbers of children out of school by around one million. I think this is largely due to the political role that these countries have placed on education.

Where have you seen stagnation with respect to benchmarks already achieved?

In terms of stagnation, unfortunately that is the keyword for this report. Stagnation is apparent across most of the "Education for All" goals. Most strikingly the number of out of school children has stagnated between the last years that we had data, which were 2009 and 2010. There are 61 million children out of school. Of greater concern: The number of out of school children in sub-Saharan Africa has actually increased - making up half of all children not in school.

The 2012 report focuses on qualifications for the work force and how that relates to educational systems. Why did you choose to highlight this in a report on education?

We felt that skills was one area that the Global Monitoring Report had not covered in sufficient depth, and it's increasingly urgent due to the large numbers of young people who are unemployed in the context of economic downturn along with the growing youth population. So as we have seen with the Arab Spring, this has led to a great deal of frustration, and skills or lack of skills has been a part of that.

One thing we felt was lacking in some of these debates was not just the concerns and frustrations of graduates, but also of those who lack even the most basic skills. So, in Egypt, where some of these frustrations were being shown most explicitly, we found that around a third of poor young women have actually less than two years schooling.

Given the economic crisis, youth unemployment has risen in many states in recent years. Is that affecting the motivation of young people to learn and do well in school?

My impression from the work that we've done for the Global Monitoring Report is that young people have really great ambitions and motivation to do well. I don't think that the economic downturn has put a dampener on that, but clearly they are frustrated when they can't see the opportunities. They need to be given the training not only to get these more formal jobs but to be given the entrepreneurial skills to expand their opportunities.

I remember one girl in particular, from Ethiopia, saying very explicitly: I know what I want to do. I just need someone to help support me in getting the skills that I need to be able to fulfil that goal.

Which nations have systems in place that are functioning especially well when it comes to helping young people transition from school to work?



UNESCO is responsible for publishing the GMR

One of the most successful examples is the Republic of Korea. Over 30 years ago, it started investing very heavily in skills development alongside a very carefully planned strategy to address industrialization, bridging the demand and supply both of what's needed in the labor market as well as what's needed coming out of school. We found that was a key reason why they have achieved such high levels of economic growth and went from a poor country to a rich country within that 30 year period.

Another very positive example that we highlight in the report is Germany. Its well-known dual apprenticeship system, which links very explicitly the education system with the world of work by providing

both practical and theoretical training, has really helped to both provide young people with the skills they need and help keep Germany's level of unemployment down.

The Millennium Development Goals are intended to be realized by 2015. But in the last Global Monitoring Report, you pointed out that there may be more children by 2015 than there are today who don't go to school. Do you think there will be an extension on the time frame for realizing the goals?

We really need to place urgency on what needs to be done between now and 2015. We shouldn't allow global leaders - politicians as well as governments - to start saying: We haven't reached these goals.

But I think it's clear that we're not going to be able to make the goals. So there will need to be a push after 2015. After 2015, we need to put more emphasis on inequality because one of the key reasons we haven't achieved the goals is because we haven't placed enough of a spotlight on those who are hardest to reach. So the stagnating or even increasing numbers of children out of school is due to the poorest households, the girls and those living in remote rural areas. We need a real push to provide them both with access to schooling as well as better learning opportunities.

Pauline Rose is director of the "Education for All" Global Monitoring Report, published by UNESCO, a key study on educational access and quality around the world. The most recent report came out on October 16.

DW . DE



Comparing Ghana to South Korea, UNESCO report shows stagnation in education

Page last updated at Tuesday, October 16, 2012 13:13 PM

A new UNESCO report on education shows that comparing Ghana to South Korea, the country's education sector has stagnated.

In a summary, the report says "Whilst both countries had a similar starting point in the early 1970s Ghana has lagged behind since then. The Republic of Korea began to expand its secondary system rapidly in the 1970s, but in Ghana the secondary education gross enrolment ratio stagnated at around 40% for another thirty years."

The report attributing Ghana's lack of progress in education as partly due to the result of economic problems, said it was also because of insufficient investment in education or linking of economic planning with skills development policies.

The report known as The Education For All (EFA) Global Monitoring Report titled 'Youth and Skills – Putting education to work' was released Tuesday October 16, 2012. According to the report, in the early 1980s, Ghana's spending on education was less than 2% of GDP per capita, compared with around 4% in the Republic of Korea at the time.

"Even though Ghana embarked on education reforms from 1987, the quality of education and its relevance to the labour market have remained poor. Technical and vocational education has not been well enough linked with the economy. And although access to education has expanded, by 2008 almost one-third of 15- to 19-year-olds were still not making it through lower secondary school, with some not even completing primary school," it says.

Citing examples from Asia, the report says, experience from the Republic of Korea and the other East Asian 'tigers' suggests that sustained growth in sub-Saharan Africa depends on sound economic policies coordinated with government investment in education and training that meets the needs of the labour market.

"However, many African countries remain reliant on exports of oil or minerals, or specialize in exporting one or two agricultural products, and much of their growth has resulted from high global demand for these commodities," it says.

The report notes that between 1995 and 2008, 73% of Africa's export growth came from mining, leaving countries vulnerable to price changes, and argues that if the growth surge is to be sustained or accelerated, African countries need to diversify their economies and move up the technological ladder.

"For this to take place, all young people need foundation skills, as well as transferable and technical skills that enable them to adapt flexibly to new areas of work," it adds. The report acknowledges that since the 1990s, Ghana's economy has started to grow faster, and by 2010, it had achieved a growth rate of 7.7%, and acquired lower middle income status in 2011.

Some workers have moved from agriculture into the urban informal economy where they can earn more, even if they still lack the security or benefits associated with the formal sector, it says. "Most employment is now in small enterprises that pay low wages. But unlike in the Republic of Korea, these companies have only recently begun to benefit from government support to foster skills development," it says.

It points out that there are many reasons why Ghana's economic success has not matched that of the East Asian 'miracle' economies since the 1960s, arguing that the short-sightedness of economic reforms that failed to invest in skills for the future economy must take some share of the blame.

“The kind of rapid industrial development that can turn a country like the Republic of Korea from a poor one to a wealthy one in the space of thirty years cannot happen without widespread basic education and well-coordinated systems for providing skills, including to workers in small and medium-sized enterprises,” it emphasizes.

By Emmanuel K. Dogbevi

Give the young the skills to thrive

Irina Bokova says our knowledge-based world depends on an educated new generation



Wednesday, 17 October, 2012, 12:00am

Despite population ageing in some societies, including in East Asia, the world on the whole is getting younger. Yet, many young people lack the basic skills to make the most of what the world has to offer.

There are today 250 million children of primary school age who cannot read or write, and some 71 million teenagers who are out of secondary school. A lost generation is in the making.

We must get them into school and make sure they get the skills they need. We need a revolution today for skills, for quality education, to provide young people with the tools they need to lead decent lives, to get decent jobs. If we fail, we undermine the foundations for stability and peace, for sustainable development.

The situation is dangerous. In the Arab world, 28 million young people, aged between 15 and 25, have not completed primary schooling. This represents one-tenth of the region's population. In sub-Saharan Africa, 56 million youths have not completed primary schooling, about a third of the total.

One young person in eight is unemployed in the world today. One in four works for just over a dollar a day. Girls are hit hardest everywhere. The poor, in cities and rural areas, face the steepest obstacles. All of this fuels adult illiteracy - there are 775 million women and men today who cannot read or write.

With the demographic "youth bulge", the problem is not just that these young people are marginalised from society - it goes deeper. If we fail to act, youth without skills will increasingly shape our societies. The knowledge societies we need for the 21st century must build on skills.

The price that societies pay for raising children without basic skills is unacceptable. It is a violation of individual dignity and human rights. It impedes business and economic growth. It also tills the soil of unrest.

Unesco's newly released Education for All Global Monitoring Report on "Youth and skills: Putting education to work" shines the spotlight on this crisis in the making.

Governments must do far more to ensure every girl and boy gets the learning they need. The business world must also step up. We need to build new partnerships between the public and private sector because we are all in this together.

This requires additional financing. Fixing the skills deficit is a way to fix the future. We calculate that countries need US\$16 billion every year to ensure all children enter primary school by 2015 and an additional US\$8 billion to ensure universal lower secondary school enrolment.

That sounds like a lot. Viewed from the angle of the world's military spending, estimated in 2011 at US\$1.74 trillion - it isn't. Education is simply the best investment in the societies and economies we want and need.

Pakistan has failed in protecting the right of education for girls: Unesco

March Print Edition, TMI | Oct 20, 2012, 12:42AM IST



Your Zodiac Horoscope
Insert Your Birthdate & Get Answers about Past-Present and Future. Free : AboutAstro.com
Ads by Google

NEW DELHI: Even as the joint statement from the team of doctors from the Queen Elizabeth and Birmingham Children's hospitals described Pakistan's teenage rights activist Malala Yousufzai's condition as "comfortable and stable" on Friday, a recent United Nations Educational, Scientific and Cultural Organisation (Unesco) report revealed some startling facts about how the country has failed in protecting the right of education for girls and in reducing gender inequality.

While Pakistan Government announced Sitara-e-Shujaat, one of country's highest civilian awards for bravery, to 14-year-old Malala who was shot in the head by the Taliban for speaking out against the militants, the Unesco report stated that Pakistan, unlike others in the region such as India, Nepal and Bangladesh, has failed to reduce gender gaps over time.

The report stated that there are over three million girls in Pakistan who are out of school. Indicating at the global outcry and support to Malala, Pauline Rose, director of the Global Monitoring Report (GMR) on Education for All (EFA) said: "It's tragic that it took violence for the world's attention to turn to the difficulties girls face in getting to school in Pakistan. In the

Swat district, where Malala is from, less than a third of girls are enrolled in school, leaving two thirds at home with little chance of fulfilling their dream. It is also a scandal to ignore girls' education when we know it benefits not just that one girl, but also has a huge impact on their household's health and income, and ultimately the future peace and prosperity of their country."

According to the Unesco's 10th Education for All Global Monitoring Report released on Tuesday, Pakistan is doing far worse in reducing gender gaps in comparison to other countries in the region. The report stated that 78% of the poorest girls were out of school in 1991 in Pakistan, a figure which has only reduced to just 62% today (around 2/3).

India, meanwhile, which had similar rates of the poorest girls out of school in 1992 (66%), has more than halved that to just 30% according to latest data. Likewise, Nepal has dropped the rates from 52% to 22% and Bangladesh from 44% to 9%. Rose said: "The news of the attack on Malala in Pakistan is a tragedy. She was standing up for the right of education for girls in the country, rights which are not yet being respected. There are still over three million girls out of school in the country today."

"This is not the first time that insurgent groups have attacked education infrastructure in Pakistan. Often, as seen in Afghanistan, girls' schools are a particular target. Failing to respond to such attacks as seen in Pakistan just sending their children to school, of children going to school and of teachers turn statistics on Pakistan there are five million children out of school in Pakistan today. In Swat District exactly who Malala was fighting for. Khyber-Pakhtunkhwa have never been to school.

beam Pakistan
10% off upto Rs 2,000. Offer
M Atyab Siddiqui: Malala Yousufzai is a symbol of a new Muslim world
Read more

"All too often, due to conflict, the education of girls and boys is left off the list of priorities. As such, over 40% of out of school children in the world are in conflict affected countries. These governments must prioritise the education of their future generations; the international community must do more to set aside vital funds in humanitarian aid for ensuring the schooling of girls and boys is not interrupted. Without an educated population, these countries will find it hard to build peace in the future," said Rose. According to the report, Pakistan's progress in closing the gap between the number of girls and boys getting the chance of an education is far too slow.

India, Nepal and Bangladesh Pakistan's neighbours have made huge inroads reducing these gender gaps and showing that they are doing far more to put girls at the centre. Bangladesh has done so well that girls are as numerous as boys in school. Revealing further the GMR report stated that Pakistan's spending on education is actually decreasing, rather than increasing, despite its low rates of enrolment in school. In 1999, the country spent 2.6% of its GNP on education. In 2010, it spent only 2.3%. And today, Pakistan is second only to Nigeria when it comes to the dubious distinction of having the highest number of out of school children in the world.



Kualitas Pendidikan Pengaruhi Kemajuan Ekonomi Bangsa

Kota Balikpapan menjadi kota ke enam dalam kampanye Indonesia Berkibar. Sebelumnya sosialisasi digelar di kota Makasar, Palembang, Yogyakarta, Bandung, dan Surabaya. "Kita optimistis dan percaya diri, Indonesia Berkibar akan berkembang dengan kontribusi masyarakat, pihak swasta semua elemen termasuk di Balikpapan ini," ujar Fasilitator Gerakan Indonesia Berkibar dari Putra Sampoerna Foundation Monik Handjoko, dalam Sosialisasi dan Diskusi Program Gerakan Indonesia Berkibar (Bersama Kita Belajar), di Hotel Swissbellin, Balikpapan, Rabu (10/10/2012).

Seluruh elemen masyarakat dapat bergabung dalam Gerakan Indonesia Berkibar. Gerakan nasional ini mengajak peran serta korporasi baik swasta maupun BUMN, media dan komunitas untuk berpartisipasi dan berkontribusi dalam memperbaiki pendidikan di Indonesia, dimulai di daerah institusi tersebut beroperasi sehingga kualitas pendidikan yang baik dapat merata di seluruh negeri.

"Karena setiap tahunnya ada 1,8 juta anak lulus sekolah di Indonesia dan hanya 18 persen yang bisa melanjutkan ke jenjang sekolah yang lebih tinggi. Kualitas guru dan komitmen mengajar juga perlu ditingkatkan sesuai standar kualifikasi," Monik mengimbu.

Gerakan Indonesia Berkibar kata Monik, adalah wadah kerjasama yang mengusung kerjasama pemerintah dan swasta yang diinisiasi Putra Sampoerna Foundation. Gerakan ini dirancang untuk memperbaiki kualitas guru dan sistem pembelajaran di Indonesia. Keterlibatan banyak pihak untuk turut peduli terhadap perbaikan pendidikan di Indonesia, dan dengan bahu-membahu memperbaiki pendidikan di Indonesia untuk mewujudkan sumber daya manusia yang berkualitas dan memiliki daya saing tinggi, diharapkan dapat membuat Indonesia mampu menjawab tantangan global.

"Ada beberapa faktor yang mempengaruhi terpuruknya pendidikan di Indonesia yakni rendahnya, sarana fisik, rendahnya kualitas guru, rendahnya pemerataan kesempatan pendidikan, rendahnya relevansi pendidikan dengan kebutuhan, rendahnya visi dan moralitas pendidik, serta tingginya biaya pendidikan," ucapnya.

Kombinasi faktor-faktor itu memunculkan persoalan sosial, di antaranya tidak tersedianya sumber daya manusia yang berkualitas untuk mendukung peningkatan ekonomi, tingginya konflik sosial di masyarakat yang tidak cerdas dan rendahnya daya saing di Indonesia di era globalisasi. Karena itu, lanjut Monik, melalui kemitraan antara pemerintah, swasta dan masyarakat dalam gerakan Indonesia Berkibar, maka kapasitas dan sumber daya untuk memperbaiki pendidikan di Indonesia, khususnya di daerah, dapat dicapai. Mekanisme kerjasama dibangun dalam bentuk program pelatihan dan pendampingan ke sekolah-sekolah yang didukung tenaga ahli, serta pendekatan berdasarkan hasil penelitian.

Berdasarkan data, perkembangan pendidikan di Indonesia masih tertinggal bila dibandingkan dengan negara-negara berkembang lainnya. Menurut Education For All Global Monitoring Report 2011 yang dikeluarkan UNESCO setiap tahun, dari 117 negara, education development index (EDI) Indonesia berada di posisi 69, sementara Malaysia di posisi 65 dan Brunei 34.

Principal PT. Urbane Indonesia, salah satu mitra Indonesia Berkibar, Ridwan Kamil menuturkan, tidak meratanya pendidikan di Indonesia juga mengakibatkan kualitas masyarakat Indonesia tertinggal dibandingkan negara lain. Padahal pendidikan merupakan faktor utama dalam membangun karakter bangsa dan faktor untuk menggerakkan perekonomian suatu bangsa.

"Peningkatan kualitas pendidikan tidak hanya dibutuhkan di kota-kota besar, tetapi seluruhnya termasuk pelosok. Apabila kualitas pendidikan dapat dilakukan dengan dukungan dari seluruh lapisan masyarakat, tidak hanya kuantitas yang besar melainkan kualitas kesejahteraan masyarakat pun lebih baik, sehingga mendukung ekonomi di Indonesia," ujar Ridwan, yang juga dosen Teknik Arsitektur di Institut Teknologi Bandung (ITB) ini dan pengggagas

Indonesia Berkebud.

Ridwan mencontohkan, Korea Selatan dalam lima tahun terakhir maju pesat. Negara yang sebelumnya tertinggal jauh dari China dan Jepang kini menjadi sejajar, bahkan melampaui mereka. "Korea Selatan serius dalam mengelola pendidikannya untuk menguasai dunia, tidak hanya untuk tujuan sementara misalnya untuk pekerjaan saja tapi memang untuk masa yang akan datang," ujarnya.

Praktisi Pendidikan Bambang Irianto yang juga Fasilitator Penyedia Program, menambahkan, proses pendidikan juga perlu menekankan keterampilan proses memperoleh pengetahuan. Karena, kata Bambang, keterampilan proses tersebut penting untuk menanamkan karakter dalam diri siswa.

"Seperti menghargai hak orang lain yang sering dikesampingkan oleh masyarakat. Karena kita justru sering lupa untuk menghargai hak orang lain. Mungkin itu hanya persoalan kecil. Termasuk memberikan apresiasi kepada murid yang memiliki kemampuan dalam bidang apa pun," tandasnya. Bambang juga menggariskan gerakan ini bukan sebagai gerakan oposisi namun sebagai gerakan kritis yang juga ikut memberikan solusi bagi kemajuan Pendidikan di Indonesia. "Gerakan ini juga siap memberikan solusi bagi persoalan-persoalan pendidikan yang muncul di daerah-daerah," ucapnya.**(rfa)**

युनाइटेड भारत

PRESS CUTTINGS BUREAU

90/49-B, Malviya Nagar,
New Delhi - 110 017
Ph. : 26681442, 46089243

E-mail : presscuttingsbureau@gmail.com

NAME OF PUBLICATION UNITED BHARAT	PAGE OF PUBLICATION ALLAHABAD	DATE OF PUBLICATION 18 OCT 2012
---	---	---

विश्वीय शिक्षा निगरानी रिपोर्ट

आधे से भी ज्यादा बच्चे शिक्षा से वंचित

नयी दिल्ली, 17 अक्टूबर (वार्ता)।

दुनिया के आधे बच्चों से भी कम प्री-प्राइमरी शिक्षा प्राप्त कर पा रहे हैं और करीब १८ प्रतिशत बच्चे मर्यादक कुपोषण के शिकार हैं तथा शिक्षा के क्षेत्र में सहस्राब्दि लक्ष्य प्राप्त करने की गति अभी धीमी है और १०१५ तक उन्हें हासिल कर पाने की संभावना कम है।

यूनेस्को द्वारा कल दूर शम ओईडीडी सम्मेलन में जारी की गयी सब लक्ष्यों के लिए शिक्षा की निगरानी रिपोर्ट २०१२ में यह बात कही गयी है। भारत में यूनेस्को के प्रतिनिधि एवं विदेशी विद्वानों ने यह रिपोर्ट जारी की। सन् २००० में डम्बार (सेनेगल) में सब लक्ष्यों के लिए शिक्षा के सम्मेलन में भारत समेत विश्व के १६० देशों ने २०१५ तक सहस्राब्दि लक्ष्य का संकल्प व्यक्त किया था। यूनेस्को अब तक २००२ से शिक्षा के क्षेत्र में विभिन्न पहलुओं पर ८ रिपोर्ट जारी कर चुका है।



इस वर्ष युवा एवं हुनर विषय पर आयोजित रिपोर्ट में कहा गया है कि सन् २०१० तक दुनिया के ६ करोड़ १० लाख बच्चे प्राथमिक स्कूल से बाहर थे और इस तरह प्राथमिक शिक्षा के सार्वजनिकरण के लक्ष्य की प्रगति रकी पड़ी है। दुनिया के गरीब एवं मध्य आय वाले १२३ देशों में १५ से २४ वर्ष के युवाओं में करीब २० करोड़ युवाओं ने प्राथमिक स्कूलों की चर्खा भी पूरी नहीं की। रिपोर्ट में कहा गया है कि प्रीट साक्षरता का भी लक्ष्य प्राप्त करना

दुर्भाग्य

- करीब 28फीसदी बच्चे भयानक कुपोषण का शिकार
- 2010 तक छह करोड़ दस लाख बच्चे प्राथमिक स्कूल तक नहीं पहुंचे

मुश्किल है क्योंकि वर्ष २०१० तक करीब ७० करोड़ ५० लाख व्यस्क निरक्षर थे जिनमें दो तिहाई महिलाएं हैं। रिपोर्ट में अनुमान वर्ष १९९० से २०१० तक प्रीट निरक्षरों की संख्या में केवल १२ प्रतिशत की कमी आयी है। रिपोर्ट में यह भी कहा गया है कि शिक्षा के क्षेत्र में लैंगिक असमानता अभी भी बनी हुई है। सन् २०१० तक केवल १७ देश ऐसे थे जहां प्रत्येक दस लड़कों की तुलना में नौ से कम लड़कियां शिक्षा प्राप्त कर पा रही थीं जबकि ४८ देशों... शोध पृष्ठ 11 पर

आधे से भी ज्यादा....

में सैकेण्डरी स्कूलों में लैंगिक असमानता बढ़ी है। रिपोर्ट में यह भी कहा गया है कि दुनिया के २५ करोड़ बच्चे अभी भी यह और शिक्षा नहीं पढ़ते। हालांकि इनमें चौथी कक्षा तक का ज्ञान प्राप्त हो जाना चाहिए। रिपोर्ट में कहा गया है कि सन् २०१० तक पांच वर्ष से कम आयु के १७ करोड़ १० लाख बच्चे मर्यादक कुपोषण के शिकार हैं पानी के स्टैंड बच्चे हैं। अगर उनके स्वास्थ्य का यही हाल रहा तो २०१५ तक १५ करोड़ २० लाख बच्चे मर्यादक कुपोषण के शिकार बने रहेंगे। रिपोर्ट में कहा गया है कि शिक्षा के स्तर में कमी का एक कारण पर्याप्त संख्या में शिक्षकों की कमी थी है। दुनिया के १२२ देशों में २०१५ तक ५४ लाख प्रारंभिक शिक्षकों की जरूरत होगी।

दुनिया के १०० देशों में ७५ प्रतिशत से कम शिक्षकों को प्रशिक्षण प्राप्त है। रिपोर्ट में यह भी कहा गया है कि शिक्षा के क्षेत्र में पर्याप्त फंडिंग न होने से उसकी प्रभावता घी पा रही है। रिपोर्ट में कहा गया है कि २०१० तक पूरी दुनिया में शिक्षा पर खर्च १३.५ अरब डॉलर पर रक्ता हुआ है जिसमें गरीब देशों में ५०८ अरब डॉलर बुनियादी शिक्षा पर खर्च हो रहा है।

IN SECONDARY SCHOOL, 'BOYS ARE AT A DISADVANTAGE'

Posted by [Jenny Lei Ravelo](#) on 17 October 2012 09:54:46 AM



A boy sits in a classroom in Guatemala. Gender parity in education is not on track to be met, according to the Education for All Global Monitoring Report 2012. Photo by: Inter-American Development Bank

Gender parity in education is among six education goals set out in 2000 that is under threat of not being met, due to underinvestment.

A total of 164 countries pledged to achieve gender parity in primary education by 2015 in Dakar, Senegal. But 68 countries remain short of the goal just three years before the deadline. Angola and Eritrea have, in fact, “gone backwards,” according to the [Education for All Global Monitoring Report 2012](#).

As is often the case, girls are the most disadvantaged in these countries, although improvements have been made in recent years: The number of countries where girls face a severe disadvantage has dropped to 17 in 2010 from 33 in 1999. In addition, there is now only one country where girls face an extreme disadvantage in primary education: Afghanistan.

The Asian country, however, has made “great progress in recent years,” the report notes. Such improvements could be attributed to some governments, donors and nongovernmental organizations’ heightened focus on girls, which are often the disadvantaged group in most settings. But this does not apply in all cases.

Boys are at a disadvantage in more than half of the 97 countries affected by gender disparity in secondary education, according to the report. Most of them are located in Latin America and the Caribbean, East Asia and the Pacific, and in Bangladesh, Myanmar and Rwanda.

A number of factors drive this surprising disparity: poverty, labor and teachers’ attitudes. The gender gap on learning outcomes has also been widening, according to the report. While boys have the advantage in math, “there is some evidence that the gap may be narrowing,” according to the report.

“[Education for all] will not be achieved unless equal attention is paid to all goals,” the report notes, putting particular attention on adult literacy, and early childhood care and education, which continue to plague millions worldwide.

Increasing donor and government spending on education is key to meeting the goals. The report does note that “money alone will not ensure that the EFA goals are reached,” although “less money will certainly be harmful.” Ensuring effective spending of aid, and looking into other potential sources of finance, such as the private sector, are equally important, according to the report.

Skills, jobs and growth: Let's tell the world about Korea's success story

Published : 2012-10-15 21:12

As the economic crisis continues to squeeze budgets worldwide, the severe lack of youth skills is more damaging than ever. The world's youth population has never been larger, but one in eight young people is unemployed and over a quarter of them are trapped in jobs that keep them on or below the poverty line.

What should we do to help these young people? South Korea's experience over the past 40 years offers many lessons, as the 2012 Education for All Global Monitoring Report, "Putting Education to Work," points out.

The report, which is the major global survey of progress toward international education goals, focuses this year on the urgent need to invest in skills for youth — and holds up Korea as an example of what can be achieved. In developing countries, 200 million people aged 15 to 24 have not even completed primary school and need alternative pathways to acquire basic skills for employment and prosperity. Those who face discrimination and inherited disadvantages, such as young women, the poor, those in rural communities and ethnic minorities, are the worst affected.

So what lessons can Korea's experience offer? The report answers this question by looking at the stark contrast between Korea's progress and that of Ghana.

In the early 1970s, Ghana was at a similar starting point to the Republic of Korea, but it has lagged far behind since then. The Republic of Korea began to expand its secondary education system rapidly in the 1970s, but in Ghana secondary education stagnated for another 30 years.

Ghana's lack of progress in education was partly the result of economic problems. But it was also because of insufficient investment in education or linking of economic planning with skills development policies. In the early 1980s, Ghana's spending on education was less than 2 percent of GDP per capita, compared with around 4 percent in the Republic of Korea at the time.

Even though Ghana embarked on education reforms from 1987, the quality of education and its relevance to the labor market have remained poor. Technical and vocational education has not been well enough linked with the economy. And although access to education has expanded, by 2008 almost one-third of those aged 15 to 19 were still not making it through lower secondary school, with some not even completing primary school.

Since the 1990s, Ghana's economy has started to grow faster. By 2010, it had achieved a growth rate of 7.7 percent. Most employment is now in small enterprises that pay low wages. But unlike in Korea, these companies have only recently begun to benefit from government support to foster skills development.

There are many reasons why Ghana's economic success has not matched that of Korea — and other East Asian "miracle" economies — since the 1960s. But the short-sightedness of economic reforms that failed to invest in skills for the future economy must take some share of the blame.

A key message from Korea's experience is that states must play a key role in matching skills supply to demand. Given how extensively and rapidly skills needed to be transformed as East Asian economies moved to higher value-added goods and services, it is doubtful that market forces alone could have done the job.

Another conclusion is that the global scale of the skills challenge is great — but so is the wealth of global knowledge that can be mobilized to meet it.

Korea's success means that it is now among the top 15 aid donors offering their knowledge about skills development to poorer countries that are in dire need of reducing their skills deficit — and in doing so, helping them to tap into the enormous potential that their rapidly growing youth population represents.

The dramatic speed of Korea's success was highlighted on Oct. 9 when the United Nations Secretary-General Ban Ki-moon spoke at UNESCO's headquarters in Paris. Mr. Ban has just launched a global initiative, Education First, aimed at promoting the transformational power of education. He presented UNESCO with a copy of a natural science textbook published by the agency that he had used as a child in post-war Korea in 1956.

Across the developing world, there are millions of children and young people who need the kind of support that Korea's government gave its own people in the difficult decades after the Second World War. Let's encourage governments in those countries to do the same for their people — and let's offer them everything we know about how to turn skills into jobs, growth and prosperity.

By Pauline Rose

Pauline Rose is the director of the Global Monitoring Report published by UNESCO. — Ed.

Invocation for the young icon of peace

By Our Staff Reporter

LAHORE, Oct 10: The civil society on Wednesday staged peaceful protest demonstrations and candlelit vigils and condemned the Taliban for their cowardly act of life attempt on Malala Yousafzai.

People from all walks of life including teachers and students offered prayers at different ceremonies for the recovery of Malala.

Peaceful protests and candlelit vigils were held at Liberty Roundabout, Charing Cross and in front of the Lahore Press Club.

The protesters were holding banners and placards bearing inscriptions against the cowardly act of attacking a young girl.

The Child Rights' Movement in collaboration with the Idara-i-Taleem-o-Aagahi organised a demonstration at Liberty Roundabout. People belonging to civil society organisations as well as students condemned life attempt on Malala.

ITA Director Programmes Dr Baela Raza said the gunfire on an unarmed girl had maligned the image of Pakistan the world over.

She stressed that different sections of society must get together and raise voice against the attackers.

She demanded that the attackers must be arrested and given an exemplary punishment.

Justice Nasira Javed (retired) and Umeed chairperson Shireen Zafarullah said the attack had grossly violated the fundamental



A CANDLELIT vigil on The Mall. —White Star



STUDENTS pray for the recovery of rights activist Malala Yousafzai. —Dawn

right to education and peace for females in the area.

Later, the protesters participated in a candlelit vigil at Charing Cross and prayed for the recovery of the girl.

The Insaaf Students Federation and the Islami Jamiat Tulaba also condemned the incident.

The Institute for Peace and Secular Studies held a candlelit vigil in front of the press club.

SAFMA: The civil society, media and others met at the South Asian Free Media Association (Safma) office and passed a resolution con-

demning attack on Malala Yousafzai. Imriaz Alam, SM Masood, Abdullah Malik, Jugnu Mohsin, IA Rehman, Faryal Gohar, Tehseen Ahmad and Khalid Chaudhry endorsed the resolution.

The resolution read: "We, members of the civil society, media and people from other walks of life express our grief and anger over murderous attack on Malala and consider it an attack on the entire nation and humanity."

It also said: "We, as citizens, protest that no clear stance has been taken against terrorism. This has

not only affected our way of life but also the future of the entire nation and its people are no longer secure. This monster (terrorism) is destroying our society.

"We demand that the federal and provincial governments and state institutions take some decisive action against terrorists. We appeal to people in general and the media and civil society in particular that they do not comprise on terrorism, which Islam and other religions, our country's laws or societal norms do not allow. We demand a serious action against the TTP.

"We appeal to our politicians that they take a clear and united stance against all militants. We also appeal to the media to take an unambiguous stance on terrorism and take practical steps to save the future generations of Pakistan."

UNESCO: Education for All Global Monitoring Report, published by Unesco, director Pauline Rose has said in a statement the attack on Malala was a big tragedy.

She said Malala was standing up for the right of education for girls, which is not yet being respected. "There are still over three million

girls out of school in the country," she said.

She said this was not the first time that insurgent groups had attacked education infrastructure in Pakistan.

Often, as seen in Afghanistan, she said, girl schools were a particular target. Failing to respond to such attacks as seen in Pakistan on Tuesday would only engender further fear among parents over sending their children to school.

"All too often, due to conflict, the education of girls and boys is left off the list of priorities," she observed.

5.1 million children don't go to school of which 63% are girls

NNIFriday, 19 Oct 2012 6:29 am | [Comments \(1\)](#)

ISLAMABAD - At least 5.1 million Pakistani children do not go to school of which 63 percent are girls, according to a report released by United Nations Educational, Scientific, and Cultural Organisation (UNESCO).

The tenth Education for All Global Monitoring Report (GMR) of UNESCO recognised a dire need for investment in the future of young boys and girls in terms of spending, quality education and skill building initiatives.

The report was officially launched on Thursday to share Pakistan specific statistics and analysis with major educationists and policy makers.

Dr Kozue Kay Nagata in the opening remarks, quoted from the global speech of UNESCO Director-General Irina Bokova and said, "I would like to dedicate this ceremony to Ms Malala Yousafzai, a young brave activist for the right of education for girls in Pakistan, assaulted last week, because she wanted to go to school". Dr Nagata added, "For Pakistan as a nation, this year's GMR has a special value".

The report revealed that the school age population of Pakistan was 197.5 million. Net enrolment ratio, in primary schools was 74% and 5.1 million children were out of school, 63% of which were girls. The report further said there were 7.27 million adolescents not attending school out of which 3.8 million were female.

UNESCO Senior Education Specialist Dr Roshan Chitrakar told the participants that Pakistan needed to tackle unemployment of the youth, and make them part of the productive labour force through training and education.

Arshad Saeed Khan elaborated in his presentation that according to the GMR only 40% of girls of age 15 or less were literate, which was projected to reach 60% by 2015. The issue thus needed special attention to eliminate gender disparity, he added.

In Pakistan, skill development (including teacher training) expenditure for the year 2008-9 was only 1% of the total education budget.



Girls education

Posted on October 21, 2012

For decades in and decades out education and health have been the least priority for governments in Pakistan funding this social sector next to nothing of the GDP; this allocation has not exceeding four per cent for both the social obligations put together. The previous fiscal year saw this share for education at 2.6 per cent and this year it has further been slashed to 2.3 per cent. The environment is, therefore, hardly congenial for learning at all levels as is manifest from a United Nations Education, Scientific and Cultural Organization (UNESCO) report that has put girls education in Pakistan the second at the global rock bottom; less than half that of India and Nepal and a quarter of Bangladesh. That is why Pakistan is, for sure, the most illiterate state of South Asia. What is anomalous is that gender discrimination is also working in this sector because boys are twice the number of girls studying in schools. A two-thirds of the out-of-school children in Pakistan are girls and only 16 countries have a worse rate. Pakistan has the second highest number of out-of-school children in the world - five million. The country's progress in reducing the number of poor girls being denied a chance of education, has been too slow. The percentage of poorest girls out of school has fallen from 78 per cent to 62 per cent in this region. For example, India has improved the drop-out situation from 66 per cent to 30 per cent, Nepal from 52 per cent to 22 per cent and Bangladesh from 91 per cent to 44 per cent. The report shows over a third of young Pakistanis do not have the skills they need for work. They are 12 million in number, the second highest of unskilled young people in the world. Not money alone, customs and traditions have played havoc with girls education in Pakistan. The regions where polio vaccine is not permitted, can hardly think of sending their girls, and even boys, to schools. Therefore, there is a great need to break such social taboos that keep regions, predominantly found in Khyber Paktunkhwa and Balochistan, in the back yard of social development. But poverty seems the most outstanding reason for not allowing girls education because poor parents find it more beneficial for them to get their girls employed as domestic servants than sending them to schools and that, too, in a class-ridden educational system which is not affordable for poor families; and this practice is not confined to any region or province but the country as a whole. If we are able to address social circumstances, breaking taboos to some acceptable degree, the issue education, both of girls and boys, can be resolved formidably.

Malala attack is heartbreaking: US Congressman

By Huma Imtiaz

Published: October 17, 2012



Malala's story highlights the need to expand educational opportunities for women, girls in Pakistan: Dennis Kucinich
PHOTO: FAZAL KHALIQ/ FILE

WASHINGTON: Thanking Malala Yousufzai for her courage, US Congressman Dennis Kucinich has said the attack on her was heartbreaking.

In a statement issued from his office, the Democrat member said that Malala's story has touched people around the world. He further said that the 14 year-old peace activist was targeted for promoting educational access for women.

"Her story has brought much needed attention to the issues she courageously stood up for: the urgent need to expand educational opportunities for women and girls in Pakistan," he said.

The US Congressman said that high illiteracy rate and low access to educational opportunities plague children and women in Pakistan.

Citing a study by the UNESCO, the statement said that only 26 per cent of Pakistani girls are literate, with the literacy rate below 10 per cent in some rural areas of the country.

"In addition to conflict, poverty and the dependency of many families on child labour serve as a significant obstacle to girls' education. The United Nations Children's Fund estimates that 17.6 per cent of Pakistani children are working to support their families. That is why the recent shooting of 14-year-old education activist, Malala, is heartbreaking."

The Congressman, who is serving his last term in the US Congress and will leave office in January 2013, said that promoting gender equality in education and creating equal opportunities including employment and civil society participation was critical.

"The issues facing Malala and other girls and women in Pakistan are issues that should concern people all over the world. We can all help Malala achieve her goals by working together to promote gender equality in education in our own communities and in places abroad, like Pakistan."

Pakistan risks missing 'primary education for all' target

By [Aroosa Shaukat](#)

Published: October 16, 2012



Report states around 5.1 million children in Pakistan are out of school, which is second highest number in the world. PHOTO: FILE

LAHORE: With Pakistan spending only 2.3% of its GDP on education, the country is unlikely to achieve its target of 'Universal Primary Education for All' by 2015, states the 2012 Education for All (EFA) Global Monitoring Report.

The 10th EFA report titled 'Putting Education to Work' is expected to be released globally today (Tuesday). It maintains that despite having committed itself to the particular United Nations Millennium Development Goal, Pakistan still has the second largest number of out of school children: around 5.1 million.

Of the 5 million, 63% are girls. However, there are 3 million less out of school children than there were in 1999.

Out of the 775 million illiterate adults in the world, 50 million are in Pakistan, making the country's illiteracy rate the third highest in the world. It also mentions that 36% of Pakistanis, nearly 12 million, have not completed primary schooling. This leaves Pakistan with the second highest number of unskilled young people, just after India.

It says Pakistan has decreased its spending on education from 2.6% of its GDP to 2.3% in the past decade. This, according to the report, is one of the prime reasons for Pakistan lagging behind.

"One of the reasons EFA goals are not being achieved in Pakistan is insufficient investment in education," Director of EFA Global Monitoring Report Dr Pauline Rose told *The Express Tribune*.

Dr Rose said that with just 2.3% of GDP being spent on education, greater political will is required to ensure all children attend school. "For each dollar invested in education, a country benefits by at least \$10 in growth."

This year's report paints a gloomy picture with progress towards achieving the education goals stagnating, said Dr Rose. "This is an urgent wake-up call for the government and donors to do more in the final push towards the 2015 deadline."

Claiming that almost half of rural women in the country have never been to school, it adds that the same holds true for only 14% of men.

The EFA Global Monitoring Report is a tool to assess global progress towards achieving education goals. This year, the report focuses on improving youth skills development programmes to ensure provision of greater work opportunities.

The EFA Global Monitoring Report will be launched on October 18 in Islamabad, October 24 in Lahore and later in November in Karachi.

Edited by Alihaider Habib

Published in *The Express Tribune*, October 16th, 2012.

Jolie backs Malala for Nobel Peace Prize

Thursday, October 18, 2012

From Print Edition **UNITED NATIONS: The United Nations Goodwill Ambassador Angelina Jolie has turned her attention to Malala Yousafzai, writing an opinion piece in defence of the 14-year-old girl's struggle for educational equality. Angelina said Malala should be considered for a Nobel Peace Prize.**

The Hollywood heavyweight's missive has appeared at Daily Beast, and underlines Malala's plight, framed by her children's reactions to the teen's attempted murder by the Taliban. "It was difficult for them to comprehend a world where men would try to kill a child whose only crime was the desire that she and others like her be allowed to go to school," wrote the actress, who is engaged to Brad Pitt.

Malala is undergoing treatment in the UK after insurgents shot her in the head for her advocacy of equal-opportunity education. She is said to be making a "good recovery".

Angelina suggested that the wounded girl — now something of a poster child for human rights — should be considered for a Nobel Peace Prize. Malala Yousafzai was in a stable condition in the British hospital on Tuesday and well-wishers from around the world left her messages of support.

Malala Yousafzai "remains stable", according to doctors monitoring her at the specialist Queen Elizabeth Hospital in Birmingham. "She spent a second comfortable night at the hospital and continues to be cared for," the hospital said. Donations towards her care, which is being funded by the Pakistani government, are being received by the Queen Elizabeth Hospital's charity while hundreds of people have left messages of support on the hospital's website.

The well-wishers are from countries including Pakistan, Britain, India, the United States, Canada, Brazil, Myanmar, Saudi Arabia, the United Arab Emirates, New Zealand, Rwanda and the Netherlands.

"We the Pakistanis are so sorry that a little girl like you had to stand up for all of us. If we had shown some courage, you would have been safe and healthy today. Malala, get well please, we need you," wrote Durre Nayab. "Please accept my and my family's gratitude for what you have stood for. You are a true daughter of Pakistan. We are in your debt forever. Get well soon," said Munir Pervaiz.

Ajmal Khan wrote: "You are the one who stood for a cause that you believed in and we salute your courage and your commitment towards your cherished goal. I personally was in tears when I heard of your ordeal. But hopefully you will get well soon and start your mission again with the same spirit and agility."

A message book has also been opened at Council House, the headquarters of Birmingham's local authority. Birmingham has a 100,000-strong Pakistani community — a tenth of the city's population.

Cards, letters and gifts to Malala are being handled by the city's Pakistani consulate. Meanwhile, former British prime minister and UN Special Envoy for Global Education, Gordon Brown, said Unesco, inspired by the passion of Malala for education, was considering holding an international donors conference on education. He was speaking at an education conference being held in Paris under Unesco. Gordon Brown went on saying, "I am the ambassador of Malala".

He announced that he would visit Pakistan to pay homage to this courageous girl. He announced to work to raise funds for education in Pakistan from around the world, since he had been declared the UN special envoy for global education. He has already secured, with the assistance of UN secretary general, a funding of \$1.5 billion.

Afghan President Hamid Karzai, in a letter to the Awami National Party (ANP) chief Asfandyar Wali Khan, said the voices being raised against the brutal attack on Malala should not recede. "Attack on Malala is considered as attack on all Afghan girls and people in Afghanistan are feeling pain over the tragic happening," Karzai said, according to a press release of Bacha Khan Markaz in Peshawar.

In the letter, Karzai termed the attack on Malala as highly immoral and contrary to Islamic norms and Pakhtun tradition which strictly forbids assault on women, especially minor girls. The Afghan president said the people in Afghanistan were also facing such conspiracies where elements of obscurantism wanted to create hurdles in female education.

He also stressed upon the world community to give due importance to the voices raised in Pakistan and Afghanistan against militancy and those elements who wanted to push back their respective nations to the Stone Age.



16 DE OCTUBRE DE 2012

Educación y trabajo, una ecuación victoriosa Por Irina Bokova

Hace unas semanas, durante un viaje a Uruguay, pude visitar la Escuela Grecia, de Montevideo, y observar a los alumnos hacer sus tareas. Allí, al igual que en la Escuela Cassait, de la República de Corea, o en escuelas de Sudán del Sur, el país más joven del mundo, la necesidad que me plantean los padres y madres, antes incluso que un techo o alimentos, es una educación para sus hijos. Cualquier cabeza de familia tiene claro que un niño que acude a la escuela está recibiendo mucho más que una enseñanza: un camino de libertad y la posibilidad de adquirir competencias que le ayudarán a obtener un empleo. Es el pedido número uno de los padres y madres y es obligación de la Unesco responder a esa demanda. Todos debemos actuar ante el hecho lamentable de que hoy 250 millones de niños en edad de acudir a la escuela primaria no puedan leer ni escribir, estén o no escolarizados.

Una reciente evaluación regional sobre enseñanza llevada a cabo en doce países de América Latina revela que uno de cada seis niños no ha logrado aprender lo más básico. No debemos aceptarlo, porque sin educación no hay estabilidad, ni paz duradera ni desarrollo humano posible. Según el nuevo Informe de Seguimiento de la Educación para Todos en el Mundo, que la Unesco acaba de presentar, 200 millones de jóvenes de los países en desarrollo no han completado la escuela primaria.

Ello equivale a toda la población de un país como Brasil, o a una generación completa que ha perdido el tren de la educación. En América Latina y el Caribe, casi la mitad de la población es menor de 25 años y uno de cada 10 jóvenes no han terminado la escuela primaria. Sin embargo, la educación es de vital importancia no solamente para los niños y jóvenes implicados, sino para la prosperidad futura de todos. Sin conocimientos, los jóvenes no podrán conseguir trabajos decorosos y quedarán atrapados en la pobreza, trabajando por el mero sustento y sin el bagaje necesario para encontrar algo mejor. En Brasil, uno de cada cinco jóvenes en el mercado de trabajo carece de empleo. Los jóvenes necesitan competencias que les permitan responder a sus necesidades diarias. Esas competencias son también un requisito previo para continuar sus estudios o su formación práctica; por eso, debemos ofrecerles la posibilidad de adquirir conocimientos técnicos y formación profesional (desde plantar vegetales y colocar ladrillos hasta utilizar computadoras). Cuanto más tiempo permanece escolarizado un niño, mayores posibilidades tendrá de desarrollar competencias tales como la capacidad de resolver problemas, tomar iniciativas y comunicarse con los demás, ganando así en dignidad y autorrealización. Nuestro Informe calcula también que, por cada dólar invertido en educar a un niño, se obtendrán entre 10 y 15 dólares en crecimiento económico durante la vida laboral de ese niño, una vez adulto. Lo vemos en programas como "PROJoven", del Perú, que combina formación en el aula con experiencia laboral y asistencia para buscar empleado. PROJoven ha aumentado en 20% las posibilidades de las jóvenes de encontrar trabajo. En Chile, mujeres pobres con escasa educación están recibiendo dinero en metálico y formación que les permite estar mejor equipadas para hallar empleo.

¿Qué más hacer? Es preciso aumentar la financiación, pese a la situación económica actual. Se calcula que, además de los 16.000 millones de dólares anuales necesarios para garantizar que todos los niños ingresen en la enseñanza primaria, con 8.000 millones de dólares adicionales se lograría el ingreso universal al primer ciclo de secundaria. Parece mucho dinero, pero la inversión es modesta si se compara con los 1,74 billones de dólares que representa cada año el gasto militar mundial.

Queda poco tiempo para mantener las promesas que hicimos hace más de 10 años: dar a nuestros niños y jóvenes un mejor comienzo en la vida. Y la crisis económica no puede ser el pretexto que nos haga fallar. Porque capacitar a los jóvenes es brindarles la posibilidad de elegir qué hacer, de salir por sí solos de la pobreza y de desempeñar su papel de ciudadanos, algo que redundará en beneficio de la sociedad, o lo que es lo mismo, de todos.

The Citizen

Education needs work: UN

More needs to be done to improve education and skills development by 2015, a United Nations adviser said in Soweto on Tuesday.

16 October 2012 | Sapa

JOHANNESBURG - "There is still much to be done by 2015. Governments, aid donors and private sector need to be rallied in order to achieve these Education for All (EFA) goals," said Amina Mohammed, adviser to UN secretary general Ban Ki Moon.

Mohammed was speaking at the launch of the 2012 global monitoring report by the United Nations Educational, Scientific and Cultural Organisation (Unesco).

The report found that over 56 million young people between the ages of 15 and 24 in sub-Saharan Africa did not have primary school education and lacked basic skills for employment.

Although there was significant progress in some regions, few were on track to meet the EFA goals.

The EFA goals, set in 2000 by Unesco, comprises six areas of education that need urgent attention and improvement by 2015.

The global financial crisis and the state of countries in conflict had a negative impact on the plan.

"We need to advocate our leaders, presidents and chiefs to work more on the future of the children and youth... we have three years left to do so."



Oct 16 2012 2:43PM

Education needs work : UN

More needs to be done to improve education and skills development by 2015, a United Nations adviser said in Soweto on Tuesday.

"There is still much to be done by 2015. Governments, aid donors and private sector need to be rallied in order to achieve these Education for All (EFA) goals," said Amina Mohammed, adviser to UN secretary general Ban Ki Moon.

Mohammed was speaking at the launch of the 2012 global monitoring report by the United Nations Educational, Scientific and Cultural Organisation (Unesco).

The report found that over 56 million young people between the ages of 15 and 24 in sub-Saharan Africa did not have primary school education and lacked basic skills for employment.

Although there was significant progress in some regions, few were on track to meet the EFA goals. The EFA goals, set in 2000 by Unesco, comprises six areas of education that need urgent attention and improvement by 2015. The global financial crisis and the state of countries in conflict had a negative impact on the plan.

"We need to advocate our leaders, presidents and chiefs to work more on the future of the children and youth. we have three years left to do so."- Sapa

España, a la cabeza del fracaso escolar en Europa

Uno de cada tres jóvenes españoles dejó sus estudios sin acabar la secundaria, según un informe de la Unesco
España es el primer país de Europa en términos de fracaso escolar y de mala inserción laboral de sus jóvenes, según los datos recogidos por la Unesco en la edición 2012 del estudio anual Educación para Todos (EPT), publicado hoy. Uno de cada tres jóvenes españoles de entre 15 y 24 años dejó sus estudios antes de acabar la enseñanza secundaria, frente a la media europea de uno de cada cinco, según este estudio, que recoge el progreso de los objetivos educativos fijados en Dakar en 2010 y cuya fecha tope de cumplimiento es 2015.

Para los responsables del informe, las cifras de abandono escolar en España son "preocupantes" habida cuenta de que se trata de un país "duramente golpeado" por la crisis y donde **el paro juvenil superó el 50% en marzo de este año**. La falta de competencias profesionales de los jóvenes europeos "les aboca a desaprovechar su potencial, les hace perder oportunidades de empleo y les impide ayudar a sus respectivos países a volver a la prosperidad", señala el estudio, donde se asevera que, en tiempos de crisis, dotarles de herramientas es "más esencial que nunca".

Los autores del informe constataron que entre 2007 y 2009, las tasas de paro entre los jóvenes europeos que no habían completado sus estudios aumentaron "de forma amplia", a excepción de Alemania, aunque España fue sin duda "la peor afectada" de todos los países del continente.

La Unesco aboga por fomentar las prácticas y pasantías

El estudio recupera además la expresión "**ninis**" (ni tienen trabajo ni lo buscan), al señalar que "al menos un cuarto de los jóvenes españoles que dejaron sus estudios al acabar el primer ciclo de enseñanza secundaria y un quinto de los que la abandonaron después del bachillerato, en la actualidad tampoco buscan empleo". "Crear puestos de trabajo por sí no va a ayudarnos a salir de la crisis", indicaron los autores, para quienes, "Europa debe formar a jóvenes con competencias profesionales adecuadas, con experiencia previa y con capacidad de adaptación a las nuevas tecnologías".

Por ello, desde la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (Unesco) se insiste en **fomentar las prácticas y pasantías**, y en mejorar la formación profesional como se ha hecho "con gran éxito" en Alemania, a fin de preparar a los jóvenes para el mundo laboral. El esfuerzo merece la pena, según los cálculos de la institución, que estima que cada dólar invertido en educación y en competencias supone un retorno de 10 dólares para la economía del país inversor.

España encabeza el fracaso escolar y el desempleo juvenil en Europa

Uno de cada tres españoles de entre 15 y 24 años dejaron sus estudios antes de acabar la secundaria, según la UNESCO

Vida | 16/10/2012 - 08:27h

París. (EFE).- **España** es el primer país de **Europa** en términos de **fracaso escolar** y de mala inserción laboral de sus jóvenes, según los datos recogidos por la **Unesco** en la edición 2012 del estudio anual "Educación para Todos" (EPT), publicado hoy.

Uno de cada tres jóvenes españoles de entre 15 y 24 años dejaron sus estudios antes de acabar la enseñanza secundaria, frente a la media europea, que habla de uno de cada cinco, de acuerdo con este estudio, que recoge el progreso de los objetivos educativos fijados en Dakar en 2010 y cuya fecha tope de cumplimiento es 2015.

Para los responsables del informe, las cifras de abandono escolar en España son "preocupantes" habida cuenta de que se trata de un país "duramente golpeado" por la crisis y donde el paro juvenil superó el 50 % en marzo de este año.

La falta de competencias profesionales de los jóvenes europeos "les aboca a desaprovechar su potencial, les hace perder oportunidades de empleo y les impide ayudar a sus respectivos países a volver a la prosperidad", señala el estudio, donde se asevera que, en tiempos de crisis, dotarles de herramientas es "más esencial que nunca".

Los autores del informe constataron que entre 2007 y 2009, las tasas de paro entre los jóvenes europeos que no habían completado sus estudios aumentaron "de forma amplia", a excepción de Alemania, aunque España fue sin duda "la peor afectada" de todos los países del continente.

El estudio recupera además la expresión "ninis" (ni tienen trabajo ni lo buscan), al señalar que "al menos un cuarto de los jóvenes españoles que dejaron sus estudios al acabar el primer ciclo de enseñanza secundaria y un quinto de los que la abandonaron después del bachillerato en la actualidad tampoco buscan empleo".

"Crear puestos de trabajo per se no va a ayudarnos a salir de la crisis", indicaron los autores, para quienes, "Europa debe formar a jóvenes con competencias profesionales adecuadas, con experiencia previa y con capacidad de adaptación a las nuevas tecnologías".

Por ello, desde la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (Unesco) se insiste en fomentar las prácticas y pasantías, y en mejorar la formación profesional como se ha hecho "con gran éxito" en Alemania, a fin de preparar a los jóvenes para el mundo laboral.

El esfuerzo merece la pena, según los cálculos de la institución, que estima que cada dólar invertido en educación y en competencias supone un retorno de 10 dólares para la economía del país inversor.



Gordon Brown

Former Prime Minister of the United Kingdom; UN Special Envoy for Global Education

Hacer realidad el sueño de Malala

Publicado: 17/10/2012 08:00

Este lunes, Malala Yousafzai, de 14 años, que recibió un disparo de los talibanes en la cabeza por querer ir a la escuela, llegó al Reino Unido para recibir tratamiento médico.

Los expertos médicos dicen que a Malala, que ha tenido la suerte de no morir por la bala del asesino, le espera un largo camino hasta la recuperación. Conozco el hospital de Birmingham en el que van a tratar a Malala. He visitado allí a pacientes, médicos y enfermeros en diversas ocasiones, y he sido testigo de su destreza para tratar lesiones causadas por heridas de bala.

Ayer mismo hablé con el Alto Comisario de Pakistán en el Reino Unido, que viajó a Birmingham para recibir a Malala. Le garanticé que la niña y su familia recibirán toda la ayuda que sea necesaria.

En Pakistán, como en India, Bangladesh, Afganistán y todo Occidente, la valentía de Malala está inspirando una oleada de repugnancia contra los talibanes. Se ha convertido en una hermana adoptiva para millones de niños y una hija adoptiva para millones de padres.

Esta semana, numerosos dirigentes y personalidades van a firmar, junto con miles de jóvenes admiradores, la nueva petición "Yo soy Malala", en www.educationenvoy.org.

La carta, que pienso entregar al presidente paquistaní y al secretario general de la ONU, exige que Malala y todas las niñas tengan garantizado su derecho a la educación.

Si bien los líderes están ofreciendo un apoyo que es muy de agradecer, son los niños y los jóvenes quienes han encabezado las protestas, y con sus manifestaciones masivas esta nueva generación ha hecho más para reafirmar el derecho de todo niño a la educación que los dirigentes que habían prometido asegurarlo.

Detrás de los titulares, las protestas están generando una campaña de jóvenes que ya no están dispuestos a tolerar la brecha entre la promesa de oportunidades para todos y la realidad de que hay millones de niños y niñas que no tienen acceso ni a la educación primaria más básica.

Nuestro mundo actual está dominado por una idea central de progreso, la de que, si una persona joven tiene cualidades y trabaja duro, puede sacar el máximo provecho a su talento. En las últimas décadas, el pilar de la "educación" ha soportado todo el peso de la convicción de que todos los niños tendrán la oportunidad de ascender hasta donde les permita llegar su potencial.

Hemos dado por supuesto que el avance de las oportunidades educativas es inevitable, que año a año, continente a continente, hay un progreso irreversible e inexorable hacia la educación universal.

Sin embargo, las cifras que va a hacer públicas la UNESCO en el nuevo Informe de Seguimiento en el Mundo demuestran que, para 61 millones de niños a los que se niega el derecho a la escuela, las oportunidades a través de la educación siguen siendo una promesa vacía. Millones de niños y niñas, descartados ya a los cinco o seis años, no podrán nunca superar la brecha entre lo que son y lo que podrían llegar a ser.

Su situación revela hasta qué punto el nacimiento y los orígenes de una persona -de dónde viene y quiénes son sus padres- siguen siendo lo que más influye en decidir sus perspectivas, mucho más que el talento o los méritos. En total, 32 millones de niñas como Malala viven excluidas de la escuela, muchas, como ella, discriminadas por su sexo. Millones más reciben una educación inferior a la de los varones.

Cada año, 10 millones de niñas -en su mayoría, más jóvenes que Malala- abandonan la escuela para convertirse en esposas y no regresan nunca. Un número todavía mayor, 15 niños menores de 14 años, que deberían estar en el colegio, están trabajando jornadas completas y, muchas veces, en trabajos peligrosos

El Informe de Seguimiento en el Mundo también destaca el vergonzoso abandono de millones de menores refugiados, niños desplazados que viven en campamentos, tiendas y chabolas, en países con regímenes en descomposición y zonas de conflicto, sin acceso a maestros ni libros escolares.

Cuando deberíamos invertir en educación para remediar la disparidad de oportunidades, seguimos dejando que se excluya a las niñas de la escuela y no protestamos lo suficiente; seguimos tolerando el trabajo infantil y el matrimonio infantil; y, mientras que en Occidente estamos dispuestos a pagar más de 100.000 dólares para escolarizar a nuestros hijos hasta los 16 años, el mundo no invierte más que 400 dólares -250 veces menos- para escolarizar a un niño africano.

Los líderes mundiales hicieron unas promesas históricas reflejadas en los Objetivos de Desarrollo del Milenio. Una de las promesas fundamentales fue la de que todos los niños pequeños estarían en la escuela primaria antes de 2015. Cuando faltan solo tres años para esa fecha, y ahora que las ayudas a la educación están disminuyendo, no nos queda más que una oportunidad de dar la vuelta a la situación para cumplir el plazo.

La nueva iniciativa Educación Primero de Naciones Unidas pretende eliminar los obstáculos que impiden que todos los niños reciban una educación de calidad. La idea es hacer que todas las instituciones de la ONU y el Banco Mundial colaboren en abordar las carencias de maestros, aulas y libros y los problemas del trabajo infantil, el matrimonio infantil y la discriminación contra las niñas, que son los principales obstáculos que impiden cumplir las promesas.

En los próximos meses, cada país necesitado elaborará un plan nacional de educación universal, con sus necesidades exactas de profesores, aulas y dinero. Después, el próximo mes de abril, en una cumbre conjunta de Gobiernos nacionales, el Banco Mundial y los organismos de la ONU, se firmarán nuevos acuerdos sobre unos objetivos concretos, con calendarios concretos y presupuestos concretos.

Hay que emplear mejor los recursos, coordinarlos y apoyarlos con ayudas del sector privado y los voluntarios. Me gustaría instar a las zonas más ricas del mundo a que hagan más por ayudar a garantizar que niños como Malala tengan las mejores oportunidades de recibir una buena educación.

La educación es lo único que puede romper el ciclo de la pobreza de una persona y un país, y siempre he dicho que existen razones económicas y morales por las que deberíamos aportar más de 25 céntimos a la semana para educar a los niños y niñas más pobres en los países más pobres del mundo. Además, invertir en la escolarización también se justifica por motivos de seguridad. La educación en escuelas que no estén sujetas a dogmas extremistas es el mejor antídoto contra las doctrinas del odio con las que los talibanes hacen proselitismo entre los jóvenes del mundo.

La situación de Malala ha desencadenado una oleada de apoyos sin precedentes. Ahora todos debemos hacer que esos apoyos sirvan para algo y hacer realidad la causa por la que ella luchaba: su sueño de que haya educación para todos los niños.

Gordon Brown es el enviado especial de la ONU para la Educación en el Mundo y el próximo mes visitará Pakistán. La petición que presentará al presidente Zardari y a Ban Ki-moon, en la que se exige justicia para Malala y educación para todas las niñas, puede firmarse en www.educationenvoy.org y iammalala.org.



‘Education First’ and the disadvantaged first and foremost

By PAULINE ROSE

Unesco data reveal the extent of the disparities in Africa's education systems, writes Pauline Rose

International efforts to achieve Education for All have seen great progress in reaching children out-of-school since the goals were set back in 2000. However, as countries race towards the finishing line in the three years remaining before the deadline in 2015, it is becoming increasingly clear that many have been left behind in the rush. As many as 30 million children are still out of school in Africa. Many of these are poor, girls and those living in remote rural locations.

Today, the UN Secretary-General, Ban Ki-moon launches his new global initiative, ‘Education First’, to put every child into school, and to focus on the marginalised. It is welcome to hear the emphasis on the disadvantaged in the new targets set in his initiative. Ban-ki-moon’s words ring true: “I want every child, without exception, to have the same sense of opportunity that I had.” We cannot provide universal education if we do not address disadvantages head-on.

To raise awareness of the disadvantages faced by many in the global push to achieve Education for All, the EFA Global Monitoring Report Team at UNESCO has produced a new interactive website called the World Inequality Database on Education (WIDE) – available at www.education-inequalities.org. The website provides data for over 50 countries, allowing you to zoom in on selected countries and indicators, and so to compare disparities such as gender, wealth and location across and within countries.

Looking at Rwanda, for example, the average years of education has increased by one and a half years for 17-22 year olds between 2005 and 2010. Looking beyond the averages, WIDE shows a stark picture that progress made through the country’s education policies have not been reaching the poorest. Over these five years, the gap between the richest and poorest in the country has actually increased.



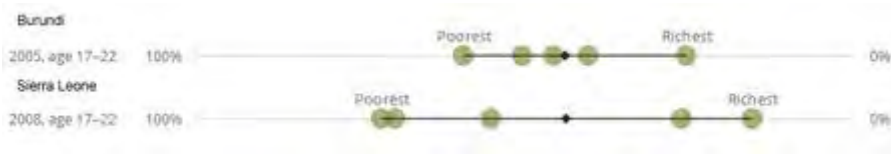
Rwanda, 17-22 year olds with fewer than four years in school from 2005 to 2010

Some children or young people may have been disadvantaged by more than one factor in their access to school. In Tanzania in 2010, for example, 13 percent suffered from extreme education poverty, that is they had less than two years in school. Looking behind the average, WIDE shows that the poorest have a 26 percent chance of being in extreme education poverty. The poorest living in the agricultural region Tabora have their chances of being in school for two years reduced even further: 66 percent do not make it that far. Being female makes it even worse, with 75 percent living in extreme education poverty. This is in stark contrast to the richest living in Tabora who are not touched by extreme education poverty at all.



Tanzania, 2010, 17-22 year olds with fewer than two years in school

A key reason for the likely failure to reach the 2015 deadline of the six Education for All goals is that not enough attention has been given to those who are marginalised. For this reason, education goals set after 2015 must include equity-based targets. Take Burundi and Sierra Leone as examples. On the surface, they both have the same average percentage of 17-22 year olds with less than four years of education. However, the gap between the rich and poor is almost twice as large in Sierra Leone where 72 percent of the poorest children had spent fewer than four years in school, compared with only 15 percent of the richest children. In Burundi, 60 percent of the poorest had spent fewer than four years in school compared to 25 percent of the richest.



Burundi and Sierra Leone, 17-22 year olds with fewer than two years in school

Our EFA Global Monitoring Report shows that statistics matter. Rigorous data are paramount for persuading policymakers that change is needed. In Kenya, for example, WIDE reveals that while 5 percent of 17-22 year olds have fewer than four years in school, the percentage rises to 49 percent for those in the North Eastern, drought-affected, pastoralist region, and 71 percent for young women in that region. By contrast, almost all young women in the capital city, Nairobi, spent at least four years in school: just 6 percent did not make it that far, similar to young men in the city. This puts the spotlight on the areas that the government should prioritise, and the population groups they need to reach first if they are to make the largest impact on the average years a Kenyan child stays in school.



Kenya, 2010, 17-22 years with fewer than four years in school

Goal-setting often leads to attention being paid to low-hanging fruit – those easiest to reach, making it possible to show progress most quickly. This problem has been a recurrent theme in our Education for All Global Monitoring Report, the next edition of which is due out in just over two weeks. As our report has shown many times, education counteracts the disadvantages which a child may be born with, such as being a girl, or being born into

poverty. Unequal access to an education, however, can on the other hand end up reinforcing disadvantages. This is all the more reason to ensure any discussions about development after 2015 includes equity based targets. Putting 'Education First' must mean putting the most marginalised at the centre. Africa's future development depends upon ensuring that happens.

Pauline Rose is director of the EFA Global Monitoring Report

HUFFPOST STUDENTS



Pauline Rose

Director of the Education for All Global Monitoring Report

Education for All and Not Just for Some

Posted: 28/09/2012 00:00

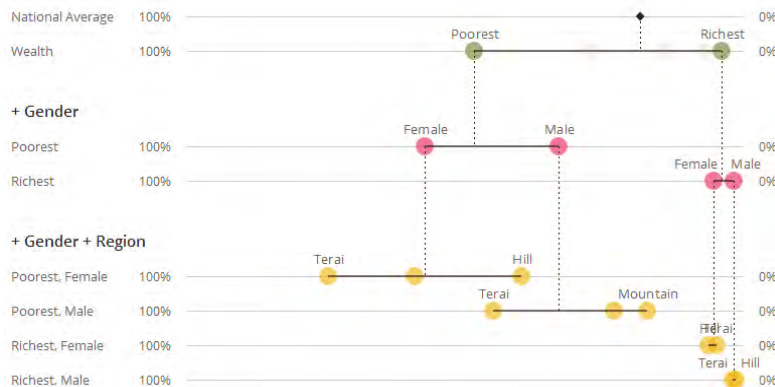
The UN Secretary-General Ban Ki-moon encapsulated a worry amongst people working in education in a blog on *The Huffington Post* a few days ago. He said, 'I am deeply concerned that education is slipping down the international priority list'.

This is why he is launching a new global initiative, 'Education First', together with the Irina Bokova, the Director-General of UNESCO, and Gordon Brown as the new UN Special Envoy for Education at his side. Our team working on the annual Education for All Global Monitoring Report, we are all too aware of the necessity for there to be more vigour and energy behind goals targeted at giving all children access to a free primary education. We are also aware of how important it is that additional resources, such as the new ambition behind 'Education First', are put towards helping the disadvantaged and most in need, first.

This approach is often a challenge to governments and policy makers and has spurred us into designing a new website exposing the deep rifts dividing the chances that boys and girls have of going to school in over 50 countries. It shows the disadvantages which a child can face in education if he or she is born into poverty.

At one extreme, in Benin, it shows how living in one region can make it five times more likely that you'll live in extreme education poverty, with less than two years of school, than if you live in another. The new website is called the World Inequality Database on Education (WIDE). When you explore, you can zoom in on selected countries and indicators, you can compare disparities from one country to another, and identify which groups are most disadvantaged within a country's borders.

Looking at Nepal, for example, WIDE shows that, while 19% of 17-22 year olds have fewer than four years in school, the percentage rises to 24% for women, 57% for the poorest women and jumps to 75% for the poorest women living in the lowland Terai region. By contrast, only 5% of the richest females in this region had fewer than four years of education. These contrasts speak volumes given the large caste divides in the region.



Nepal, 2011, Fewer than four years in school

Comparing across countries provides some very interesting insights too, and is useful for highlighting the variations in the pace of progress towards Education for All. Take Egypt and Niger, for example - two countries with a very different economic status. Here you can see that, while the situation for the poorest youth in Niger has had serious

implications on their chances of escaping extreme education poverty, there is a far smaller gap between the poorest young men and young women than are found in Egypt. Despite the country's relative prosperity, 36% of poor, young women in Egypt have less than two years of schooling.



Niger, 2006, 17-22 years, less than two years in school



Egypt, 2008, 17-22 years, less than two years in school

WIDE also allows you to assess progress that has been made over time. In Colombia, for example, it shows that in 2010 youth in rural areas reached the level of school attendance that youth from urban areas enjoyed back in 1990.



Likewise, in Rwanda, the poorest young people aged 17-22 years are as likely now to have spent at least four years in education as rich young people were back in 2005.



It remains true that a key reason for the likely failure to reach the 2015 deadline of the six Education for All goals is that not enough attention has been given to those who are marginalised. Nor is there enough available data showing how bad marginalisation for many can be. For now, we hope that WIDE will make a visual impact highlighting the need for policies and ambitions to put the marginalised at the centre. And we hope that the UN Secretary-General's new global initiative will help put the spotlight on the need for all children, and particularly those who are hardest to reach, to benefit from moves to put education first once and for all.

Skills deficit: India's chronic problem

Sanjeev Neelakantan

Posted On: Oct 16, 2012

In an interview with Education Insider, the Director of Education For All Global Monitoring Report (GMR), Pauline Rose, touches upon the most crucial portions of the tenth edition of GMR

By Sanjeev Neelakantan

What are the reasons for skill deficiency among India's youth?

Despite huge advances in getting children and young people into school in the country since 1999 and the start of the 'Education for All' goals, there are still millions who have not had the chance of an education, often because of money, because they are girls, or because they live in a remote area with limited access to schools. One child from India we had interviewed while writing our report told me, '*Earning money was more important for me than going to school*'; the reasons why many are not benefiting from an education are not complicated.

These millions of children are now young people and are facing the world without the skills they need to find good jobs. Without skills in a country like India, many young people will be trapped in working poverty, earning little more than \$1.25 a day. In the 2000s in India, for example, there were an estimated 10 million street vendors in the country. Around 1 in 5 in urban parts of the country are casual labourers.

Like many other countries, India's training policy historically focussed on the formal sector and operated on a small scale. By the mid-2000s, the overwhelming majority of urban youth had received no training. It is this chronic skills deficit which, our report shows, has to be tackled with urgency.

What kind of specific skills are we talking about since the report links them with primary and secondary education?

The evidence in our Global Monitoring Report shows that young people need foundation skills learnt at primary and lower secondary school to get work that can pay enough to meet daily needs. These skills are needed for continuing in education and training, and for acquiring other skills that enhance the prospect of jobs that are stable, secure, and pay a decent wage.

Continuing in school after lower secondary school can give a child transferable skills too; these are not learnt from textbooks, but include the ability to solve problems, communicate ideas and information effectively, be creative, show leadership, and demonstrate entrepreneurial capabilities. People need these skills to be able to adapt to different work environments and so improve their chances of staying in gainful employment.

The report also recognises that many jobs require specific technical know-how, from growing vegetables to using a sewing machine, or being a nurse. These skills can be taught in upper secondary school, or for those who do not have the chance of formal schooling, these can be learnt through schemes such as traditional apprenticeships, or through farmer field training schools for those who are in agricultural work.

Which countries have a good track record in skill development programmes?

The Republic of Korea is a country which sets a good example of how investing in skills and education can result in economic growth. The state upgraded the skills of the whole population by achieving first universal primary, then secondary education, and then focussed on industries that could deliver better lives for those people, both jobs that need lower skilled people, and jobs that are more knowledge-intensive. In short, the state played a key role in

matching skills supply to demand. By tying its education and training policies to plans for economic development, the country enjoyed a 1.7 per cent GDP growth rate since the 1970s.

India, as well, despite a history of neglecting to invest sufficiently in youth skills, now has an ambitious programme to train 500 million people by 2022. The government intends to roll out short-term training courses of no more than six months, delivered by either public or private providers to help young people learn new skills for work. Initially, the programme had a strong focus on delivering training to people who were working in informal employment – core to addressing the vast numbers of the poorest in the country without skills. However, at the moment, India's principal focus remains on formal training institutions, working with high growth sectors such as automobiles, textiles, food processing, tourism, and banking. Access to such training and employment remains difficult for marginalised urban youth, who lack foundation skills gained through primary and lower secondary school, who cannot take time off even for free training and whose mobility is constrained by gender- or caste-based discrimination. It is crucial the government's ambitious plans to train people in the country target the most disadvantaged; without this, the country's development will not be sustainable, and inequalities will be reinforced.

Will the skill deficiencies in Asian countries lead to the introduction of new programmes by the UN agencies?

The social and economic challenges of recent years have focussed attention on skills deficits amongst young people. The challenges of rising youth unemployment, economic downturn, and a growing youth population in certain regions brought a sense of urgency to this issue and made it an evident focus for our annual report. The urgency of the challenge are why other aspects within it are also highlighted by the ILO and by the OECD in their reports and global missions at the moment.

The increased awareness of skills deficits of young people today will also be one of the reasons why the UN Secretary-General, Ban Ki-Moon, launched a new global initiative, 'Education First', to get all children into school and learning while they are there. We must make sure this crisis does not affect another generation of young people in the future.

Aside from the role of UN agencies, however, we hope that this year's Global Monitoring Report will encourage governments, donors, and the private sector to prioritise skills training for the most disadvantaged young people. Governments have the ability to develop policies and ring fence funding to provide a second chance education for young people so they can escape from working poverty and find prosperity through work. Donors can support governments' plans, and help fill the financing gap. We calculate it would cost \$24 billion to send all children and young people to primary and lower secondary schools. The private sector, a key beneficiary of a skilled workforce, should also step up to fill the gap.

What should countries having high school drop-out rates do to leverage the role of education in improving social and economic conditions?

Countries with large numbers of children dropping out of school, or failing to make the transition from primary to secondary school, must look at the reasons for the problem. Targeted financial support can stop those dropping out because of poverty, creating links between primary and secondary schools can create continuity between the two, and there is still a need for more government schools in rural areas.

Flexible learning such as distance or online programmes are also a practical solution to respond to the needs of disadvantaged youth, including those living in remote areas. In India, like the rest of the world, most of those facing extreme poverty, live in rural areas. Dwindling farm sizes mean that the average landholding can only feed around six people. Skills programmes that combine training in basic literacy and numeracy with practical skills in entrepreneurship and finance, have helped young people in some parts of the world to set up their own small, profitable businesses in these areas. This gives them opportunities beyond agriculture to make rural life more attractive to them and slow migration to urban areas.



Pauline Rose

Directrice du Rapport Mondial de Suivi sur L'EPT - UNESCO

Skills for Young Women: Development That Lasts

Posted: 15/10/2012 16:14

Travelling through rural areas in countries like Ethiopia, as I did last year, you frequently meet young women who have never been to school. If a young woman in a poor rural area has completed education, you can be sure she will have overcome huge obstacles. Early marriage, ensuing childbirth and pressures of running a household can be enough to diminish her opportunities for education and prosperity.

This lack of education and resulting lack of skills affects both girls and boys. Today, the new [Education for All Global Monitoring Report](#) shows us that 200 million young people never even completed primary school. This means 20% of young people in developing countries - a large segment of the world's youth population - are ill-equipped to find work.

Young women, however, bear the worst burden of all; one in four are affected, while among young men the ratio is one in six. In countries where fewer overall have been to school, young women make up even larger majorities. This is true even in some middle income countries. In rural areas in Turkey, 65% of young women do not complete lower secondary school, compared with 36% of young men.

Aamina*, a [young woman I met during my visit to Ethiopia](#), explained how the disadvantages felt in accessing an education continue into the labour market: "Usually the work environment as a daily labourer is not comfortable mostly for females. As a result of this, females usually do not get the type of job they want. And to get hired in an office they always require paper and more skills. Otherwise no one will hire you and it will be very difficult. And youth like us who have dropped out of school after grade 8 or 9 can never get any paper. So we don't even try to go to such places and apply for a job."

Rural areas host over 70% of the world's poor. Remoteness, the effects of climate change, and stunted economic opportunities leave many in desperate situations. As the young people I met in Ethiopia lamented, land is being sold off, leaving youth today with farms that are too small to make a living. This is true in other parts of the world too. The average-sized farm in China today can feed just three people in a household, for example. Even in India, farms on average can feed a family of six but no more.

But there is good news for these young people. The EFA Global Monitoring Report this year offers a well-signposted way out. Young women like Aamina can and should get another chance. Although there is a skills deficit now, the report identifies skills development programmes that are succeeding in overcoming even the worst disadvantages.

The non-governmental organization BRAC, for example, helps women living on less than \$0.35 a day in countries with widespread rural poverty, such as Bangladesh. The organisation gives rural women assets such as a cow, along with training in business and marketing skills so they can make the most out of their new asset. The combination of skills and micro-finance brought lasting change for those who benefited from the programmes; income per household member nearly tripled between 2002 and 2008.

Other programmes are tackling social stereotypes faced by women directly. In Egypt in 2008, a fifth of rural women aged 17 to 22 had less than two years of schooling. Many are likely to marry young. Ishraq, another NGO, supports these young women with skills training, while educating rural families and local leaders about the needs of women in their communities. Over nine out of ten of the first graduates of these programmes passed their final exams.

For those in agricultural work, farmer field schools can make a concrete difference. In Kenya, Uganda and the United Republic of Tanzania, training in new farming technologies for young women and men helped those who took part increase the value of their crop by over a third; their income increased by 61% on average.

These programmes are proof that, with skills development, even the most remote of rural areas, cut off from markets and punished by climate change, can foster profitable start-ups and engage young entrepreneurs. Even farmers with small plots of land have a chance of producing more crops and the right crops for their climate. They can give young people opportunities that make living in a rural area attractive, avoiding a need for them to migrate to urban parts of the country.

While delivering training in remote rural areas is sometimes hard, technology such as mobile phones, radio and television can help bridge that divide. It can be particularly beneficial for women who are often restricted from attending regularly scheduled classes. In southern India, a programme run by a non-governmental organisation uses mobile phones to train women with limited schooling in how to care for and get the most from their animals.

The barriers that young women like Aamina face can be difficult to overcome. Yet I hope the examples I've offered here will inspire those working to support development in rural areas to make sure skills training is a key part of any their programmes. I also hope that it will inspire governments and aid donors to work together to scale up successful programmes such as these to ensure they reach the 200 million young people in urgent need of such support.

The words of another girl I met in Ethiopia, Almaz*, stayed with me as I wrote our latest EFA Global Monitoring Report: "If someone can give me the skills and the possibility to start work, I know I can achieve my goals".

*names have been changed

Follow Pauline Rose on Twitter: www.twitter.com/efareport

HUFFPOST STUDENTS

Women Apprentices Earn Up To A Fifth Less Than Their Male Peers, Says Unesco Report

Women receive less money than their male counterparts when taking on apprenticeships. Young female apprentices earn up to a fifth less than their male peers, according to a new report. It suggests apprenticeships are also more likely to go to men due to discrimination in the labour market, and the types of jobs for which training schemes are available.

Unesco's 10th Education for All Global Monitoring Report suggests that when it comes to apprenticeships, a gender pay gap still exists in the UK. It cites research which shows that female apprentices in the UK earn 21% less, on average, while doing their training.

And the wage benefit for a woman who has completed an apprenticeship is just 4%, compared with 20% for a man who has done the same training. It says research shows that in general worldwide "apprentices are often more likely to be men because of discrimination in the labour market and the types of occupations for which apprenticeships are available".

"Young women who have taken apprenticeships get paid less in them, find it harder to get a job and receive lower pay once they are in work," it adds. The current hourly minimum wage for a UK apprentice who is under 19 or in the first year of their training is £2.65.

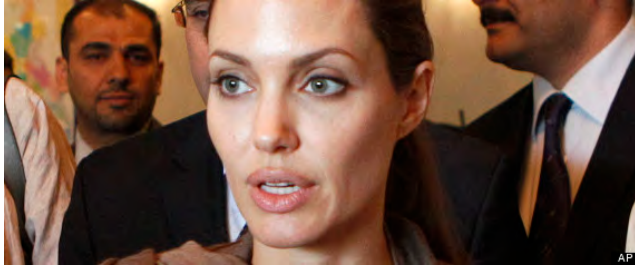
The study also reveals that in the UK, schools play a less active role in helping youngsters to secure an apprenticeship. Around two fifths (42%) of secondary school leavers who start apprenticeships apply directly to an employer, it says, while just 10% find them through their connections and 10% secure one through a careers adviser or teacher.

The report tracks worldwide progress towards six education goals set back in 2000. The goals are to expand early childhood care and education, achieve universal primary education, promote learning and life skills for young people and adults, reduce adult literacy by 50%, achieve gender parity and equality and improve the quality of education.

The latest report finds that despite "significant progress" in some regions, few are on track to meet all six goals, and some are still far behind. It warns that there is an urgent global need to invest in skills for young people. The world's youth population is larger than ever, with one in eight young people unemployed and over a quarter stuck in jobs that keep them on or below the poverty line, it says. The report adds that as countries continue to feel the effect of the economic crisis, a lack of youth skills becomes increasingly damaging.

Unesco director-general Irina Bokova said: "As a reaction to the economic downturn and growing youth unemployment, some governments are creating jobs, but neglecting to ensure that all young people learn the most basic skills they need to enter the world of work with confidence." Many, and young women in particular, need to be offered alternative pathways for an education. Unsurprisingly, we are now witnessing a young generation frustrated by the chronic mismatch between skills and work. These young people should not be seen as a threat. It is to everyone's benefit that we quickly start realising that they represent an opportunity."

Angelina Jolie Supports Malala Yousufzai, Pakistani Teen Shot By Taliban, Gets Kids Involved



Angelina Jolie has joined a global campaign to support the Pakistani teen activist who was shot in the head last week.

Malala Yousufzai, the 14-year-old girl who is recovering after getting shot by the Taliban for pushing for education rights, has garnered the support of numerous world leaders and celebrities, including Former UK Prime Minister Gordon Brown and Madonna. Angelina Jolie threw her support behind the activist who's fighting for her life, by educating her kids about Malala and penning an editorial about it in the Daily Beast Tuesday.

"Still trying to understand, my children asked, 'Why did those men think they needed to kill Malala?'" Jolie writes. "I answered, 'because an education is a powerful thing.'"

The "Tomb Raider" star's fervor for the cause has likely been informed by her years of advocacy work. After 10 years of serving as a Goodwill Ambassador for the UNHCR, a role that enabled her to fight abuse and advocate for children, she was named Special Envoy of UN High Commissioner for Refugees António Guterres in April for her efforts. In her current role with the UNHCR, Jolie is tasked with focusing on the crises displaced populations face.

Her humanitarian work for children like Malala hits home, too. Three of her six kids were adopted from Cambodia, Ethiopia and Vietnam.

While Malala is just one of 61 million children who have been denied the right to school, according to new figures to be published by **UNESCO's annual Global Monitoring Report**, her plight is galvanizing renewed support for the critical cause.

"This terrible event marks the beginning of a necessary revolution in girls' education,"Jolie writes. "Malala is proof that it only takes the voice of one brave person to inspire countless men, women, and children."

Un jeune sur huit est au chômage dans le monde

Mis en ligne le 16/10/2012

Les experts chiffrent à 16 milliards de dollars annuels l'enveloppe nécessaire pour universaliser l'accès à l'école primaire d'ici 2015.

Quelque 20% des jeunes dans les pays en développement n'achèvent pas l'école primaire et se retrouvent sans qualification, s'inquiète le 10e rapport annuel de l'Unesco consacré à l'éducation au travail dans le monde, rendu public mardi. Selon les auteurs, il y a une "urgente nécessité d'investir dans les compétences des jeunes".



"Le manque cruel de qualification des jeunes s'avère dévastateur", note le rapport 2012 qui estime que, dans le monde, un jeune sur huit est au chômage et qu'un jeune sur quatre est cantonné dans un emploi qui le maintient en dessous du seuil de pauvreté.

Autre constat alarmant: quelque "160 millions d'adultes dans les pays développés n'ont pas les qualifications nécessaires pour postuler à un emploi ou lire un journal".

Le bilan général est pessimiste et les objectifs du Millénaire, qui arrivent à échéance en 2015, apparaissent une fois de plus hors de portée. L'accès à l'école primaire reste insuffisant: environ 250 millions d'enfants, en âge d'être inscrits à l'école primaire, ne savent ni lire ni écrire et les progrès des dernières années sont en perte de vitesse.

Quant à l'enseignement secondaire, considéré comme "le moyen le plus efficace pour acquérir les compétences nécessaires à la vie professionnelle et à la vie courante", il demeure trop limité. Enfin, l'alphabétisation des adultes est loin d'être assurée: quelque 775 millions d'adultes étaient analphabètes en 2010 dont deux tiers de femmes.

Selon les rapporteurs, ce manque de compétences de la nouvelle génération est un poids pour l'avenir économique. Pire, la situation pourrait encore se dégrader. Le rapport met en avant des signes qui suggèrent qu'en période de crise, l'aide à l'éducation se ralentit alors même que les jeunes en ont encore plus besoin.

Pourtant, investir dans la formation apparaît comme une valeur sûre. Les auteurs calculent ainsi que "chaque dollar dépensé dans l'éducation d'un individu génère durant sa vie active 10 à 15 dollars (...) de croissance économique".

Les experts chiffrent à 16 milliards de dollars annuels l'enveloppe nécessaire pour universaliser l'accès à l'école primaire d'ici 2015, et à 8 milliards de dollars le budget qui permettrait l'accès à l'école secondaire pour tous.

BLOGS



Tackling the jobs crisis: new thinking from the World Bank and UNESCO

Oxfam’s head of research, ***Ricardo Fuentes*** (right) reviews two big reports on jobs from the World Bank and UNESCO

Youth unemployment is making headlines everywhere – and with good reason. **One in eight people between 15 and 24** are unemployed and the problem affects rich and poor countries alike. In Spain, **almost half of young adults are unemployed**; in the Middle East and North Africa is around one in four. The younger generation in many countries feel cheated: the past was truly a better time. **Their perception**, at least in some places, is that they will struggle to live as well as their parents.

Two recent flagship publications from large international organizations shed light on the problem of youth unemployment and propose solutions to policy makers. The **Education for All Global Monitoring Report** from UNESCO (full disclosure, I recently joined their Advisory Panel but didn’t participate in the preparation of this year’s EFA-GMR) and the **World Development Report 2013** from the World Bank both tackle employment and employability. They are timely both for short term needs – the protracted global economic downturn has hit the young hard – and long term reasons – as UNESCO points out, the demographic pressures are here to stay since “young people are more numerous than ever; and their numbers are increasing rapidly in some parts of the world. In developing countries alone the population aged 15 to 24 reached over 1 billion in 2010.”

The GMR focuses on how to create useful skills for the young. It is a brave and comprehensive effort, especially because the GMR gives particular attention to the skills required by marginalized groups. The problems start with access to training: “All too often, access to skills is unequal, perpetuating and exacerbating the disadvantage that attends being poor, female or a member of a marginalized social group”. To back this argument, UNESCO recently **launched** a very comprehensive database on inequality on education that shows the extent of the disparities.

So far, so good. The report is thorough and detailed and describes the types of skills young people need (basic skills such as literacy and numeracy; problem solving and communication abilities and technical know-how). The evidence presented is solid. The element missing in the picture is a thorough discussion on “soft skills” that cannot necessarily be learned in the formal system. These include issues around confidence, self-esteem, and aspirations. This is an important omission; evidence suggests that prejudices and social expectations have an important role in educational and cognitive outcomes. One of the most notable **example** is the change in problem-solving results of children reminded of their caste in Uttar Pradesh – two otherwise identical exercises showed different outcomes when personal information of the participants (including caste) was announced at the beginning of the test – children from marginalised backgrounds did worse when their situation was made public as part of the experiment. The point is that providing

technical skills to marginalized young people may not be enough to break entrenched patterns of external and self-imposed social exclusion.



In addition, economies around the world are struggling to create the jobs required to keep up with population growth and more young people. This is where the WDR 2013 contributes. The Report tackles that issue of job creation. The team working on the WDR went to great lengths to make explicit that the document is about jobs and development, not labour markets. Even more, in their analysis, jobs are an important element for personal achievement and better social interaction, not only as sources of income.

The Report poses some challenges to readers. I got frustrated during my first two readings of the WDR's Overview. I couldn't see heads or tails in the construction of the argument. It wasn't until the third reading that I realized, to my surprise, that the Report is not following a formal economic model. Forget one size fits all recommendations, where typically, labour markets should be made more flexible and wages reflect labour supply and demand. The WDR 2013 instead suggests a taxonomy for policy makers: depending on the structure of the economy, different policies could create jobs that promote development. They even provide examples of countries that, in their view, have succeeded in the challenges.

After I got over my initial frustration, I welcomed this innovation in the WDR. The authors decided to focus on the policy relevance of its recommendations and not on the internal consistency of whatever model. This is where the World Bank can put to use its vast knowledge and create room for policy debate – in suggesting different policies for different settings based on the latest evidence. The Report, however, falls short in failing to clarify what the Bank actually means by

'development' – a glaring omission given that they repeat that jobs are 'at the center of development' again and again. Probably I am reading too much in this, but there are paragraphs in the WDR 2013 where the authors move away from the idea that economic growth is the best proxy for development (see, for instance, their box on "**Growth Strategies or jobs strategies?**"). They should make explicit the alternatives.

Both reports share something that is not quite evident in the first read: with different approaches, they both are concerned about social exclusion and their recommendations aim to change the structures that keep people out of jobs – either because they lack skills or because the economy does not create enough good jobs. The practical angle as well as the myriad of examples that both reports give will make a good initial step for policy makers when solving the youth employment conundrum. Now it's the policy maker's turn to do something.

*More commentaries on the WDR by **Martin Rama** and **Brendan Martin**. Brendan and I both think it's improved a lot since the **first discussions** – kudos to the Bank and WDR team on that.*



Oxfam's response to the publication of UNESCO's Education For All Global Monitoring Report 2012

Published: 16 October 2012

In response to the publication of UNESCO's Education For All Global Monitoring Report 2012, Sandra Dworack, education expert for Oxfam, said:

"The report shows a worrying trend of stagnating aid for education and future cuts whilst the number of children out of school in Sub-Saharan Africa is rising. This could be a disaster for millions of children and young people, whose futures rely on being able to go to school and to develop their skills.

"Last year aid fell for the first time since 1997 and the future looks bleak because of the economic crisis. The findings show we are a long way off reaching the Education for All goals and MDG 2 (achieving universal primary education). 132 million children are missing out on primary and lower secondary education. Now more than ever, we need more and better aid to basic and secondary education and to address the shortage of qualified teachers.

"Despite the report findings there has been some significant progress in the last 10 years thanks to the commitment of governments and aid donors. The Report says that for every dollar spent on a person's education it will bring back \$10 -15 in economic growth over that person's working lifetime. Investing in education is a way of investing in a future generation who won't need aid, because they have the skills and education to build a life free from poverty."



By Jakob Engel

You may have never heard of it, but UNESCO’s Education for All Global Monitoring Report (GMR) is the most influential annual publication on education, and – particularly in its focus on inequality and marginalisation – has been well ahead of its time.

So today’s global launch of the latest GMR in Paris is worth paying attention to. The report focuses on three gaps that characterise education systems throughout the world: the gap between marginalised groups and the rest in accessing quality education, between employer demands and the skills youths possess, and the gap between current levels of education financing and what is needed to achieve education for all. There is some good news as well – particularly in relation to gender equity and primary enrolment – but the report’s implications are sobering for the prospects of future generations.

Substantial progress since 2000, but momentum is slowing

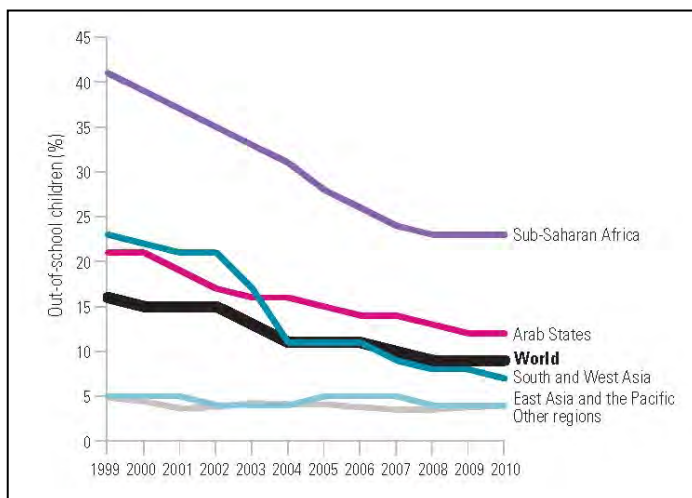
As the newest data in the GMR demonstrate, significant progress has been made against the six Education for All goals since 2000. Primary and secondary completion rates have increased significantly in all regions of the world, while major gains have been made in closing the gender gap.

However, the report shows evidence of momentum slipping. While the number of out-of-school children has fallen from 108 million in 1999 to 61 million in 2010, the last two years have seen an increase in sub-Saharan Africa.

Percentage of out-of-school children of primary school age, 1999-2010

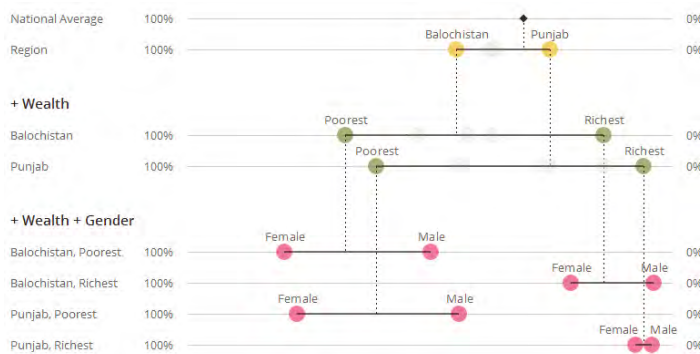
Source: 2012 EFA Global Monitoring Report

A child’s chance of finishing school is still determined in large parts by their parent’s income, their sex, their ethnicity and the place they were born. The new World Inequality Database on Education paints a stark picture:



Within this context, some countries have made particularly impressive gains. As has also been highlighted in recent Development Progress case studies, Ethiopia, long one of the most educationally disadvantaged countries in the world, was able to achieve a four-fold reduction in the number of out-of-school primary-age children over 20 years. In Brazil, a combination of sustained growth, improved child and maternal health and targeted social-protection policies has led to substantial improvements in learning outcomes among the poor. The potential gains of thinking across sectors in education is central to the second phase of Development Progress case studies and also features prominently in the new policy guide on education by the Chronic Poverty Action Network.

Pakistan, 2007: Share of 17-22 year olds who had fewer than two years in school



Source: UNESCO World Inequality Database on Education

Understanding the skills mismatch

The current global economic crisis has resulted in sustained high levels of youth unemployment and underemployment, with nearly 75 million youths unemployed around the world. In many countries, however, despite countless job seekers, many employers feel they can't find qualified workers. As I point in out in a GMR Background Paper examining this mismatch, in Jordan, where the youth unemployment rate is over 25% (and much higher for young women and in rural areas, where there are few jobs), over one third of employers find inadequate employee skills a constraint to business development. In turn, many well-educated youths are reluctant to accept low salaries.

At the core of this is a lack of prioritisation, joined-up thinking and coordination, as well as insufficient and inefficient financing. Prior to recent reforms, over 20 governmental bodies were responsible for the oversight and provision of skills training in Bangladesh. At the same time, programmes tended to be of a low quality, relying on outdated equipment, and were teaching skills not relevant to the labour market.

Following on the heels of the new World Development Report on jobs, the GMR brings a necessary 'education-first' perspective on the youth-employment crisis. Among its ten recommendations, it advocates increasing access to and the relevance of (especially lower) secondary education, and addressing the particular skills-development needs of marginalised groups in cities and rural areas. What perhaps doesn't come out as clearly as in the WDR is the demand side of the equation – frequently, skills gaps are only one of many reasons why there are insufficient

jobs for youths (including inadequate access to finance, poor infrastructure and electrification, and an unfavourable investment climate).

Gearing up for post-2015 No report related to development policy these days is complete without engaging with the post-MDG debate. While this is mostly to be found between the lines, the GMR is no exception. For one, the report represents a concerted call to take the skills agenda more seriously when setting and monitoring global goals and targets. It estimates that 200 million young people in developing countries require a second chance to acquire literacy and numeracy. Given the few internationally comparable measures on skills – perhaps one of the reasons for neglect in this area – the report suggests a set of indicators to compare the ‘skilling’ of countries.

The report also sets the goal of universalising lower-secondary education by 2030. However, even in countries where almost all children are completing primary school, learning outcomes are frequently so poor that many who complete six years of schooling are functionally illiterate. Given the strain on budgets everywhere, financing these competing priorities will therefore be a challenge. Here, the GMR places perhaps a bit too much stock in increasing foundation and private-sector financing of education, and in the hope that countries that have recently discovered oil or minerals will evade the ‘resource curse’ and invest in education.

While there is scope for more clarity on how its recommendations could be operationalised, the GMR makes a compelling case that many education and training systems remain poorly governed, underfinanced and don’t deliver for millions of children and youths. ‘Education for All’ has been an important rallying cry for a generation of policy-makers and advocates, but, as we move towards a post-2015 framework, we increasingly need to ask ourselves ‘Education for What’?