

VERSION
YOUTH EFA GMR EDUCATION FOR ALL
GLOBAL MONITORING REPORT

Be skilled

Be employed

Be the **Change** Generation



Content

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Front cover

In the Middle of Nowhere

by Khalid Mohamed Hammad Elkhateem, aged 23, from Sudan, winner of the EFA Global Monitoring Report's art contest. The artist says: 'I decided to give my work very uncertain shapes and quite ambiguous features to reflect how the link between youth, skills and jobs remains "in the middle of nowhere".'

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Forewords

Foreword by Irina Bokova,
Director-General of UNESCO
for the Youth Version of
the 2012 *Education for All Global Monitoring Report*

This Report shows the energy, inventiveness and enthusiasm of young people as they strive to match their aspirations to the opportunities the world offers them. The current youth generation is the largest we have ever seen. To bridge their hopes and the realities of the world of work, young women and men know that they need as varied a range of skills as they can obtain. To help them meet their needs, we must listen to their voices. When we make decisions about the future, we must seek their opinions – because the future belongs to them. From the evidence in this Report, that future is in good hands, but we have to make sure it happens. This is UNESCO's job, to mobilize energy and bring people together to provide quality learning to all young women and men.

Foreword by Pauline Rose,
Director of the 2012 *Education for All Global Monitoring Report*

Ten *Education for All Global Monitoring Reports* have been published over the past decade, but this is the first time we have ever asked young people to give their take on our findings, and contribute to helping us communicate our recommendations for skills development to governments. I am extremely impressed to see how this dynamic group of young people working on the Youth Version of the Report have expressed so clearly and passionately the skills crisis faced by many of their more disadvantaged peers whose needs are acute. They are justified when they say that all young people, and all children, whether male, female, rich, poor, living in cities or not, should have equal chances of going to school and learning relevant skills to find decent jobs. This is vital to ensure we do not waste the talents of a generation who are so keen to contribute to a better world in the future. It is my hope that governments around the world will listen to the voices in this Youth Version of the Report and recognize that, equipped with the right sets of skills, young people really can be the Change Generation.

Young Editors' introduction

Education is a right. It is one so important that it is enshrined in the Universal Declaration of Human Rights, alongside those things as vital as freedom from slavery and freedom from torture.

In the decades since the Universal Declaration of Human Rights was drawn up, there have been many international commitments made to providing every child around the world with this right. And yet, as you can see opposite, not only are millions of young people not in school, but there are also millions who have been to school and are still lacking the skills needed to get a job. This is not acceptable.

As you'll learn throughout this book, young people all around the world are missing out on their right to an education because of where they live, how much money they have, or what gender they are. We now have the largest youth population that has ever existed on this planet, and our generation is being let down.

UNESCO knows what a force for change youth can be. That is why 12 young people from around the world have been asked to form an independent editorial group to create this book. For the first time in the 10-year history of the publication of the *Education for All Global Monitoring Reports*, the Report team has asked young people to create their own summary of one. That is what you are now reading – the voice of youth.

Information is power: arm yourself! Learn the facts in this book, so you can tell your governments what changes they need to make. Read the stories of young people who have taken education into their own hands – get inspired to make a change yourself.



Photographer: Kata Szabo, aged 23, Hungary

The group of 12 young people who have put this book together are (top row, from left to right): Srosh Anwar, Angad Singh, Virginia Pontarolo, André Melo, Stephen Swai, Romain Oria and (bottom row, from left to right) Wathoni Waiyaki, Raluca Besliu, Naim Keruwala, Lubna Sadek, Huang Dang Thu, Willow Hewitt.



Artist: Ignacio Prudencio, aged 24, Plurinational State of Bolivia

1 in 6

people around the world are **aged 15-24**. They are disproportionately concentrated in the world's poorest countries.



1 in 5

young people in developing countries have **not completed primary school**



and **58%** of these are **female**.

1 in 8

young people are **unemployed**.

They haven't got the skills needed for work.



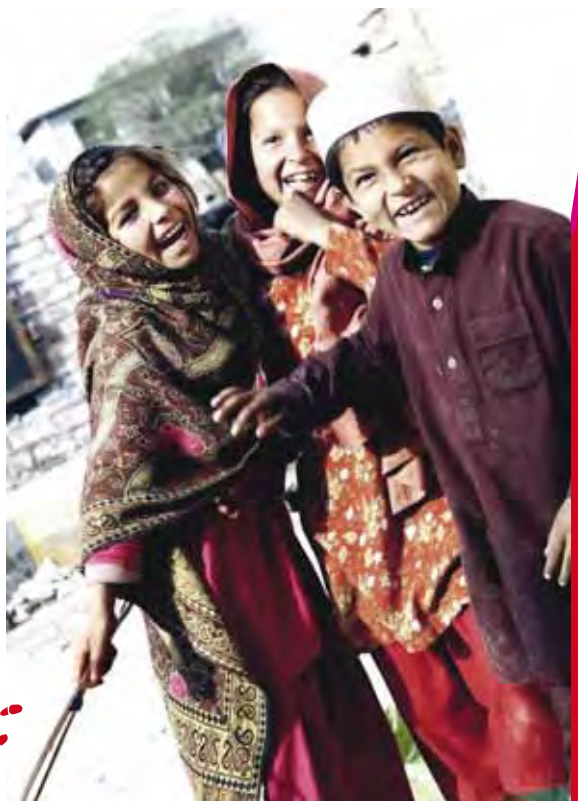
1 in 4

young people earn **less than \$1.25 per day**.



Progress towards Education for All

Education for All is a united global movement aimed at providing quality and accessible education to every person on the planet. In 2000, 164 countries committed to the movement, and together they set the 6 goals you see below. The goals were established at an international meeting in Dakar, Senegal, with a deadline of 2015. This incredible movement has inspired many countries to make significant changes to their education systems. However, over recent years there has been a stagnation in progress that will delay the meeting of these targets until after the 2015 deadline. It is therefore essential that we all keep working towards these 6 goals.



Photographer: Muhammad Toqeer, aged 23, Pakistan

GOAL 1:

Expand early childhood care and education

Current situation:

Since 1999, the number of children in pre-school has risen by almost half; however, more than one in two children are still not attending at this level. In most countries, less than 10% of the education budget is spent on early childhood, and it tends to be particularly low in poor countries. This level of education is essential – a 2009 study on 65 countries around the world showed that 15-year-old students who attended at least a year of pre-school outperformed those who had not.



Case study:

Pre-schooling in Peru has expanded over the past decade. Enrolment is above average for the region. And there is a programme that specifically targets marginal areas. The cost of this is kept low through community involvement, so a large number of children can be reached. Local communities provide the buildings and furniture, and the government trains and pays a member of the community to teach.

GOAL 2: Achieve universal primary education



Current situation:

All countries must offer primary education that is free and compulsory for all, in accordance with the United Nations Convention on the Rights of the Child. Currently, it appears that this goal will not be achieved by 2015. Economic barriers are preventing children from attending primary school because they are not able to afford the expenses such as fees, uniforms, books and transportation, keeping school out of the reach of millions.

Case study:

In order to ensure that young children attend primary school, the Pantawid Pamilyang Pilipino Program was launched in the Philippines in 2008 – beneficiary households receive an average monthly cash transfer of US\$19 if they have one school-age child. In 2011 the programme was scaled up to reach 2.3 million poor households and further expansion to 4.8 million households by 2014 is planned. Results from a pilot phase showed that primary school completion rates increased from 68% to 73%.

How many people are missing school ?

61 million

primary-school
age children



71 million

lower secondary-
school age
adolescents

'The global number of children out of school stagnated at 61 million in 2010.'
(2012 EFA GMR p. 34)

'Worldwide, 71 million adolescents of lower secondary school age were out of school in 2010.'
(2012 EFA GMR p. 4)

GOAL 3: Promote learning and life skills for young people and adults

Current situation:

It is essential to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. In 2010, 71 million adolescents of lower secondary school age were out of school, which deprived them of the opportunity to develop skills needed for work and life. The main problem with this goal is that it has not been well defined. However, international communities are close to reaching an agreement for comparable indicators of skills development, and the means to measure them.



Case study:

In Mexico, a programme developed by a local NGO and the Ministry of Public Education incorporated HIV awareness and life skills. Through role playing activities, students practised assertive communication and negotiations about sexual relations under peer or partner pressure. The students who took this programme displayed positive changes in attitude, self-esteem, decision making, and communication.

Progress towards Education for All

GOAL 4:

Reduce adult illiteracy by 50%

Current situation:

This goal is especially focused on women, who make up a high proportion of the illiterate adults in the world. The target is for 50% improvement in literacy levels to be achieved by 2015, however progress on the goal has been very slow.

There are still 775 million illiterate adults in the world. Two-thirds of these are women.



Case study:

China has managed to reduce the number of illiterate adults by 66% since 1994, from 183 million to 62 million.

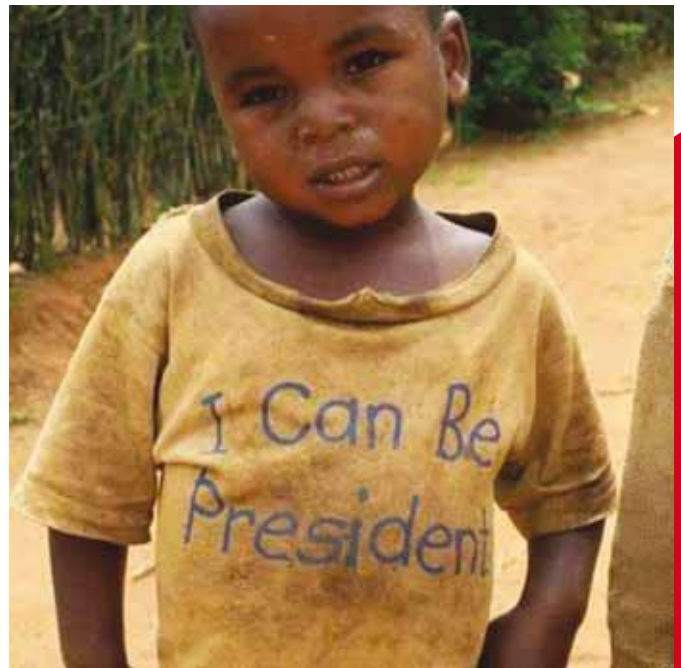
Some countries that have made progress in female literacy are Cambodia, Chad, Equatorial Guinea, Malawi, Nepal, Saudi Arabia and Timor-Leste.

GOAL 5:

Achieve gender parity and equality

Current situation:

Although it is one of the biggest successes of Education for All (EFA) since 2000, there are still many countries that are falling behind the goal of achieving gender parity in primary and secondary education by 2015. Sixty-eight countries have still not achieved gender parity in primary education, and girls are disadvantaged in sixty of them. Nevertheless, there are reasons to hope. Severe disadvantage in education for girls is significantly lower than a decade ago. It is important to note that boys are also affected by gender disparity, due to poverty and the pull of the labour market.



Photographer: Arkie J. Tarr, aged 23, Liberia

Case study:

Some countries, such as Burundi, India and Uganda, have achieved gender parity in education. This can be done through adopting a variety of strategies, which include targeting financial support for girls, ensuring gender-sensitive teaching measures and materials and providing safe, healthy school environments.



GOAL 6: Improve the quality of education

Current situation:

Of the 650 million children of primary school age, over 130 million of those attending school are failing to learn the basics. Teachers are essential resources for improving the quality of education. In 112 countries, over 5.4 million schoolteachers are required to achieve this goal by 2015. Sub-Saharan African countries alone need to recruit more than 2 million. Of 100 countries with data on primary education, in 33, less than 75% of teachers were trained to the national standard. This problem is enhanced by population growth. The number of pupils in sub-Saharan Africa has increased by 50 million, and in South and West Asia by 33 million in 2010 compared to 1999.



Case study:

Senegal has managed to improve the pupil/teacher ratio significantly. The gross enrolment ratio rose from 68% in 1999 to 87% in 2010, while the pupil/teacher ratio fell from 49:1 to 34:1. One of the measures through which this was achieved was by increasing the number of trained primary schoolteachers.



Photographer: Muneeb Ahmed, aged 21, Pakistan

To read more about the EFA goals and the case studies quoted here, see the 2012 *EFA GMR*, part 1. Goal 3 forms part of the Report, and it will be the focus of the remaining portion of this Youth Version.

The progress towards Goal 3 has been slow. This is because it has previously not been well defined, and only recently has an effort been made to agree the measures by which progress towards this goal is defined.

What skills are needed?

The three types of skills shown in the levels opposite provide a framework around which to develop a path to productive employment. Young people are more numerous than ever (1 in 6 people in the world at the moment are between 15-24), and their employment is key to the future of the global economy.

Education and skills form an essential part of this future, but they must be linked with the job market in order to provide a real improvement in the lives of young people and the economies of their communities, societies and countries.

Over the following pages you will see that many groups of young people lack access to the education they require, and so cannot gain the skills needed for employment. They are consigned to hard, subsistence work for the rest of their lives. This is the most important problem for the future of our generation.

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‘If countries are to grow and prosper in a rapidly changing world, they need to pay even greater attention to developing a skilled workforce. And all young people, wherever they live and whatever their background, require skills that prepare them for decent jobs so they can thrive and participate fully in society.’



Artist: Collins Ntagu, aged 24, Nigeria



workplace



Technical and vocational skills

are specific practical skills that include metalwork, ICT, sewing, and farming, that prepare you for a particular job. They are learned at higher levels of education and formal and informal on-the-job training such as apprenticeships.



Transferable skills

refer to a wide variety of skills, such as problem solving, entrepreneurship and communication skills, which are essential for productive jobs. They can be obtained throughout education. These skills allow young people to adapt to different work environments.



Foundation skills

are the first steps in education; they are basic skills such as reading, writing and mathematics, which can be gained in primary and lower secondary school. These are prerequisites for continuing in education. For those who miss out on learning these skills, second-chance programmes are a way to gain them when older.

Disadvantaged youth



I have always wanted to attend school with other kids my age. Unfortunately, this has never been possible. Why have I been prevented from getting the skills I need for work?

Many young people around the world leave school without the skills they need for work and life. In both developed and developing countries, they are deprived of their right to have access to learning opportunities, due to poverty, conflict, disabilities, their social status, their gender, or where they live. Together, we will examine how each of these factors impacts their access to education and their possibilities in life, such as their future employment opportunities.

In this section, I will present to you the various groups of young people, who, just like me, cannot experience the basic right of learning the skills needed for work. We will listen to their stories, see their pictures, and strive to better understand their experiences.



Photographer: Srosh Anwar, aged 27, Pakistan



Disadvantaged youth

Rural poor

The majority of the poor worldwide live in rural areas, where the youth are dependent on a combination of small-scale farming and poorly paid casual labour.

An extreme lack of access to education in rural areas means that young people can rarely learn to read and write, let alone learn the skills needed to work on modern technologically enhanced farms.

Increasing land-scarcity also means that non-farm jobs are more important than ever. But these require business and finance skills that are not taught in such educationally deprived areas.

Early before setting off for school and shortly after knocking off from school, Poline (12) and her brother, Chifundo (14), are forced to join their father in the field. Poline complains: 'Tobacco picking can be so tedious and burdensome for me. I put the leaves on my hands and throw them into the basket while I bend my back for a long time. My back really pains afterwards.' She complains that some of the work she is subjected to is extremely wearisome for her age, but she cannot avoid it.

Interview & writing by Omega Tanganyika, aged 26, Malawi

I really want to study, but the school does not have proper toilets and sanitation facilities; also the school is so far for us to travel, and being responsible for the majority of domestic work makes it hard for us to take time-out for school.

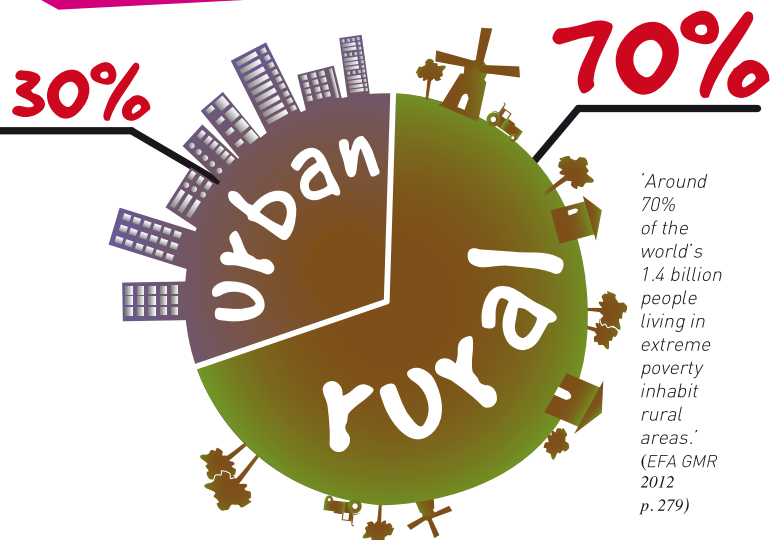
Anika Singh, aged 29, India. Taken from her diary, aged 15



Artist: Sudthapa Thanathanya, aged 20, Thailand

?

Where do people live in extreme poverty?



Urban poor

Rapid urbanization around the world has left millions of people living in squalid slum conditions. Young people make up a disproportionately high share of this. For many, the only employment options are insecure, subsistence activities. Schools and teachers are scarce in slums, and financial pressures force many young people into work before they have even gained basic educational skills.

In low-income countries, the informal sector makes up the majority of employment in urban areas. This is a diverse sector covering a wide range of economic activities, from subsistence activities, such as waste-picking and street vending, to sewing and garment-making, car repair, construction and various crafts. Many of these have the potential to create wealth, but require skills education that is unavailable to most.



‘Young people tend to make up a disproportionate share of those living in squalid conditions in unplanned urban settlements ... Many of these young people left school before mastering basic skills such as literacy and numeracy.’

Ali is 9 years old. He lives and works as a servant in Waqeel Saab’s flat in the city. Throughout the day, he cleans the house, washes and irons clothes, and does whatever work they tell him to do. When he is free, he looks at the world from his window. There is a park in front of the balcony – everyone there seems to be happy. Children in this neighbourhood speak English, but not Ali. He is poor so he cannot study, and it makes him feel illiterate. He wishes he could get just one chance to study like other children.

The best part of the day for Ali is night-time. It excites him enough to survive the whole day working, waiting for the night to come. When Saab and Baaji go to sleep and Ali finishes cleaning, he peeks into Saab’s cabinet with some books. Some have pictures too but most are just words. He doesn’t understand what they mean but they refresh his dream to go to school.

Ali, interview & writing by Sanah Soomro, aged 22, Pakistan



Photographer: Mahfuga Parven, aged 30, Bangladesh



The number of young people living in urban areas is increasing, yet their earnings and living conditions are getting worse than ever.

Disadvantaged youth

Young Women

Every issue that limits access to education affects girls more than boys. The problem has meant that women are excluded from the world of formal work. Two-thirds of illiterate people are women, and those who cannot read will not be able to learn other skills.

The problem is that where money and resources are limited, cultural norms often dictate that girls should be the ones to miss out on education. Their opportunities are sacrificed in order that they support their families with long hours of arduous domestic labour.

There is an African proverb that states 'If you educate a man you educate an individual, but if you educate a woman you educate a family, and a whole nation.' If girls continue to be left out of education, many countries are missing out on the great potential for development.



Photographer: Emad Karim, aged 29, Egypt

Chisomo Phiri is a 15-year-old-girl who became a sex worker at 14 after she escaped from a forced marriage to a man almost three times her age. 'I became angry to hear that my 17-year-old brother is almost completing secondary school back home, yet I couldn't be given the same chance. Instead, my parents subjected me to a polygamous man who used to beat me up almost every time he comes home drunk,' she recalls emotionally.

Chisomo, interview & writing by Omega Tanganyika, aged 26, Malawi

Rukaiya left school at the age of 9; she was not allowed to go to school simply because she was a girl. She cried telling me her story since her brothers enjoyed going to school while she stayed back home doing household chores. Her parents think educating girls is a waste of money. 'I want to become a doctor, if only education was free of cost I could go to school like my brothers.'

Rukaiya, interview & writing by Komal Qureshi, aged 21, Pakistan

POEM

Umwiza (Beautiful)

**Umwiza,
passed her exams,
but sacrificed to marriage
for her two brothers to
relish the fruit of education.**

**A dream, distant illusion,
becoming a lawyer
or the first female president.
A never-ending struggle
ensues as her baby bursts out crying.**

*Reynald Raymond,
aged 25, United Republic of Tanzania*



Young people affected by conflict

Conflict-affected countries are the furthest from achieving Education for All. Widespread instability, lack of long-term development assistance and short-term humanitarian aid, as well as a lack of adequate educational infrastructure, prevents children living in war-torn zones from accessing education. This severely limits their future employment opportunities, and hampers the economic recovery of their country.

As a result of conflict and loss of lives, countries find themselves with disproportionately high youth populations. This increases the importance of education to the future development of the country, but it also means that there is a general lack of skilled professionals, such as teachers. This is difficult to resolve as conflict uses up major financial resources, which would be necessary to improve education.

Often, students fear returning to school after experiencing conflict-related trauma. Apart from children living in conflict-areas, refugee children are also excluded from education, due to inappropriate assistance from the receiving governments as well as the international community.



Srosh Anwar, aged 27, Pakistan



Conflict-affected countries are the most off track in efforts to achieve EFA. Many fall through the cracks in the international aid structure, with their education systems receiving neither long-term development assistance nor short-term humanitarian aid.

It was a day in early summer of 1998 when the Taliban fighter jets bombed my hometown of Bamyán. These actions were quite regular, but that day they bombed the schools and children. I got up and saw some of my friends screaming, some yelling for help, some did not talk, just gazed at me, and some of them were not even alive. It was the most horrible thing for me to see, when I was ten years old. From twenty people that we were, two of my close friends got killed and twelve others injured.

For me, that was not the end of my education career. I was not scared to go back to school and fight to continue my education, though I was not sure if I was going to get hit by another bomb in the future. I continued one more month, until the Taliban captured Bamyán and we had to leave our homes and schools by walking via mountains to Kabul.

It was not until the Taliban were ousted from the country that my family went back to Bamyán and I went back to my school again.

Writing by Mohammad Sakhi Hassany, aged 25, Afghanistan



Disadvantaged youth

Marginalized minorities

In many countries, young people are pushed to the margins of society due to circumstances they face. Young people with disabilities or with HIV and AIDS have very different experiences. But they are faced with discrimination and social stigma that holds back their chances in both education and work.

For those with disabilities, finding a job can be specifically difficult because of their low level of education and accessibility barriers to their workplaces.

Young people still know very little about how to prevent the transmission of HIV and AIDS. This increases their vulnerability to infection.

Young people with disabilities

'When I enrolled in a school, other kids teased me and called me *moatia* (dwarf). I had to quit when it became unbearable. I managed to learn the trade of shoemaking but have no capital to start.'

Brenya, interview & writing by Harrison Obeng Debrah, aged 28, Ghana



'I am disabled. My family members drive me out of the house before 4am and I have to stay outside till after 10pm so that no one sees me as part of the family.'

Yaw, interview & writing by Harrison Obeng Debrah, aged 28, Ghana

Young people with HIV and AIDS



Tien is six years old and lives in extreme poverty in a sub-urban area of Ho Chi Minh City. What makes his situation worse, however, is the fact that he is HIV-positive and thus denied the right to attend any public school. The local stigma is strong. The community is small. Almost everyone in his neighbourhood knows he's been suffering from this disease. Tien is still too young to know that he's growing into a future where education and work opportunities for HIV-positive people are almost impossible to find.

Vu Thi Quynh Giao, aged 22, Viet Nam



Many minority groups in various countries around the world are marginalized due to their class, ethnic group, caste or colour. Educational provisions focus on the majority, and the requirements and wishes of minority groups are often discarded. As a result, minority children are less likely to attend school.

Moreover, the lack of specific educational provisions for minorities not only reduces their chances to acquire basic skills, but also to have access to quality and culturally-appropriate education. This often leads to low achievement and high dropout rates. Their lack of skills and training often results in their marginalization in the labour market.

Factors linked to disadvantage in education, such as ... disability, are often also associated with disadvantage in the labour market. This is not a coincidence - unequal skills development, social norms and labour market discrimination combine to lead to this outcome.



In my country, the Roma are an ethnic minority who have lived here for hundreds of years, but are still very isolated from the rest of society. The Roma face significant social stigma in Romania, which excludes them from both school and work. I work with an NGO, OvidiuRom, which provides a summer school that targets the Roma children. The students are aged 8 to 11, and have never attended any classes before. Many do not even have basic knowledge, such as knowing the days of the week or the months of the year.

This is because most of them come from underprivileged families, who cannot pay for school supplies, clothes, and other education related costs. It is important to create programmes that address the specific cultural needs of the Roma communities and adequately integrate them into the schooling system.

Raluca Besliu, aged 24, Romania



Harke and Bhola Damai are two brothers living together in a remote area of Nepal. Due to their caste, they are regarded as 'untouchable' and are not allowed to mix with the people who are considered elite and go to school. This community's people are isolated and out of the mainstream.

Photograph and writing by: Saurav Raj Pant, aged 21, Nepal



Pathways to empowerment



Although many of the stories in our previous sections might have been disheartening, there are reasons to hope.

There is an increasing global effort to improve both access to, and quality of, education for people like me. Governments, private organizations, NGOs and the United Nations are striving to ensure that young people are able to go to school and learn the skills needed to get a job. They are also providing second-chance education programmes for those who missed out, and practical training to teach vital skills for work. In addition, they are paving the way to the future of education by increasing access to digital learning.

In this section, you'll see examples of these mechanisms of educating young people with the skills they need to work. You'll also find a section about the strategies for financing this education. Plus you can read on to find what needs to be done, and then find examples of what young people themselves are doing to provide skills training, and a youth conclusion that looks to what needs to be the focus in the future if all children and young people, regardless of their background, are equipped with education and skills.



Photographer: Emad Karim, aged 29, Egypt

Pathways to empowerment

Access to school

Millions of children around the world struggle to access this life-changing resource. Gender, location and economics all factor in to the reasons why children either never make it or cannot remain in school. Without even the basic skills of reading and writing, they will never find productive work.

Programmes that specifically target these issues will enable those most in need to get the education that is currently so far out of reach. Solutions can include timetable flexibility that accommodates children who have to work or do chores, community engagement to ensure that everyone understands the need to educate girls, or social protection measures such as cash transfers to help the poorest with the costs of books and uniforms.

Hadiza was brought from her village to live with a family as their house maid; she attends evening secondary school that fits to her work schedule. She does her chores in the morning, while her employers and their kids are away to work and school, so on their return, she heads to school. The concern is the fatigue and concentration level in school, after such a tedious work, but she feels it is better than no education at all, at least she can read now and is getting to write gradually. She says: 'Though to be honest afternoon school is not that good because then the environment is not conducive to learn ... but for many people like me that cannot wake and get ready for school, unless we finish our house work, it is helping us to at least get a form of education. So I appeal to government to build more schools in our neighbourhood and get us better environment.'

Hadiza, interview & writing by Oni Gbenga Isaac, aged 29, Nigeria



Photographer: Wha-Young Chan, aged 28, Republic of Korea

My family was too poor so my older brother sent me to an orphanage. Here was where I first went to school. I was 2 years late when I came to grade 1 at the Charity School. Now I study at the Educational Center District 3. I don't need to pay school fees as my orphanage supervisor applied for a fee waiver.

Nguyễn Văn Út, interview & writing by Huong Dang Thu, aged 24, Viet Nam





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‘The most cost-effective way to provide basic skills is to ensure that all children have access to good quality primary schooling.’

When I reached school going age, I was taken to a private primary school though it was far away and expensive for my mother (HIV widow) in terms of paying school fees and other scholastic materials. Discrimination by fellow pupils was another challenge faced in that school.

In 2008 my mother surprised me that I was given a vacancy in COTFONE Children’s Centre that purely provides free basic formal primary education (Vocational Integrated). In addition to that, I am receiving scholastic materials for my efficient and effective education. Besides that, my family received pigs and seeds to act as income generating activities to cater for other household needs. When I am at school, I receive psycho-social support (counselling and guidance) with other students like me which makes me extremely happy and enjoying my remaining life time as a normal child.

Due to extensive vocational knowledge acquired, I am now able to produce my own handcrafts and sell them to available local markets within my community and look forward to stretching to outsider markets. Besides that, I am a peer educator to other vulnerable girls within my HIV Social Network whom I train in the same skills to foster their self-reliance.

Ruth, interview & writing by Muddu Yisito Kayinga, aged 26, Uganda

‘Live as if you were to die tomorrow. Learn as if you were to live forever.’

Mahatma Gandhi



Photographer: Emad Karim, aged 29, Egypt

Pathways to empowerment

Second chance

There are 200 million young people who missed out on school and have failed to learn even the most basic skills. For those missed by the first step of conventional schooling, there must be a second chance to obtain the skills needed for employment. Though second-chance programmes focus on primary education, it is essential that this training is not limited to the very young, as is often the case. Second chance for individuals gives them an opportunity to gain foundation skills that will lead them to better employment.

Mr. Chun, the chief of school affairs at 'Gangdong Night School', says: 'Night School has covered where public education couldn't. Also it has been run by volunteers like me. I think the Night School is the alternative education for those who couldn't participate in public education. If public schools and night schools were connected, it can make all generations get along within education.' Young people are still being left out of education and it will last for a long time. A 'Night School' has to be maintained for the young people's second chance.

Interview & writing by Hye won Chung, aged 17, Republic of Korea



Photographer: Yvonne Akoth, aged 30, Kenya



What is the proportion of young people who missed primary school in low and middle income countries?



1 in 5 (= 200 million)



'In 123 low and middle income countries, around 200 million of the aged 15 to 24 have not even completed primary school. This is equivalent to one in five young people.'
(2012 EFA GMR, p 16)

'Education is the great engine of personal development.'

It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation.'
Nelson Mandela



At the age of 7, Emmanuel left his family and went to live a street life. This was due to poverty – they were hopeless in their family to the point that he found the street life more enjoyable than being at home. For a period of 6 years he lived on the street. He could often spend 3 to 4 days without eating, he was beaten most of the time, and turned to drugs.

I met him last year when I joined the university where he could hang most of the time near the campus begging for money. He told me: 'If I ever get a chance to go to the university like you, I will strive to become a mechanist, I will help my little sisters to move out of the misery they are in and I will buy a car!'

At that time he was 16 years old, but he had never been to school before. In other words he had to start with the basic skills that are taught to kids of 3 years old. I started procedures to get him back to school, I went to many schools but none wanted to have him for he was too old, but finally I found what we call in my country The Catch Up Program. This program is incorporated in primary school on local levels to help assist young men and women who did not get the chance to go to school at the early age. Here they study the primary level that normally takes 6 years in only 3 years. Finally I managed to get him back to school!

Emmanuel, interview & writing by Shema Steve, aged 21, Rwanda

Radha Khanal was born in a stereotype, superstitious society. She passed her childhood being her mother's helping hand and then married away in a tender age of 20. She became an early mom and started raising her own children and fulfilling all the responsibilities coming along with it. Being illiterate, she had lost her confidence and self-esteem. However, her children encouraged her to study and fulfil her dreams.

'It's never too late to start learning. I could not study during my childhood but the desire to learn was always burning in my heart,' explains Radha. 'Where there is a will, there is a way.' She joined a second-chance programme and now she studies in Grade 5. She believes that education has brought a drastic change in her life. She has regained her self-confidence and dares to dream her future. She says: 'Education has been a boon in my life. I can read and write on my own. I'm very thankful to my teachers and friends for all their support and guidance.' She aims to work as a social worker to teach underprivileged children and women like her in the future.

Interview & writing by Anjani Joshi, aged 20, Nepal

Pathways to empowerment

Practical training

Employability skills are not only developed in schools, but also often in alternative programmes, such as vocational centres schools, or through work-based training. Many jobs specifically require technical know-how, from growing vegetables to using a sewing machine. For young adults who have missed formal schooling or who did not manage to gain skills for work through their education, gaining practical training can be a means of securing employment.

Internships and apprenticeships are two of the most well-known types of work-based learning. For higher-level skills, it may be more suitable to study in a practical environment. One of the problems with learning skills in this manner is that outside of the framework of a curriculum there is, in many countries, no way to formally recognize the skills gained. More work needs to be done to ensure that whenever investments are made in young people to help them attain practical skills, these acquired abilities can be a recognizable gateway to employment. Extending foundational skills to those aged 15 to 24 and combining that with vocational training can help them find secure work.



Picture provided by Cherith Point

PoEM

Bestowed opportunity

**A difficult conception,
robbed me of education.
Powerless empty hands,
denied me the ABC plans,
and so from the womb,
a street kid was born.**

**But a door swung open,
light gleamed, a lid broken.
A gift of practical training
bestowed a silver lining.
Propelled to new highs,
job opportunities neared,
workplace access realized.**

**Today a mentor of passion,
inspiring with revelation,
empowering destinies,
scribbling success stories.**

Stephen Swai, aged 26, United Republic of Tanzania



In September 2011 the Grounded and Holistic Approach for People's Empowerment (GHAPE), an NGO in Bamenda, Cameroon, developed a project on vocational training. It helps underprivileged children who cannot afford secondary education to develop their skills through two-year apprenticeships.

The young people are taught in fields such as techniques of woodwork, electrical engineering, hospitality management, tailoring, and interior decor. Within their 2 year training period, the child reports to the GHAPE office every Monday to also strengthen and build their skills in reading and writing, empowerment on basic knowledge including health and human rights awareness.

Writing by Laura Muma, aged 28, Cameroon

*'Tell me, I will forget
Show me, I will remember
Involve me, I will understand'*
Chinese Proverb



Photographer, Muddu Yisito Kayinga, aged 26, Uganda

My brother and I have a company that manufactures renewable energy from value added sawdust and biofuel. We hire new employees from vulnerable communities. For the first week, they undergo entrepreneurship training to acquaint them with the business environment, and then an orientation in the practical side of the production process. Through working with us, our employees learn how to raise money, make money and save money. This is done to enable them to gain the skills so that they will also be able to run their own businesses one day.

One of our employees, Collins Mwewa (26), has only attended primary school, he lost his parents when he was 16 and could not continue with his education. He became a street kid and was involved in drugs and theft. He says working for the company and having gone through the training has inspired him to one day run his own company. He says you don't need to have a degree or PhD to have a successful life.

Writing by Jack Kafwanka, aged 19, Zambia



Pathways to empowerment

Digital learning

Not only are digital technologies a fantastic alternative method of providing an education (particularly to hard-to-reach groups such as rural youth), they're also an increasingly important tool in the workplace. Education can benefit from using digital elements, and it's also essential to include these in order to give young people an essential skill for employability.

“The use of information and communication technology (ICT) in education is gathering momentum across the world, even in some of the most challenging environments in developing countries.”



p. 247

In Zambia young university graduates have teamed up and their goal is to enable educational information to be packaged and shared with members of the public via mobile phone SMS system. They have named their company 'Nchitonet Dot Com'. They have a wonderful SMS application system that school management can use to send standardized and personalized messages to students and parents. Its aim is to help schools provide educational information to disadvantaged children and other young people who could not have had the chance to go to school.

Writing by Tuliswensi Sinyange, aged 28, Zambia



Photographer: Beth Santos, aged 26, United States



The internet can be a godsend for young people looking for an education. The majority of the population has a mobile subscription in every continent, and computers are becoming more widespread. The Indian Government has launched tablets with internet at just \$35 for students, with plans to distribute 10 million over the next few years. The ability to learn from the internet is making education more accessible for everyone.

Even right now, many young people that can't afford full schooling are able to access the internet. They can use the internet (whether at home or somewhere public like a library) to learn at their own pace for free, even if they have to work in the daytime or can't afford or access regular schooling. If they want to get a qualification like a high school diploma, then they just need to afford time and money for one or two days to attend an exam. This lowers the cost barrier of pursuing an education a lot.

Writing by Ali Zayaan, aged 19, Maldives



Photographer: Maxwell Adeoy, aged 28, Ghana

Never Absent Again

Today is just another day
Yet today is a new day
For today is the day when
for the first time in my 11 years
I am going to watch a television!

With a spring to my step I walk briskly
down the slope, across the bridge and through the fields.
I wish to cover the three kilometres
between our hut and the school in half the time.

The schoolroom is already full of my chattering classmates
who seem to have woken up earlier and walked faster than I did.

But as soon as we hear the words - 'Let's watch this' -
everyone falls silent and seems to be holding their breath.

Eyes glued on the television.

We watch a video of the human circulatory system -

Ah so that's how blood is carried into the heart by the veins.
Ah so that's how the heart pumps blood out!
Oh but it's a powerful muscle!

I never really understood clearly how the whole thing worked
from Mrs. Abo's hand drawings.

At the end of one episode we all were craving for more.
It's a shame that it's now the Grade 3 pupils' turn.
Never mind, as we'll have our turn again tomorrow.

So I shall make sure never to be absent.
Not tomorrow.
Not ever.

*A story of Grade 6 student Christine Tombaloy from a rural school.
Writing by Madelline Romero, aged 30, The Philippines*

POEM

*Education does not transform the world.
Education changes people.
People transform the world!*
Percy Freire



If youth are deprived of their right to attend school, digital learning might give them hope for a better education.

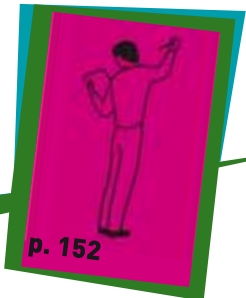
Financing education

Experience shows that investing in education can achieve the EFA goals. However, more still needs to be done to ensure that cost is not a barrier to young people learning the skills they need to get a job. Money alone is not the answer, but less money will certainly be harmful.

Spending more and effectively

Since Dakar, countries have been investing more in education. The greatest increase in spending has been in low and middle income countries. Among them, 63% increased their national budget on education. However, the current financial crisis has highlighted the problem of relying on international aid. Many donor countries are not only limiting the money they invest in education in developing countries, but are also making education a lower priority.

Not only is there a need to spend the money that is being invested in more efficient ways, it is also important to look for new sources of funding to promote learning and life skills for young people.



‘Figures on aid to education tell only part of the story. Ensuring that money is spent effectively - that it reaches classrooms, is directed to those most in need and has a lasting impact - is just as vital.’

Bridging the gap

The financing gap may increase if donors don't put education at the top of the political agenda. Also, innovative solutions worldwide may be required. Financial aid from emerging donors such as Brazil, China and India is one possible resource. However, this might be not enough to reach all countries in need, so other sources of funding need to be found. A good management of natural resources and cooperation with private organizations might also help to achieve the EFA goals and consequently provide young people with educational programmes that help them to acquire the skills they need to find a better job and live a decent life.



Strong investment in
skills education is key to
national prosperity

Every
\$1

spent on
EDUCATION



Generates

\$10-15

IN **ECONOMIC
GROWTH**



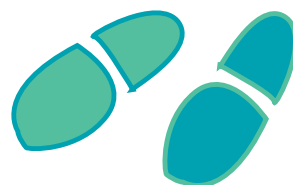
Steps to a better future

As a citizen of your country, you are responsible for ensuring that your government fulfils its obligations to provide education. Inform yourself, read these 10 steps for a better future and take action.

1 Provide second-chance education for those with low or no foundation skills

Providing second-chance education to a large number of young people requires well-coordinated and adequately funded programmes. This is achieved by:

- Increasing government and donor support prioritizing policy-creation for young people without foundation skills
- Developing and including second-chance education in the national budget forecast



2 Tackle the barriers that limit access to lower secondary school

Without the foundation skills that primary and lower secondary schools should offer, the chances of finding a rewarding job are severely limited. These skills can be secured by:

- Increasing the number of public schools that cover all education costs and ensuring accessibility in rural areas
- Promoting female participation in schools by understanding and overcoming the cultural barriers

3 Make upper secondary education more accessible to the disadvantaged and improve its relevance to work

Upper secondary schools should be able to equip youth with workplace skills by:

- Ensuring technical and vocational training is included with flexible schedules
- Creatively teaching applied skills that are relevant to many job contexts through curriculum reforms
- Giving career guidance

4 Give poor urban youth access to skills training for better jobs

Governments' development strategies need to provide a clearer indication of how the skills needed by young people living in urban poverty will be met and funded. The important actions are:

- Strengthening training provided by master craftspeople and improving training conditions
- Providing budding entrepreneurs access to funds to start their own business as well as much-needed training

5 Aim policies and programmes at youth in deprived rural areas

National governments should give greater attention to rural young people by:

- Providing second-chance education to acquire foundation skills as well as training in agriculture techniques to enhance productivity
- Ensuring they have access to training on entrepreneurship and financial management to widen their opportunities, especially where farmland is becoming scarce

6 Link skills training with social protection for the poorest youth

Skills' training alone is unlikely to be sufficient for most disadvantaged urban and rural poor. Therefore, measures should be taken by:

- Including those involved in subsistence activities, such as street vendors, waste-pickers, smallholders, and home-based workers in social protection schemes
- Combining microfinance or social protection with training in basic literacy and numeracy, as this can help in overcoming the multiple forms of disadvantage that can lock youth into poverty



Artist: Martin Villaverde, aged 18, Argentina

7 Make the training needs of disadvantaged young women a high priority

More should be done to help young women make productive use of their skills by:

- Providing them with microfinance and livelihood assets as well as skills to manage them
- Giving women control over their resources, to benefit them and their families
- Creating programmes that take into account the socio-economic and cultural restrictions that women face in their countries

8 Harness the potential of technology to enhance opportunities for young people

Information and Communication Technology (ICT) should be used to provide skills training to a larger audience by:

- Using basic technology, such as radio, to disseminate information and provide skills training, particularly for people in remote rural areas
- Enhancing and improving ICT training prospects for urban youth

9 Improve planning by strengthening data collection and coordination of skills programmes

Government should involve various young stakeholders in the planning process to identify constraints and develop appropriate solutions by:

- Collaborating with businesses and trade unions, to ensure that skill training efforts and national qualification frameworks are relevant to employment
- Initiating skills development programmes beyond the formal school system that includes second-chance programmes and apprenticeships, while linking to the labour market

10 Mobilize additional funding from diverse sources dedicated to the training needs of disadvantaged youth

There is a pressing need for resources, especially in low income countries, to be diverted to the training needs of disadvantaged youth. This can be achieved by:

- Ensuring that national governments and international agencies prioritize training programmes and provide additional funds for their effective implementation
- Involving private companies in training disadvantaged youth through their foundations and corporate social responsibility funds

Youth in action

Although many governments have failed to meet their education obligations, young people around the world are taking action to ensure that everyone is able to learn the skills they need in order to get a job.

You should use the information you have learned in this book to tell your government what it needs to do in order to educate its youth. But you can also be a force for change yourself. On this page, you can find some truly inspiring stories of young people who are taking action to make a change in their own communities. Get motivated to take part in the education revolution, and join the Change Generation.

YUVA Unstoppable

‘Young people are rarely able to contribute to policy-making, but it is important for their voices to be heard ... They have a deeper understanding than policy-makers do of the realities of their own lives, including the experience of education and training and the challenge of finding a good job.’



p. 19

*‘Almost everything that is great has been done by youth.’
Benjamin Disraeli*

Youth across the world are facing a number of problems and the root cause of most of the problems is illiteracy and the extremely low level of education which leads to unemployment. While a number of organizations are pondering over this problem, a group of youngsters from the city of Ahmedabad in India formed an organization in 2006 – YUVA (Youth) Unstoppable gives us some very simple yet effective solutions to these complex problems.

Volunteers of YUVA Unstoppable have started weekend schools at various locations in the city where youth who couldn't continue their education could learn elementary English and mathematics.

In 2009, the programme was joined by Microsoft India, and within a span of a few months, the weekend school programme was operational in 30 different cities of India with the help of Microsoft Student Partners and Volunteers of YUVA Unstoppable.

The programme focuses on English, mathematics and computers that enhances the employability of the youth. More than 25,000 youth have benefited from this programme since its inception. A number of universities and corporate companies have joined the programme and it is still growing.

Writing by Naim Keruwala, aged 24, India



Picture provided by YUVA Unstoppable

A Journey From a drawing room to an entrepreneurial Centre

The floods in Pakistan in 2010 affected millions of people. Most of them never went to school, were from villages, illiterate, and uneducated. During the rehabilitation process I analysed that skills or technical education must be given to these disadvantaged families (especially females, as they are the neglected ones in the culture) so that in such situations they may get a job and earn for their families. I wanted to initiate a work which could be started as early as possible and the effect of the work must be long lasting.

Thus, I decided to open a 'FREE Sewing Centre for poor/disadvantaged girls' where girls could get an opportunity to polish their skills and could earn for their families. But when I shared my idea, everyone discouraged me except my parents. Everyone asked: 'Toqeer, how will you make it possible? It's better to focus on your studies rather than getting into this work.'

In those days I was in my 4th semester of university and decided to execute my plan from the money which I saved to buy a laptop (approx. \$320). My laptop was not more necessary than the future of these disadvantaged girls. I started it from a drawing room, got it on a monthly rent. I bought three used sewing machines of beginner level, asked my friends, teachers, relatives for some donations and somehow I succeeded to arrange almost ten used sewing machines. I also hired a tailor who could teach the basics of sewing.

After continuous struggle and passion of two months, almost 100 disadvantaged girls were ready to work. Almost all of them started to work with different boutiques on 'order system'" and a few of them started to work with different tailors. Still they are earning for their families a handsome amount.

100 Girls = 100 Families!

Writing by Muhammad Toqeer, aged 23, Pakistan



Picture provided by Muhammad Toqeer, aged 23, Pakistan

K Youth Media

In places like Korogocho, the third largest slum in Kenya, the dreams of many young people remained trapped in poverty. Their dreams shattered because they cannot access education. Although many of them have no access to education, particularly secondary and tertiary education, they are hopeful and buoyant.

Just over one year ago, some of us who are trained in media established K Youth Media. It provides free journalism training and skills that lead to employment and improvement of lives in the informal settlement.

Crucially and as part of their training, those who are enrolled at the Media Centre are given special skills on how to cover and produce stories on the adverse effects of lack of education and other essential needs in the informal settlements.

As a result of their efforts, mainstream media houses in Kenya are now asking to partner with K Youth Media to train some of the youth and to offer them internships and employment. Additionally, media houses are now coming to ask for stories done by youth trained by K Youth Media. Such transformative and innovative initiatives are required to change the lives of many young people who cannot afford education.

Writing by Raphael Obonyo, aged 30, Kenya

Youth in action

*'Young people
are a force for
transformation.'*

*Ban Ki-moon,
UN Secretary-General*

Educating young women in my culture

To educate young women in my culture was not acceptable. For the local villagers, there was a feeling of shame to send their daughters and sisters to the school. This thinking left the women of the community in the darkness of illiteracy.

I have a desire to educate the people of my village, especially the girls of the village because they are the key factor to bringing change in the village and helping in the development of the village as well as the nation. Education provides awareness to any society. Especially the education of the females because the educated girl becomes a good daughter, sister, wife, mother and teacher to the future leaders of the nation.

In 2004, I started in my mission to educate the local young women with the help of my family. I got some financial support from my family members for tents, blackboard, books, and stationery items. Then I started a class in which girls aged 5 to 16 are inducted. They are taught by two of my sisters. There was much resistance in launching this programme from the villagers, but my family supported me in trying to change their minds.

The programme is free of cost, and in the second year the number of students increased. I have managed to get some additional financial support from a local welfare body. The funds provide a daily stipend, which motivates students to attend as well as reducing the financial burden on their families.

Following the success of this programme, the local government also provided support by building and furnishing a classroom, so we can provide more schooling to the local young women. With the help of my family, I managed to start this mission, and made it into a reality that keeps on growing. I believe that change is never easy – but with enthusiasm, imagination and integrity, it's always possible.

Writing Muhammad Amjad Khan, aged 28, Pakistan

Youth, skills and work: What can YOU do?

Sign up today to the EFA Global Monitoring Report campaign (find information at: <http://www.efareport.unesco.org> – see 'push for youth skills') to be updated about events happening in your own country, and activities you can get involved in.

You can also contribute through the campaign to a youth newspaper that will send your opinions directly to governments around the world.

Your message matters: become a member of the Change Generation and commit yourself to making a difference!

Youth conclusion

You have read that there are millions of young people who do not have access to any form of education, so are lacking even foundation skills. You have also read that many young people attending school fail to acquire even basic literacy! And you have learned that current school curricula are insufficient, and teachers not appropriately qualified, to equip youth with the technical and transferable skills they need to get a job.

As the Arab Spring has shown, youth want to be, and can be, the Change Generation. By commissioning this Youth Version of its landmark Report, UNESCO has shown that it wants the voices of young people to be heard. We have chosen to present our recommendations for the future of skills education. While we cannot hope to represent the opinions of all young people, we want to give you the inspiration to come to your own conclusions on this subject.

The Report is huge and comprehensive, but it shows that more attention needs to be paid by governments to certain groups of people whose problems have been ignored for far too long. These are the invisible groups like young people with disabilities, those with HIV and AIDS, and those who are discriminated against due to their sexuality. Many countries deny the existence of these people. Their communities shun them and deny them their basic human right to education. Youth recognize this scandal and want it addressed. Many of the stories submitted to this Youth Version made by the Task Force highlighted the issues of marginalized youth, and those voices need to be heard.

We recommend that in future, more education focuses on emerging issues: digital technologies, the green economy, resource efficiency and sustainable energy will all play increasingly important roles in our lives. Schools need to change now in order to ensure that young people have skills in these sectors.

We also recommend that governments around the world consider more seriously what we young people can do for ourselves. In this Youth Version, we have tried to show you a little of what youth are doing to make a change in their own societies – but there is much, much more happening out there. With the assistance of governments, young people can help themselves and the others in their communities.

Finally, we invite UNESCO and its Member States to join us in a Call to Action to Youth: our future rests in our hands. We must take action as both advocates to our governments and providers of education ourselves. This book has armed you with the two most important tools for making a change – information and inspiration:

With information, you can tell your government exactly how it is failing in its obligation to provide all young people with an education.

With inspiration, you yourself can be a force for change – find those young people in your own community who need the skills for work, and teach them.

We need an education revolution to provide us with the skills we need to sustain human life through the coming years. So please join the Change Generation: sign up to the campaign on the opposite page and commit yourself to becoming an activist for Change!

The Young Editors

Task force members

Thank you to the hundreds of young people and organizations who have contributed to this project. Your stories and images, plus your ideas and edits, have all gone towards making this Youth Version a true representation of what young people experience all around the world in their struggle to get the skills they need for work.

Afghanistan

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Algeria

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Indonesia

Tita Adelia
Hafiz Al
Aresty A. Andini
Novia Anggraeni
Tika Anindya
Siti Lutfiyah Azizah
Shafa Azzahra
Yusa Cha-Cha
Pribasari Damayanti
Juli Etha
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The back cover by the editorial team:

A group of 12 young people from around the world created this publication. We want youth to know that it is within their power to make a difference in the world and ensure that every person has the skills they need for work. We are the Change Generation.

When we met to create this book, we spelled out the word 'Change', to show how each young person around the world can embody this idea. Together, young people can create the future that we want to live in.

Get
the
skills
to
make
a

VERSION
YOUTH EFA
GMR EDUCATION
FOR ALL
GLOBAL
MONITORING
REPORT



PEACE
CHILD
INTERNATIONAL
UNEP/UNICEF/UNESCO



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Educational, Scientific and
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