



## Global Monitoring Report comment on the World we want consultation on 'Jobs and Livelihoods'

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It is not possible to fix the jobs crisis without fixing the skills crisis. One in four young people work in the informal sector, most of whom have not even had the chance to complete a primary education and so lack the chance to escape poverty and make a decent livelihood. Our 2012 [EFA Global Monitoring Report](#) estimates that 200 million aged 15-24 years in developing countries never completed primary school and need a second chance in basic literacy and numeracy and skills training to be able to find secure work that pays an acceptable wage.

There are positive examples of programmes giving young people a second chance to gain skills that they should have learnt at school. These are primarily being implemented with the support of NGOs. They need to be dramatically scaled up, and governments to play a larger role, if they are to have an impact. For example, two pioneers in helping poor rural young women move out of poverty are BRAC in Bangladesh and Camfed in Africa. BRAC provides poor rural women with an asset, such as a cow, from which to earn a living. It also provides training in basic literacy and numeracy along with training in microfinance and marketing to improve the profitability of the investment. As a result, income per household member has almost tripled. Camfed targets poor rural adolescent girls, providing a second chance in literacy and numeracy together with business management skills, a grant, microloans and peer mentoring. Its approach has resulted in over 90% of the businesses created by the young women turning a profit.

In addition, for those who are in school, the education system must do a better job of preparing young people for work. Up until lower secondary school, children should be taught core skills under a common curriculum. Secondary schools must also work more closely with employers to ensure young people gain skills relevant to the workplace. School leavers are often told they are not suitable for a job because they have no work experience, for example. However, linking schooling with work-based programmes through internships and apprenticeships has the potential to help young people learn practical problem-solving skills and practise crucial workplace skills. Apprenticeships have proven particularly successful in some contexts. The German dual model, for example, combines structured training within a company and part-time classroom tuition. Around 60% of German youth enrol in the dual system, and 57% of those who complete an apprenticeship are immediately employed by their training company. It works well in Germany because of strong regulation and partnerships between government, employers and employees.