



Global Monitoring Report comment on E-discussion on Global Citizenship, Jobs and Skills for World We Want consultations

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The latest [EFA Global Monitoring Report](#) was focused on the need young people have for skills and the linked importance that education prepare them for work. The report categorises the skills needed for work, identified as foundation skills, transferable skills and technical and vocational skills.

Foundation Skills, at their most elemental, include the literacy and numeracy skills necessary for getting work that can pay enough to meet daily needs. These skills are also a prerequisite for continuing in education and training, and for acquiring transferable and technical and vocational skills that enhance the prospect of getting good jobs.

Transferable skills include the ability to solve problems, communicate ideas and information effectively, be creative, show leadership and conscientiousness and demonstrate entrepreneurial capabilities. People need these skills to be able to improve their chances of staying in gainful employment.

Technical and vocational skills are the sort required in jobs which need specific technical know-how. These might include growing vegetables, or using a sewing machine, laying bricks or using a computer.

As our report shows, there are still [200 million young people today aged 15-24 years who have not completed primary school](#) and so lack even the basic skills for work. Therefore, a key strategy for imparting relevant skills is to provide second chance education to those young people who have missed out. In Malawi, where 85% of the population live in rural areas, and around half of children starting primary school drop out, a second-chance skills training programme has produced remarkable success. Targeting those living in rural areas who have never been to school or dropped out, it resulted in over half the learners either completing the course or returning to primary school. Participants also achieved better results in literacy and numeracy than those in formal schooling. Similar initiatives are needed in many poor countries with large numbers of rural people who have little or no education.

Including literacy, numeracy and other skills training in microfinance and social protection programmes for poor rural women increases their chances of moving out of poverty. Two pioneers are BRAC in Bangladesh and Camfed in Africa. BRAC provides poor rural families with an asset, such as a cow, from which to earn a living. It also provides 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 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.

Technology can support skills development by providing more flexible approaches to education, as the open-education programmes in the Philippines show. It also reaches those in marginalised areas, as the radio education programmes in Sudan, and those used in Burkina Faso, India and the Niger have shown.

Lastly, our research and analysis showed that the disadvantaged - the poor, those in rural areas and young women - are the worst off of all. Our new [Worldwide Inequalities Database on Education](#) (WIDE) visualises these disadvantages to help show where policies must be targeted in skills strategies. In Egypt, for example, [almost half of poorest females have not completed primary school](#).

[These figures](#) compiled using our research and analysis should hopefully be useful for any analysis on this subject. It provides many successful examples of improving the quality and relevance of secondary education, programmes to strengthen skills of informal sector workers in urban areas, as well as skills programmes to improve livelihoods in rural areas.