

EFA Global Monitoring Report

2012 Education for All Global Monitoring Report

Building youth skills for good jobs

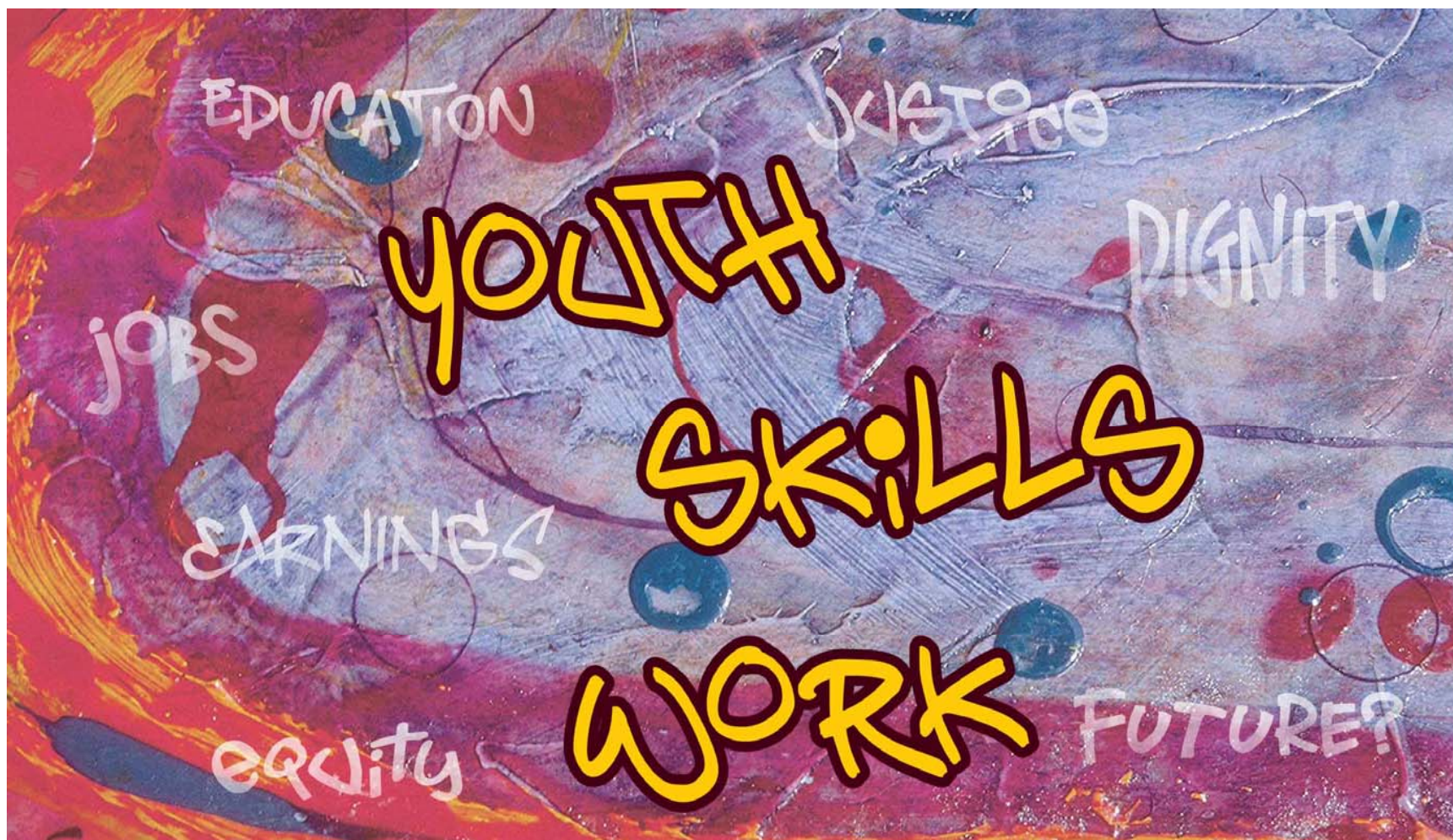
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UNESCO/GMR TEAM

13-16 May 2012

The Education for All Global Monitoring Report

- Produced by an independent team, based at UNESCO
- Each year, the report
 - Monitors progress towards the EFA goals
 - Assesses aid to education
 - Provides evidence-based recommendations on a specific policy-related theme



The 2012 Education for All Global Monitoring Report, to be released in October 2012, will examine how skills development programmes can improve young people's opportunities for decent jobs and better lives.

The 2012 EFA Global Monitoring Report

Scope of the report

- EFA goal 3

‘Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.’

- Perspective of the 2012 report

Skills development for decent work (as distinct from TVET or life skills)

Youth at risk of marginalization from the labour market

Justification for focus and key policy questions

- Why skills in relation to work?
- Why youth?
- Why disadvantage?

- What kind of skills for decent work?
- Who should:
 - Provide?
 - Finance?
 - Govern and manage?

Improving access to good jobs for disadvantaged youth

- **Improving access to basic education**
- **Extending access to secondary education**
 - Increase secondary education and training provision
 - Tackle demand and supply-side constraints
 - Increase the quality and attractiveness of secondary education and training
- **Improving retention**
 - Make systems more diverse and flexible
 - Target at-risk youths
- **Enhancing relevance**
 - Foster work-based learning
- **Reintegrating young people into education**
 - Second chance and new ways to recognized qualifications

Skills development for youth in urban areas

The context

- The population of developing countries is young and urbanizing rapidly
- Most workers in urban areas are employed informally
- Existing training opportunities for youth are insufficient

Skills development for youth in rural areas

The context

- Disadvantaged youth in rural areas typically have low education
- Most employed informally – agriculture and non-farm activities
- Limited training opportunities

How to bridge skills-work mismatch

- 2012 Report will provide evidence which draws attention to challenges, programme successes and policy options for skills development for disadvantaged youth