

INTRODUCTION

Education plays a crucial role in developing the creative thinking ability of young people and providing all the necessary skills and knowledge that are required to shape a competitive and productive individual. Generally, education helps young people to prepare themselves for challenges that they are going to during adulthood.

The educational crisis among youth has been provoked by several sub-crises like low enrolment rate in primary and secondary education, poor education quality, issues of gender imparity that are related to educational access and cases of neglected informal education programs over formal education. Impact of these sub-crises on the youth includes unemployment, underemployment, health issues, low growth in nation's economy and they are barriers in promoting women's rights, self-expression and civic engagement.

Good education unleashes potential but with the absence of it, many opportunities that young people would have benefited from will be forgone. Different stakeholders have been working towards having an educated population, with the youth being their main concern. Policies have been put in place to promote education and its benefits to young people. Various governments and private sector entities have sponsorship programs that are aimed at helping the less fortunate to afford education. The media has also launched many educational programs as a way to promote education among youth.

This brief, provides an overview of youth and education, the role it plays towards youth development and the trends. It also provides a brief summary on the role WAY and its members towards developing youth policies and strategies that help with the attainment of the Education for All goals of 2015.

RESEARCH METHODOLOGY

For the purpose of collecting all important data and information required to be processed for establishment of this report content, secondary data collection is chosen to gather all available information regarding youth and education. Different sources from different websites were used to extract and gather all information regarding youth and education. A similar method was also used to gather all responses from the various stakeholders. The sources were carefully chosen in order to ensure the quality of the content, relevance, and ease of comprehension. The main reason for choosing secondary data collection method is based on a fact that varieties of sources are largely available in the internet.

FACT SHEETS

- ✚ 11% of the world's youth (15-24 years old) are non-literate.
- ✚ Data from 2005-2008 indicates that in developing countries, the percentage of nonliterate youth is 13%, with Sub-Saharan Africa's percentage standing at 29%.
- ✚ By 2015, youth non-literacy rates are projected to fall to 8% for the world and to 9% in developing countries as a whole. However, youth non-literacy rates in sub Saharan Africa are projected to decline only slightly, lingering at 24%.
- ✚ In 2008, almost 74 million adolescents (10-19 years old) were not in school of any type. This represents 1 in 5 adolescents (1 in 3 in sub-Saharan Africa).
- ✚ As of 2008, 1 in 3 adolescents (10-19 years old) are still in primary school.
- ✚ Vulnerable young people are often excluded from educational systems. Inclusive policies are needed to ensure access to education for poorest youth in cities and remote areas, youth affected with HIV, refugee youth, and migrant youth.

- ✚ Commitments made at the international level, including the World Programme of Action for Youth, the Millennium Development Goals and the Education for All goals, identify education as a key priority area for action.

RESPONSES FROM VARIOUS STAKEHOLDERS

INTERNATIONAL RESPONSES

One of the principal aims of Education International is to promote the right to education for all persons in the world. EI advocates for free quality public education for all. EI believes that education is a human right and a public good which should be accessible to all. It is the responsibility of public authorities to ensure that every child, youth and adult has access to high quality education appropriate to his or her needs. EI supports the Dakar Education for All (EFA) targets and the Millennium Development Goals (MDGs) agreed in 2000 and has been consistently campaigning for their achievement by 2015.

The 6th World Congress of Education International, held in Cape Town, South Africa, in July 2011, adopted a comprehensive Policy Paper on Education, Building the Future through Quality Education. This policy statement is underpinned by concepts which are central to EI's philosophy and which represent the core values and demands of the education union movement. These include quality education as a human right, education provided by public authorities and available freely to all, inclusive education and equality in education and society and high professional status for teachers.

Education International's policy states clearly that education is a human right and public good, as stated in the Universal Declaration of Human Rights and the Convention on the Rights of the Child. Quality education nurtures human talent and creativity, thereby contributing to the personal and professional development of the individual person, as well as to social, cultural, economic, political and environmental development of society at large. It promotes peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment, and international and intercultural understanding. It provides people with the critical knowledge,

abilities and skills that are needed to conceptualise, question and solve problems that occur both locally and globally.

GOVERNMENT RESPONSES

Much has been achieved by the UK youth justice system: overall crime and proven offending by young people are down, and fewer young people are entering the criminal justice system and ending up in custody.

However, for serious and persistent young offenders, youth custody is not delivering good enough outcomes.

The document highlights how we are setting out plans to introduce a pathfinder Secure College, a new secure educational establishment which will put education at the heart of youth custody. The pathfinder Secure College will open in the East Midlands in 2017 and, if proven successful, will provide a blueprint for a network of Secure Colleges across England and Wales to replace most existing youth custodial provision.

As well as taking forward our plans to introduce a Secure College, we are improving education provision in Young Offender Institutions (YOIs). At present, 15-17 year olds in YOIs receive an average of only 12 hours contracted education a week. We have launched a competition for new contracts which will seek to more than double the number of hours young people in YOIs spend in education each week.

We are committed to improving the resettlement of young people in order that progress in custody is built upon on release. We want all young people to be returning to suitable accommodation, with more going into education, training or employment and fewer going on to reoffend.

PRIVATE SECTOR RESPONSES

The entry of private sector in education has been based on a realistic recognition of the needs and interests of the population. It has added new dimensions and alternatives for the education-hungry population. Private educational enterprises offer greater variety of educational choices that match the greater variety of educational needs and interests inherent in a radically expanded and more heterogeneous student population. Not just variety but modernity in course

content appeals to the students craving direct relationship between the job market and formal education. Short-term, part-time, placement-oriented courses are a niche opportunity successfully catered to by private institutions. Student must however define their career goals before committing to any institution/ course.

They must clarify issues like accreditation, defining content, delivery and duration. They must look for a definite placement programme if they are looking for direct entry into the workplace. They must accept that private institutions are there to fulfil their demands, but outlining those demands and ensuring the right match is their responsibility. Formal accreditation may not be a major concern for those contemplating self-employment rather than regular employment. However, such individuals must find out whether the course offers useful practical content and work-orientation. Schooling at the new private institutions offers a larger variety of curricula including British and American educational systems and a wide range of personality development activities. Parent and students must be the best judge of whether this matches their long-term objectives or not. Private institutions are popular for providing alternate or non-conventional educational avenues.

To make it beneficial for yourself, be clear about your objectives and expectations of pursuing such education. Private sector involvement has undoubtedly helped to raise the general level and variety of educational opportunities. It has helped many students to tap rapidly emerging and evolving local as well as global career opportunities. There is the possibility of disturbing the educational balance by focusing on high-end technologies or specific industry demands for short-term gains. This would seriously inhibit possibilities of long-term success for private institutes, so it is to be hoped that they would avoid this trap. There appears to be scope for public-private partnership in education for more effective utilisation and management of funds invested in premier government institutions and upgradation of technologies to deliver newer programmes and improved quality of service.

NGO RESPONSES

Obtaining universal education is a priority for the United Nations system. In 1995 governments committed to the World Programme of Action for Youth and identified education among its 15 priority. In doing so, they highlighted the need for ‘improving the level of basic education, skill training and literacy among all youth, including young women and youth in distressed circumstances.’ In addition, at the World Education Forum (Dakar, Senegal, 2000), 164 governments pledged to achieve “Education for All” (EFA) by launching a world movement to meet the basic learning needs of all children, youth and adults. Participants at the Forum identified six goals to be met by 2015, with young people being the focus of Goal 3: ‘Promote learning and life skills for young people and adults’. The goal commits countries to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. However, the realization of all six goals provides the best opportunity and environment for youth to benefit from education.

At the 62nd session of the General Assembly in 2007, the critical role of both formal and nonformal education in the achievement of poverty eradication and other development goals was reiterated. Also emphasized was the need for basic education and training for eradicating illiteracy; the importance of commitment in striving for expanded secondary and higher education, especially for girls and young women; and the creation of human resources and infrastructure capabilities and the empowerment of those living in poverty. The United Nations primarily concentrates its efforts in education in five key areas: promoting policy dialogue, monitoring progress, carrying out advocacy, developing capacities and mobilizing funding. To achieve its aims, the United Nations promotes education through many instruments, agencies and funds, including through the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children’s Fund (UNICEF), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA) and the World Bank. These agencies are co-convenors of the EFA movement, which is led by UNESCO, and work together with governments as well as with entities such as nongovernmental organizations, research organizations and the private sector.

In addition, the UN has adopted a range of measures to further education, such as the UN Literacy Decade (2003- 2012), the UN Girls' Education Initiative, and the UN Decade of Education for Sustainable Development (2005-2014).

YOUTH RESPONSES

An abundance of research provides solid evidence that youth development organizations are important agents in helping students achieve academic success. For example, in a 2005 study of a Boys and Girls Club Education Enhancement Project, student participants had higher-grade averages and scores in reading, spelling, history, science, and social studies compared to the control group that did not participate. The study also reported that a “slightly higher percentage” of participants finished their homework. (Arbreton, A., Sheldon, J. and Herrera, C. (2005) “Beyond Safe Havens: A Synthesis of 20 Years of Research on the Boys and Girls Clubs.” Public/ Private Ventures).

Participants in the Teen Outreach Program, a service-learning program, volunteered in a community service organization (with supervision) and participated in structured discussions about their experiences had significantly less risk of pregnancy (female participants), school suspension, and course failure compared to controls, and the more volunteer hours participants worked, the smaller the risk for course failure. (Allen, J.P., Philliber, S., Herrling, S. and Kupermince, G.P. (1997). “Preventing Teen Pregnancy and Academic Failure: Experimental Evaluation of a Developmentally Based Approach.” *Child Development* 64(4): 729–724.)

Similarly, Youth in the Across Ages intergenerational mentoring and community service substance abuse prevention program had a significantly improved sense of well-being, outlook on school, the future, and elders, and attitudes toward drug use compared to control youth. (Taylor, A.S., LoSciuto, L. Fox, M. Hilbert, S.M., and Sonkowsky, M. (1999) “The Mentoring Factor: Evaluation of the Across Ages' Intergenerational Approach to Drug Abuse Prevention.” Binghamton, NY: Haworth. *Intergenerational Program Research: Understanding What We Have Created*, pp. 77–99.)

MEDIA RESPONSES

“Low enrollment rate, poor quality, lack of accountability and total absence of discourse are the key problems of education sector and can’t be solved without the active participation of all segments of society including media. media should play an active role in promoting education for the marginalized segments of the society as it can help to eliminate economic disparity through the introduction of quality education. This will broaden the vision and horizon of the students to excel in life.” This was the consensus at the ILM-o-AGAHl education journalism workshop held in Multan today.

The ILM-o-AGAHl, one day workshop was organized by Mishal Pakistan in collaboration with Ilm Ideas (a 3 year UKaid funded program). More than thirty education reporters from all leading media entities, from print, television, radio and online journalism, were selected for the workshop.

According to Annual Status of Education Report 2013, the girl’s enrollment ratio in Multan is very worst and only 38% girls between the ages of 6 to 16 years are enrolled in government schools. The report stated that only 62% children of class 5 in government schools can read an Urdu story and it seems that the quality of education is also another big issue in Multan.

Senior journalist, Rao Shamim Asghar while sharing his views about the major problems in education sector in Southern Punjab said that the most effective way to achieve development and long term improvement in public health is to educate girls. “Through the powerful voice of media, journalists should make accountable to legislators, policy makers and education officials for the betterment of education service delivery in Pakistan” he added.

Senior Award Winning journalist Mubashar Zaidi Education sector is one of the most neglecting areas in reporting in media. Journalists often find it boring to report or securitize the education sector. “Lack of stakeholder’s interest and commitment to the education sector makes it different for reporters to do follow up on education policy or scrutinize education budget allocation” he added.

Asif Farooqui, Program Manager, ILM-o-AGAHl, while discussing the salient features of the initiative said that, a learning platform for journalists on education would be developed as

a ready reference for journalists working on education related issues. He further said, “Mishal is also introducing special categories on education journalism in the upcoming annual journalism “AGAH Awards 2014” to promote education journalism in Pakistan.”

Sajjad Haider, ASER Pakistan representative, discussed ASER’s findings on education with the Journalists during the session. She said according to the Annual Status of Education Report – ASER 2013 National Survey, that 20.1 % children have no access to school between the ages of 5-16 years.

CONCLUSION

Education continues to be a pursuit among many that is hard to attain, yet it is viewed as a way of developing oneself and nations at large. Statistics on youth and education continue to portray scenarios that require significant efforts in order to attain the goal of Education for all (EFA). Interestingly, the WPAY groups the 15 priority areas into three (3) broad categories of (Zelenev & Krasnor, 2006):

- Youth in the Global Economy
- Youth and their well being
- Youth in civil society

Education is grouped under , youth in the global community with Poverty and Hunger, youth employment and globalization.

RESPONSES OF WORLD ASSEMBLY OF YOUTH

WAY will take the necessary actions to ensure all youth acquire knowledge and skills needed to promote sustainable development and other youth issues. Increase by 30% the number of youth who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Ensure that all youth both men and women achieve literacy and numeracy

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