

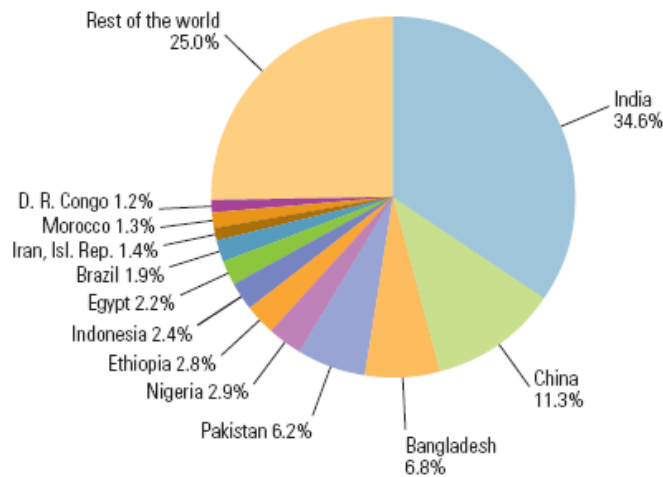


EDUCATION AND TRAINING

Overview

- Today, there is global shift from an asset-based society to a knowledge-based society.
- The number of adult illiterates, 15 years and older, is an estimated 771 million globally. Of this total, 132 million are ages 15-24 years.¹
- Approximately 759 million of the 771 million people without literacy skills live in developing countries.²

Distribution of global adult illiterate population, 2000-2004



Source: UNESCO. *EFA Global Monitoring Report*. 2006.

- Globally, a child today can expect overall to spend an average of 9.3 years in primary and secondary education.³
- Globally, about **one in five of all children at primary school-age are not in school.**⁴
- It is estimated that **82% of children not in school are in rural areas.**⁵
- In Sub-Saharan Africa, 19 countries have primary completion rates of 50% or less.⁶

Gender

- Women comprise almost two-thirds of the world's illiterates.⁷
- Around the world, **62 million primary school-age girls are not in school**, accounting for

about 53% of the total number of children not in school.⁸

- A mother's lack of schooling can negatively impact child survival. For instance, children of mothers with no education are twice as likely to die before the age of 5, compared to children of mothers with secondary education.⁹

Workplace

- Although progress in primary schooling in developing countries has been made, youth still lack adequate preparation for work and life, just as global demand for skills and knowledge is increasing.¹⁰
- Secondary curricula are often relevant to only the needs of a few privileged students.¹¹
- Educational systems geared toward work have higher graduation rates.¹²
- Replicating the successful German "dual system", a combination of part-time schooling with work, has yielded limited results in developing countries because of the inability to create jobs for apprentices and permanent employment afterward.¹³

Barriers to education

- According to UNESCO, many primary-school teachers do not have adequate qualifications.¹⁴
- There are large disparities in government expenditure on education. For example, Denmark spends 8.4% of GDP on education, compared to Indonesia, which spends 0.9% of GDP on education.¹⁵ Moreover, corruption often prevents central education ministry resources from reaching the schools for which they are intended.¹⁶
- Although ICT holds promise to facilitate greater inclusion of marginalized groups, it can also further marginalize groups already excluded.¹⁷

Education for Development

The global education inequities of today are the economic inequities of the future. There is an urgent need to overcome the obstacles that limit human potential in developing countries. Through creative partnerships, business has the opportunity to address these challenges and make a strong contribution to human well-being.



Notes

- ¹ UNESCO. 2006. *EFA Global Monitoring Report*.
- ² UNESCO. 2006. *EFA Global Monitoring Report*.
- ³ UNESCO Institute for Statistics. 2004. *Global Education Digest 2004*.
http://www.uis.unesco.org/TEMPLATE/pdf/ged/2004/GED2004_EN.pdf (21 June 2007)
- ⁴ World Bank. 2007. *Atlas of Global Development*.
- ⁵ UN. *The Millennium Development Goals Report 2006*.
- ⁶ World Bank. 2007. *Atlas of Global Development*.
- ⁷ UNESCO. 2006. *EFA Global Monitoring Report*.
- ⁸ World Bank. 2007. *Atlas of Global Development*.
- ⁹ World Bank. *Atlas of Global Development*. 2007.
- ¹⁰ World Bank. 2007. *World Development Report*.
- ¹¹ World Bank. 2007. *World Development Report*.
- ¹² World Bank. 2007. *World Development Report*.
- ¹³ World Bank. 2007. *World Development Report*.
- ¹⁴ UNESCO. 2006. *EFA Global Monitoring Report*.
- ¹⁵ World Bank. 2006. *Human Development Report*.
- ¹⁶ UNESCO. 2006. *EFA Global Monitoring Report*.
- ¹⁷ InfoDev. November 2005. "Knowledge Maps: ICTs in Education"