

## Working Group on Education

The Working Group on Education first met and shared the different realities as there were e.g.:

- an unorganized Pakistan educational system with the need to quality and infrastructure as well as motivated teachers, access to schools, a big difference between private (bad but expensive) and public (good but inaccessible) schools.
- an overemphasis in Ethiopia on primary education (12000 primary schools, 455 secondary schools).
- a difficulty of learning something in a foreign language as in some countries primary school is not taught in native languages.
- because of a loss of parents (killed, died on HIV/AIDS).
- education does not lead to employment.

We then defined our work in the frame of the classification „formal education“, „non-formal education“ and „informal education“- according to the UNESCO scheme that all of the NGYO's present were using. Whilst sharing our ideas, we came up to the following recommendations:

### In the field of formal education

- wherever the shape of formal education is designed, youth have to play a role in the decision making process as they are concerned.
- a privatization of the school system as proposed in the GATS is unacceptable as youth will not have the same possibilities and access to education. Free access to any education has to be ensured.
- an investment in the youngest generations has to be achieved rapidly as youth at school are changing quickly. This is in the interest of a lasting education.
- Education projects have to ensure quality instead of just aiming quantity.
- Differences between rural and urban areas have to disappear (quality and quantity of education in rural areas to be increased enormously).
- Special Education has to be offered to rural youth about their daily life (farming, ...). Otherwise poverty reduction cannot be achieved.
- Education of girls has to be identified as sustainable factor. Young girls have a lot to contribute to the local development and are not having the same access as boys yet!
- Vulnerable (disabled as well as with fewer possibilities) youth have to be identified and to be included into the education system. An inclusive education is for the benefit of everybody.

### In the field of non formal education

- non-formal education has to be valued as high as formal education.
- it has to be acknowledged that there is no fixed border between formal and non-formal education
- non-formal education can be easier, cheaper and better as formal education in certain situations
- non-formal education is to be acknowledged to provide formation about methodologies such as conflict prevention, intercultural learning, contribution to sexual education, ...
- the international institutions have to realize that only contributing to formal education is repeating mistakes made in the past and not taking into account the big possibilities of non-formal education.

From this, we came to the general ideas that

- a youth policy is needed to design curriculums - at present, the real situation in the different countries is too often neglected by the education systems.
- youth shall be heard at any stage of the elaboration of these policies.

To make this come true,

- Youth Organizations offer their capacity to give assessment through their existing structures (organization, national/regional/international platforms, ...) to the WB and other institutions to achieve all these goals and contribute to revision and reform of educational systems. We already have the knowledge Institutions are searching for.
- Concerning non-formal education, after an assessment and a common developing of programs, the structures and capacities of the existing youth structures have to be used to promote and as well provide non-formal education. The youth organizations present are using non-formal education already for long time, are experts in this field and want to be taken in charge as such.

Be sure that the Youth Organizations present will set governments and the International Institutions under pressure until non formal and formal education will have become the first and foremost priority of the developing policies of every country.