

PRESS RELEASE

Support to Vulnerable Youth in the Arab States

Cairo, Egypt, 17-20 December 2011

UNESCO Institute for Lifelong Learning (UIL) and UNESCO Cairo Office are partnering with the Danish Egyptian Dialogue Institute to co-organise a sub-regional policy forum on literacy and basic life skills for vulnerable youth for eight countries in the Arab region (Algeria, Egypt, Jordan, Lebanon, Morocco, Palestine, Sudan and Yemen) in Cairo from 17 to 20 December 2011 with the support of the German government.

The outcomes of a 15-country research commissioned by the Canadian International Development Agency and UIL on this topic will be presented. Participants in the forum will be asked to relate to following questions through group works and field visits to innovative education/training programmes for youth in Cairo:

- a. How best to identify vulnerable young men and women and reach them effectively?
- b. What policies are needed to support literacy and basic life skills education for vulnerable young men and women?
- c. What approaches and practices exist in providing access to literacy and basic life skills education for vulnerable young men and women?
- d. What are the best models regarding second-chance learning or access to employment or self-employment for vulnerable young men and women?
- e. What are the appropriate methodologies to monitor and evaluate work in this area?

The Education for All Regional Overview for Arab States 2011 indicates that there are about 4.6 million adolescents who are outside the school system in the region. Suggestions of sub-regional and national action plans to improve policies and programmes promoting literacy and life skills for young men and/or women will be drafted during the forum. These action plans will be the basis to forge partnerships, mobilise resources for programmes and knowledge-sharing among the countries.

This policy forum will provide a space for policy-makers and practitioners to identify vulnerable groups of young men and women in respective countries and to analyse existing policies and programmes which provide literacy and life skills education for them.

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