

Bulletin

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The following people contributed to this issue:

1 Barbara Achermann and

2 Espen Eichhöfer

Barbara Achermann is a prize-winning reporter and journalist who lives in Basel. Africa holds a special place in her heart, and she has reported from Sierra Leone, Togo and Tanzania. For Bulletin, she traveled to South Sudan, the world's newest country. She was accompanied by photographer Espen Eichhöfer, a German who was born in Norway, lives in Berlin and has worked all over the world, from Ukraine and the Philippines to Oman and Cuba. This is already Espen Eichhöfer's second trip to South Sudan, which became an independent country in 2011.

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3 Julica Jungehülsing

Julica Jungehülsing is a freelance journalist and author, and has lived in Sydney since 2001. In a suburb of that city, she met music teacher Alun Renshaw, who helped to create the anthem for everyone who rebelled against traditional education, directing the choir on Pink Floyd's "Another Brick in the Wall." That song remains part of Renshaw's life even today.

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4 Ludger Wössmann

Ludger Wössmann, a professor of economics at Ludwig Maximilian University in Munich, focuses primarily on one topic: the economics of education. Wössmann, 40, has spent time at Harvard and Stanford and received numerous awards. Here he presents his own studies as well as research by other scholars. His main conclusion: "Good education is the crucial factor in prosperity, for individuals as well as the overall economy."

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Young People in 2013: We Want Education!

“If you are planning for a year, sow grain. If you are planning for ten years, plant a tree. If you are planning for 100 years, educate people.” This Chinese proverb dates back to the year 645 BC – and is just as relevant and true today as it was then. The current issue of Bulletin, which is devoted to schools, underscores the enormous importance of education for every individual and every society.

Since this is a global topic, we looked at education around the world. We conducted photography workshops with students in China, Mexico and England (page 10). We traveled to South Sudan, which has the world's lowest literacy rate, and visited Juba Technical High School, where victims of war – as well as former child soldiers – are preparing for civilian life (page 64). And in Australia we met Alun Renshaw, a former teacher and the director of the children's choir that sang with Pink Floyd on its recording of the legendary anti-authoritarian anthem “Another Brick in the Wall,” which proclaimed that “we don't need no education.” Nonconformist Renshaw explains how the stir caused by this song resulted from a misunderstanding (page 22).

The core of this issue of Bulletin is the traditional Credit Suisse Youth Barometer, which includes Singapore for the first time this year. The Barometer now provides insight into youth on four continents: North America (United States), South America (Brazil), Asia (Singapore) and Europe (Switzerland). How are young people around the world doing in 2013? The bottom line: Many of them are less hopeful today than they were over the past three years. Optimism has declined worldwide – understandable, given that youth unemployment is rampant in some regions. Nevertheless, they continue to express considerable satisfaction with the political situation. Moreover – and this too is welcome news – the current generation of 16- to 25-year-olds does not agree that “we don't need no education.” These young people, who are growing up in economically challenging times, recognize that school and education are enormously important, and that lifelong learning is essential. The Youth Barometer can be found as a comprehensive dossier on pages 29 – 51. We hope you will enjoy learning more about today's young people.

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Publishing details: Published by: Credit Suisse AG, content strategy, articles: Ammann, Brunner & Krobath AG (www.abk.ch), design concept, layout, production: Crafft Kommunikation AG (www.crafft.ch), photo editing: Studio Andreas Wellnitz, Berlin, pre-press: ncag (www.ncag.ch), printer: Stämpfli AG, circulation: 150,000, contact: bulletin@abk.ch (content), abo.bulletin@credit-suisse.com (subscriptions)

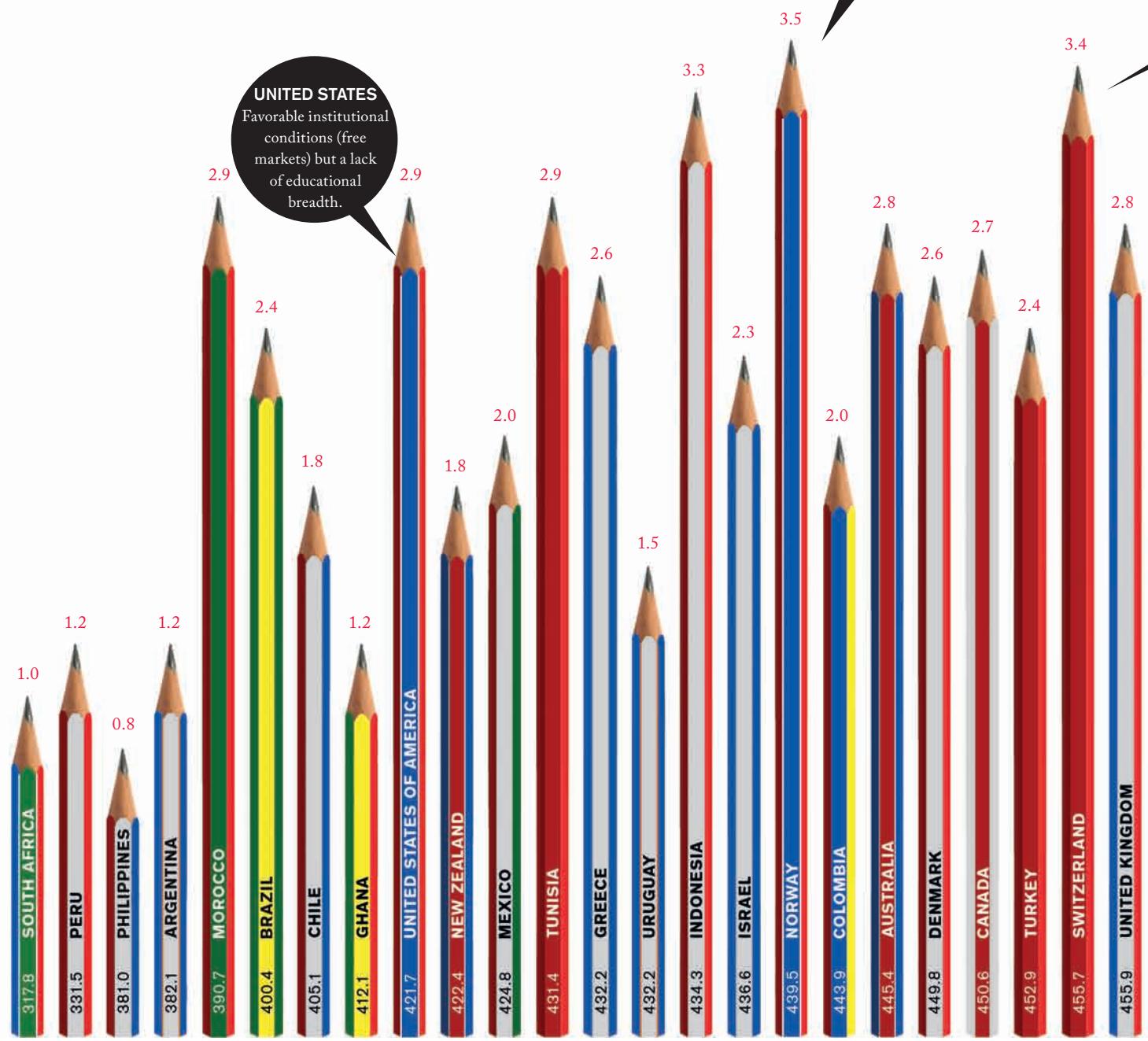
Get an Education!

Education is a modern society's most important resource and the best means of lifting developing countries out of poverty. And for individuals, more education means a higher income.

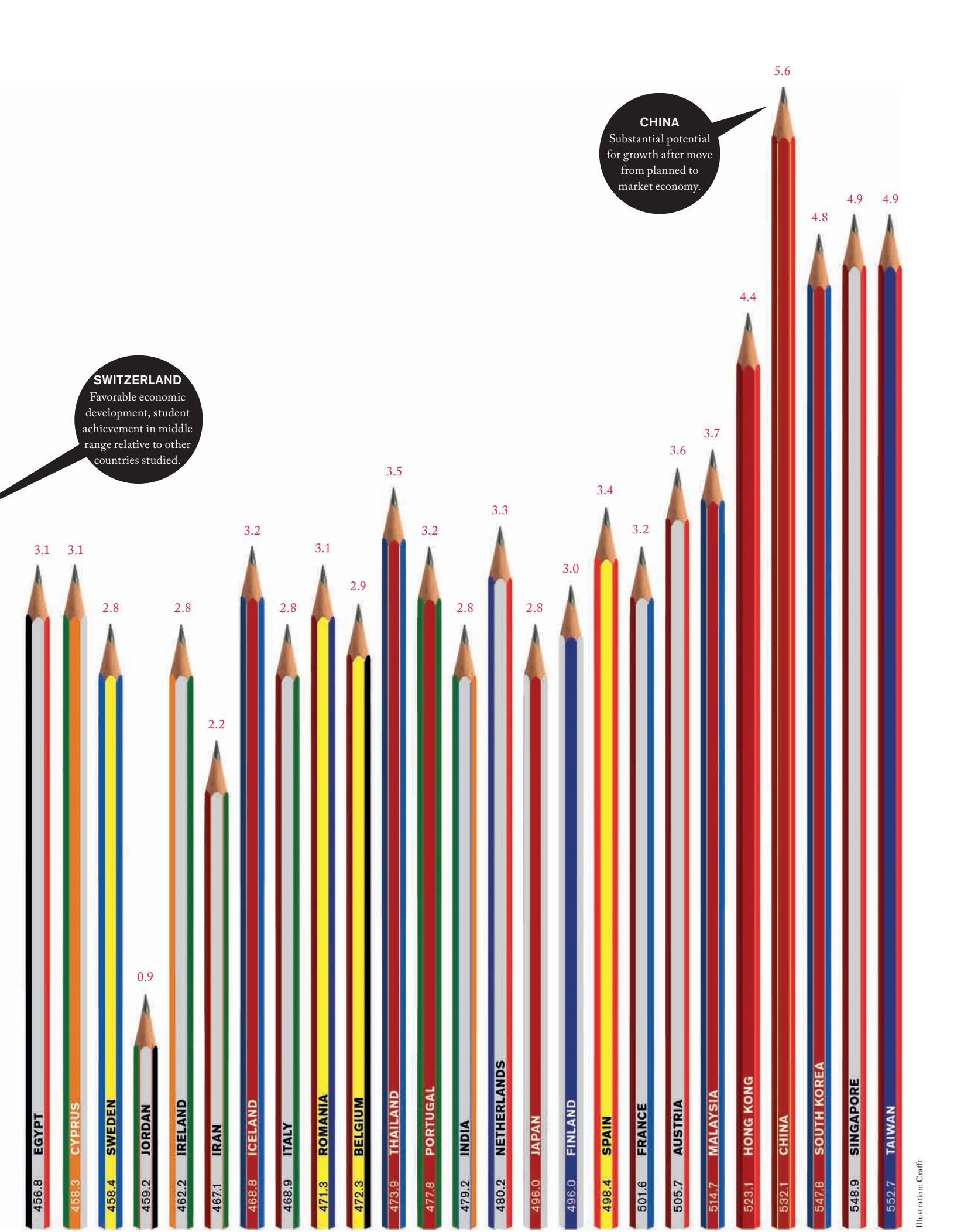
By Ludger Wössmann

School achievement and long-term economic growth:
Education increases a country's wealth.

Average annual rate of growth in real per-capita gross domestic product (in percent, 1960–2009)



Student achievement measured in terms of PISA test scores, in ascending order



Key to Illustration

The illustration shows the results of a regression analysis. The length of the pencils indicates the portion of real average annual growth in per-capita gross domestic product between 1960 and 2009 that cannot be explained by other factors in the model. Countries are arranged by student achievement, in ascending order from left to right (various tests, 1964–2003, measured in terms of PISA test scores; again, only the portion that cannot be explained by other factors).

Presentation by Craftt, based on Eric A. Hanushek and Ludger Woessmann (2012), "Do better schools lead to more growth? Cognitive skills, economic outcomes, and causation," *Journal of Economic Growth* 17 (4): 267–321.

sulting from higher levels of educational achievement. What's more, when educational achievement is taken into account, the effect of the number of years of education disappears entirely. In other words, schooling has an economic effect only to the extent that it produces higher levels of skills. Simply attending school or university is not enough; what is important is what a student actually learns.

Education Is the Foundation

It is also evident that economic growth is significantly affected by both the level of education of the public at large and the number of highly qualified individuals in that society. It is therefore important not to neglect either aspect – broad-based education or performance at the top – as both are essential. And although studies point to the economic importance of basic math and science skills, these skills are often associated with similar strengths in other subjects or with non-cognitive skills like persistence and teamwork, which are not so easy to measure. Accordingly, these findings should be interpreted as evidence of the effects of overall educational achievement: Education lays the groundwork for long-term growth, and ultimately for a society's prosperity.

Conversely, inadequate educational achievement is expensive. In the context of the OECD study "The High Cost of Low Educational Performance," I collaborated with Eric Hanushek of Stanford University to calculate projections that showed, among other things, that if Switzerland were to improve its educational performance to the level of Finland, a leader among PISA countries, its gross domestic product would increase by roughly 1 billion Swiss francs over the long term (i.e., over the lifetime of a child born today). Inadequate education results in enormous costs in terms of forgone economic growth.

This holds true for developing countries as well as for the highly developed economies. For example, the exceptionally dismal economic trend in Latin America over the past half century is due largely to a lack of high-quality education. While the average number of years of school-

John F. Kennedy once said: "There is only one thing in the long run more expensive than education: no education." The latest research on the economics of education reveals how right he was. Nothing is more important than a good education for the long-term prosperity of individuals as well as society. The evidence is overwhelming.

Recent empirical studies demonstrate that educational achievement, as measured by international tests of students' basic skills, for example, is the most important determinant of a country's long-term economic growth. To shed more light on this issue, we combined the results of international tests of student achievement in mathematics and science conducted since the mid-1960s – predecessors of the PISA studies – to arrive at a measure of average school achievement.

The illustration on the previous page shows the following results for the 50 countries for which internationally comparable economic data were available, after controlling for the effects of other important factors: The better the results on these tests, the higher the growth in per-capita gross domestic product since 1960. The correlation is striking: Countries where skill levels are high have grown rapidly; countries with low skills have shown little improvement. This simple model explains a large part of the international differences in long-term economic growth.

Recent research provides clear evidence that this is a causal relationship re-

ing in many Latin American countries is quite respectable, the skills students actually acquire in these countries – as in sub-Saharan Africa – are alarmingly weak relative to other countries. This alone can explain these countries' poor economic performance since 1960.

Thus there is an urgent need for a reorientation of the international community's development goals. Both the United Nations' Millennium Development Goals and UNESCO's Education for All initiative focus on achieving quantifiable goals, specifically by expanding access to schooling (see page 74). Yet even in countries with high levels of secondary school attendance, achievement tests indicate that less than 10 percent of young people master even basic reading, writing and arithmetic skills. And it is these skills, and not the length of time spent in school, that have an economic impact. Development goals make sense only if they focus on what children and young people actually learn.

Better education pays off not only for society as a whole, but also for each individual. For the individual, higher educational attainment reduces the risk of

And even among those who have a job, the average income of university graduates in Switzerland – and in most OECD countries – is over 50 percent higher than that of secondary school graduates (graduates of apprenticeships) and more than twice as high relative to non-graduates of secondary school. Empirical labor market research suggests that every additional year of schooling increases later income by some 7 to 10 percent (depending on the study). This positive effect of education on labor market success is one of the most robust findings of empirical economic research. And the few studies that have looked not only at the correlation between years of schooling and labor market success, but also at the relationship between skill levels and success, have underscored the importance of the skills that are actually attained.

The critical economic situations of the crisis-plagued Southern European countries and the inflexibility and fragmentation of their labor markets undoubtedly play a larger role in these countries' astonishingly high rates of youth unemployment than do individuals' levels of education. Here, too, however, an

does not reduce the economic opportunities available to others. The idea that a good education is worthless if it is available to everyone is simply false, and based on the mistaken notion that the economic "pie" is of a fixed size. In fact, the economy as a whole benefits when individuals acquire more education; the pie expands. More is available not only to those individuals who are adding value, but also to society as a whole. And the additional resources can be invested in shoring up social security systems, for example. In short, since modern economies rely primarily on the skills of the population, education is the key factor determining our future prosperity.

Other important dimensions show positive effects as well: Good education allows people to be independent and participate in society. It promotes civic awareness and encourages behavior that is in keeping with the norms of civil society, and fosters a shared system of values and social cohesion. Numerous studies have also shown that higher levels of education are associated with increased health consciousness and lower rates of teen pregnancy and criminal behavior.

The key role of education in economic prosperity raises the question of what policymakers can do to increase educational attainments. Initial research results are sobering: Simply spending more money does little to improve student performance. A substantial body of literature is virtually unanimous in concluding that reducing class sizes and increasing expenditures within the system as it is currently structured will have little effect on student performance. Indeed, a comparison of countries shows no correlation between money spent and student achievement; the top-ranking countries do not systematically spend more money. The problem is not primarily a lack of funding – instead, the issue is putting money to effective use.

Both are crucial: broad-based education and performance at the top.

unemployment and increases income. According to the latest OECD figures, the unemployment rate for university graduates in Switzerland is 3 percent; for secondary school graduates (and particularly graduates of apprenticeship programs) it is 5 percent, and for individuals who have not completed secondary school it is 8 percent. The differences are even more striking in the countries of the European Union, where the respective unemployment rates are 5 percent, 8.5 percent and more than 15 percent. A good education is the best insurance policy against unemployment, which in nearly every developed country today affects primarily low-skilled workers.

artificial boom in construction with relatively high wages for low-skilled workers encouraged many young people to drop out of school, and now they're paying the price. In Spain, even academically trained young people are finding themselves without a job, but the situation is less dire for them than for those with less education. Particularly over the long term, the best way to reduce high unemployment rates will be to increase productivity by providing young people with a better education.

Everyone Wins, No One Loses

It is clear from the fact that improved education leads to increased overall economic growth that better education for some

How to Improve the Educational System
In the interest of making better use of available funding, it is important to look at how money is distributed across educational levels. There is a certain life >

cycle with respect to educational funding: The returns on educational investments tend to decline as children grow older, and the highest returns are achieved when public funds are invested in early childhood education for disadvantaged children. Shifting public funds from later to earlier periods in the educational life cycle would make the financing of education both more efficient and more equitable.

Making more effective use of resources requires institutional reforms as well. Educational systems need to create incentives to ensure that the efforts of all

need considerably more freedom, particularly in matters of staffing and in conducting their day-to-day operations. Students learn more when schools are allowed to decide how to allocate their budgets and when teachers have a voice in decisions about materials to be purchased.

Finally, competition among schools to come up with the best ideas, which results when parents are given more choices, has a critical effect on educational outcomes. When schools compete with one another, parents can choose the one they prefer and poor-quality schools lose students. International comparative studies

The problem is not primarily a lack of funding; instead, the issue is putting money to effective use.

concerned pay off. International comparisons of students reveal three crucial institutional factors: external achievement reviews, greater autonomy for schools and teachers, and increased competition between schools.

Student achievement turns out to be considerably higher when the various levels of schooling are subject to external review. This is evident from international comparisons as well as from a comparison of the German states – a comparison facilitated by the fact that by the middle of this century's first decade, roughly half of the states were conducting centralized final examinations while the other half were not. External reviews require that all involved take responsibility for their actions, while also ensuring that efforts to learn are apparent to others and pay off later on.

International comparisons also show that students learn significantly more when teachers and schools are more autonomous. School autonomy and external performance reviews go hand in hand: A successful education policy sets standards and provides for an external review of the degree to which they are met, but leaves it to the schools themselves to decide how best to achieve those standards. Schools

have repeatedly shown that school systems do best when they have both relatively large percentages of independent schools and relatively high levels of state funding. Only when government funding provides all students, regardless of their backgrounds, with equal access to alternative schools will schools compete to develop the best ideas, ultimately benefiting all students.

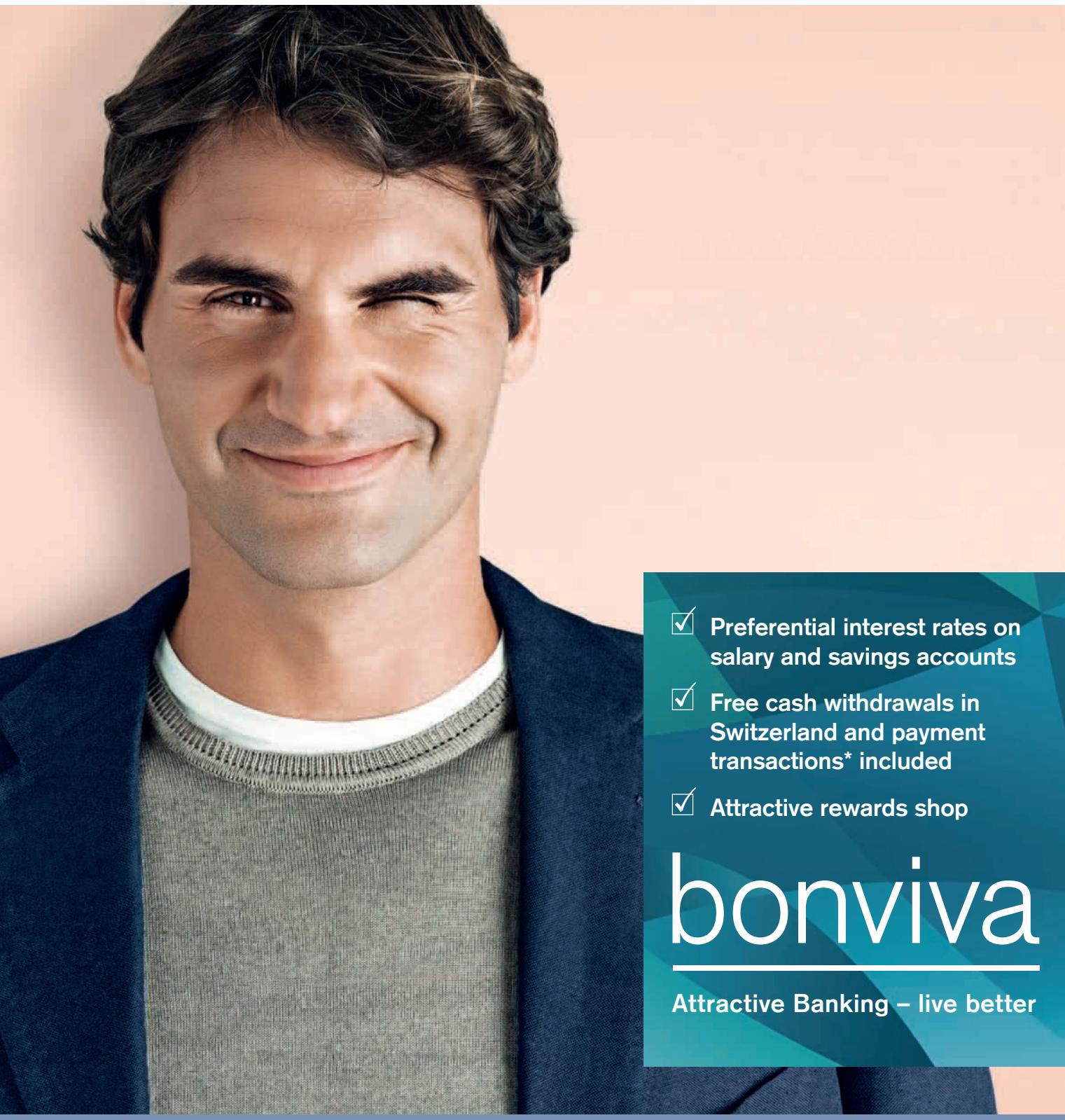
Tracking: Yes, But Not Too Soon

Empirical evidence has shown that to achieve greater equality of opportunity, it is important not only to focus on early childhood education, but also to look at when decisions are made about sending students to different levels of schooling. The later students are assigned to different schools, the less student performance at the end of secondary school is correlated with socioeconomic background. Moreover, delaying this process does not have a negative effect on performance levels.

To sum up, a good education is critical for the prosperity of each individual as well as society as a whole. An education policy that allows all people to achieve the highest possible level of skills is therefore also the best social and economic policy. □



Ludger Wößmann is a professor of education economics at Ludwig Maximilian University in Munich and director of the Center for the Economics of Education and Innovation at the ifo Institute for Economic Research in Munich.



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In London. Photo: Muir Vidler



Class Photos

Things really “clicked” for these schoolchildren: They took photographs of an ordinary day in their lives as part of a workshop that Bulletin conducted in Beijing, Mexico City, and London. A professional photographer helped them put everything into perspective. The schoolchildren showed us how they see the world, from their classmates and the snacks they eat to how they get to school. Attention, please: Virtual class is starting.

Workshops and documentation: Katharina Hesse (China), Mark Powell (Mexico), Muir Vidler (UK); Organization: Maria Leutner and Peggy Wellerdt



In Beijing. Photo: Katharina Hesse



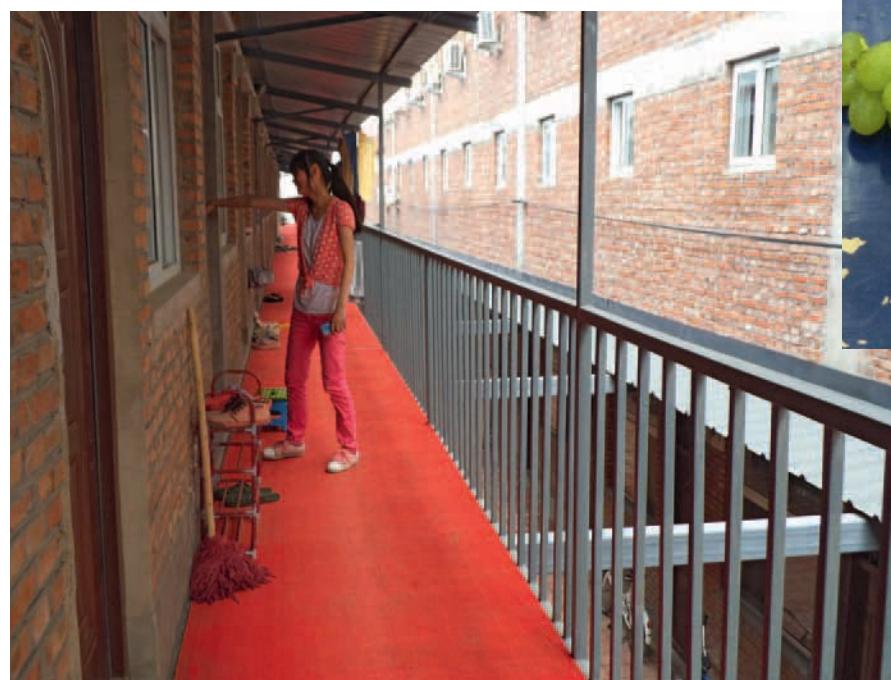
In Mexico City. Photo: Mark Powell



On the way to school.



Min's little sister.



Almost home with my best friend.



Zenglin's room.

Jiajia's favorite corner: the public telephone.



China and all its provinces – Enze loves the map.



Vegetable garden at school.



On the way to school.





Homework.



Ning's best friend.

Tongtong's school bag.



From left to right:
(back row) Ms. Wang
(teacher), Ms. Mao
(teacher), Tongtong,
Zenglin, Zhiqiang,
Chunfeng, Enze,
Katharina Hesse (photo-
grapher), Tu Qiang
(photographer's assistant);
(middle row) Wenjie,
Shouhua, Min, Jiajia,
Ning, Fei, Xingling;
(front row) Ruan.



Schoolyard.



A friend from school.



Mushroom in the schoolyard.



Playground.

BEIJING CAOCHANGDI

The school on the outskirts of Beijing serves both city and country children, which is rather unusual. Caochangdi is a well-known artists' quarter, home to famous galleries and such celebrities as Ai Weiwei. The children's pictures were born out of an afternoon art group: Parents want their children to learn as much as possible, so they continue to cram after school. There are six age levels with four classes each. Each class has about 35–40 students.



Min's deskmate
and best friend.

MEXICO CITY DECROLY

This private school is in the heart of the city. Three hundred children attend the primary school's 21 classes. Instruction is based on the methodology of pioneering Belgian educationalist Ovide Decroly (1871–1932), who promoted a "global approach." His teaching follows children's natural logic: from the concrete to the abstract, and from the simple to the complicated. The photos were taken during summer school.



Cora, Nicole's sister.



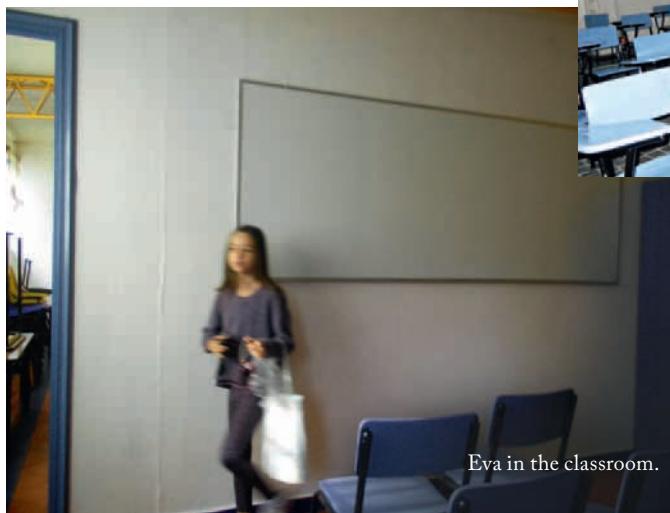
Sofia's room, photographed by Dario.



From left to right:
Sebastian, Julian,
Patrizio, Eva,
Camilo, Dario,
Rebecca (teacher), Emma
(on the scooter), Paola
Donatella, Diego, Luisa
Gabriela, Gaia, Nicole,
Maria, Sofia.



Classroom.



Eva in the classroom.



Auditorium.





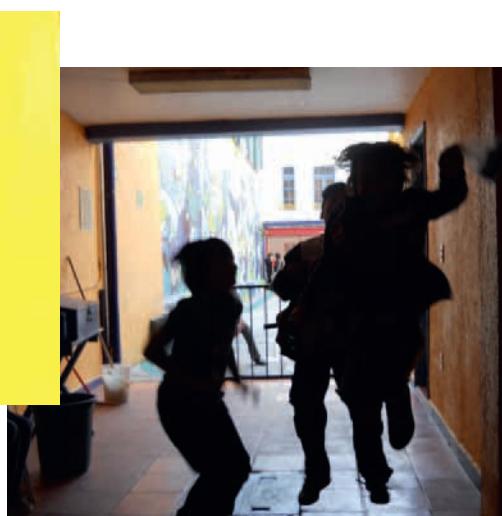
A fence keeps cats away from the sandboxes.



Schoolyard.



In front of a classroom during cleaning.



A side entrance to the school.



Seen on the way to school: A post-earthquake meeting point (punto de reunión).



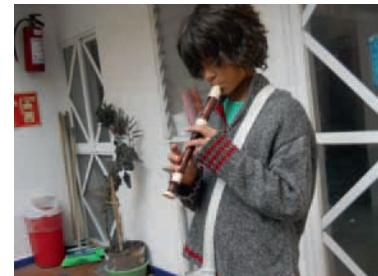
Camilo's breakfast: tortillas.



A small snack before school starts.



Dario and Patrizio.



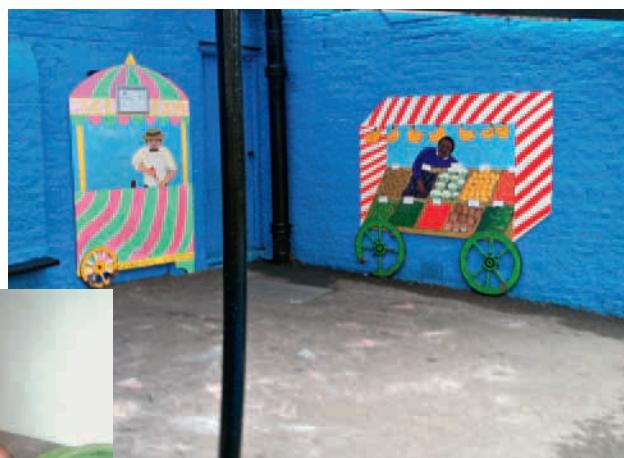
Camilo practices the recorder.



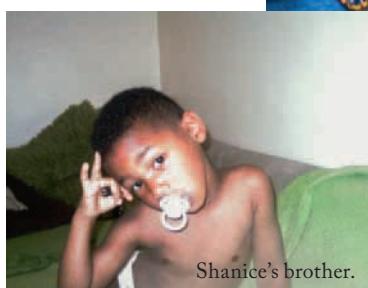
On the way to school.



Emana's room.



Schoolyard with painted walls.



Shanice's brother.



A side entrance to the school.



Shanice's cat.



Nora's breakfast.

From left to right:
(4th row) Merit (red sweater), Nora, Caleb,
Esmond, Shamsher,
Hussain, Temi;
(3rd row) Annalise,
Emana, Ilerih, Joshua,
Fab, Edward;
(2nd row) Alika, Nura,
Joel, Omar, Seray;
(1st row) Elaine, Hanan,
Shanice.



Annalise's route to school
along Homerton High Street.



Schoolyard.



Ilerih, Shanice and Annalise in the schoolyard (left to right).



5B's teacher, Lauren Backhouse.



Recess king.



Alfie's self-portrait.



Annalise's backpack on her seat.



5B's classroom.



Reading corner in the classroom.

LONDON DAUBENEY

This primary school in Hackney, northeast London, is highly diverse, with 91 percent of pupils belonging to ethnic minorities. A total of 605 children attend the 22 classes at Daubeny Primary School. Bulletin visited teacher Lauren Backhouse and her class, 5B.

Caleb.



Lunch: baked beans.



Annalise's seat.



Classroom.



The Sooner, the

Success in life depends in large part on what happens before children enter school, according to James J. Heckman, Nobel Laureate in Economics. He is a strong proponent of investing in early childhood education.

Interview: Daniel Ammann and Simon Brunner

Professor Heckman, how important are the circumstances into which a child is born for success in later life?

The “accident of birth,” as I call it, is a major source of inequality. According to the most recent studies, 50 percent of income inequality in the United States can be attributed to factors that are in place before children reach the age of 18. The percentage is as high or even higher in Western Europe, where there is generally less inequality in the labor market. In other words, one’s development is largely determined by one’s background.

What, exactly, do you mean by “accident of birth”?

We have no control over the circumstances into which we are born. Parents, genes, education and health – all of these things are determined by our families. But there are a number of major differences that we can influence to a certain extent later on. I focus in particular on the unequal distribution of the resources families have to support their children. Compared to fifty years ago, more children in the US are being born into disadvantaged families in which children receive less support than they do in other families. In Western Europe, the rising number of non-integrated immigrant families is resulting in a similarly adverse trend.

What consequences can this inequality have for society?

There is a demonstrable correlation between certain social problems – such as

criminality, teen pregnancy, dropping out of school, unhealthy living conditions – and low levels of education and social skills. The skill gap between the disadvantaged and non-disadvantaged begins in the earliest stages of childhood.

Can you give a specific example?

Just look at the number of different words that children under the age of 3 are exposed to: The number is 500 for children in families that receive welfare benefits, 700 for children in working-class families and 1,100 for children in professional families. These differences are nearly impossible to overcome later on. Children with significant disadvantages cannot achieve the same level of success as those who have enjoyed support from an early age with any amount of support – no matter how intensive it may be. This is a serious issue. In the United States, a growing underclass is emerging because the early childhood years are being neglected.

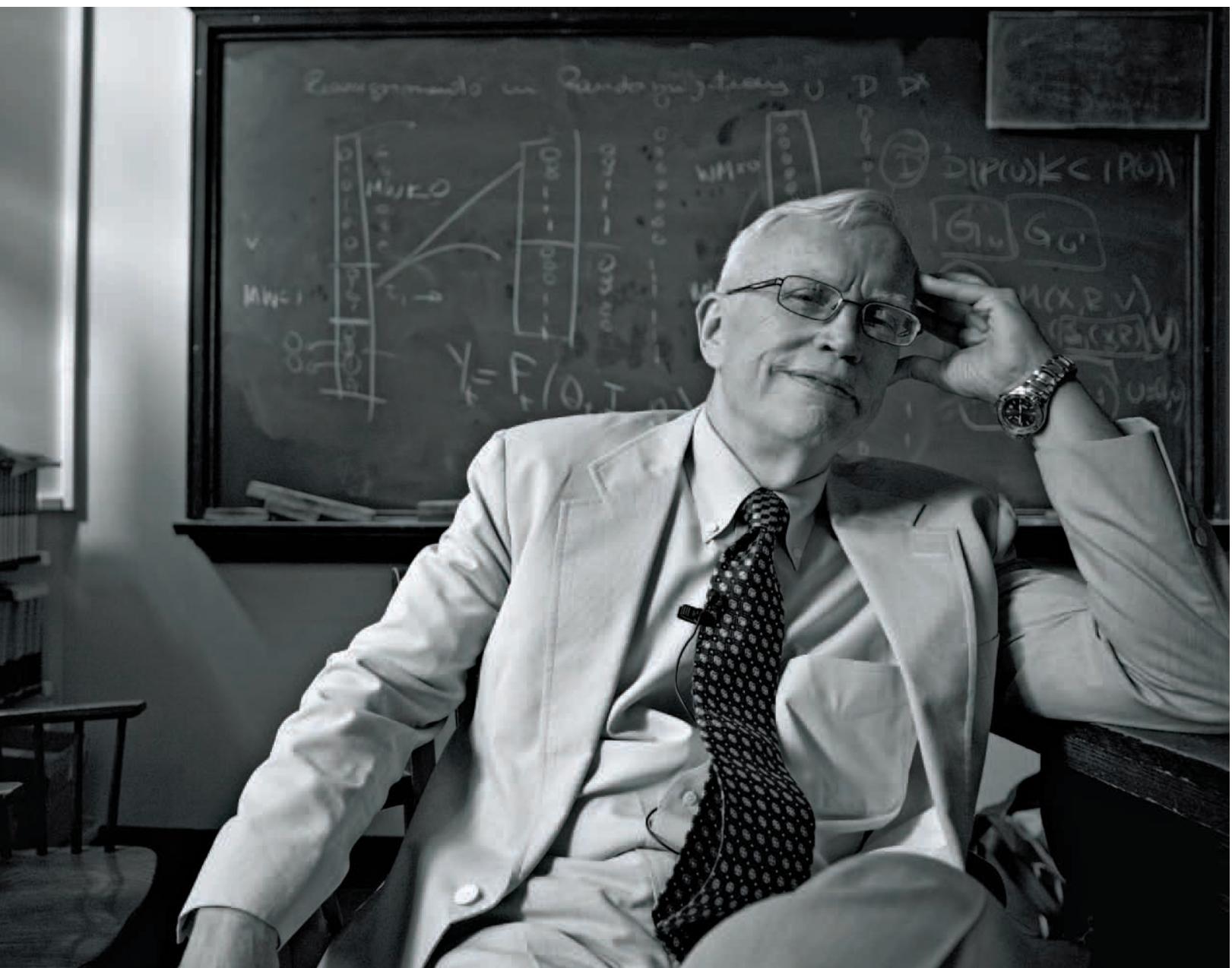
And that's why you advocate early support for young children, ideally beginning at birth. What specific target groups do you have in mind?

My main focus is on children from disadvantaged families. Early support for such children, from birth to age 5, can counteract achievement deficits and lead to better education and health, as well as improved social and economic outcomes. This support reduces the need for expensive programs and spending on welfare, >



Better – By Far

“One’s development is largely determined by one’s background.”
James J. Heckman at the University of Chicago, where he is a professor
of economics.



while increasing the productivity and earning potential of the people involved. Every dollar spent to promote the early childhood development of disadvantaged children can produce a return of 7 to 10 percent per child per year. In the end, we will have people who are more highly skilled and productive, and we will not have to spend enormous sums of money to solve problems that could have been prevented in the first place.

When you refer to “disadvantaged” families, do you mean families living below the poverty line or families with poorly educated parents?

Disadvantage is not always a matter of poverty or parental education. All of the

need to be able to express their own opinions and question authority.

Not all parents want to hear that.

It's true. Successful programs change a child's values and motivations. Sometimes that runs counter to the parents' ideas. There is often an enormous discrepancy between the child's needs and the parents' willingness to accept support measures.

What principles did you follow in parenting your own children?

I focused on common sense and maintaining a close relationship with them. I let them make mistakes and learn from those mistakes. I encouraged them

no matter how small or gradual. I have long thought about why blacks are treated differently. I've wanted to understand where the disparity between black and white comes from. That led to my focus on early childhood development. When we look at the achievement gap between ethnic groups, it is clear that despite all of the efforts that have been made to improve the circumstances of African Americans, a great deal remains to be done.

Do your findings call into question the idea of lifelong learning?

Not at all. On the contrary, learning is always valuable, at any age. Our research has shown that when children are not motivated early on to learn and engage with the world, they are more likely to fail in adulthood, both socially and economically. The longer society waits to intervene in the life cycle of disadvantaged children, the more it costs to help them overcome their disadvantages. □

“If children are to become independent individuals, they need to be able to express their own opinions and question authority.”

evidence suggests that parenting quality is of critical importance, and that a lack of parental support is detrimental to child development. We are talking here about simple things such as affection and emotional security. In economically and socially disadvantaged families, people also tend to talk less and are less likely to read books to their children. Rather than going to a zoo or museum, the children sit in front of the television set. The family environment plays an important role in the acquisition of cognitive and non-cognitive skills and in physical and mental health, persistence, attention, motivation and self-confidence.

What are the most important skills a child needs to learn?

To do well in later life, both personally and professionally, children need to be able to get along and work with other people. They have to learn to control their emotions. They have to be able to think creatively and be willing to try new things. It is also very important to encourage persistence. In addition, if children are to become independent individuals, they

to follow their interests and develop their personalities.

We've read that you became interested in doing research in this area after living in the American South during the era of racial segregation.

That's right. I was born in Chicago, and really knew nothing about segregation until my parents decided to move to Lexington, Kentucky. I must have been about 12 years old. That was where I first experienced state-imposed segregation. My sister and I were taken aback when we saw that African Americans were sitting at the back of the bus. When we got on the bus we walked to the back, where the windows were bigger and the view was better. We were quickly told: "You can't do that. You're not allowed to sit at the back. That's for those people." And I remember the signs on drinking fountains and park benches: "Whites only" and "Colored only."

How have these experiences shaped your professional life?

Among other things, I was fascinated by how stubbornly people resist change,

James J. Heckman, 69, is one of the most influential economists of our time. He is a professor of economics at the University of Chicago, and received the Nobel Prize in Economic Sciences in 2000 for his contributions to microeconometric theory. Heckman is married and has two children.



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No marching to a different drummer!
Still from the film "The Wall" (1982).





The Sound of the Wall

As the choir in Pink Floyd's biggest hit, Alun Renshaw's pupils sang the anthem for everyone who rebelled against traditional education. To this day, the music teacher can't escape "Another Brick in the Wall."

By Julica Jungehüsing

“W

e don't need no education. We don't need no thought control!” Few pop songs from the 1980s have been as enduring. The refrain was a rebellion, a provocation, and an anthem all at once, shocking strict teachers whether sung along to a Walkman or shouted along dreary school corridors. “Hey, teacher! Leave them kids alone!” Pink Floyd’s song shot to the top of the British charts as well as in various European countries, North America and Australia in 1979 and 1980. The concept album “The Wall,” in which the legendary rock band related the story of young Pink, who faces ridicule and abuse from teachers and society, sold more than 33 million copies world-wide.

But not everyone was thrilled with it: South Africa banned radio stations from playing the single. Teachers dreaded hearing the chorus, and many parents were appalled by the idea of “uneducated youth.” All of that had little influence on the song’s success. “Another Brick in the Wall (Part 2)” became Pink Floyd’s most popular single by far.

Momentous Misunderstanding

“There was a fundamental misunderstanding back then,” says Alun Renshaw, brushing his long, shaggy hair from his forehead. He explains: The album criticized the authoritarian school days that Roger Waters, the band’s bassist and vocalist, experienced in the 1950s, not the significantly more relaxed educational environment of the 1970s. “When the song was written, many schools were in upheaval, and methods had long been much freer,” says Renshaw, who knows a good deal about the subject. Renshaw spent weeks rehearsing the rebellious chorus with his school pupils leading up to the recording. He took them to the recording studio. He and his choir shared in the song’s ensuing international renown.

“It was a thrilling, fantastic time,” recalled the 68-year-old, leaning back between computers, mixing boards and slightly dusty equipment in the studio. The former teacher and composer now lives in a western suburb of Sydney, Australia, called Mount Druitt, where he writes books, makes music theory accessible and works on a website with a former student. The Englishman has lived in Australia for

ments to the ground floor and shook up the system completely. “I wanted the pupils to ask questions and learn to think.” For him, class was more an interpersonal encounter than a way to statically deliver knowledge. He always incorporated the real world into day-to-day school life. “I’d send them out to the main street and ask them to note what they heard, or we’d go around the school hitting walls and lis-

“It was obvious to me that the lyrics would upset a few people. For a while after that, the headmistress was somewhat cross.”

almost 35 years – since right about the time that the Pink Floyd song shot up the charts, a minor media storm was unleashed over his school, and many parents forbade their singing children from appearing in the song’s video.

Was his emigration a coincidence? To some degree: “I had already agreed to take a three-month position composing in Brisbane. But then I just didn’t fly back to Europe,” Renshaw recounts. “Margaret Thatcher had taken over the helm. I could see ultra-conservative clouds gathering, and I didn’t want to stick around for that.”

“What an Opportunity!”

Renshaw had an unconventional, very energetic teaching style; he felt it was more important to inspire than to instruct. When he began teaching at Islington Green School, music class was held in the attic piano room. Teachers played, and the pupils sang or studied theory. “It was terribly boring.” Renshaw hated boredom; he wanted to inspire and promote creativity. So he moved the instru-

tions to the sound they made.” He found studying sounds, tones and noises to be just as important as learning about Bach, Beethoven and Stockhausen.

When a sound engineer from Britannia Row Studios around the corner asked him if a few of his pupils could sing on a Pink Floyd song, he didn’t hesitate for a second. “What a unique opportunity! I thought it would be wonderful for the kids to experience a real recording studio.” He didn’t know what they would be singing, nor did he have any sense of the consequences. But it wouldn’t have stopped him.

At the time, Islington Green was one of the first comprehensive schools, and the headmistress Margaret Maden was trying out a progressive style: “Informal but not sloppy.” For the first time, pupils from different environments and income brackets were together in the same class. “North London was something of a tough world,” says Renshaw, recalling gangs and violence. Discipline was a problem – and not just for the students. “I would often



"I had pupils hit walls to listen to the sounds they make." At the time, Alun Renshaw had a somewhat unconventional teaching style. The Englishman now lives in Australia.

stand by the gate to see which teachers showed up when – and if they were sober," the former headmistress recalled in an interview. Discipline was no problem in Renshaw's class. On the contrary, the 11- to 16-year-olds felt comfortable in the music room. Many of them came voluntarily on weekends to practice or fled during breaks to the creative atmosphere of Renshaw's worlds of sound next to the cafeteria.

Still in Contact with his Pupils

"It was cool and a safe place to be. You could be yourself there," recalls Caroline, a member of the choir. "Without the music department, I don't honestly know how I would have got through." Now in her mid-forties, she shares memories with a dozen former classmates who met in London in 2007. Microphones were involved again, but this time to record a television program: An episode of the BBC documentary series "One Life" tells about the recording of the song and what became of the pupils in the Pink Floyd choir. A "hopeless loafer" became a business executive

and one girl got out of the drug scene and became a teacher herself. Renshaw flew in from Australia to shoot the episode, and the reunion with his former pupils was heartfelt and emotional.

"I've kept in contact with most of them since then," Renshaw relates. One of them emails him nearly every day, which seems to confirm his methods: "For me, teaching is mainly about building a relationship and respecting pupils as individuals," says Renshaw. "Without this personal level, teaching is just a faceless person behind a lectern passing on information."

Some of his pupils later went on to study at conservatories, and one girl sang opera in New York. "But that was never my goal. First and foremost, I wanted them to learn how to think and to find their way. Music is a powerful tool for that." Renshaw tells of children who got better in math thanks to their music lessons. "They asked different questions and learned better." He traveled with some pupils to the Carl Orff Institute in Salzburg, took them

to concerts, and composed his own productions, such as "Requiem for a Sinking Block of Flats."

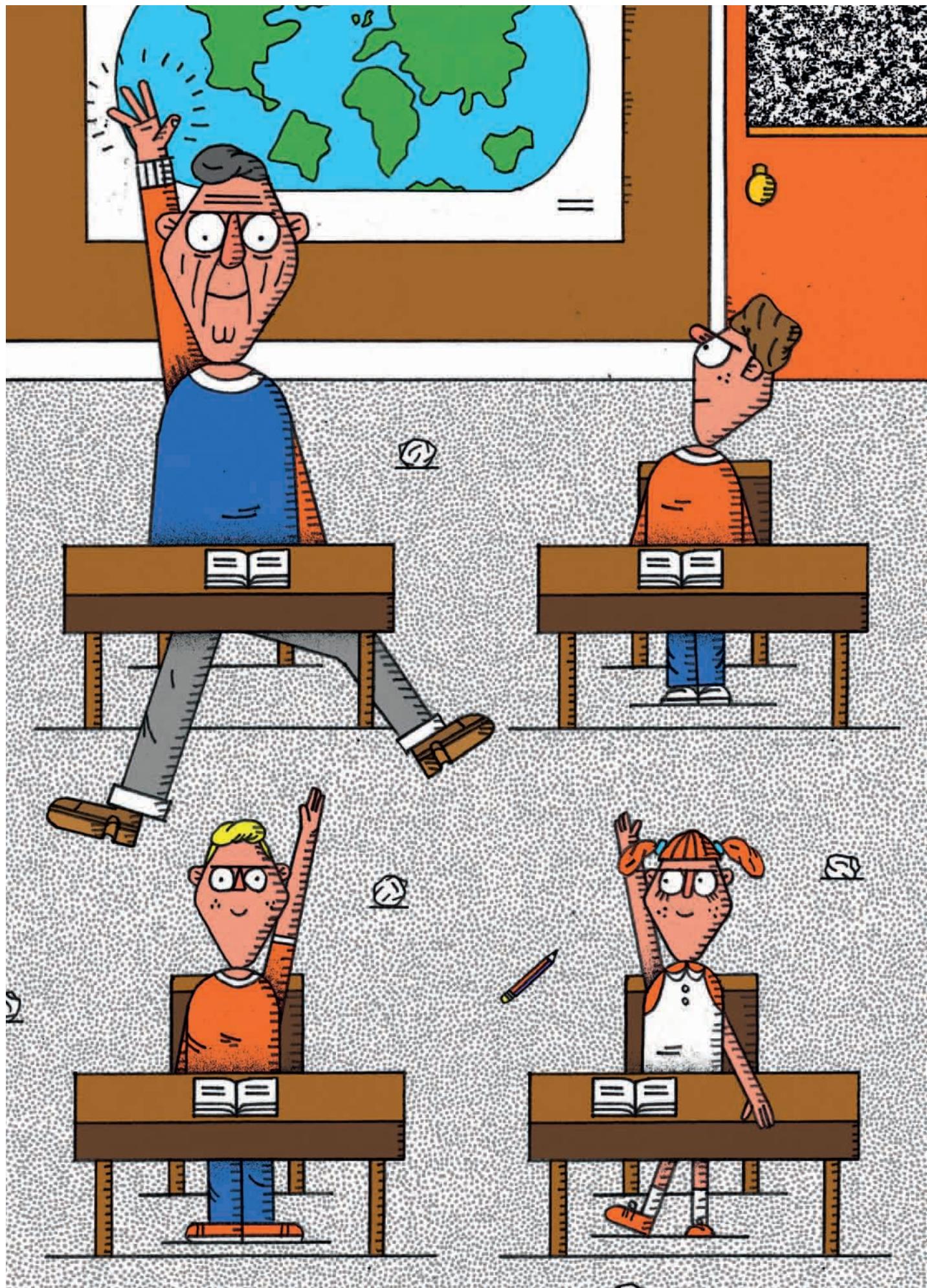
Hierarchies were never his cup of tea. "I didn't ask the headmistress back then if I could take the pupils to the studio," Renshaw grins. "It was obvious to me that the lyrics would upset a few people. For a while after that, she was somewhat cross."

After the first waves of indignation ebbed away, Islington Green made peace with the unwanted fame. When Renshaw went back to London on vacation in 1983, he discovered a commemorative plaque on a wall at the school announcing that the children from the school were featured on the Pink Floyd song. "Brick in the Wall (Part II)" was also played at the school prize-giving ceremony. "In the 1980s it must have been like an unofficial school anthem," he ventured. "So ultimately Islington was actually somewhat proud of it."

Fame in His Lifetime

The episode opened many doors for Renshaw himself. He has been repeatedly invited to compose pieces, bringing people together through music in his way. At present, London producer Andy Harries of Left Bank Pictures is working on a feature film about Alun Renshaw's life. "I'm fortunate to have so much recognition," rejoices the elective Australian, with an extra dose of British humor. "Most composers don't become famous until after they die." □

Julica Jungehülsing has been living and working as a freelance journalist in Sydney since 2001. Her articles from Australia, New Zealand and other countries in the South Pacific have appeared in such publications as Stern, GEO Saison, The Financial Times and Die Zeit.



It pays to join in: Older workers are often skeptical about continuing education, or even reject it. That should not be the case.

You Can Teach an Old Dog New Tricks

The jury is in on learning: It should continue throughout life! Everyone needs continuing education these days, even after age 50. It benefits both employees and companies.

By Sara Carnazzi Weber, Illustration: Jay Wright

Our lives are constantly changing because of new findings and technologies. If people want to participate in social, political, economic, and cultural life as they age, they must take these changes into account. Further development and re-orientation, in a personal and professional context, are growing ever more important, and with them the willingness and ability to acquire new knowledge continuously. This is also relevant to managing our society's demographic change.

The issue of older people's learning aptitude and willingness to learn has long been controversial. Despite much proof to the contrary coming from gerontological research, until the second half of the 20th century the assumption held that biological factors meant less aptitude for learning and diminished performance capability with increasing age. Attitudes toward older people were long marked by this view of aging known as the deficit model.

Everyone Ages Differently

Now people have a differentiated view of aging. Talk is no longer only of degradation and decline; rather, changes in abilities are recognized as specific to in-

dividuals and functions. In other words, everyone ages with different timing and in different ways, and not all physical and mental functions are affected in equal measure. In general, older people today stay mentally and physically fit longer than they did a few decades ago due to medical advances and better living conditions. They also are more aware of the fact that they can have an influence on their own aging process. This sets the scene for lifelong learning. But does it correspond to reality?

Studies show that older people are participating less in continuing education. Although Switzerland has the third-highest continuing education rates among OECD countries, after Sweden and New Zealand, participation rates are decreasing sharply here for those who are approaching or have reached retirement age. According to studies by the Swiss Federal Statistical Office, on average about 65 percent of 45- to 54-year-olds attend continuing education events, with the proportion falling to nearly 54 percent among 55- to 64-year-olds (see figure on next page). Participation decreases to a lesser degree for continuing education that is not job-related or for informal learning through family

and friends, technical literature, computers, or audiovisual aids. The focus here is not on professional benefits, but on aspects of personal development and lifestyle. Exploring new interests, expanding personal knowledge, and opening new areas of activity for post-retirement life all lure older people to adult education centers.

Youth-Centric Labor Market

Certain leisure activities and volunteer positions also provide reason to learn. It can be useful and enriching to refresh foreign language skills before a vacation and learn about the culture in your country of destination. Activities related to volunteer work can require preparation and, in some cases, learning new skills. Accordingly, 65- to 75-year-olds participate in continuing education activities at a relatively high rate. About 28 percent of people in this age group attend classes or seminars and 35 percent teach themselves new things, especially if they are already highly qualified.

When continuing education is oriented toward professional benefits, however, employers and individuals no longer place it at the top of the priority list for those over 50 or 55. It is less common >

for employers to encourage employees in this age group to pursue continuing education or to pay for the courses. Older employees themselves are often skeptical and defensive about the issue of continuing education. Although it sounds unimaginable today, employees not long ago strongly resisted the introduction of computers. As age increases, the perceived need for continuing education falls significantly.

It wasn't that long ago that employees strongly resisted the introduction of computers.

nificantly. While about 55 percent of 25- to 34-year-olds agree with the statement that they do not need any additional education or training, this figure increases to almost 73 percent for 55- to 64-year-olds. Age, along with health, is increasingly cited as an impediment to participation in continuing education activities during the later working years.

The fact that the willingness to invest in employee development decreases

with increasing age is a reflection of the labor market's pronounced focus on youth. The point at which a person becomes one of the "old guard" in a company is coming earlier and earlier. In decades past this was expressed primarily in an uptake in people entering early retirement. This trend has weakened somewhat, but it has recently been superseded by another trend. Reports of Swiss employers disproportionately laying off workers over age 50 are piling up. Top executives and highly qualified specialists have also been affected. The situation on the job market has gotten noticeably worse for those over age 50, and their risk of long-term unemployment is growing. According to the employment agency Adecco, only one-third of companies still regularly hire employees over age 50. "Too old" and "too expensive" are common reasons given.

Nevertheless, Switzerland is doing very well compared to other countries in terms of the labor force participation of older employees. Only Sweden and Iceland have more employed people aged 55 to 64. And about one-third of the labor force continues to work past the legal retirement age. This comparative advantage should not be gambled away. Companies that adopt short-sighted policies which exclude older workers – increasingly due

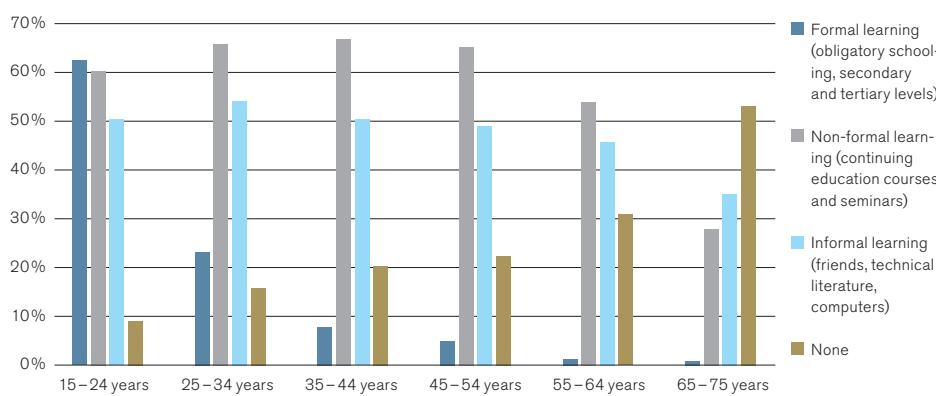
to economic pressure – will soon be confronted with the next challenge. By 2025, 34 percent of employed persons in Switzerland will be over the age of 50. Continued immigration at the current level cannot reverse this development. Accordingly, attempts to reform the pension system are heading toward increasing the retirement age; in doing so, it is important not to lose sight of the incentive structures for employing older workers.

Age-Based Human Resources Policy

Employers are being forced to rethink things in order to make better use of the potential of an aging workforce. An age-based human resources policy should have flexible conditions – from functions to wages to setting work schedules – and make targeted use of older employees' experience and specialized knowledge. Older employees can transfer knowledge to the younger generation. They are also particularly good at implementing newly gained knowledge thanks to their life experience, and they usually have better judgment and a holistic view of their work. Sometimes the paths that are taken appear unconventional at first glance. For example, when top managers reach a certain age, they can be outsourced to their own consulting firm, as jointly practiced by ABB, Alstom and Bombardier. Keeping employees fit for work is ultimately in the company's best interests. A culture of lifelong learning – and appreciation for expertise – can make an important contribution. □

EDUCATION OVERVIEW

Participation in various types of education by age, 2011

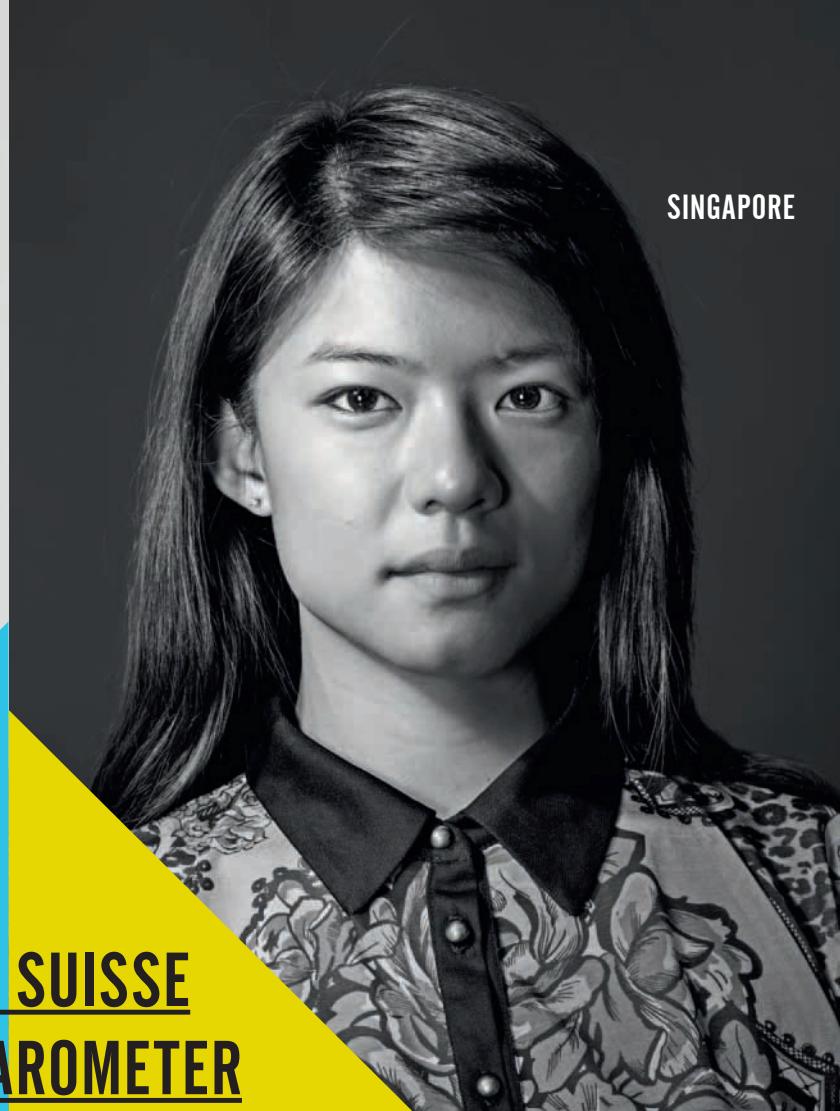


Source: Swiss Federal Statistical Office, micro census on training and development

Sara Carnazzi Weber is Head of Macroeconomic and Policy Research at Credit Suisse.



SINGAPORE



USA

CREDIT SUISSE YOUTH BAROMETER



What young people think is
important in life. A major
survey targeting the US, Brazil,
Singapore, and Switzerland.



SWITZERLAND

BRAZIL

WHAT YOUNG PEOPLE THINK

What do young people consider important in life? What are their views about school, and how do they invest their money? What do they worry about most? How do they see their future unfolding?

The fourth Credit Suisse Youth Barometer provides informative answers and unique insights into the attitudes of the young generation, ages 16 to 25. For the first time, this international survey conducted by the research institute gfs.bern on behalf of Credit Suisse covered four countries and four different cultures: the United States, Brazil, Switzerland, and now Singapore too. The inclusion of the up-and-coming Asian sphere yields an even broader look at the commonalities and differences in values, lifestyle and attitudes among the world's youth.

One striking finding: In all four countries, the protracted economic crisis is affecting young

people's lives. Growing youth unemployment is viewed as the greatest problem everywhere. Furthermore, for the first time, young people in the United States, Brazil and Switzerland are more pessimistic about their future now than in the past three years. Indeed, in Singapore only a minority are optimistic.

These results indicate a reversal of trend and could harbor potential for social tension. For now, however, young people are responding to their uncertain career prospects with pragmatism. The majority express national pride and trust in their government. Only in Brazil is a clear majority demanding reforms, with people already taking to the streets. However, the focus is on striving for security and their own professional careers. School and education are tremendously important, and lifelong learning is indispensable for this generation. But achievement isn't everything; their social environment and contact with family and friends continue to take high priority.

According to the survey, the situation of Swiss youth is exceptional in many respects, thanks to the nation's prosperity and its dual education system. They have a more post-materialistic attitude than their counterparts in the United States and Singapore, and their prospects of making their dreams come true remain extraordinarily high.

Your editorial team

NEW: WITH SINGAPORE

With the addition of Singapore, the Youth Barometer looks for the first time at the trends, lifestyle and attitudes of young people in Asia.

01: LIFE GOALS AND VALUES

P. 33

Shift in young people's attitude toward life: How they view their future, and what goals they have set.

02: SCHOOL, WORK, FINANCES

P. 36

No truants: How they envisage their careers, and where they spend their money.

03: POLITICS AND SOCIETY

P. 41

Strong national pride and some social problems: judging the situation in their country.

04: LIFESTYLE AND LEISURE

P. 45

"Hot or not" is a key concern for youth: Which communication devices and leisure trends are "in" and which are "out"?

THE SURVEY

Roughly 1,000 young people ranging between 16 and 25 years of age in Switzerland, the United States, Brazil and Singapore were surveyed for the 2013 Credit Suisse Youth Barometer. The research firm gfs.bern conducted the survey between April and May 2013, primarily online. The Credit Suisse Youth Barometer has been compiled annually since 2010.

The editorial staff evaluated the results for Bulletin.

The country data (pages 32, 35, 40, and 44) comes from the World Bank and is for 2012, with the exception of life expectancy (2011).

THE COMPLETE STUDY

We summarize the most important and interesting results for you here. For the complete study, with all the questions and responses, see the Credit Suisse Youth Barometer website:

www.credit-suisse.com/youthbarometer



BRAZIL

Population: 198.7 million
GDP (Current USD): 2,253 billion
GDP growth: 0.87%
Life expectancy: 73.4 years

**Romulo Souza, 22,
entrepreneur, São Paulo**

"I would like to be successful in whatever I do. God willing, my business will do well."

01

GOALS IN LIFE AND VALUES

Young people's attitude toward life has changed. Shaken by rampant youth unemployment, they are less hopeful than in the past three years. Confidence has clearly fallen in the United States, which scored lowest in this regard. Only one-quarter of young people there are optimistic about the future of their country, representing a complete reversal of the euphoria that came with President Obama's election in 2008. But the spirit of optimism is clouded in Brazil as well, declining for the first time. Interestingly, youth in the booming city-state of Singapore have the greatest confidence in their society's prospects but are most pessimistic about their own future. Hope is strongest in Switzerland, where young people are considerably more positive about their own future than about their society's (65% compared to 29%).

Despite globalization, the survey results show cultural differences. Whereas Swiss youth are the least materialistic and religious in their orientation, their counterparts in the US and especially in Singapore are predominantly focused on career and status. In Brazil, a new system of values seems to be developing; young people are quite materialistic and hedonistic, but are at the same time extremely religious and prize solidarity.

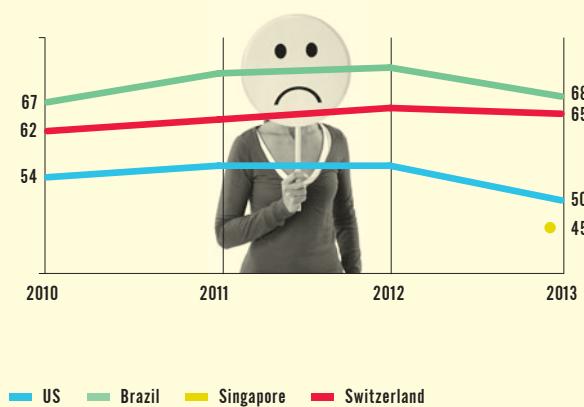
These different values are reflected in concrete ways. What young people around the world share, however, are the goals of owning their own home, following their dreams and achieving a >

Fig. 01.1

DWINDLING OPTIMISM – ESPECIALLY IN THE US

"What does your own future look like to you?
Does it look gloomy, bright, or mixed – or does it vary?"

Answer: "bright", in percent

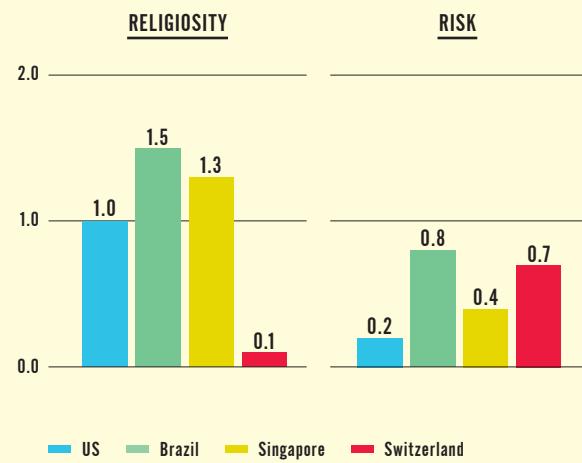


33 %
of young
Americans regard
their society's
future as relatively
bleak.
In 2010, just 20%
were pessimistic.

Fig. 01.2

SWISS YOUTH LESS RELIGIOUS, AMERICANS LESS VENTURE SOME

Indices compiled from various questions about values.
For example, respondents were asked how often they visit a house of worship, or whether they regard themselves as risk-takers and hungry for success.



good work-life balance. A majority in all four countries want to have a family with children, an aspiration that is particularly common in Brazil and Switzerland (68% in each country).

Characteristic of the upward-mobility mindset that predominates in Singapore and Brazil is the focus on making a career and achieving prosperity. The goals of having a lot of money and being better off than their parents are particularly important in that regard. Brazilian youth also place the greatest emphasis on higher education. They are more likely than their contemporaries elsewhere to value a solid position in society and to fight for social justice.

Young people in Switzerland attach greater importance than others to learning about different cultures, sustainability, and flexibility in planning. Higher education, a career and status are less significant in their vision of the future. Just 27 percent have the goal of being better off than their parents.

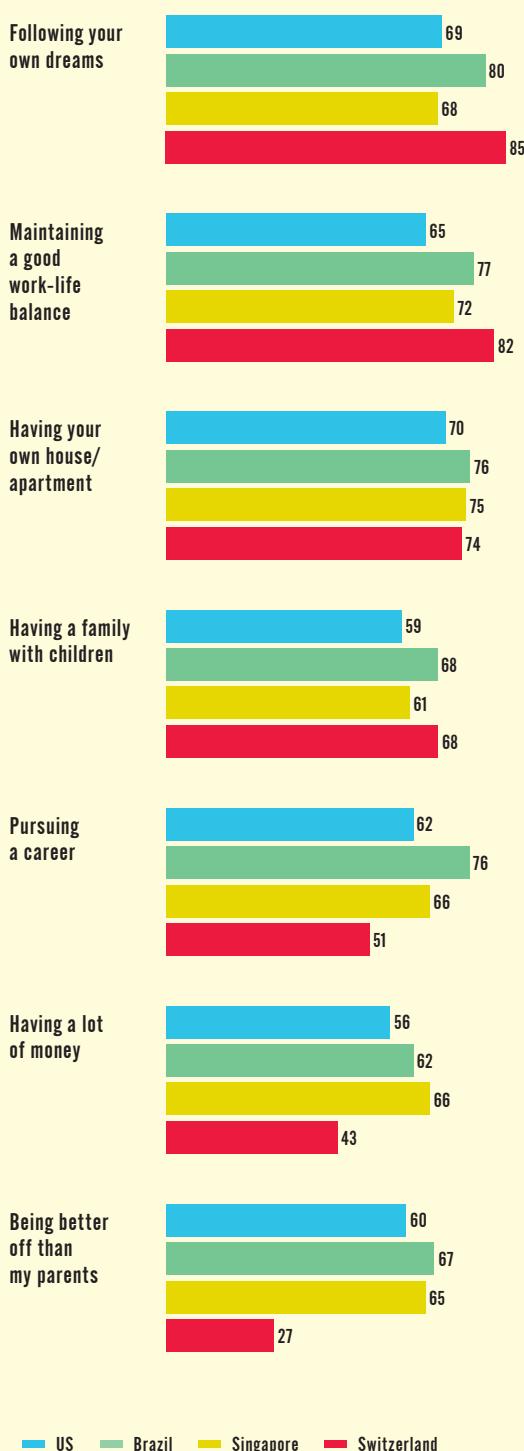
Young people in the United States are closest to the Swiss in their values, although religion is much more important to them. One third of American respondents visit a house of worship at least once a week. Interestingly, the higher their income, the more often they visit a house of worship. Also striking is the difference in willingness to take risks. The American dream notwithstanding, young people in the US are pessimistic and the most likely to shun risk.

Fig. 01.3

DREAM OF HOME OWNERSHIP

"When you think of goals in your life: what do you strive for above all, what do you not want under any circumstances, and where would you make up your mind depending on the circumstances, and then only in the future?"

In percent



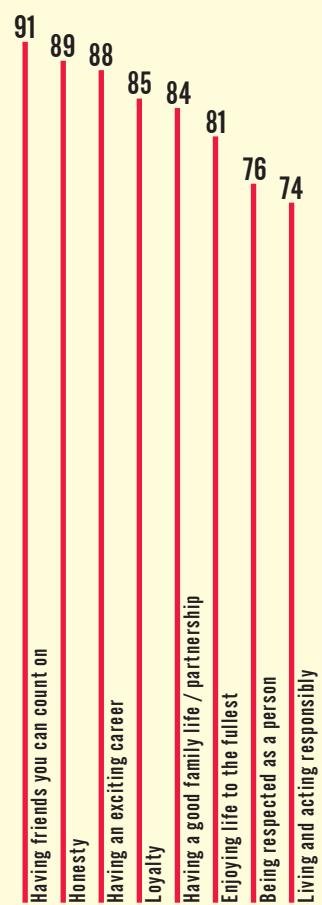
68 %
of Brazilians want
a university degree
(CH: 33 %, US: 53 %,
Singapore: 51%).

Fig. 01.4

GOALS AND VALUES OF YOUNG PEOPLE IN SWITZERLAND

"When you think about what you are striving for in life: how important are the following things to you personally?"

In percent





SINGAPORE

Population: 5.3 million
GDP (Current USD): 275 billion
GDP growth: 1.32 %
Life expectancy: 81.9 years

**Jamie Lim, 21,
marketing student,
Singapore**

"I want to be the person who brings greater relevance to marketing in Singapore. It should become ethical and authentic."



02

SCHOOL, CAREER, FINANCES

For this generation it's clear: Education is very important and must be a lifelong pursuit. If you don't enjoy your work, you should find a different profession, and if you do enjoy your work, you'll be successful. However, the realities of the labor markets in the US, Brazil and Singapore contradict these precepts because a majority of people in these countries think you should be happy to have a job at all. The situation in Switzerland, with its economic stability and dual system, is unique. Youth unemployment is lower than in other countries, and significantly more young people are happy with their job situation than in other countries.

Switzerland's special situation is also reflected in the extraordinarily high degree of skepticism about a university education. Less than one-third of respondents consider a university degree to be the best foundation for a career, compared to more than two-thirds of people in Singapore (71%) and Brazil (80%). Swiss people are much more critical of education, not least because real work experience can be gained in Switzerland at a younger age. Only 43 percent of Swiss respondents believe that a

person who performs poorly in school will not have good career opportunities. And just 37 percent find school to be good preparation for the working world. In Brazil, the US and Singapore, however, a significant majority agree with these sentiments.

There is a noticeable difference in decisions about education between the two genders. In Switzerland and Singapore, women tend to choose an academic path, while men are more likely to choose a trade (apprenticeship, vocational matriculation examination certificate). In Brazil, there are hardly any differences in this regard, while it is precisely the opposite in the US. At the same time, young women in Switzerland place greater value on a work-life balance (83%), and less on having a career (44%) and earning lots of money (40%) than women in the other countries surveyed. In terms of involvement, young women in Switzerland, Brazil and Singapore are more likely to demonstrate social responsibility and environmental concern than young men. It's alarming that a majority of women in every country feels that women are at a disadvantage in the world of work.

As far as spending money goes, willingness to save is still very high, and it has even increased slightly in comparison to recent years. Swiss young people, however, are by no means the best savers in the world: They only set aside half their money, while their contemporaries in the US and Brazil save two-thirds, and those in Singapore save three-quarters of their money.

And what are 16- to 25-year-olds saving for? Mostly for their own house and a family, while young Swiss people primarily are saving for hard times. Equities and funds are particularly popular investments in Singapore, and particularly unpopular in Switzerland. Young Swiss people are the most free-spending, and they are willing to spend the most money on vacations. In Singapore and Brazil, as well, young people prefer to spend their money on trips, while cars are a more popular purchase in the US.

Living on credit has decreased slightly over 2012. The greatest financial debt among young people is still found in Brazil and – to a lesser extent than before – the US. Debts are significantly lower in Singapore, and especially in Switzerland.

Fig. 02.1

YOUNG PEOPLE WANT TO SAVE, SAVE, SAVE

"Let's say someone gives you 10,000 units of your currency.
How would you allocate the money?"

BUY PRESENTS



SAVE FOR A HOUSE

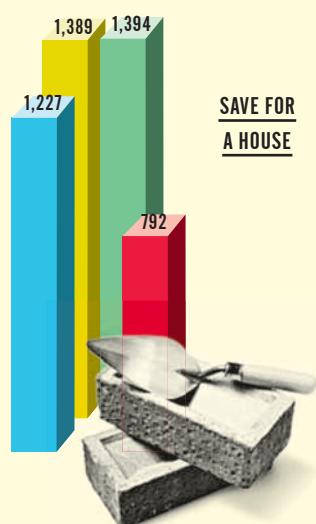
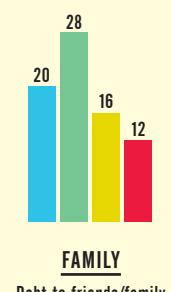


Fig. 02.2

HIGH TELEPHONE DEBTS, BUT NOT IN SWITZERLAND

"Do you personally have any of the following liabilities?"



In %

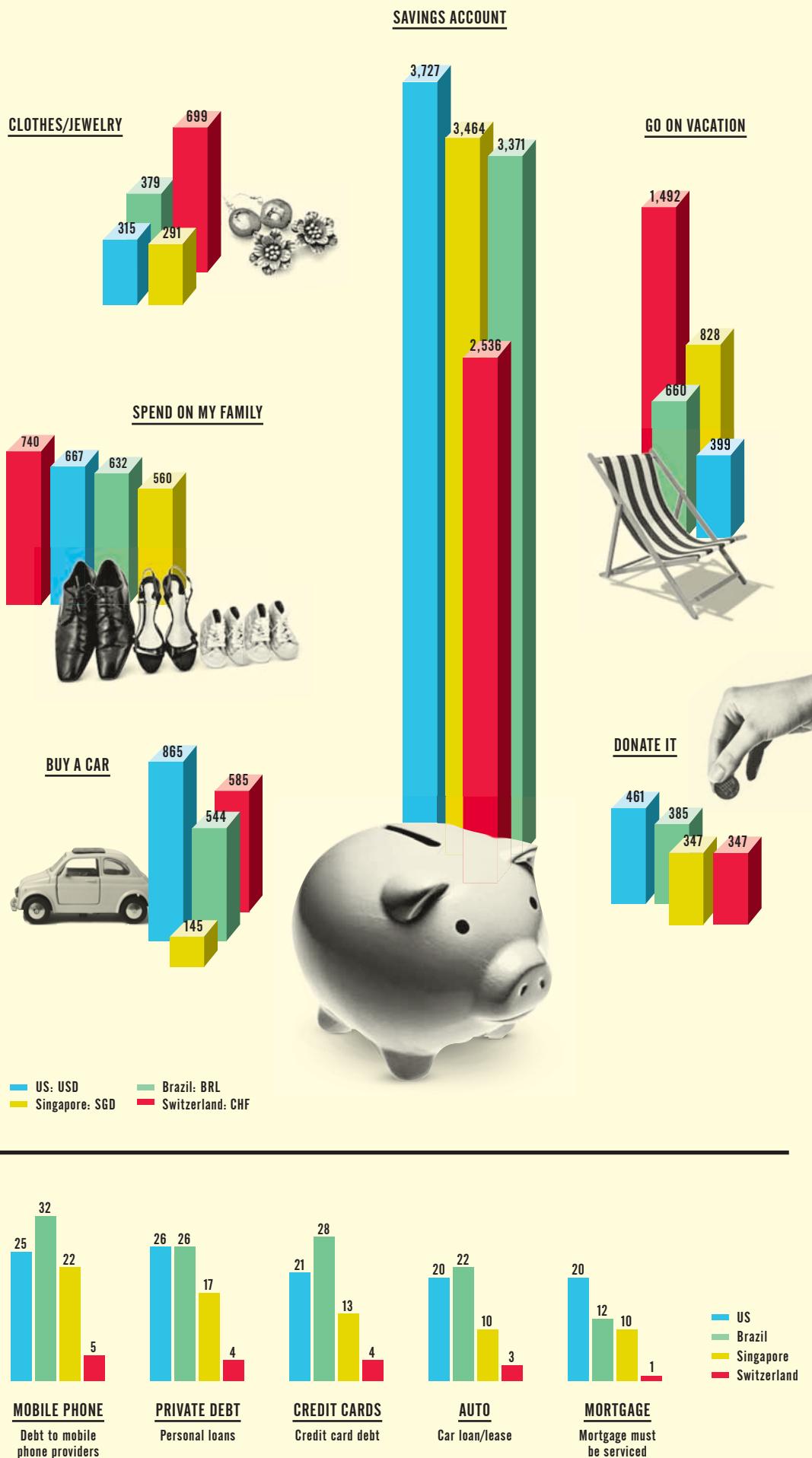
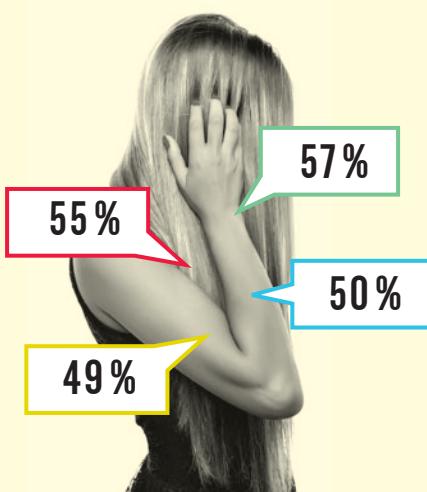


Fig. 02.3

DISCRIMINATION AGAINST WOMEN CONTINUES

"To what extent do you agree with the following statement? Women are at a disadvantage in the professional world."

US
Brazil
Singapore
Switzerland



70 %

of people in Singapore would like to have a government-related job. In contrast, that figure in the US is only 41% (Brazil: 73 %, Switzerland: 52 %).

Switzerland

“YOUNG PEOPLE ARE FEELING THE GLOBAL COMPETITION”

Political scientist Markus Freitag talks about the values of young people in Switzerland and the new generation's rather gloomy attitude toward life.

Interview: Michael Krobath

Mr. Freitag, our Youth Barometer surveyed young people on four continents for the first time. Is there a global youth culture these days?

At least as far as the use of new communication media goes. As “digital natives,” today’s young people have practically been born into it. In addition, young people combine materialistic and post-materialistic ideology. They know that they need a certain level of prosperity to evolve personally and develop aspirations and visions.

Why are young people in all four countries less optimistic than those in the last three years’ surveys?

Globalization and the debt crisis are indicators of a jeopardized status. Young people are feeling the competition from a growing number of well-educated immigrants. They are afraid of losing the material foundation of their largely worry-free lifestyle over the course of a long-term, structural economic crisis.

What makes young Swiss people tick in 2013?

Compared with Brazil, the US, and Singapore, young people in Switzerland aspire more to intangible personal development and less toward public recognition. They are critical about limitations on individual freedoms and personal development and assign comparatively great importance to values of solidarity and family and friends. Young people in Switzerland appreciate and relish the advantages of their social, political, and economic situation, but are aware of impending threats that could imperil the status they have achieved.

Did you notice anything in particular about the results?

The degree of national pride is noteworthy – more than 80 percent of young people are proud of their countries – as is the ongoing high level of satisfaction with the political system, which goes hand in hand with a clear rejection of a need for reform. It is interesting how the fostering of Swiss traditions and culture is accompanied by a push toward foreign countries – in keeping with the slogan “think globally, act locally.” The increasingly pressing issues relating to crime, personal safety, youth violence, and violence at sporting events are alarming.

Swiss young people are most concerned about foreigners and integration. This has become accentuated in comparison to the last three years.

For a start, young Swiss people’s personal interactions with foreigners continue to be largely positive. Nearly everyone rejects xenophobia and

racism. Immigrants only become a problem for young Swiss people when Switzerland’s cultural identity is threatened and – more importantly – when a more challenging economic environment threatens individuals’ economic status. Threats can be direct – through competition for housing or jobs – or indirect – through financing and covering the increasing costs of integration. In Singapore as well, the survey revealed that young people are skeptical about foreigners. Growing public resentment over the influx of foreigners and the stiffer competition for jobs and apartments led to a more restrictive immigration policy there in 2012.

A heavy involvement in politics is not fashionable among young Swiss people. But the survey does show that the majority of young Swiss people oppose a night-time ban on retail alcohol sales. And two-thirds of them are confident they will be able to find ways around the ban.

Traditional political work is too time-consuming for young people and they don’t get enough out of it personally. But as soon as limitations are placed on their opportunities for personal development, they wake up. This was shown by the demonstration in Berne against legal restrictions on the city’s nightlife (“Tanz dich frei”) and is reflected in the strong opposition to the ban on retail sales of alcohol.

Why does religion play such a thoroughly subordinate role in Switzerland, as compared to the US, Brazil and Singapore? Religion has always had greater significance in the other countries. Swiss young people are more likely to seek

answers and help from their friends and family than from religion. They attach greater importance to the here and now.

The specter of youth unemployment haunts this generation. How can it be overcome? Fighting youth unemployment is society's core task in the coming decades, because the future of our social solidarity and the coming generation's sense of self-esteem are at stake. It is a difficult undertaking, although Switzerland is doing better than some other countries. Some see a fundamental evil in the strong protection against unwarranted dismissal and the employment guarantee for older workers that is getting out

educational offerings. In addition, the dual system of professional education seems to offer a certain level of security. Even young people with less schooling have an opportunity to get jobs with reasonable pay. Swiss young people do not really see many issues requiring action. This may point to a functioning politico-economic system, but it could also be an expression of rampant indifference to public concerns. In the latter case, young people would do well to remember the words of John F. Kennedy: "Ask not what your country can do for you; ask what you can do for your country."

"Swiss people are critical of limitations on personal freedom and development."

of hand, which make it more difficult for young people to enter the employment market, while others point to young people's lack of flexibility and a certain amount of complacency on their part. They are interested only in their dream careers, and want to start right away, without having to endure the sacrifices associated with a longer training period.

Do you think young people will become radicalized?

It's not out of the question. It's not for nothing that the International Labour Organization (ILO) recently warned that there will be more social unrest in Europe, due in part to youth unemployment.

In Switzerland, young people still feel that making an effort is worthwhile and professional dreams can come true.

What is working better here?

Overall, the labor market structure in Switzerland corresponds better to the

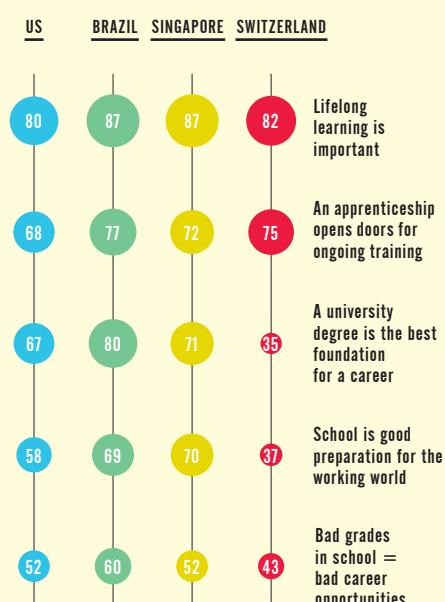


MARKUS FREITAG is the director of the Institute of Political Science at the University of Berne, where he holds the chair of political sociology. He has written numerous articles on social and political life in Switzerland and around the world. As part of a pan-European project over the coming years, he is studying the informally imparted conditions of youth unemployment.

SWITZERLAND A SPECIAL CASE: UNIVERSITY IS NOT COMPULSORY

"How much do you agree with the following statements about careers and education?"

In percent





UNITED STATES

Population: 313.9 million
GDP (Current USD): 15,685 billion
GDP growth: 2.21%
Life expectancy: 78.6 years



**Thomas Maxwell Nolen, 25,
actor, New York City**

"What do I want to be? So far things are going great – I just hope they stay that way."

03

POLITICS AND SOCIETY

Although young people have historically had a critical relationship with government, today the majority – with the exception of Brazil (39%) – are proud of their countries. National pride is particularly strong among young Swiss people (83%). The attitude toward government failure and the need for reform is along the same lines. While only one-third of those in Switzerland are demanding political reform, that figure is 80 percent in Brazil, as was recently demonstrated by a national protest movement.

Perception of problems is marked by each country's national political discourse, with the main issues remaining relatively stable. A great worry for young people in all four countries is unemployment / youth unemployment. In the United States (54%) and Singapore (42%) it is the greatest worry of all; in Brazil it ranked second (42%) and in Switzerland third (32%).

Surprisingly, retirement provision features among the more important issues, except in the United States. Swiss young people are particularly worried about their own pensions (37%). Demographic trends and the resulting problems of an aging society are a top concern for young Swiss people (71%). In fact, 34 percent think that the relationship between young and old will get worse in the future.

Issues specific to certain countries include the price of oil (44%) and terrorism (33%) in the United States. Brazilian

young people find urban violence (29%) and – more than ever – corruption (63%) to be particularly big problems for their country. In Singapore, economic issues dominate, which is somewhat surprising in light of the booming Asian city-state's economic success: Along with unemployment and retirement provision (26%), young people in Singapore are concerned about inflation (41%) and wage development (38%).

Young Swiss people, in contrast, are less worried than last year about economic issues. A mere 11 percent are still worried about the financial crisis (-8 percentage points) and just 2 percent are worried about inflation (-5 percentage points). Worries about personal safety and youth violence, on the other hand, have increased by 8 percentage points to 26%. There is a greater focus on the issue of immigrants, as compared to 2012. Half of young Swiss people (+6 percentage points) are worried about issues relating to foreigners and integration, with migration representing the biggest problem. At the same time, 72 percent believe that Switzerland benefits from foreign workers. Not only in Switzerland (62%), but also in the United States (58%) and Brazil (52%), a majority believes that the issue of immigration has gotten worse in recent years. It's particularly alarming in Singapore, where 81 percent of respondents are worried about immigrants (for more about this, see page 47).

Internationally speaking, concerns about the environment are quite low. In Brazil (7%), Singapore (9%) and even in the United States (10%), the issue interests only a small minority. Only young Swiss people consider protecting the environment and global warming to be one of the most important issues (27%). Energy issues have also established themselves among the top problems (22%) after the Fukushima incident and the 2011 announcement by politicians of a withdrawal from nuclear power programs.

Fig. 03.1

NATIONAL PRIDE

"Are you proud/very proud of your country?"

In %

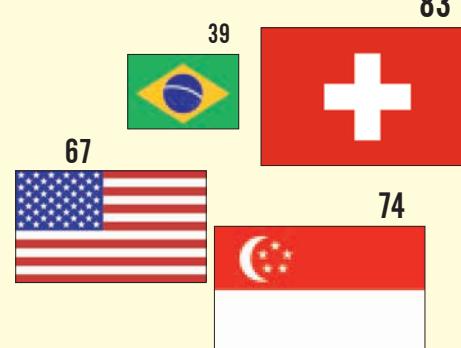


Fig. 03.2

IMMIGRATION BECOMES AN ISSUE

"Do you agree with the following statement: Problems with immigrants have gotten worse in the last two or three years?"

In %

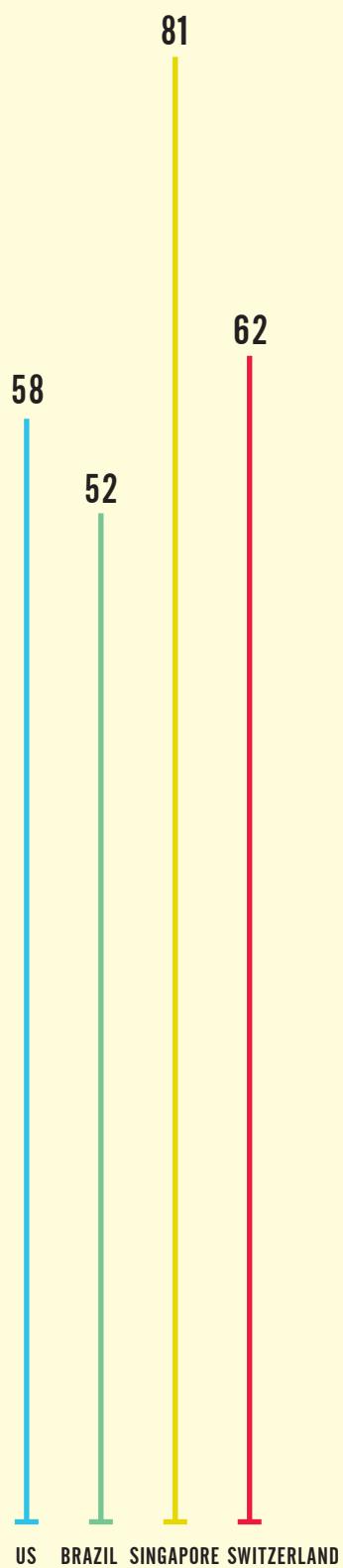
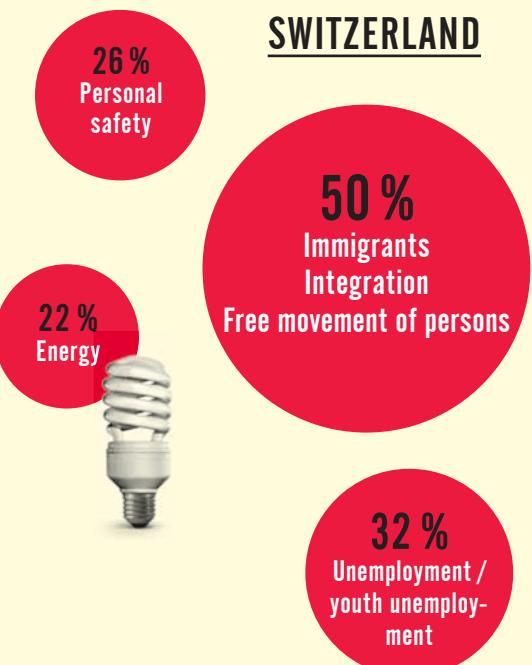


Fig. 03.3

THE BIGGEST PROBLEMS

"In this list you will see some topics that have been discussed and written about a lot recently. Please look at the whole list, then select from the list the five points that you personally see as the five biggest problems in your country."

SWITZERLAND



54 %
Unemployment /
youth unemployment

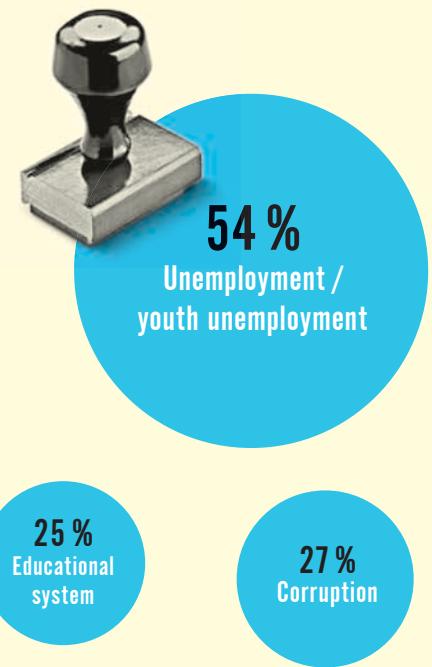
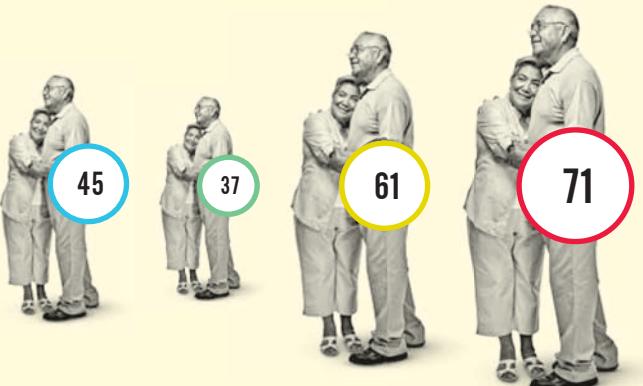


Fig. 03.5

THE CHALLENGE OF DEMOGRAPHICS

"In the foreseeable future, your country will have more and more older people of retirement age and fewer and fewer young people. Do you consider this to be a big / very big problem?"

In %



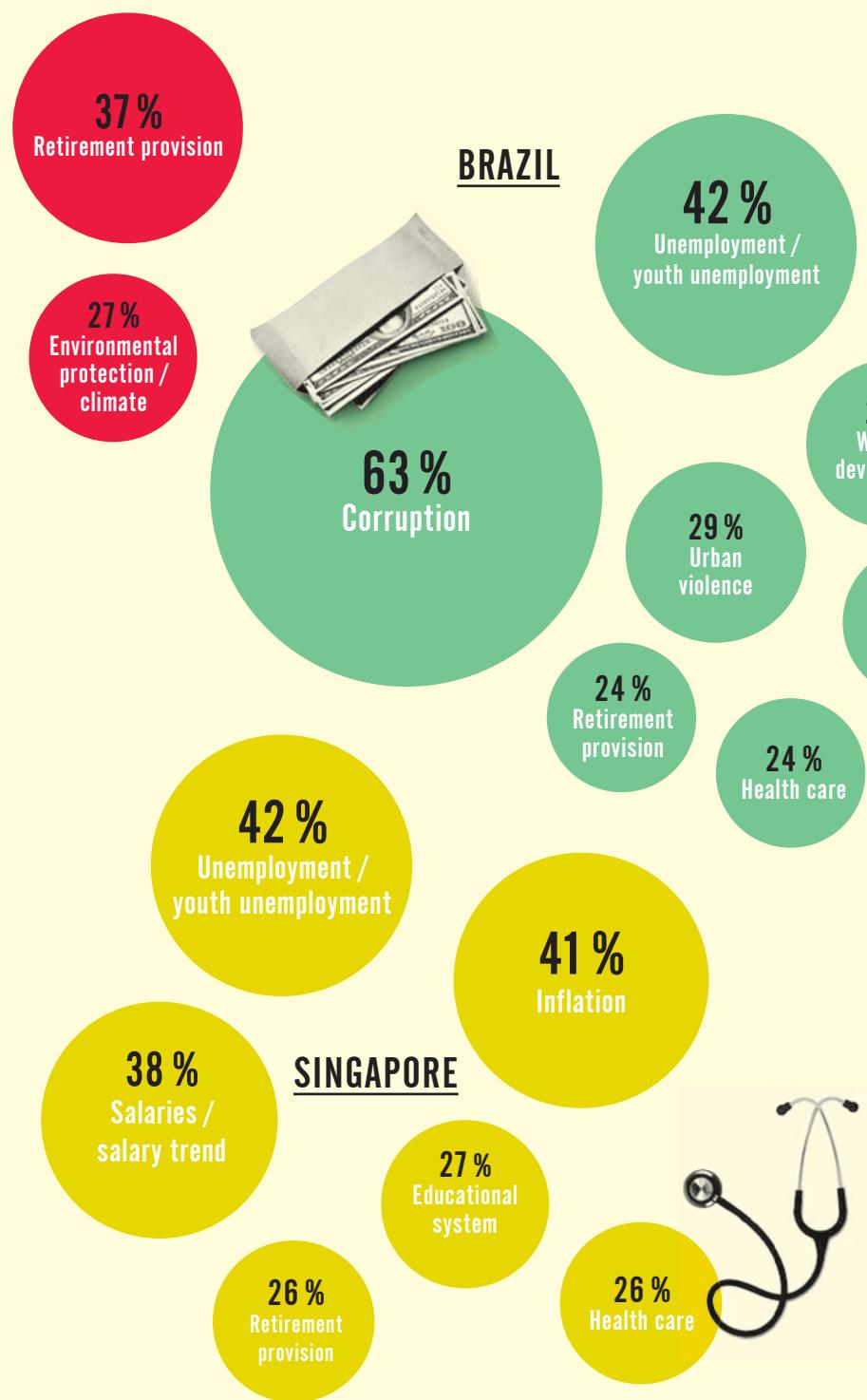


Fig. 03.6

UNEVEN DESIRE FOR REFORM

"Does the political system in your country need to be fundamentally reformed?"

In %

- US
- Brazil
- Singapore
- Switzerland

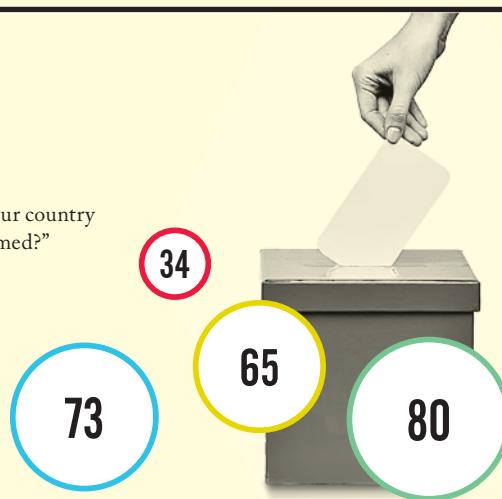
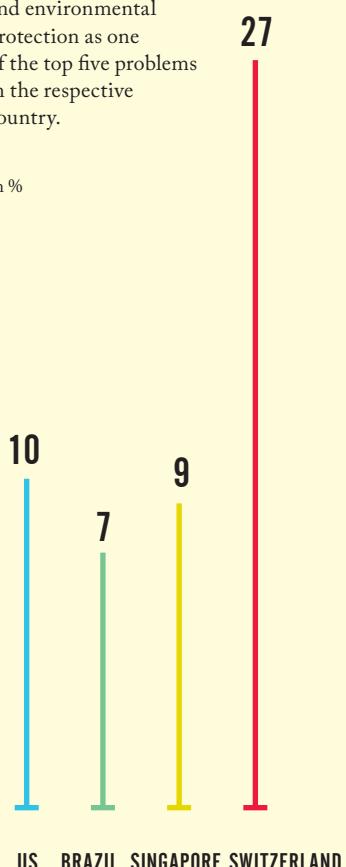


Fig. 03.4

GLOBAL WARMING AND ENVIRONMENTAL PROTECTION – A SWISS ISSUE

Number of respondents naming global warming and environmental protection as one of the top five problems in the respective country.

In %



11%

of Swiss young people are very worried about the economic crisis. A year ago, it was 19 percent (United States: 19 %, Singapore: 14 %, Brazil: 8 %).



SWITZERLAND

Population: 7.9 million
GDP (Current USD): 632 billion
GDP growth: 0.97%
Life expectancy: 82.7 years

**Andrea Speck, 23,
administrator, Oberarth**

"What are my career goals?
I'd like to be a department head.
What is my biggest dream?
Taking a five month trip."



04

LIFESTYLE AND LEISURE

Nothing unites young people like how they spend their free time. Meeting up with friends and talking to them is important in every country, and for Swiss teenagers it is the most important thing of all (93%). In addition, smartphones have become a dominant lifestyle product since the survey was first started. Usage patterns for them are ever changing, as shown by the way WhatsApp has abruptly squeezed out SMS messaging in Switzerland. Social media remains a core trend, with Facebook continuing to be used a good deal, although it is not as “in” as it once was.

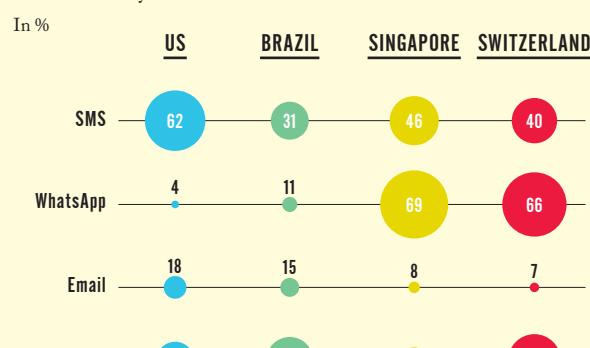
The current debate about internet monitoring makes the survey results about the perceived risk of information being misused particularly interesting. Young Swiss people are most skeptical, with 95 percent of them indicating that they are aware that their Facebook data could end up in the wrong hands. In Brazil this figure was only 54 percent. In the US, a higher-than-average number of young people (46%) said that they had experienced problems such as bullying on Facebook. Swiss teenagers were least likely by far to have had bad experiences of this nature (15%).

The “What’s Out” lists have a major common denominator: Young people are not into smoking or taking illegal and performance-enhancing drugs. Alcohol consumption is likewise out in Singapore and Brazil, but not in the US and Switzerland. In Singapore (39%) and Switzerland (51%) participating in political demonstrations is not cool. The home-maker model does not much appeal >

Fig. 04.1

WHATSAPP DOMINATES

“Which forms of communication do you use to get in touch with your friends?”



28 %

of young people in the US like to vacation abroad. Among the Swiss, this figure is 84% (Brazil: 48%, Singapore: 61%).

Fig. 04.2

SMARTPHONE BOOM

“Are smartphones in with your friends, and do you have one?”

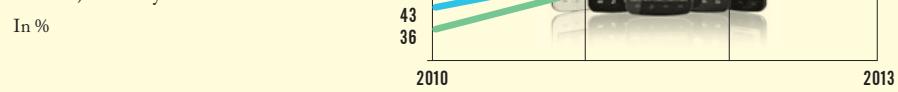
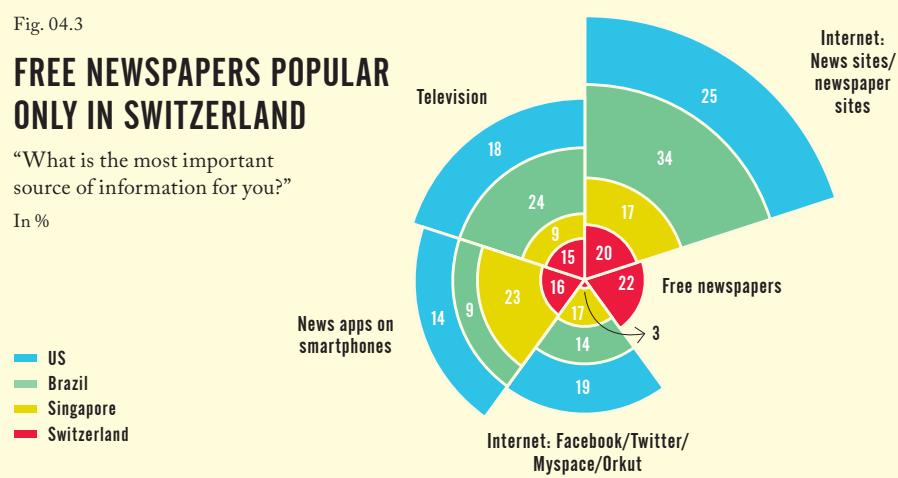


Fig. 04.3

FREE NEWSPAPERS POPULAR ONLY IN SWITZERLAND

“What is the most important source of information for you?”

In %



to young people in Brazil and Switzerland, while sexual adventures are out in Singapore and Brazil. In the US, two social media platforms, Hi5 und Myspace, are among the top 10 on the out list.

There are greater differences by country in media use than in communication. Although the speed of getting information is universally very high, significant differences appear with the most important information sources. In the US and Brazil, the new media in particular dominate, along with television – and in Singapore it's smartphone news apps. Young Swiss people have the most traditional focus when it comes to obtaining information. They continue to get most of their information from free newspapers (22%), followed by news websites (20%). News apps for smartphones have become much more popular. They were the most important information source for only 5 percent of respondents in 2010, but this figure has risen to 16 percent today. Paid-for daily newspapers are the most important information source for only 7 percent of young Swiss people.

Today's young people are especially interested in information about music, brand and product news, computers, games and sports. Only in Switzerland do such traditional news areas as the weather (64%) and regional current events (58%) dominate. Business news is most interesting to Brazilians (41%) and Swiss people (39%). Americans are the least interested in it (22%).

Fig. 04.4

GENERATION CLICK: DIGITAL IS IN

"We have listed a number of very different things in life. Please tell us if they are in with your friends and if you use them." (Top 3 in each country)

Both charts in percent

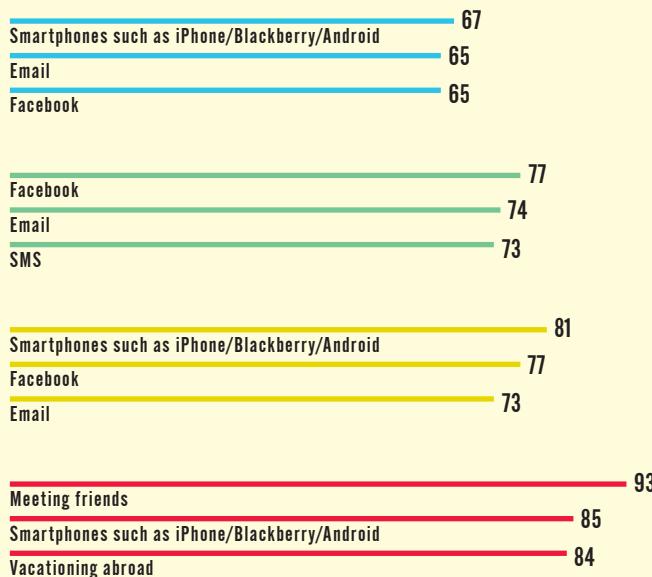
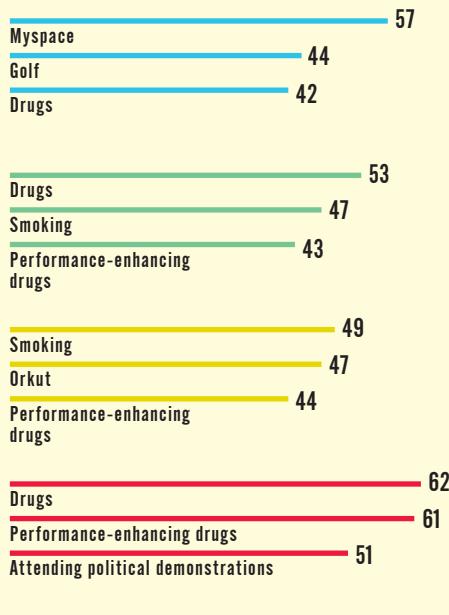


Fig. 04.5

DRUGS ARE OUT

"We have listed a number of very different things in life. Please tell us if they are out with your friends and if you do *not* do them." (Top 3 in each country)



Singapore

ANXIETY ABOUT THE FUTURE IN ASIA'S BOOM COUNTRY

Young people in Singapore are religious and have great national pride, but they are pessimistic about their future. Their goal: earn a lot of money to buy a car and a home.

By Ruth Bossart

Mei Jin is burning a bundle of bank notes. She and her office colleagues have set up a metal barrel right in the middle of the street in a side alley of Chinatown. In it, a fire blazes. Slowly, Mei throws play money into the flames. A small altar adorned with incense sticks and food is situated next to the entrance to the advertising agency where she and her colleagues work. It is lunchtime in the city-state of Singapore, and it is Ghost Month. During their break, 23-year-old Mei Jin and her colleagues gather at the altar to pay homage to their deceased ancestors, offering food and burning symbolic money, sticks of incense, clothing and papier-mâché cars in order to make their stay on earth as comfortable as possible. At banquets held in honor of the dead, chairs are kept empty for their spirits. Many Chinese believe that the gates to the realms of heaven and hell are wide open in the seventh lunar month, allowing the innumerable souls of the deceased to travel back to earth.

Like many other young people in Singapore, Mei Jin and her young colleagues are using religious rituals to commemorate the deceased. The Credit Suisse Youth Barometer indicates that

the youth of Singapore are much more religious than their contemporaries in Switzerland. Around one-fifth visit a temple, mosque or church at least once a week. Only six percent never attend a house of worship. For Irene Ng, social scientist at the National University of Singapore, these results are not surprising. In Southeast Asia even young people hold the family in high regard. And since religious rituals frequently take place in

"We are playing in the first division – that comes at a price."

Jayasutha Samuthiran

the context of the family, religion is often tightly interwoven with family tradition.

Sociology professor Ho Kong Chong explains that for many young people religion is also a question of identity. "Religion is closely linked to ethnicity in Singapore." The majority of Malays are Muslim; most Indians are Hindu, and Chinese, who make up three-quarters of the population, mostly consider themselves Buddhist or Taoist.

Young people of all ethnic groups are very happy to hold a Singaporean passport. In the survey, 74 percent indi-

cated that they were very proud or fairly proud of their young nation, which became independent a mere 48 years ago. Consequently, for the youth of Singapore, it is only natural to adorn their windows, banisters and rear-view mirrors of cars with their country's red and white flag on August 9, Singapore's National Day. Every year, hundreds of thousands also watch the military parade, accompanied by folk dances and chants praising the unity of Singapore. In the West, such things smack of totalitarian countries. Jayasutha Samuthiran, a political science student of Indian descent, finds these things normal and necessary. "We are a young nation. We need celebrations like this to reinforce our inner cohesion."

"You are what you own"

The fact that many young people claim that the economic outlook for Singapore is rosy contradicts the findings of the study, namely that many young people are also worried about their own personal futures. Among the most frequently mentioned problems are the fear of unemployment, inflation, cost-of-living increases, and low wages, which are inadequate to cover the high cost of living in Singapore. Jayasutha Samuthiran certainly understands this. "I don't want simply to have just enough food on the table. I want more," says the young >



65 percent growth in twenty years: population growth is driving a housing shortage for young people.

woman, who spends her free time working as a DJ and modeling. With these jobs she earns the spending money she needs to buy expensive name-brand clothes and shoes. Because in Singapore, the rule is, “you are what you own: the clothes you wear, the place you live in, and the car you drive.” The car, an expensive proposition in Singapore with its high taxes and tolls, is an important status symbol. She and her boyfriend, who are 22 and 23 years old respectively, are already saving for a Jaguar. Owning their own home is also on the couple’s wish list. Unfortunately, prices have increased drastically over the last ten years – a two-room apartment in a 30-story building on the outskirts of the city will cost the equivalent of half a million francs. But she would really rather have a house instead of an apartment in a large building. Samantha Kundus, a 25-year-old PR specialist, would also like to buy her own apartment. But this is wishful thinking. Prices are just too high, even to rent. So instead she still lives with her parents.

One in three a foreigner

Many young people say that the foreigners are to blame for the plight of the

housing market. A number of economic studies showing that immigrants have caused an increase in the price of real estate confirm this. Singapore’s population has grown 65 percent in the last twenty years. Today, one in three of the 5.4 million residents holds a foreign passport. Besides, with an area six times smaller than Switzerland, this island nation has almost no large parcels of land left.

After the embarrassing outcome of the last election two years ago, in part due to their liberal immigration policies, the governing party has tightened its entry requirements for foreign workers. Since then, the city fathers are taking every opportunity to repeat their populist slogan: “Singaporeans First.” Specifically, that means that Singaporeans should be given preference over foreigners in the education system, as well as in the labor and housing markets. Jayasutha Samuthiran believes that this is only fair. Samuthiran says that she sometimes feels like a foreigner in her own country. And she feels frustrated when overcrowded buses simply drive past her bus stop because there is not enough room for another passenger. “Not least, the large numbers of foreigners are to blame for

this.” Migration pressure is also evident in the labor market – in particular because of well-educated immigrants from China and India. Samuthiran talks about fellow students from abroad in technical fields of study who studied incessantly, and then later in their careers even took work home on weekends. “We Singaporeans don’t stand a chance against that.” Young people in Singapore, she says, want a personal life in addition to a career. It does, in fact, seem to be more difficult for young Singaporeans to find suitable jobs. The unemployment rate among 15- to 24-year-olds was 6.7 percent last year, while average unemployment was only 2.8 percent.

Xenophobia is widespread among young Singaporeans – in the survey, over two-thirds rated the presence of foreigners in the city state as a problem – and the growing unease is evident on internet forums, where there is frequent critical and even racist commentary. But to date, the internet seems to be one of the few outlets where young people can express their dissatisfaction.

According to the Credit Suisse Youth Barometer, digital communication is omnipresent in day-to-day life.

Four out of five young Singaporeans think smartphones are in, and 69 percent use the WhatsApp app to send free SMS messages via the internet. WhatsApp is the communication tool of choice for 66 percent of young people in Switzerland, 11 percent in Brazil and only 4 percent in the US. Badi Siruno is 21 years old, has just finished his military service and wants to study political science in Europe. "Parents send a WhatsApp message to their kids from the bedroom to remind them to brush their teeth or set the air conditioning." Then, at the breakfast table, children meticulously check everything that happened on Facebook and Twitter while they were sleeping.

Strong belief in the state

In Singapore, there is no place for open criticism, much less political protests. A slew of laws serves the state by nipping rebelliousness in the bud. From childhood on, Singaporeans are conditioned to stay within certain boundaries. Therefore, says Samantha Kudus, who also studied in the US, only a very few will risk causing trouble for themselves and their families by voicing opposition. People are focused on their own worlds, their careers, their families. Jayasutha Samuthiran agrees with them, adding that so far, government leaders have not done a bad job. "Four decades ago we were still a developing country, and today, we are playing in the first division – that comes at a price."

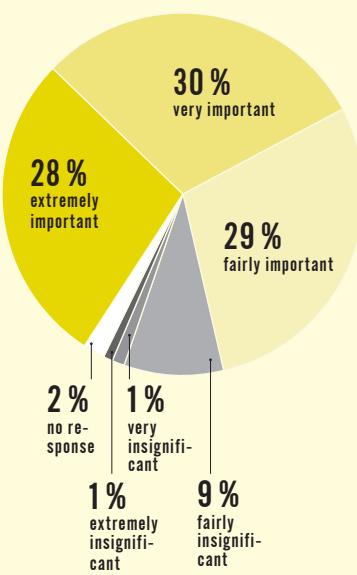
SINGAPORE

Around one-third of the approximately 5.4 million residents of Singapore are under the age of 24. The city state spends 3.3 percent of its gross domestic product on education. Around 91 percent of young people successfully complete secondary education. The average age at first marriage is 28 for women and 30 for men.



SINGAPORE'S MATERIALISTIC YOUTH

"When you think about what you are striving for in life, how important is it for you personally to have a lot of money?"



55 %

**of youth in Singapore would definitely like to work abroad
(Brazil: 55 %, US: 43 %,
Switzerland: 40 %).**

Brazil

“YOUNG PEOPLE FEEL EXCLUDED”

For Brazilian philosopher José Arthur Giannotti, his country's younger generation has every reason to be worried about the future.

Interview: Sandro Benini



“Now it remains to be seen how the political system will react”: protests in Rio de Janeiro, June 2013.

B

Brazil was shaken last June by social protests in which up to a million people took to the streets across the country. Those protests died down again quickly over the summer. Did that surprise you?

Social protests always come in waves. This is completely normal. No one would expect so many people to protest for months at a time. What is important is the fact that the demonstrations took place at all and that they conveyed the deep frustration prevalent in all regions. Now it remains to be seen how the political system will react to it.

There were a great many young people among the demonstrators. Why are they dissatisfied when internationally Brazil is considered a model for success?

Recently international enthusiasm for Brazil has diminished substantially because the country's growth rates have been low and the infrastructure is so poor – the public transportation system, the health system, the schools are all in urgent need of revitalization. Not only do young people feel excluded from politics, they experience daily that almost all state institutions are inadequate and corrupt. The fact that the education system works so badly is particularly serious for young people. The universities are not educating enough engineers and other technical personnel, and the teachers in secondary schools and high schools are poorly educated themselves. In international education comparisons, Brazil's youth always occupy the lowest ranks (see also page 4).

What is the actual impact of this?

Someone with a Brazilian qualification applying to an international company, for instance, will not usually land a demanding and well-paid job, but can only hope to eventually be promoted from third undersecretary to second undersecretary.

The Youth Barometer conducted by Credit Suisse showed that young Brazilian men and women are particularly post-materialistic and religious compared to young people in other countries, but at the same time they are hedonistic. Does this surprise you?

No, not at all. Between 2003 and 2011, when Luiz Inácio Lula da Silva was in office, around 30 million people rose from poverty to the middle class thanks to the raw materials boom, social programs and higher wages. This triggered a huge wave of enthusiasm for consumption. The state even fanned the flames of this enthusiasm, for example, by making loans more easily available. Home ownership, a car, a career: these are all important to Brazil's youth because they

"In international education comparisons, Brazil's youth always occupies the lowest ranks."

José Arthur Giannotti

are all part of a way of life that until recently seemed unattainable for many. But, anyone who bought a car in recent years soon discovered that getting around the cities with it was impossible because of the hours spent stuck in traffic. The poor public infrastructure shines a bright light on the dark side of the wave of consumption, and this in turn allows post-materialistic values to remain valid.

Are the youth of Brazil really as religious as they claim to be in the Credit Suisse Youth Barometer?

This is difficult to determine because, until recently, it was considered good form in Brazil to call yourself devout, especially devoutly Catholic. However, there has been a huge exodus of young people to evangelical free churches. Today, one in four between the ages of 16 and 25 belongs to these churches.

How do you explain this?

Here in São Paulo, many cars have a bumper sticker "God is faithful," but for followers of the evangelical churches, God is mostly about money: You attend services regularly, and for doing so, God rewards you in material ways. In the evangelical free churches, the pursuit of wealth, success and power is absolutely fine. They offer Brazil's youth a perfect opportunity to link their need for religion with the materialistic values of a modern consumer society.

Pope Francis visited Brazil this summer and generated overwhelming enthusiasm, even among young people. Can he stop, or at least slow, their exodus to the evangelical free churches?

His humility and his focus on the poor have truly inspired young people. But I doubt whether that is enough to stop people from leaving the Catholic Church in the long term – even more so because many bishops and cardinals in Brazil and other Latin American countries are resisting the new course.

Sandro Benini is the Latin American correspondent for the "Tages-Anzeiger" daily newspaper.

BRAZIL

Eighty-two million people under the age of 24 live in Brazil, corresponding to 41 percent of the total population of around 200 million. Youth unemployment is at almost 18 percent while total unemployment is at 6 percent – low by Brazilian standards. Because the murder rate is exceptionally high compared to other countries, homicide is the most frequent cause of death for young Brazilians – in neighboring Argentina, homicide only ranks twelfth.



39 %

of young people in Brazil believe that their country is perceived abroad as somewhat or very bad; in the US, 47 percent of young people believe this about their country. (Singapore: 13%. Switzerland: 10%)



José Arthur Giannotti, 83, is professor emeritus of the University of São Paulo and is currently regarded as one of Brazil's prominent political observers. He has dedicated several of his publications to the philosophers Karl Marx and Ludwig Wittgenstein. However, he has always distanced himself from Marxist and neo-Marxist currents.

“I Would Kill Myself If I Were You”

Ghyslain Raza became a global laughing stock at the age of 14 as one of the first victims of cyberbullying. Classmates uploaded a video of him awkwardly imitating a figure from Star Wars to the internet – and hundreds of millions delighted in the “Star Wars Kid.” Today, ten years later, the Canadian speaks for the first time about what happened. He hopes that in doing so he will provide encouragement to young people going through similar situations.

By Jonathan Trudel



In the streets of his hometown Trois-Rivières or in Montreal, where he studies law, he occasionally encounters people who clearly seem to think he looks a bit familiar. Then he has to smile to himself, because in most cases, this impression is no coincidence. Without intending to, he actually became one of the most famous figures ever created by the internet.

His friends and family know him by his name, Ghyslain Raza. But for hundreds of millions of internet users, this 25-year-old man is simply the “Star Wars Kid.” A laughing stock, because of a video he recorded as a 14-year-old boy, never intending for it to be seen by the public. Over the past ten years, Raza has received requests for interviews from media all over the world, but he chose to remain silent. He would have

preferred to leave it at that in order to avoid fueling the media hype all over again. But the latest cases of cyberbullying bother him a lot. Some have even ended in suicide. He is talking now, because telling his story could help these young victims. His key message is: “You can survive bullying.”

Ghyslain Raza, why did you remain silent for ten years?

Let’s flash back to May 2003. The video had been online for a few weeks; there was already a certain amount of buzz around it. Things really took off when the New York Times published an article about me. All at once, it seemed like all the media from all over the world came to the same conclusion at once: This was international news that they absolutely had to report. From that point on, journalists were lining up at my front door; the telephone was always busy, so

we had to turn it off. At that time, I thought that I would only feed the media storm by giving interviews. Fame was forced upon me. Because no one had asked me, I didn’t feel obligated to participate in the media game and allow myself to be put on display like a circus sideshow. Therefore, I decided not to talk to journalists. I always knew, however, that I would be able to talk about this one day. Now I am ready. The world has changed over the last ten years. Maybe some useful conclusions can be drawn from my experience. The bullying phenomenon has spread, cyberbullying in particular. Very tragic things have happened which are, to a certain extent, much worse than what happened to me. When I share my experiences, will this trigger a public debate? And what has actually changed since all of this happened to me and took on such absurd dimensions?

What do you remember about making the video that was later distributed around the world?

I hardly remember making it. I really didn't intend to leave something for posterity. I made the video in November 2002. I was working on my school's television channel at that time. I'd been working on a Star Wars parody with other students for a gala. One evening, while I was alone in the studio, I practiced the choreography. I used a type of golf club usually used to retrieve golf balls as a light saber. If you hand them a stick, lots of 14-year-olds would do just what I did – maybe a bit more gracefully. I wasn't even serious at all; I was just goofing around. After that, I put the video cassette on a shelf in the room. It never dawned on me to hide it. Who would be so curious that they would take the time to look at my cassette? And why?

When did you find out that the video had been made public?

One day in spring 2003, upon entering the studio, I saw an excerpt of the video as the background of a computer screen. I wondered what that could mean. A friend of mine said, "There is a video of you going around. Didn't you know?" That's when the whole thing started to take off. I felt sick, because it was obvious to me that my performance was no great moment in martial arts ...

What were the consequences in school?

The situation got out of control quickly. In the common room, students climbed onto tabletops to insult me. Some of them mocked the video with exaggerated gestures. The insults made fun of my physical appearance, my weight. That's how I got the nickname "Star Wars Kid," which is not meant in a flattering way. I couldn't spend two minutes with my friends without someone attempting to intimidate me. It soon became impossible to continue attending classes.

Were you aware of what was being written about you on the internet at the time?

Yes, at the beginning, I really didn't want to read it all, but a certain curiosity drove me to do it; I wanted to know what was going on. The things that I found out were mean, violent. People were telling me to commit suicide. I can recall certain sentences exactly: "You are a disgrace to

mankind," "I would kill myself if I were you!" Comments like this are unacceptable. Inciting someone to commit suicide is a criminal offense. But there are no limits on the internet, no supervision. I soon realized that there was no sense in reading it all. It's just poison.

When did you tell your parents?

I didn't say anything for the first few days. I was ashamed. No son in the world wants to come home and say, "Mom, Dad, guess what? The whole world is laughing at me." But at some point, I had no choice. I had to tell them. My father contacted the school but neither the teachers nor the administration understood the scope; they were unwilling to do anything. Then my father called the police, but they said that they couldn't do anything either. They advised us to get in touch with an attorney.

Why an attorney?

In the beginning, we mostly needed help in dealing with the situation. Even just

rumors started circulating later that I was committed to a mental institution. Then we considered our options. Should we sue the media to keep them from continuing to use the video? Or take legal action against the school because they neglected their obligations to protect me? We ultimately came to believe that we would be sending a strong message by pursuing the young people who started this whole thing by making the video public.

The action taken, which ended in damages for you as part of an amicable settlement with the families of the former classmates, was unpopular with many internet users.

There are claims in the media that this was all about the money. There are even people who believe that the true victims were the people who we prosecuted in court for making the video public. The roles were simply switched. I was no longer the victim, but my parents were profiteers. It is nonsense. Our primary goal was sending a message that the media would understand.



HE WAS THE STAR WARS KID
Today, Ghyslain Raza is 25 years old and studies law at McGill University in Montreal, Canada.

managing all the media requests was a challenge. Hundreds of requests were coming in from all over the world. And there were problems at school. It became impossible to go to class. The law firm helped us find a place where I could take my final exams; which was how I was able to avoid failing my third year of high school. The exams were held in a school affiliated with the psychiatric department of a hospital. That was the only peaceful school that we could find. That is why

What was the message?

It was a call for greater responsibility for their actions. A television station in Quebec once broadcast my video over and over accompanied by a running commentary. They mentioned my last name, my first name, my city, and the name of my school. My face was recognizable. I was 14 years old at the time! When the media reports on a juvenile

Read more on page 56 >

- Beverly Justin** vor 6 Tagen
He is great so don't be rude

Vegan Edge 16.06.2013
At least Star Wars motivates him to move

twnty4 his fat ass 1 Jahr
You r awesome star wars kid

111cvb111 vor 4 Monaten
Sad thing is, he's probably dead now...

Darwin F fzzf tsjuz:


rogey TSIA 07.07.2013
At least it burns some calories

Ray Carrillo vor 1 Woche
THIS VIDEO WAS SUPPOSED TO BE PRIVATE HIS FRIEND FOUND IT AND POSTED IT ON YOUTUBE AND GUYS DON'T PUT BAD COMMENTS LIKE :LOL THIS IS SO FUNNY CAUSE IT IS A FAT GUY !!! DON'T PUT THAT HE IS GROWN AND PROBABLY EMBARASSED NOW (btw he has got awesome skills !!!)
no one tell him that if it was a real lightsaber for the majority of the video he was holding the blade

rogey TSIA 07.07.2013
At least it burns some

arry blake vor 1 Jahr
like all his little sound effects

niKo_Banana The virginity is strong with this one

xCaptainFamous84 Antworten
It's the most exercise he's had In a month

MrUglydollproduction so thats how he protects his virginity


dane villafuert he does good fo

Link ZeroHourgataosenal vor 2 Tagen
Poor kid. This is the place where the world can mock him forever. I feel sorry for him.

Jacob Coleman vor 1 Jahr
he makes the noise like a lighsaber everytime he swings it

ryda706 vor 1 Jahr
best youtube video ever. period.

Eoov vor 1 Monat
This is how I protect my virginity.

Der Prak vor 1 Jahr
i can just feel the virginity building up inside him

Christoffer björneröd
kill yourself child.

first class sound effects XD because no one will take notice or confront us there..

MS1205 07.07.2013
go... kill yourself

Britt7shitt marry me!

Tyrannical Muffin vor 1 Jahr
He grabs both ends of the "lightsaber"

Benjamin Ziff vor 4 Monaten
at least he is getting exercise

Alexander Pegios vor 1 Jahr
with this lightsaber "I SHALL PROTECT MY VIRGINITY!!!!!!"

xXr4GA5xX vor 5 Monaten
the art

colbalt2597 vor 2 Monaten
At least he's getting some cardio while having fun

Tareikification vor 3 Monaten
I sen

justdoitnewyork94 vor 5 Monaten
I think he's awesome and fu

Eric Zhao 06.06.2013
And now he's a law school graduate while everyone who bullied him are probably flipping burgers at McD.

IAlligizle vor 1 Jahr
he's holding the blade in the last part

Gamer Guy vor 2 Monaten
It's a little embarrassing but no reas

Fatalicious vor 4 Stunden
Didn't he commit suicide?

Catholic Prime vor 2 Monaten
At least he's getting some Exercise.

gklcgr 10.06.2013
kill yourself

Adam McCallum vor 2 Monaten
Pretty sure he put his hands on the blade areas AT

Samuel Kenoyer vor 1 Jahr
If your a starwars That's the most caoolries May the force be

Justin Tepparo vor 2 Monaten
I used to do this all the time when Kill him

rogey TSIA vor 3 Monaten
He fight for his virginity!! :D

Tim Grundmann vor 3 Monaten
He fight for his virginity!! :D

Purple Didn't

lv0119 02.06.2013
Atleast he gets some exer

Manuel Encalada vor 1 Jahr
The guy practically turned himself into sushi on his first day

justdoitnewyork94 vor 5 Monaten
I think he's awesome and fu

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rogey TSIA vor 3 Monaten
He fight for his virginity!! :D

Tim Grundmann vor 3 Monaten
He fight for his virginity!! :D

- niklas watt** vor 1 Woche
hatte er einen krampf in arsch?
Antworten
- AT LEAST** 10 times haha
MrEnophi vor 2 Monaten
The Virginity is strong with this one...
Antworten
- CrappyScrap** vor 1 Woche
Poor kid, but I believe that many people who get humiliated like this will, at one point, laugh at it. I hope the Star Wars kid has reached that point by now.
Antworten
- tosh00100** vor 1 Jahr
at least he is excercising, good for him
Antworten
- 7theblackdove** vor 1 Jahr
when I was a kid , now I play around with my son
may the virginity be with you....
Antworten
- Ahil982** 05.07.2013
That was actually good workout for him.
Bubble Box 24.06.2013
oi leave him alone he got bullied and wanted to be tough then some other kids who were bullying him saw this video and posted it online! so all you making fun of him stop you heartless people.
pie120 vor 1 Jahr
n't this kid end up comiting suicide..?
HeartofLion3 vor 1 M
Let's be honest, any star wars nerd has done this atleast once in thier life...
blue dreambro 06.07.2013
Well excuse him for having fun. And who gives a fuck if he's fat?
MexicanBovent931 vor 11 M
TheComet61 vor 2 Monaten
Nothing wrong with this dude.
Christoffer björneröd
kill yourself child.
NoiZerDJ vor 1 Jahr
I bet he burned more calories, in those 1,5 hoursword that high he'd burned his ~~virginity~~. And that he was worthless.
ZR21528 vor 2 Monaten
Yeah this video is funny but he was 14 years old. I know like this in are rooms as kids. I use to pretend I was the teacher.
emme suarez 14.06.2013
How Can you hes dead now he killd him self
reason for people to tell him to commit suicide
He fight's to protect his virginity
LionheartSJZ vor 4 Tage
the most exercise he had in years.
Antworten
- boywonder1122** vor 7 Monaten
at least his fat ass is exercising
yan Dial vor 1 Jahr
i think its pretty good for him, since its his way of losing weight c:
Antworten
- hotrodlikestoparty** vor 1 Jahr
To virginity... and beyond!
Antworten
- iTazzor** vor 1 Jahr
Burned over 5000 cal
Antworten
- MrRazorblade95**
Well, he need the
helene2323 vor 11 Stunden
Why is it frightening? You were never a kid y
he has to protect his ~~virginity~~ somehow
Antworten
- darkneko1991** vor 1 Jahr
he has to protect his ~~virginity~~ somehow
Antworten
- MrReaper818dn** vor 1 Monat
Burning calories Jedi style.
real dual saber u would have fucked up ur hands sooo many times....
Cosmos Ch
I love this I s
Antworten
- Vince Lombardi** 10.06.2013
Your so fat and fucking ugly seriously kill yourself fatwas
Swagin
- Lexathornberry**
i wish i was that b
Antworten
- Ernest Benjamin** vor 2 Monaten
If there was a camera in my room
Antworten
- christopher raza** vor 1 Jahr
Out of curiosity, Ghyslain Raza read the comments on his video in the beginning (a selection here). But he soon stopped, because "the things that I found out were mean, violent."
Antworten
- multibeng123** vor 2 Monaten
Stop making fun of me! I'm a mean comment on
Antworten
- on Caputo** vor 2 Monaten
Looks to me like he is p
Air guitar, sword battles done.
Antworten
- xterminator2000** vor 1 Jahr
think hes awesome, id stand up against pe
Antworten
- Megades**
Fun Fact: If you look up "Virginity" in the Oxford English Dictionary, the entry begins with a screencap of this.

offender, his face is not shown and his name not mentioned. That's because we accept that he might have made mistakes, but he is still at the beginning of his life. Why wasn't I protected in this way?

Have you ever thought about trying to profit from your fame?

I was invited to all the talk shows in North America – every one, no exceptions. A Japanese show offered me a lot of money to appear there. Why did all of these people want to have me? They wanted to see a circus sideshow. They wanted to know if the lion would roar when they scratched its fat little belly. It's one thing to have the opportunity to experience one's 15 minutes of fame if a person has really done something heroic. In my case, however, it was something unpleasant, embarrassing and shameful. People were making fun

“For me it was unbearable to come to the conclusion that I was worthless.”

of my physical appearance. This calling card was handed out all over the world. This is not the image that anyone wants, especially not when you are 14 or 15 years old and developing your own identity. Ten years later, it is easier for me to talk openly about it. It was difficult back then. I tried to ignore the people who were calling on me to commit suicide; it was still unbearable for me to come to the conclusion that I was worthless and my life wasn't worth living. I never tried to kill myself, but it was a very dark period. In a situation like this, when someone whispers, “These are your 15 minutes of fame,

make something out of it!” – it sounds very unreal.

There have been many cases of cyberbullying in recent years. Has society learned anything in the meantime?

If something like what happened to me in 2003 happened to someone today, I really hope that things would be handled differently. That, for instance, there would be professionals in the school to help the victim. My parents had to find help themselves that the school should have offered. I think that schools today feel a greater responsibility for things that happen on the internet. It would also be good if more work were done to sensitize young people to the phenomenon of bullying. They should be confronted explicitly with questions like, “Would you say what you are writing out loud? Would you say it in public, too?” The feeling of responsibility grows when people are aware of the consequences of their actions. Special classes on bullying are a good thing. Even better would be to incorporate the material in regular lessons.

What would you say to a young victim of bullying?

First: People survive this kind of thing. You can do it. And you are not alone. There are people around you who love you. You will have to overcome the shame that you might be feeling. And you should try to get help. If you are lucky enough to have caring parents, talk to them. If not, get help in school, from teachers or friends. As far as I am concerned, I wasn't very popular in school. I didn't have 350 friends, and when things got tough, I lost contact even with those few that I had. I only had my parents and my attorneys around me. But they played a crucial role in my weathering the storm.

In retrospect, are there things you would do differently?

I have made peace with the decisions that were made. Would I want to change the past if I could? No. I wouldn't do anything differently. I am satisfied with

who I am today. I am the product of good and not-so-good experiences. If someone told me, “You have to go through it all again tomorrow,” I wouldn't jump for joy, of course. But I also wouldn't try to avoid the whole thing. □

Cyberbullying – More than Just Teasing and Kidding Around: When Schoolchildren Attack Each Other in the Digital World, It Can Be Deadly in Real Life.



Responsible use of the internet is not child's play.

The insidious thing about bullying on the internet is the fact that it has no limits: The victim is subject to attacks anywhere and at any time, there is no escape. In addition, the audience is virtually infinite, and even when the bully lets up on his victim, his insults and lies circulate on the web forever. The internet makes it very easy for the perpetrator. Anonymity reduces inhibitions; all it takes is a single photo to start a wave of bullying, and there are almost no consequences for the bully to fear.

But the tricky thing is that bullying doesn't stay on the internet, it continues in the offline world. Suddenly, children from the classroom down the hall, or even in the whole school, start to giggle when they catch sight of the victim in the playground. And cyberbullying has concrete consequences, at times even deadly ones: Several young people in the UK, Holland and the US have committed suicide from shame. One of the most well-known cases is from Canada. Amanda Todd, a 12-year-old girl, showed her partially nude body in a video chat. The pictures made their way to the

internet public and Amanda Todd was bullied at school. She ultimately committed suicide.

Perpetrators Rarely Get Caught

Even on the internet itself, bullying has long-term and severe consequences. Researchers at the University of Bremen found that children bullied online have a four times higher risk of being sexually harassed by adults online. Scientists hypothesize that such children are frequently looking for approval and are therefore more vulnerable to advances. This develops into long-term victimhood.

Though cyberbullying is not a criminal offense in itself, defamation, threats and the distribution of third-party photographic material on the internet are indeed criminal. But the police rarely catch the perpetrators.

There are widely varying figures circulating with regard to the frequency of bullying on the internet, because opinions on when bullying begins diverge widely. Depending on the study, between three and over 30 percent of young

people have been the victims of an attack on the web.

By way of comparison: In the off-line world, that number is over 50 percent according to a survey conducted by the University of Koblenz-Landau. The latest survey on bullying on the internet published this year by the German "Bündnis gegen Cybermobbing" (Alliance against Cyberbullying) arrived at 17 percent. Of those surveyed, 19 percent indicated that they had posted insults, rumors or defamatory statements on the web at least once. Boredom and amusement were indicated as reasons. They were often also defending themselves against previous attacks. More than one-third of the bullies indicated that they had once been a victim themselves.

Bystanders Play an Important Role

Researchers at the University of Bielefeld found that a lack of "moral competence" was a major cause of cyberbullying. Of the schoolchildren surveyed, 18 percent thought that the social guidelines of harmonious coexistence did not apply on the internet. Many schools have started programs to sensitize schoolchildren to the topic; in Switzerland, for example, greater media literacy is taught within the framework of the "Lehrplan 21" in order to fight cyberbullying.

But it isn't only about keeping potential perpetrators from bullying – above all, it's about moving uninvolved spectators to act. In a survey, psychologist Jan Pfetsch of the Technical University of Berlin found that they are often passive and take a "wait and see" approach. He is convinced that, ultimately, the behavior of the many bystanders is decisive in whether cyberbullying can be curbed. □

Stefanie Schramm is a science journalist in Hamburg. She writes for Die Zeit, Mare Magazine and the radio station Deutschlandfunk.

Swiss Apprenticeship, Global Career



"He was exceptionally persistent": Daniel Humm during his apprenticeship. Photo taken by his mentor, head chef Viktor Geiser of Kurhotel Bad Schinznach, shortly before Humm completed his final examination in the spring of 1995.



Daniel Humm, 37, in the kitchen at Eleven Madison Park in New York, the flagship of his culinary empire, which employs 400 people.

Daniel Humm dropped out of school in Aargau – but found his wings after completing his apprenticeship. Today he has been called the best cook in the United States and the fifth best in the world. The recipe for his success: Focusing on goals rather than on dreams.

By Sacha Verna

At least once a day, Daniel Humm strolls through Madison Square Park. This island of green at the corner of Fifth Avenue and Broadway is located between Humm's NoMad hotel and his restaurant Eleven Madison Park, which is the top restaurant in the United States and one of the finest in the world. The restaurant at the NoMad hotel is one of New York's best. "I love New York," says Humm, 37.

New York loves him, too. As does the rest of the gourmet world, thanks to dishes like carrot tartare and roast chicken stuffed with brioche, foie gras and truffle butter. Such creations have earned the school dropout from Aargau three stars from Michelin and four from the New York Times, and last year he received the James Beard Foundation's Outstanding Chef award.

Like most success stories, the story of Daniel Humm began with a failure. When Humm, who grew up in the Aargau town of Schinznach, dropped out of school at the age of 14 – or rather, when he was expelled for truancy – and began an apprenticeship as a cook, his parents were anything but thrilled. They wanted him to become an architect. Humm's relatives were worried: "Cooking is a worthless occupation, cooks always have alcohol problems and no family. They end up living by themselves in a single room somewhere," they told him.

Good Is Not Good Enough

It's shortly after noon, and the sounds of satisfied customers can be heard coming from the crowded dining room of the NoMad restaurant. Humm is sitting on one of the elegant sofas in the lobby, his long legs stretched out in front of him. School wasn't for him.

"I didn't want to waste my time learning things I wasn't interested in. I wanted to cook and ride my bike." Biking is Humm's other passion. At first it was mainly to earn money to buy biking equipment that he worked in restaurant

kitchens on free afternoons and during his vacations. As an elite-level amateur, he competed in races all over Europe. "I was always one of the top ten, but never in the top three," Humm says. "That wasn't good enough for me."

His apprenticeship offered him not only a regular schedule, the prospect of a career and a small amount of income, but most importantly the opportunity to prove that he could be one of the best. He completed his training with flying colors.

Superlatives play an important role in Daniel Humm's life – superlatives and goals, which he considers more important than dreams. As soon as he has set a goal, he does everything in his power to achieve it. That was obvious to Viktor Geiser, head chef at Kurhotel Bad Schinznach, who was Humm's mentor during his

his restaurant in 2011. "He was so good, so attentive, so quick to learn and friendly, as well as modest and pleasant to be around, that the others didn't know whether they should love him or hate him."

Profession Is Second Nature

It is hardly possible to hate Daniel Humm. How could you, when you hear him rave about the wonders that can be done with celery root, or about the lavender honey that he uses to glaze his famous duck? And anyone who has ever tasted his amazing celery root and honey-glazed duck is sure to be enthralled. That was true of the hotel owner who lured him away from the restaurant Gasthaus zum Gupf, located in the Appenzell town of Rehetobel, to come to San Francisco in 2003 after Humm had earned his first Michelin star. And it is true of the wealthy patrons of his flagship restaurant, Eleven Madison Park, where Humm has determined the menu since 2006, and which Humm and his business partner Will Guidara have owned since 2011, along with NoMad. His is a growing empire that employs over 400 people.

In the course of his apprenticeship, the work became second nature: "It's like learning a language: The sooner you start, the better." There are no such apprenticeships in the United States, he points out. Indeed, not long ago President Barack Obama sent a delegation across the Atlantic, hoping that American educators would be inspired by Switzerland's dual educational system. Youth unemployment costs the US government 18 billion dollars every year.

Boss, Mentor, Role Model

Even if there were apprentices in the US, there would be no room for them in the kitchen at Eleven Madison Park. Only professionals work there. But Daniel Humm still takes his role as a mentor very seriously: "It's what you pass on to others that lasts." He's the boss in his kitchen, >

**"I didn't want
to waste my time
learning things
I wasn't interested in."**

three-year apprenticeship. "Dani was just as wild as the other apprentices," he remembers, "but he was exceptionally persistent." And Dani quickly realized that the kitchen was no place for his friends to hang out. As Geiser recalls, "Sometimes he'd show up with dyed hair, and he'd ride his bike around Lake Zug during his afternoon break, but he was always at the stove on time."

Gérard Rabaey, too, emphasizes Daniel Humm's discipline and determination. It was at Rabaey's gourmet restaurant Le Pont de Brent, near Montreux, that Humm learned what top-flight cuisine is all about and how to use the highest-quality products. "Daniel was always taking notes," says Rabaey, who retired from

and perfection is his first commandment. But Humm likes to learn, too, and he's not one to tell others what to do just to feed his own ego. In human terms, too, he wants to be a role model for his employees.

Daniel Humm has three children. His oldest daughter has just begun an apprenticeship in Switzerland in the service sector, and plans to go on to study hotel

"I don't want to be successful so that I can make money. I want to make money so that I can cook."

management. Humm's two daughters from his marriage to his American wife are still too young to be planning their careers, but they're old enough to make waves in their wading pool at home in New Jersey. Humm is in better condition than the gym shoes he's wearing. He gets up very early in the morning – "six hours of sleep are ideal, but five are enough" – so that before having breakfast with his family and leaving for work, he can go biking or train for the New York marathon, which he runs every year. A cook with an alcohol problem and no personal life who lives by himself in a single room somewhere? Hardly.

Plate Is a Work of Art

At Madison Square Park, Daniel Humm had pointed out the bright wall-like structures winding their way among the trees, an installation by artist Orly Genger. Recently, Eleven Madison Park held a benefit dinner to support the park, inspired by Genger's "Red, Yellow and Blue." Poached lobster with lovage bisque:

"Because the sculptures are crocheted out of lobster nets." Roasted yellow beets with horseradish and apples: "In the colors and shapes of the installation." Every day, beginning at 11 o'clock in the morning, Humm and his cooks work hard to come up with combinations like these. This is still the part of his work that he finds most enjoyable.

The Goal Is Clear

"I don't want to be successful so that I can make money," says Humm. "I want to make money so that I can cook." This attitude is perfectly in harmony with his ambition. Eleven Madison Park currently ranks fifth on the San Pellegrino list of the world's best restaurants. Daniel Humm's next goal is clear. For him, number one is just good enough. □

Sacha Verna is a freelance journalist in New York and works for SRF 2, Südwestfunk, *Tages-Anzeiger* newspaper and *Das Magazin*.



WE DROPPED OUT

People who drop out of school can still (or maybe for that very reason) make it to the top. Five successful careers in brief:

1 Nick Hayek, CEO of Swatch Group, Switzerland

Hayek dropped out of the University of St. Gallen after a few semesters to work in a foundry and then as a film producer. He joined his father's company in 1994, and the rest is (watch) history.

2 Steve Jobs, co-founder of Apple, USA

Jobs (1955–2011), the prime example of a dropout, was enrolled at Reed College for six months before deciding that he shouldn't spend his parents' money unless he was certain that a college degree would help him find his dream job. He wasn't opposed to getting an education, but didn't like the idea of doing something without a specific goal in mind.

3 Anna Wintour, editor-in-chief of the American edition of Vogue magazine

During the 1960s, there were more exciting things to do in London than go to school. Wintour, who came from a wealthy family, dropped out of North London Collegiate School and immersed herself in the city's nightlife and fashion scene. After working in several jobs, "Nuclear Wintour" – as some like to call her – landed an interview with Vogue. The editor-in-chief asked her, "What job could you envision holding at our magazine?" Wintour: "Yours."

4 Henry Fok, businessman, Hong Kong

Fok (1923–2006), a Hong Kong real estate, casino and commodities tycoon, had to leave school at the age of 14 – because of the Japanese invasion. Yet he still achieved a brilliant career. Fok came from modest circumstances and died a multi-billionaire.

5 Subhash Chandra, entrepreneur, India

Chandra, 63, left school at the age of 12, and by the time he was 19 he was an active trader in the rice market. Today he is the owner of the Indian media company Zee Entertainment and his fortune is estimated at 2.4 billion dollars.



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Everyone has talents – but they're not all the same.



A Man Who Speaks His Mind

If you think that schools are teaching the wrong things and preventing students from learning the right ones, then you'll appreciate the views of British education expert Sir Ken Robinson. Robinson's message is one that any child can understand: Schools are doing everything wrong.

By Mikael Krogerus

KEN ROBINSON IS A BIG NAME IN the UK. In the 1990s he published "All Our Futures: Creativity, Culture and Education," commonly referred to as the Robinson Report, the standard text for critics of the educational system. Originally a university professor, he received a knighthood from Queen Elizabeth and then spent the next few years as an advisor to various governments and institutions. No one who was serious about education

could ignore Robinson, with his dry sense of humor. But he had bigger plans. His ascent from England's foremost thinker on issues of education to the Dalai Lama of education policy began one spring day in 2006 in California. He gave a talk at the renowned TED conference under the snappy title of "Ken Robinson says schools kill creativity."

Listening to his entertaining 19-minute presentation, members of the audience

learned not only how to give the consummate talk, but also more about the current crisis in education than they would have in nine semesters at a teacher training college. His main message was that school systems are no longer meeting today's needs. Instead of being encouraged to try new things and make mistakes, children are taught to avoid errors. Instead of inspiring children and helping them discover their passions, teachers are required to teach a

certain amount of content within a certain period of time. Instead of being guided by what neuroscientists learned long ago, namely that intelligence is a multifaceted, dynamic and interdisciplinary phenomenon, educational systems all over the world are adhering to the same hierarchy of subjects: Mathematics and languages are at the top of the priority list, and art is at the bottom. No school system in the world requires daily dancing classes, although we know that many children need to engage their bodies in order to learn. Robinson is not opposed to the sciences; on the contrary, he recognizes that they are very important – but points out that they are not sufficient.

We already have too many academics, Robinson says, and we also have too many brilliant people who think that they're worthless because they haven't passed the schools' standardized tests. Simply put: At school, we don't learn for life, we learn for the test. Whatever your opinion of Robinson, if you've ever helped your children study for a secondary school entrance exam, you know that he has a point.

Marrying Aptitude and Enjoyment

"Ken Robinson says schools kill creativity" is the most successful TED talk ever. These talks, held by high-profile speakers from all over the world, are uploaded to the web after each TED conference (TED stands for Technology, Entertainment, Design). An estimated 250 million people from over 150 countries have viewed Robinson's impassioned performance. His books are bestsellers, and his speaking engagements command a five-figure fee.

Robinson has recently written two books on a topic that resonates with people even more than his call to make schools more creative. He asks this simple question: Are you in your element?

Robinson believes that we are in our element when what we are good at and what we enjoy are one and the same. In the first book ("The Element: How Finding Your Passion Changes Everything," Viking Penguin, 2009) he looks at a number of individuals – from Simpsons creator Matt Groening to star choreographer Gil-

lian Lynne – and describes how they found their passion. The stories are similar: They set out to do what they thought was expected of them, and were unhappy. Then they remembered what had inspired them in the past. They changed their lives, and that was when they found happiness.

That's nice, you think as you read these stories. But what if you're not in your element, but you don't have any other talents? Or if you have a passion but are not good enough at it to make money? And who is going to clean toilets when we're all in our element?

In the spring of this year Robinson published "Finding Your Element: How to Discover Your Talents and Passions and Transform Your Life," (Viking, 2013) a kind of guide to finding your element.

In 243 easy-to-read pages, Robinson combines phrases to live by ("Choose a job you love, and you'll never have to work a day in your life") with esoteric self-help techniques and revealing examples of people who turned their lives upside down so that they could pursue what they were meant to do. Not all such stories end happily. Not everyone found happiness, and very few got rich. But as Proust pointed out, we only regret the things we haven't done.

Questions That Open Doors

The book takes the reader on a roller-coaster ride. It forces you to think about life, your life. Whew! Whether you are at the end or the beginning, the question is always the same: What am I doing here? What am I good at? What do I want? Do I want what I'm good at? Am I good at what I want? Reading these questions, you are overcome with a sense that life could be better than it is. And that we, ourselves, could change it. It really seems as if a door were opening.

That sense may be deceptive, but if so, it certainly feels good to be deceived. □

Mikael Krogerus, born in 1976 in Stockholm, is a freelance journalist based in Bienne. He graduated from the Kaospilot School in Denmark and is co-author of the bestsellers "The Decision Book: 50 Models for Strategic Thinking," "The Question Book" and "The Change Book" (originally published in Switzerland by Kein & Aber).

Are You in Your Element?

Learn more about yourself: Sit down. Close your eyes. For a few minutes, concentrate on your breathing. Open your eyes. Think about your typical work week and compile a list of all of the things you do during the week (meetings, emails, housework, etc.). Now rank them in order: Which five activities do you most enjoy, and which five do you dislike?

- Explain what it is, exactly, that you like about the top five activities?
- Do you feel that your day-to-day activities are worthwhile? For you? For others?
- Setting aside your list:
What activities make you lose track of time?
- What would you identify as your talents, and when did you first notice them?
- Do you have talents that you've never pursued?
- Is there something that you used to like to do, but stopped doing?
What is keeping you from taking it up again?
- If you knew that you wouldn't fail:
What would you like to try?
- What is keeping you from doing it?
- What would happen if you did?
- What would happen if you didn't?



Ken Robinson's TED talk:
www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

Peace Has to Be Learned

South Sudan has the world's lowest literacy rate. The decades-long civil war has prevented many children from attending school. This is changing now, haltingly. We visited the Technical High School in Juba, the country's capital, where the first signs of success are becoming apparent.

By Barbara Achermann (text) and Espen Eichhöfer (photos)

The entrance to Juba Technical High School. Very few people can afford a motorcycle. Most pupils arrive on foot, some of them traveling great distances.







Michael Kom Kom does his homework in a corrugated metal hut, without water or electricity.

Michael Kom Kom interlaces his long fingers, bows his head, and closes his eyes. Surrounded by 603 fellow students, he prays for South Sudan, the world's newest nation. As a child soldier, he was forced to kill for his country's independence. Now he wants to help build his homeland, which came into being only two years ago. Some day, every house will have light, says Michael. He is studying to be an electrician – because he sees it as a way to earn a living, and because he's afraid of the dark. "Lord, you light up my darkness."

After morning prayers in the courtyard, all the students at the Technical High School go to their classes. The school is located in the middle of Juba, the capital of South Sudan, which is home to some 400,000 people. Michael takes a seat near his pals. One of them is admiring his friend's new jacket, another is glancing at the girls in the front row, and the third is pretending that a piece of chalk in his mouth is a cigarette. In South Sudan,

too, young people are just young people, first and foremost. Even if they are more familiar with war than with peace.

The 84 students fall silent as headmaster Samuel Amuzai enters the room, a typical absent-minded professor – the price tag is still on his reading glasses. On the blackboard, he shows the class how to construct a mirror image of the sun. Michael copies down the teacher's explanation in his notebook. When the blackboard is full, the headmaster steps back and scratches his head, leaving clouds of white chalk dust on his dark skin.

A Brutal Past

His dream is for his Technical High School to become a university. But he knows that this is impossible for now, since the school has only a few old books, and no access to the internet. His first goal is to build a high wall around the school and post a guard at the gate, so that armed gangs can't come back to steal what limited materials the school has. The atmosphere in Juba is tense, and life there can be dangerous.

The civil war, which lasted for nearly fifty years, culminating two years ago in South Sudan's independence, is often explained in overly simplistic terms as a struggle between north and south, dictatorship and democracy, Muslims and Christians, rich and poor. In fact it was a brutal, chaotic conflict, with fighting among Sudan's various southern tribes as well. Crimes against humanity were committed on all sides. Thousands of children – the precise figures are unknown – were recruited as soldiers and sent into battle.

Two million people died, and four million were driven out of their home villages.

It's the second period of the day, and a young teacher is handing back a test. On Michael's test is his sketch of the top and side views of a complicated figure. Zero mistakes. He smiles, revealing his crooked teeth. The teacher works with his students on a technical design, making sure that everyone understands and stays on task.

Third period is English, fourth is religion, and fifth is math; physics is sixth and seventh periods. The window looks out onto a large open area. Children are playing football, goats hunt for tufts of grass amid a jumble of plastic bags, men on motorcycles wind their way along, taking care to avoid the puddles, and schoolgirls are using simple tools to loosen up the soil. The capital is like an enormous village, and above it is a greenish-gray sky. Perhaps the sun is about to burn away the clouds, or a sudden downpour will soon begin. The weather in the rainy season is as unpredictable as South Sudan's politics. President Salva Kiir recently dismissed all of his ministers, appointing new ones. Out of the clear blue sky.

It is ten past two, and school is out for the day for the electricians, bricklayers, carpenters, and auto mechanics who attend the school. Michael puts his pencil stub and ring binder back into his bag, which is decorated with pictures of fruit. His walk home takes him along one of the city's few paved streets and then onto a series of muddy, rubbish-lined paths.

An hour and forty minutes later he arrives home, where he lives with his wife



The vocational school trains mechanics, electricians, bricklayers, and carpenters.

and one-year-old son. The family rents a room in a corrugated metal hut, without water or electricity. Books are piled waist-high in a corner: an Oxford Dictionary, the Bible, an esoteric advice book, and a thin photo album. In the album is a photograph of Michael during the war. He's sitting on a camp-bed in a grass hut, and hanging behind him is the green uniform of the SPLA, the rebel army that robbed him of his childhood.

Kids with Kalashnikovs

Michael Kom Kom was born 23 years ago in a remote location in the northern part of the country, a hundred kilometers from the city of Warrab, where even today there are no cars, no schools and no hospital. He was an anxious child who used to hide when the ritual slaughtering of the cows took place, and was afraid of the hyenas that howled at night. He was ten or twelve years old – he doesn't know exactly – when the soldiers of the Sudan People's Liberation Army arrived in his village. They had come for the men of the village. But since

the men were in hiding, the village chief let the soldiers take a group of children instead.

Michael ended up in a training camp where he was forced to run up a hill, over and over again. He rubs his thighs. "My legs hurt so much that I was in tears." One of the trainers hit him on the back of his knee with a stick, another sent him off to wash clothes. Nevertheless, Michael was given an assault weapon, a Kalashnikov AK-47, that was so heavy that he could barely lift it. And then he was forced into battle against the "Arabs." That's what the South Sudanese call their Muslim neighbors to the north, who at the time controlled all of Sudan from their headquarters in the city of Khartoum.

Michael fought in Raga, Warrab, Rumbek, and Equatoria – in nearly every region of South Sudan, an area the size of France. For years he traversed the country on foot, going days without anything to eat. "I missed my mother," he says. It's hard to imagine Michael as a soldier. He's a quiet man, with little muscle tone. He

is scrawny and has a high voice, and his handshake feels like the wings of a butterfly. Some people in the army called him "whore." He hated that nickname and the forty others they gave him, all of which he wrote down in his diary.

He became a radio operator, which was both a blessing and a curse. On the one hand, his antenna exposed him to the enemy and made him a strategic target; on the other hand, his fellow soldiers had to protect him. That included his best friend, Lual Garang, who was killed right before his eyes. "That was ... so sad." He stops, looking to his wife for support. "Lual always saved some food for me. And I didn't even have time to bury him." Vultures fought over his small body.

Michael pulls his little son onto his lap and cuddles with him. Today he is a loving father and husband, with an infectious laugh. He has made peace with himself and his former enemies. "I believe in a merciful God," he says. But he still has nightmares.

Read more on page 72.

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Left: Some measure of normalcy has returned to the capital now that the civil war is over. However, the atmosphere is often tense, and life there can be dangerous.

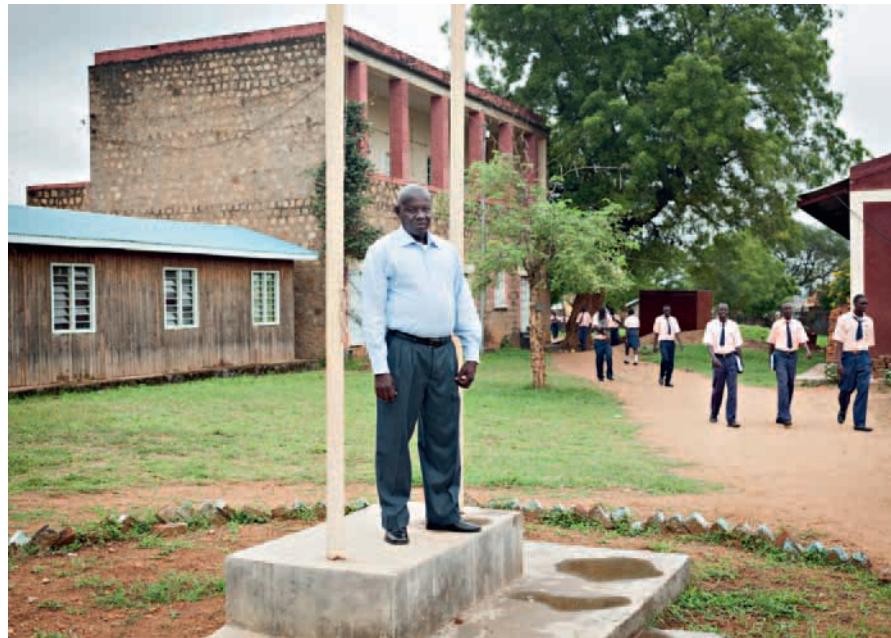
Below: Pupils at the Technical High School learn how to assemble lamps professionally. But many areas still lack electricity.

Right: Market in Juba. Food prices are very high in South Sudan, and 2.3 million people receive food aid.









Left: Juba Technical High School has few textbooks, many of which are outdated.

Top: Headmaster Samuel Amuzai would like to turn his school into a university.

Above: Pupils learn various bricklaying techniques.



The civil war lasted almost 50 years (1955–2005), with a few interruptions. Both sides used child soldiers – boys and girls under age 18. Around the world, tens of thousands of child soldiers are still fighting in armed conflicts.



SOUTH SUDAN IN FIGURES

- Peace agreement: 2005, independence from Sudan: 2011
- Population: 11.1 million
- Percentage of the population under the age of 25: 66%
- Fertility rate: 5.5 children/woman
- Literacy rate: 27 percent (women: 16%)
- GDP (current US\$): 9.337 billion

Sources: CIA – The World Factbook, World Bank

Michael's wife has prepared fish from the nearby Nile on an open fire, which she serves with mashed cassava. He has to eat quickly to be on time for his job – he works for a Lebanese company, guarding its generator until three o'clock in the morning. He earns the equivalent of about 120 Swiss francs per month, half of which goes for rent. Michael eats only one meal a day, and that is obvious when you look at him. But when he finishes school in May, chances are good that food, at least, will no longer be a concern. The government and the hundreds of aid organizations in the country are in urgent need of skilled technicians.

Fewer than two percent of South Sudanese people have finished primary school. The educational level of South Sudan, where two-thirds of the population is under the age of 25, is the lowest in the world. Everyone – the government, international organizations, the churches, the media – agrees that this needs to change. But what is being done about it?

Schoolhouses But No Teachers

Melaniaia Itto, program director at Radio Bakhita, one of the country's eight broadcasting stations, says, "I suspect that more children went to school during the war than do today." The South Sudanese had access to instruction in refugee camps, or they went to universities in Khartoum, Uganda, or Kenya. Now they're all coming back, she says, and the population is growing exponentially, but the government doesn't have a plan. "Politicians have built schools in their home villages, but no one uses them. Why? Because there are no teachers or instructional materials."

By openly criticizing the government, she runs the risk of being arrested. The former minister of education was a guest on her morning show. Listeners called in and complained that money was disappearing, accusing him of corruption. Since then he has refused all of the ra-

dio station's invitations for an interview. How does she see the future of her new country? "Forty percent positive." She hopes that the new government's education strategy will make a difference, but doesn't really believe that it will.

"Day Will Come"

It has been eight years since the peace agreement was signed, and two years since the people voted for independence. South Sudan is like a baby that has yet to learn to talk and can't be expected to be capable of reading. So far, it lacks the necessary governmental structures and a functioning judicial system. The process of separating from the north has not yet been completed, and the border is still disputed. South Sudan is both extremely poor and immensely wealthy; it has groundwater resources, precious metals, and enormous oil reserves. Everything else is lacking, however. The refineries are all in the north, and the country's unstable political situation keeps international investors away.

As evening approaches, the dust in Juba turns golden, and suddenly it is night. Only a few houses have electric lights; most are dark. "The night may be too long, but the day will come for sure," said President Salva Kiir during the Independence Day celebrations.

Josephine Angelo wakes up at the crack of dawn. Like former child soldier Michael Kom Kom, she attends the Technical High School. She puts on a pair of blue overalls, leaves her corrugated metal house without having breakfast, takes the bus to school, and sits down on a step next to Winnie Bojo. The two girls look at each other as only best friends can. Then they laugh.

Both of them are studying to be bricklayers. Both are 18 years old, want to study engineering at the university later on, and like metallic blue nail polish. Today they are learning a practical skill:



Josephine Angelo (left) and Winnie Bojo are best friends. The 18-year-olds are learning bricklaying and would like to become engineers.

how to build a wall using the Flemish bond technique. They place one brick on top of another in a regular pattern, checking their work with an angle and a spirit level. Sometimes they flirt with the boys in the class, but usually they work quietly and efficiently. It is hard physical labor, but their efforts are paying off: During a school vacation, Winnie and another student built a house. Josephine built a new oven for her mother, who uses it to make alcohol that she can then sell. It's not the rule for women in South Sudan to work in an occupation traditionally held by men. But it's accepted, not least because the bride price paid for a daughter is higher if she is educated. At Juba Technical High School, over ten percent of the students are female, and the numbers are increasing every year.

Teacher Jeffrey Elia Waraka, referred to by all of his students as "funny teacher," claps his hands: "Just look at how quickly and beautifully they do their work!" They're at least as good as the boys,

he points out, and all of them will find a job when they're finished with school. "No problem." Their training is much like a technical apprenticeship in Switzerland.

10:30 a.m., break time. At the market, Josephine and Winnie sit down with some other students in a stuffy hut and order beans with bread. The atmosphere is reminiscent of a school cafeteria in Switzerland: Everyone is talking at the same time and constantly changing places. The students aren't talking about politics, which is something they say they know nothing about, nor about the war, which they want to forget. All of them have lost relatives; one in four has lost a father or mother, or even both parents. No, they giggle and gossip about their teachers. Everyone likes the "funny teacher," and they're afraid of some of the others – like their physics teacher, who slapped Winnie's face because she was wearing a ring on her finger. It's quiet as they start to eat. They lean over the bowl that is between them.

By the time school is out, the wall Josephine and Winnie are building is as high as their knees. The "funny teacher" checks their measurements, nods, praises their work, and makes a few notes. They have passed the test. Now the girls have to go home to their extended families to cook, take care of the laundry, and do their homework. The two friends walk together for part of the way, so close that their arms sometimes touch. The sun burns on their narrow shoulders, their faces are shiny. They pass by a poster for telephone advertising, with the slogan "Together we build our new nation," and a bus with a sticker that reads "Rich people also cry." □

Barbara Achermann is a reporter and editor for Annabelle magazine.

Espen Eichhöfer is a photographer with the Ostkreuz agency in Berlin.

More information about the topic on the next page.

Background – The Juba Technical High School Plays a Key Role in South Sudan. Who Is Responsible?

Plan International

Credit Suisse sponsors the Plan International aid organization. In collaboration with the South Sudanese government, Plan International established the Technical High School in Juba and facilitated the training of the school's teachers. This school in Juba was the first secondary vocational school in South Sudan.

Plan International's director in South Sudan, Gyan Adhikari, says, "We are working with the South Sudanese government in several areas, such as education, fighting youth unemployment, and rebuilding the country after it gained independence two years ago. Vocational training is a priority for the government, with this school playing a central role. It is a national showcase project in South Sudan inasmuch as it offers technical and practical vocational training."

Plan is a globally operating children's development organization working in 50 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. In 2012 Plan worked with 84 million children in 90,131 communities. In the provinces of Juba, Lainya, and Yei in South Sudan's federal state of Central Equatoria, Plan is working to sustainably improve living conditions for children in a country that only recently emerged from fifty years of civil war. www.plan-international.org

Five years for the Global Education Initiative

The partnership with Plan is part of the Global Education Initiative that Credit Suisse launched in 2008. Credit Suisse is collaborating with six nonprofit organizations to provide access to education and improve its quality for school-age children. The initiative's support extends to programs in 38 countries.

Find our more about the initiative and how Credit Suisse's partners are helping teachers and pupils: credit-suisse.com/5yearsgei

You can subscribe to Credit Suisse's monthly corporate responsibility newsletter at credit-suisse.com/responsibility/newsletter

"Education is a human right."

Millions of children still don't have the opportunity to go to school. Jo Bourne, UNICEF's Global Chief of Education, about global efforts to promote education.

Interview: Daniel Ammann

The UN's second Millennium Development Goal is to "ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling." What makes this goal particularly important?

Education is essential to a better world. It empowers people to lead a good, healthy, fulfilling life. It is an effective weapon in the fight against poverty. From an economic standpoint, education is one of the most sensible investments. But it also brings with it social benefits, leading to more peaceful coexistence, greater public spirit, and stronger democracies. Education is particularly important for girls. About 50 percent of the decrease in infant and maternal mortality can be traced back to better education. We must remember that education is a human right.

The latest report makes it clear, however, that the goal for 2015

will not be achieved. What is the reason for this?

The number of children who don't attend primary school has decreased by more than 50 million since 2000. That is impressive. But these advances were made primarily in the first half of the decade, while efforts have stalled in recent years. For us, this means that the fight for education is just beginning.

What are the main challenges?

So far, most advances have been made with children who were easy to reach. One of the greatest difficulties is reaching all the children who live in conflict zones; are disabled; or who have to work to feed their families; children who are marginalized because of their ethnicity, religion, language, or gender; and those with multiple disadvantages, such as children from poor families who live in remote regions. With "business as usual," we are not reaching this ten

percent. In order to achieve all of our goals, we need about \$26 billion in external financial assistance. That sounds like a lot, but costs of not achieving the goals are much higher.

And is the quality of the education also an issue?
That is in fact one of our additional priorities. Attending school is important, but learning is even more important. About 250 million children of primary school age do not acquire such basic skills as reading, writing, arithmetic, and life skills. More than half of these children are attending school. Not only is this potential lying dormant, but investments in the future are going to waste.

Significantly more girls than boys drop out of school. Why is that?
Often it is for cultural or religious reasons. There are,

What is the most effective strategy for expanding primary schooling?

In order to guarantee equal opportunities, special effort must often be made to reach the most disadvantaged children. Isolated communities may need more, smaller schools. It may require offering girls' families grants to make up for the fact that they don't share in the work at home. Disabled children need specially trained teachers or accessible classrooms. Internally displaced persons in conflict areas may need completely new schools and teachers. In addition, student outcomes must be improved quickly.

Where is the good news, in your opinion?

Many countries are making enormous progress. Success stories are emerging from Asia and Latin America in particular, but also from such African countries as Ghana

we are working with the government and other partners to rebuild educational institutions.

What is the most effective way to combat high youth unemployment, especially in developing countries?

The crisis on the labor market is forcing many families to take their children out of school so they can look for a job and contribute to the family's livelihood. Also, many families can no longer afford to pay for school fees and other expenses. Although an education does not necessarily lead to a job, it does increase productivity and promote innovation. All the more when it is good quality. And that is another reason we place so much value on better student outcomes, so that young people enter the job market with better qualifications. According to UNESCO's 2012 Education for All Global Monitoring Report, one out of every eight young people is unemployed. An additional 25 percent are trapped in jobs that keep them at or below the poverty line. We need the right combination of macroeconomic and employment-policy measures to create jobs.

What role can the private sector play in achieving these goals?

Along with making donations and sponsoring social projects, the private sector could appeal more to governments to make sure all children attend school, and it could offer young people work experience and support schools. The companies themselves would also benefit from this in the long term. Not only would it stimulate con-

sumption, but it would also expand the pool of potential workers.

Could Switzerland's dual model be one way to go?

It really demonstrates how work experience and education can be brought together. This model cannot simply be transferred to other countries just like that, however. Not only does it require extensive changes to curricula and teacher training, but it also must gain acceptance among families and employers. Public perception has proved to be the biggest barrier in countries that have tried to adopt the Swiss model. □

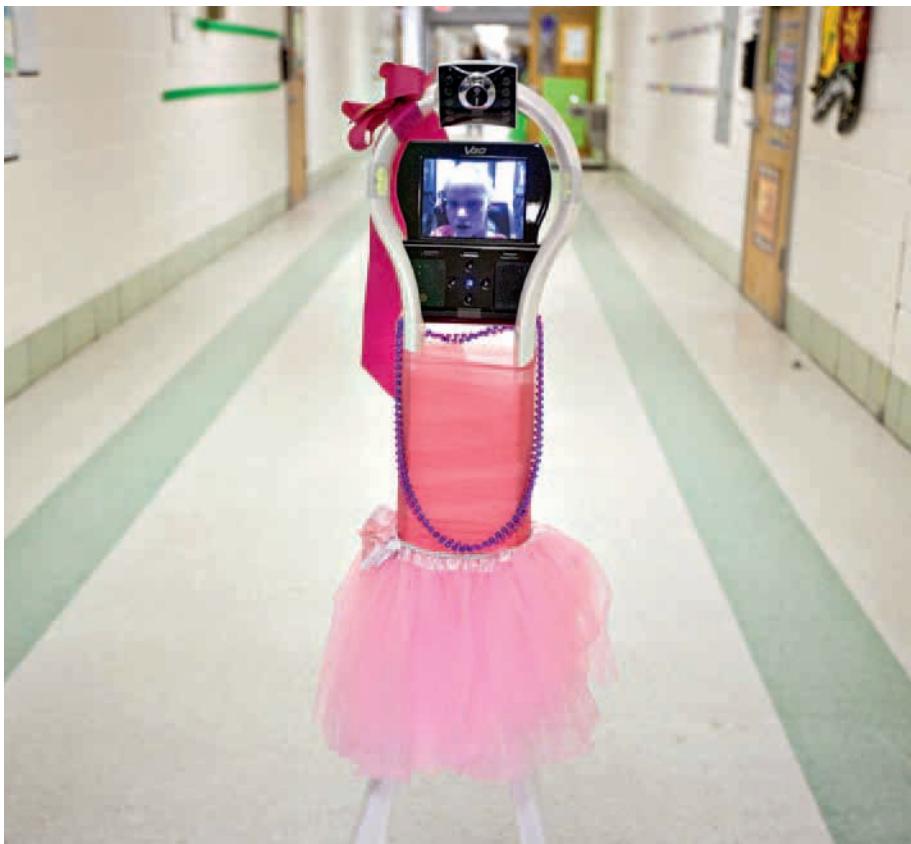
“Attending school is important, but learning is even more important.”

however, many examples that clearly prove that education for girls in “traditional” societies can get a push when the government adopts appropriate measures. In northeast Somalia, for example, more and more girls are now able to attend school into their teenage years. This is the result of the combined efforts of the government, foreign partners, and local NGOs to get skeptical parents and religious representatives on board.

and Rwanda. The good news is really not what is happening in a particular country, but the fact that the value of education is being recognized around the world, even in crisis situations. Despite the enormous challenges in Haiti and Pakistan after earthquakes and floods, after the battles in Syria and other regions in the Middle East, UNICEF plays a major role in providing hundreds of thousands of children with access to school. In South Sudan,



Jo Bourne is Associate Director and Global Chief of Education at UNICEF, the United Nations Children's Fund founded in 1946. Bourne is a native of England.



So far, and yet so near: This robot is controlled by a student who is sick and has to stay home.

School Takes Many Different Forms

If these models were part of the school curriculum, they would be called “electives.” On the following pages you will find seven brief descriptions of exemplary, noteworthy and sometimes surprising approaches to education.

Homeschooling LEARNING AT HOME The “remote student” robot

Attending school without leaving home: Homeschooling has been experiencing a revival over the last few years. Parents are teaching their children themselves or are hiring tutors, as wealthy families often did until well into the 20th century. While some countries do not allow homeschooling, or do so only under certain circumstances, in others it is possible to comply with mandatory education requirements without sending children to school.

There are many reasons why parents choose not to enroll their children in school. Some families live too far from the nearest school; others have to move frequently for work reasons and want to provide their children with a stable learning environment. Particularly in the US, where homeschooling is more common than in Europe, ideological considerations often play a role: Some fundamentalist parents do not want their children to learn about evolutionary biology in public schools, which they reject on religious grounds.

Then there are children who would very much like to attend school but are un-

able to do so, for example those who must stay at home or in a hospital for a longer period of time due to an illness. These are the children for whom the “remote student” robot was invented.

Lying in bed, the child controls the robot through a computer and can participate in classes using a webcam. Even during breaks in the school day, the robot allows the child to be virtually present and interact with other students – as long as the internet connection is not interrupted. While these robots are not intended for the mass market, they can be enormously useful in certain cases.

Education for Seniors
WE NEVER STOP LEARNING
University of the Third Age,
Reykjavik (Iceland)

A wide variety of educational programs are available for older people. The EU, too, promotes lifelong learning through its adult education program (see article on page 26).

One such initiative is called “University of the Third Age,” or U3A for short. The idea originated in France, where U3A was established in 1972 as a regular university for senior citizens. The idea also took hold in England, where the emphasis was on peer learning. Today there are more than 800 groups all over the world, from the US to Cyprus to Siberia. Australia is the leader in developing U3A online.

A U3A group was founded in Reykjavik, Iceland, this year. It now includes 29 members who are exploring a wide variety of subjects, from literature, film and public speaking to tai chi and laughter yoga. The member who is best informed about the subject serves as the group’s leader.

The Reykjavik group includes a psychologist, a bookkeeper and an actor. The founder of the group, Ingibjorg Rannveig Gudlaugsdottir, is a retired urban planner. She is enthusiastic, noting that “We’ve only just begun. Founding a U3A group in Iceland has been a dream come true for me.”

Architecture

THE BUILDING AS A TOY

Kekec Kindergarten, Ljubljana (Slovenia)

We never forget the smell of our first school or preschool. A school's physical structure and equipment are not minor points, as this is where children spend most of their time when they are not at home or on the playground. School buildings have a profound impact on students.

"It is very clear that the design of a school building is extremely important for children's achievement, well-being and health," says Christian Rittelmeyer, a leading expert and author of the influential volume "Schulbauten positiv gestalten" (A Positive Approach to Designing School Buildings). The era of intimidating, monotonous concrete buildings is over, and today structures designed for children and adolescents show more imagination – at least where budgets for education are generous enough to cover more than just chairs, desks and blackboards.

It starts with the youngest children. Take, for example, the Kekec Kindergarten in the Slovenian city of Ljubljana. Its prefabricated building was erected in three days. Its interior is largely of wood, and the building's facade is particularly striking. Wooden slats, painted in bright colors on one side, can be rotated – some-

thing the children thoroughly enjoy doing. They like the fact that their preschool building looks different from one day to the next; what's more, these slats help them learn the colors. The building is both a toy and a teaching tool – and now it is also attracting visitors who are interested in architecture and design.

A Practical Generation

THEORY AND PRACTICE GO HAND IN HAND

A career in banking for secondary school graduates in Switzerland

The pendulum is swinging back: As society has become more academically oriented, employers are once again looking for people with practical experience. In Switzerland, the Bank Entry for Secondary School Graduates (BEM) program provides jobs and training for young people. This program, which takes at least 18 months to complete, offers participants considerable practical experience as well as theoretical knowledge. At Credit Suisse it is called the Junior Banking Program. More than 30 institutions offer BEM, and each year several hundred young people graduate from the program. What do they like about it?

"I was studying mathematics, and it was too theoretical for me. So I decided to pursue more practical training," says Mélanie, a graduate of the Junior Banking Program.

Single-Sex Schools

GIRLS WITH GIRLS, BOYS WITH BOYS

The Young Women's Leadership School of Astoria, New York (USA)

On September 5, 2006, principal Laura Mitchell opened a school for girls in the New York borough of Queens. Seventy-nine sixth graders enrolled in the Young Women's Leadership School of Astoria. By last year the school's student body had grown to 500 "leaders," as the girls are called, most of whom come from underprivileged families. And how are they doing? Very well. Their grades in English and mathematics are 25 percent higher than the average for girls of their age. Are they performing better because there are no boys to distract or intimidate them? Or are there other reasons, not related to gender, that might explain their success?

The debate about coeducation versus single-sex education has flared up again in recent years. Some educators are answering "yes" to the question, "Might it be better for girls and boys to be taught separately?"

What leads these experts to draw that conclusion? Research is often conducted at single-sex schools. Here are some of the results: a) In separate classes, girls feel confident enough to take more risks; b) at the university level, they are less intimidated by the natural sciences; c) boys systematically perform worse than girls, but only in mixed classes; d) students in single-sex classes do more homework; e) a study in Korea last year showed that more students graduating from a single-sex school go on to pursue university studies that require a substantial time commitment.

How do proponents of coeducation respond? In 2011, Science magazine published an oft-cited article entitled "The Pseudoscience of Single Sex Schooling," which casts doubt on the scientific >



Playing with the colors of the facade: Kekec Kindergarten in Ljubljana.

merit of some of the studies mentioned above. Those who favor mixed classes also emphasize that they are an important means of combating gender clichés and stereotypes. While it may be true that boys do better in classes with other boys, and girls with other girls, at some point they need to learn to live together – and preferably sooner rather than later.

More and more parents are becoming convinced of the benefits of single-sex education. The number of single-sex schools is increasing, at least in the US, Israel and England (in England, these are mainly all-boys schools). At the Young Women's Leadership School of Astoria in New York, it is likely that the young "leaders" are not thinking about the reasons for their good grades. They are just looking forward to going to college, an opportunity those grades have opened up to them. A student from Guyana has been accepted by the elite Brown University. As she says: "I've just begun to realize that I can compete with the top students."

Credit Suisse has been sponsoring the Young Women's Leadership School of Astoria since 2006.

Schools for Tomorrow
PROMOTING ENVIRONMENTAL CONSCIOUSNESS IN A TROPICAL PARADISE

Green School, Bali (Indonesia)

At Green School, located in the jungle in a remote region of Bali, 320 students between the ages of 3 and 17, representing 44 different countries, are learning to become responsible global leaders. Among them are 31 Indonesian students whose education is paid for by sponsors.

The global trend toward sustainability has also found its way into schools. Green School encourages environmental awareness, as is evident from its water-free composting toilets and the environmentally friendly bamboo used to construct the school building, the school's organic garden and its near-term target of energy independence for the entire school campus. The curriculum was created by



Ecological is only logical : students at the Green School in Bali.

Green School's "learning manager," well-known Australian educational reformer Allan Wagstaff. In addition to covering the usual subjects, he emphasizes student-centered learning, environmental competence and responsible leadership. It also includes Hindu and Balinese rituals, marimba lessons and yoga.

Green School, founded by John and Cynthia Hardy, has been recognized worldwide for its concept and bamboo design. In 2012 it was named the "Greenest School on Earth" by the US Green Building Council's Center for Green Schools. Among its sponsors are such prominent individuals as Donna Karan and David Copperfield.

Learning from a Distance
WHEN ATTENDING UNIVERSITY IS TOO DANGEROUS
Syrian Virtual University, Syria

Syrians didn't go out on the streets this summer if they could avoid it – not in Homs, Aleppo, Latakia or Damascus, Syria's four university towns. Many students no longer dared to attend lectures – if those lectures were even being held. As a result, a global trend has appeared in Syria, too, although for different reasons than in other places: virtual learning.

In 2002, Bashar al-Assad founded the Syrian Virtual University (SVU) in Damascus. The region's first virtual university and a source of great pride for the Syrian Ministry of Education, it included

18 telecenters in Syria, 10 in Saudi Arabia and one in Dubai, and also maintained international partnerships. Before the war, it was striving to achieve the ambitious goal of becoming one of the world's top universities. Today, it is still attracting more students than any other Syrian university. In 2010 it had 9,000 students. While no enrollment figures have been published more recently, conversations with the university's programmers in Beirut make it clear that it continues to draw an enormous number of students. For many of them, SVU is the only way to obtain an education in a country that in 2013 finds itself in the throes of one of the most brutal civil wars in recent history. SVU offers bachelor's and master's programs, concentrating particularly on law, economics and technology.

Virtual learning is also on the rise in countries that are not at war. It's all about a longstanding dream: education for all, everywhere – for poor people who live in remote villages, for the disabled and the sick. The popularity of online universities has increased dramatically over the last year or so. The new buzzword is MOOC – massive open online courses. According to a recent editorial in The New York Times, "Nothing has more potential to lift more people out of poverty." Great US universities such as Harvard, MIT and Stanford are at the forefront of this movement. The future of education is digital – and in Syria too. □

Compiled by Gabriela Bonin, Simon Brunner, Andreas Dietrich and Fritz Schaap.



Teach For All is a global network of national organizations working to expand educational opportunity in their countries. The organizations recruit promising future leaders to teach for two years in high-need schools and to work throughout their lives as leaders in the classroom, in education more broadly, and across all sectors to address the root causes of educational need.

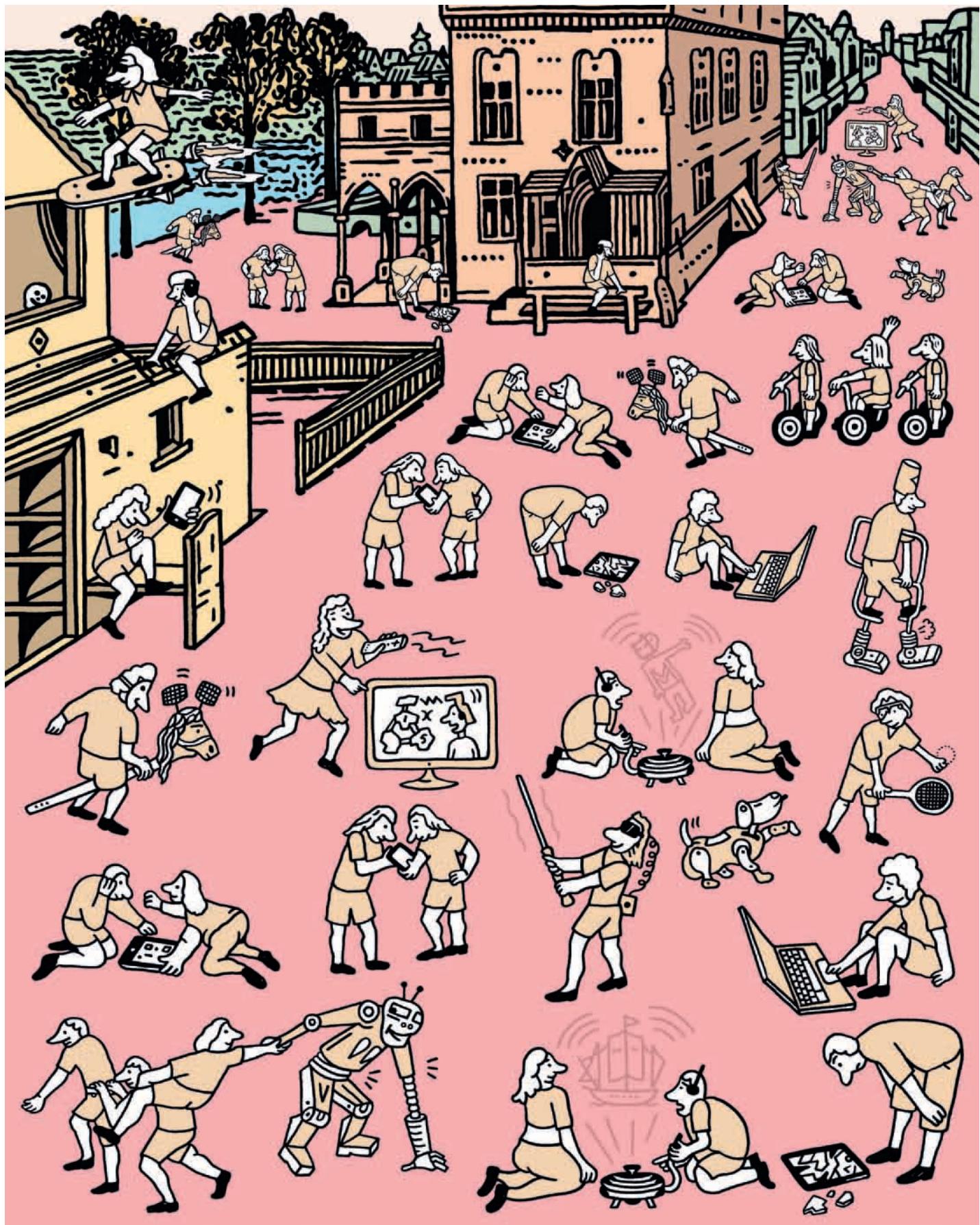
A classroom scene with students raising their hands.

Challenges to a quality education are similar around the world.

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Go, Go, Go



Jody Barton is an illustrator who lives in Canterbury, England. His work has appeared in Dazed & Confused, Vice, and the New York Times.



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