



ANKU COLLEGE MODEL UNITED NATIONS 2020

COMMITTEE: GA2-ECOFIN

ISSUE: Developing the access and the quality of education to prevent unemployment

STUDENT OFFICER: Alara Duru Karacabey

POSITION: President Chair



I am Alara Duru Karacabey and I am a senior in Anku College. I have been attending mun conferences for nearly 4 years now and it has been an incredible journey. ACMUN 2020 will be my 4th time chairing and 15th MUN experience in total. I started joining MUN's mostly because of my advisor at that time. However with my endless interest in politics, economics and mostly in international law. MUN conferences quickly became occasions that I cannot wait to be a part of.

In this years ACMUN, I will be serving as the president chair of GA2-ECOFIN Committee. I have been an executive board member, a student officer, a delegate, an advocate and a judge. I may say that I've seen pretty much everything from different perspectives. So I can ensure that I will be assisting you through the conference. I am always open to any kind of questions since I know that it may get hard being a delegate sometimes.

I am sure all of you will read the study guides at first and do your own researches with the help of the resources addressed down below. I hope you will be well-informed about the agendas that we will be discussing upon so that the committee flow will be better and we will have fruitful debates, beneficial outcomes. You may make your own decisions in the conference however I am sure that you will stick with your country's policies since this is a model of the United Nations itself. I am sure that you will improve your skills preferably both academically and socially throughout these 4 days.

Looking forward to meeting you.

Alara Duru KARACABEY (alarakaracabey@gmail.com)

INTRODUCTION

Education is a basic human right that everyone has. In addition which is protected not only under the Universal Declaration for Human Rights but also under the national

laws of many countries . Education sustains human values. It forms the foundation for learning and critical thinking. It makes the national development process fast.

In the 21st century it should have been a lot easier to have access to education due to the developing technology and easier communication. The UNESCO program Education for All, which as part of the Millennium Development Goals aims to provide free, universal access to primary schooling, has been successful in dramatically increasing enrollment. However still the official four-year graduation rate for students attending public colleges and universities is 33.3%. At private colleges and universities, the four-year graduation rate is 52.8%.

One third of the working age population in low- and middle-income countries lack the basic skills regards to the lack of education.

DEFINITION OF KEY TERMS

Literacy: Literacy solely means the ability of reading and writing. It is one of the basic essentials of an individual and it helps to build the structure of a society.

Numeracy: It is the ability to use basic mathematics in everyday life. It is as important as literacy since to be able to calculate basic things and therefore managing your own money matters in today's society.

Wage: A particular amount of money that is paid to a worker.

Unemployment: The situation that you are in when you have no job that provides money. It's a rising issue in this century. In addition it seems like it will be an issue for a long time since technology is causing many more people to get unemployed very easily.

OVERVIEW

The graphic down below is the ratios of youth unemployment throughout the stated years. As a matter of fact it is very obvious that it's been peaking for almost 20 years now. Solely lack of education and being unable to learn the fundamentals of working and labour led us to this point.



Foundational skills, such as literacy, provide critical scaffolding for young people and are a precondition for numeracy, problem solving, and socio-emotional skills. Helping young people develop these skills makes dramatic changes in the global economy. Unskilled workers are forced into unemployment or are stuck in unstable low-wage jobs that offer little career mobility or growth. As they age, they become increasingly vulnerable to job losses and labor market shocks.

The results are devastating on a national level as well. Low skills reduce labor force productivity and make investment less attractive, decreasing the transfer of technology and “know-how” from high-income countries. Low skills also maintain poverty and inequality because the private sector can’t flourish in a country that doesn’t have a skilled workforce to sustain it.

Broadly, there are three types of skills:

1. **Cognitive skills** include literacy and numeracy. They refer to the ability to understand complex ideas, adapt effectively to the environment, learn from experience, and reason.
2. **Socio-emotional skills** refer to the ability to navigate interpersonal and social situations effectively and include leadership, teamwork, self-control, and grit.
3. **Technical skills** refer to the acquired knowledge, expertise and interactions needed to perform a specific job, including the mastery of the materials, tools, or technologies.

The quality of education becomes a valid point on the agenda at this point. Education should not only source people with technical skills. Only having technical skills will not be enough to survive in the industry. In addition it will be hard for those who didn't had the chance to earn the aforementioned skills to narrow the gap. Which would cost companies and establishments to pull their limitations and expectations to a whole new level.

Main Difficulties On the Path to Better Education

Gender Inequality. There's abundant evidence that educating more girls leads to remarkable social, economic and health gains and it can do much to reduce youth unemployment. But, in spite of good progress over the last decade and a half, there are still about 61 million girls not in primary or lower-secondary school and two thirds of the world's illiterates are women.

Access. Government policies must promote equity in access to education and learning. Across the world, investments in education, from preschool through higher education, have high returns. The wage penalty for low literacy is nine percentage points in Colombia, Georgia and Ukraine, and 19 percentage points in Ghana. And the opposite is also true: In Brazil, graduates of vocational programs earn wages about 10 percent higher than those with general secondary school education.

Quality. Many young people attend schools without acquiring basic literacy skills, leaving them unable to compete in the job market. More than 80 percent of the entire working age population in Ghana and more than 60 percent in Kenya cannot infer simple information from relatively easy texts.

Early drop out. For every 100 students entering primary education, just 35 complete upper secondary school. Catching up later without foundational skills becomes nearly impossible. Indeed, evidence shows that second chance adult education programs have limited success and on-the-job training usually favors workers with more education and skills. Second-chance programs provide an important opportunity to get low-skilled youth back on track.

Cost. Whether a young adult has resources to continue training is a strong predictor of how much education he or she will pursue. In Brazil and the United States, the cost of postsecondary education is cited as a top reason for failing to continue in education and training. In many countries, social norms limiting women, minorities, and disenfranchised youth also contribute to the skills challenges.

Relevance. Technical and vocational education and training—which can last anywhere from six months to three years— can give young people, especially women, the skills to compete for better paying jobs. Nevertheless, a wide range of training programs exist, from teaching specific skills to sparking entrepreneurship and more needs to be done to ensure a relevant curriculum. Less than a third of training programs have positive results for earnings and employment and even those that are successful are costly, with returns that rarely justify the investment. Private sector partnerships and workplace training have been important in helping to create programs that match the needs of the labor market and teach critical skills.

Sustainable Development Goals

The 17 Sustainable Development Goals (SDGs) are the world's best plan to build a better world for people and our planet by 2030. Adopted by all United Nations Member States in 2015, the SDGs are a call for action by all countries - poor, rich and middle-income - to

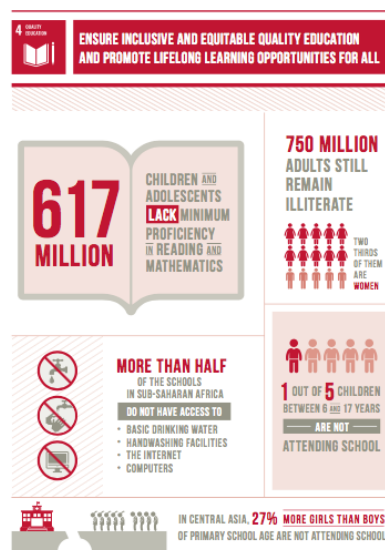
promote prosperity while protecting the environment. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, equality and job opportunities, while tackling climate change and working to preserve our ocean and forests.

Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost

half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.



Progress has also faced tough challenges in developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, the ongoing armed conflict has seen an increase in the proportion of children out of school. This is a worrying trend.

While sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain. Children from the poorest households are four times more likely to be out of school than those of the richest households. Disparities between

rural and urban areas also remain high.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education.

Sustainable Development Goal 8

Promote inclusive and sustainable economic growth, employment and decent work for all

Over the past 25 years the number of workers living in extreme poverty has declined dramatically, despite the long-lasting impact of the economic crisis of 2008/2009. In

developing countries, the middle class now makes up more than 34 percent of total employment – a number that has almost tripled between 1991 and 2015. However, as the global economy continues to recover we are seeing slower growth, widening inequalities and employment that is not expanding fast enough to keep up with the growing labour force. According to the International Labour Organization, more than 204 million people are unemployed in 2015.

The Sustainable Development Goals (SDGs) aim to encourage sustained economic growth by achieving higher levels of productivity and through technological innovation. Promoting policies that encourage entrepreneurship and job creation are key to this, as are effective measures to eradicate forced labour, slavery and human trafficking. With these targets in mind, the goal is to achieve full and productive employment, and decent work, for all women and men by 2030.

RELEVANT ACTORS AND BODIES:

United Nations Educational, Scientific and Cultural Organization (UNESCO)

It's declared purpose is to contribute to promoting international collaboration in education, sciences, and culture in order to increase universal respect for justice, the rule of law, and human rights. The organization focuses on providing education for all. With the stated aim, UNESCO actually managed to create dramatic developments on the agenda.

- **United Nations Literacy Decade (UNLD)**: The UN Literacy Decade expresses the collective will of the international community to promote a literate environment for all, girls and boys, women and men in both developing and developed countries.

The Decade was established for three reasons:

1. On a global scale, one in five adults cannot read nor write. According to the latest estimates, 776 million people are illiterate and two-thirds of these are women.
 2. Literacy is a human right. Basic education, within which literacy is the key learning tool, was recognised as a human right over 50 years ago, in the Universal Declaration of Human Rights. This right continues to be violated for a large proportion of humanity.
 3. Literacy efforts up to now have proved inadequate, at national and international levels. The Decade is an opportunity to make a sustained collective effort that will go beyond one-shot programs or campaigns.
- **Education For All (EFA)**: It is an international movement which led UNESCO to get informed about the needs and necessities on education for children and youth

The World Bank

The World Bank Group is one of the world's largest sources of funding and knowledge for developing countries. It's five institutions share a commitment to reducing poverty, increasing shared prosperity, and promoting sustainable development.

- **The World Bank's STEP Skills Measurement Program (STEP)**: It is the first ever initiative to measure skills in low and middle-income countries. It provides policy-relevant data to enable a better understanding of skill requirements in the labor market, backward linkages between skills acquisition and educational achievement, personality, and social background, and forward linkages between skills acquisition and living standards, reductions in inequality and poverty, social inclusion, and economic growth.

[International Labour Organization \(ILO\)](#)

- **Solutions for Youth Employment (S4YE)**: is a multi-stakeholder coalition among public sector, private sector, civil society actors, government officials, foundations, think tanks, and young people that aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work.

[The Education Commission](#)

The Education Commission is a global initiative encouraging greater progress on Sustainable Development Goal 4 – ensuring inclusive and quality education and promoting lifelong learning for all. The Commission is helping to create a pathway for reform and increased investment in education by mobilizing strong evidence and analysis while engaging with world leaders, policymakers, and researchers.

- **International Finance Facility**
- **Education Workforce Initiative**
- **Delivery Initiative**

TREATIES AND INITIATIVES:

- <https://undocs.org/en/A/RES/70/1> (Transforming our world: the 2030 Agenda for Sustainable Development) (25 September 2015)
- <https://undocs.org/en/A/RES/73/145> (Literacy for life: shaping future agendas) (17 December 2018)
- <https://undocs.org/en/A/RES/73/342> (International Labour Organization Centenary Declaration for the Future of Work) (16 September 2019)
- https://www.un.org/ga/search/view_doc.asp?symbol=A/70/472/Add.8&Lang=E (Sustainable development: United Nations Decade of Education for Sustainable Development) (14 December 2015)

USEFUL LINKS AND SOURCES

<https://www.ibrc.indiana.edu/ibr/2016/spring/article2.html>
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
<https://en.unesco.org/themes/education>
<https://www.forbes.com/sites/schoolboard/2017/08/11/how-education-can-solve-the-global-youth-unemployment-crisis/#31306a513bc6>
<https://ilostat.ilo.org/resources/statistical-briefs/>
<https://www.ilo.org/global/lang--en/index.htm>
<https://ciel.viu.ca/scholarly-teaching-practice/leading-teaching-and-learning/what-educational-development>

REFERENCES

- World Employment Social Outlook, International Labour Organization, 2019
- Education and Entrepreneurship to address Youth Unemployment in MENA Region , United Nations, 10-11 May 2017
- Using Education and Training to Prevent and Combat Youth Unemployment, Francis Kramarz and Martina Viarengo, March 2015