

A group of women and children in a rural setting, standing next to large white sacks and metal containers. The sacks are labeled 'PMA' and 'wfp.org'. The children are holding small bottles. The background shows palm trees and a thatched-roof building.

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I. Letter from the Secretary-General

Distinguished Participants and Esteemed Advisors,

It is with great honour and excitement that I welcome you all to the very first edition of IDATRAIN 2026. Every meaningful journey begins with a first step, and this year, we are proud to take that step together. IDATRAIN has been created with the vision of bringing young minds together in an environment where knowledge, experience, communication, and personal development can grow side by side.

In a world that is constantly changing, the ability to think critically, communicate effectively, collaborate with others, and approach challenges with confidence has never been more valuable. IDATRAIN aims to provide more than a training experience; it is an opportunity for participants to discover their strengths, challenge their perspectives, learn from one another, and develop skills that extend far beyond the classroom.

As the first edition of IDATRAIN, this event represents the beginning of a new chapter. We hope to create an atmosphere where every participant feels encouraged to ask questions, share ideas, make connections, and most importantly, embrace the learning process. Whether you are taking your first steps into this community or already have experience in academic and social activities, IDATRAIN welcomes you with the same purpose: to learn, grow, and inspire.

Throughout the programme, our academic and organisational teams have worked carefully to create an engaging and meaningful experience. Every session, activity, and discussion has been designed to encourage active participation and personal development while allowing you to connect with people who share your curiosity and ambition.

On behalf of the entire IDATRAIN 2026 academic and organisational teams, I would like to express my sincere gratitude to everyone who has contributed to bringing this first edition to life. What you are experiencing today is the result of countless hours of preparation, dedication, and teamwork, and we are truly honoured to begin this journey with you.

I hope that when IDATRAIN 2026 comes to an end, you leave not only with new knowledge and skills but also with new perspectives, meaningful connections, and the confidence to take your next step forward. As we open the first chapter of IDATRAIN together, I hope this will

be the beginning of a journey that continues to inspire, challenge, and empower many more young minds in the years to come.

Welcome to IDATRRAIN 2026. Let us make the first edition one to remember.

Sincerely,

Gökçe Boğa
Secretary General of IDATRRAIN 2026

II. Letter from the Under-Secretary-Generals

Dear distinguished delegates, advisors and staff,

Welcome to IDATRRAIN 2026!!!

My name is Kuzey Ersoy, and my name is Ahmet Yıldız. It's an honour to be a part of this conference as the Under-Secretary-Generals. We assure you that at the end of this year's conference, you will leave with tons of great memories and a great step forward for your professional life.

Model United Nations is not only representing your country; it's a chance to look into the world with another perspective, experience business life and get over some of the biggest problems of the world. IDATRRAIN's main goal is providing a safe, active and informative environment where delegates can discuss, collaborate with each other and, most importantly, learn. We encourage you delegates not to be afraid of raising your placards, defending your country and expressing your emotions and opinions about the issue. Think outside the box and score the goal.

None of this would be possible without the work of our Secretariat, committee directors, chairs and every person who has put in a lot of effort behind the scenes. Their love for what they do, their ideas and their determination have helped create the conference you're about to see, and we are very thankful for everything they have done.

We are absolutely thrilled for what we have in stock for you for IDATRRAIN '26. Until then, should you have any questions, please contact us via our website.

With love,

Kuzey Ersoy and Ahmet Yıldız

Under-Secretary-Generals of the Economic and Social Council

III. Introduction to the Committee: Economic and Social Council



The Economic and Social Council (ECOSOC) is one of the six organs in the United Nations Organization. The ECOSOC was established in 1945, following the end of the Second World War, in a period where there was a need to promote peace, stability and cooperation through social progress. ECOSOC may be seen as the change and adjust mechanism, as it was founded with the understanding that sustainable international peace depends not only on political security but also on economic development and social progress.

ECOSOC focuses on matters of development, social progress, human rights and international cooperation. In solving any problems, ECOSOC facilitates dialogue, cooperation and partnership between nations and international organizations. ECOSOC

plays a role in reducing poverty, improving living standards and creating sustainable societies. One of the most important parts of ECOSOC is the bridge role between the UN and rural areas, supporting the entrepreneurs in rural areas and post-war zones to maintain the peace environment again and stabilizing the socioeconomic crisis back to normal.

IV. Introduction to the Agenda Item: Combating Against Youth Unemployment

Youth unemployment is a critical global challenge that affects economic growth, social stability, and the future prospects of younger generations. Across different regions, many young people suffer from not being able to access decent employment, developing relevant skills, and establishing quality businesses. These challenges are further increased due to population growth, insufficient job creation, economic inequality, and mismatches between education systems and labor market demands.

The consequences of youth unemployment not only affect individuals and their families but also societies and economies as a whole. Limited access to decent employment can increase the risk of poverty, frustration, exhaustion, and social exclusion among young people.

Unemployment existing time has a correlation with the increased vulnerability to exploitation, criminal activity, social unrest, and harsh violations. At the same time, a lack of meaningful employment opportunities limits young people's ability to contribute to the development of their communities and economies. Addressing youth unemployment,

therefore, requires policies that promote decent work, skills development, entrepreneurship, and inclusive economic growth.

V. Key Terms

- **Active Labor Market Policies:** Government programs that help unemployed people find work or improve their employability.
- **Green Jobs:** Jobs that contribute to preserving or restoring the environment.
- **NEET:** Young people who are not in employment, education, or training.
- **Entrepreneurship:** The activity of creating, developing, and managing a business.
- **Artificial Intelligence:** Technology that enables computers or machines to perform tasks that normally require human intelligence.
- **Sustainability:** The ability to meet present needs without compromising the ability of future generations to meet their needs.
- **Upskilling:** The process of learning new skills or improving existing ones.
- **Internship:** A temporary position that provides practical work experience, usually for students or recent graduates.
- **Apprenticeship:** A training program that combines practical work experience with education.
- **Recession:** A significant decline in economic activity lasting for an extended period.

- **Scarring Effect:** The long-term negative impact of early-career unemployment on future earnings and job prospects.
- **Entry-level Jobs:** Positions that require little or no previous work experience and serve as the first step into the labour market for young people.
- **Underemployment:** A situation in which a person is employed in a job that requires lower skills or qualifications than they possess.
- **Skills Mismatch:** The gap between the skills provided by education systems and the skills demanded by employers.
- **Automation:** The use of technology, machines, and algorithms to perform tasks previously carried out by humans.
- **Reskilling:** The process of acquiring entirely new skills to adapt to different jobs or industries.
- **Gender Pay Gap:** The difference in average earnings between men and women for work of equal value.
- **Employment Discrimination:** Unfair treatment of individuals in hiring or at work based on race, ethnicity, gender, disability, sexual orientation, or socioeconomic background.
- **Algorithmic Bias:** The reproduction of existing prejudices by automated hiring systems trained on historical data.
- **Socioeconomic Inequality:** Unequal access to education, training, and employment opportunities based on a person's social and economic background.
- **School-to-work Transition:** The period during which young people move from education into the labour market.

VI. Overview of the Agenda Item

Youth unemployment refers to the labor force between the ages of 15 and 24 who are without any work, available for work, and actively seeking employment. Across the globe, youth unemployment rates are twice as high as general workforce unemployment rates, which poses a critical challenge to economic and social stability. Combating youth unemployment has been one of the biggest socioeconomic problems of the decade. Unemployment creates instability, an unsatisfied generation of people, illegal employment, and economic insecurity. In addition, the problem can limit young people's opportunities to develop their skills and contribute to their communities and economies. The agenda aims to address the driving causes, socioeconomic effects, the significance of education and skill development, and the opportunities in handling the issue.

A. Drivers of Youth Unemployment

Youth unemployment does not emerge from a single cause. Economic instability, technological change, educational inequalities, and social conditions all play a role in shaping young people's opportunities. To understand why so many young people struggle to find stable employment, it is necessary to look at these factors together rather than examining them in isolation.

1. Economic Trends and Recessions

When an economic crisis hits, young people are often the first to feel the pain. During economic times companies try to cut costs. One way they achieve this is by hiring workers and eliminating positions that don't require much experience, which young people don't have.

Even though a crisis passes usually after a small period, its effects last for years after it first hits. Economists call this the scarring effect. It means that if someone starts their career during a downturn, it can hurt their long-term prospects. Studies show that young people who begin working during a recession often end up earning less over time. They are also more likely to face unemployment later in life.



The COVID-19 pandemic is a great example of this. Even though many economies have started to recover, the situation for workers hasn't improved

much. The International Labour Organisation (ILO) reported that in 2023, 64.9 million people aged 15 to 24 were still out of work. That year the global youth unemployment rate reached 13 percent. In developing countries, the number of new jobs couldn't keep up with the number of young people joining the workforce.

2. The Rise of Automation

Technology has changed almost every part of modern life, and the working world is not an exception. Automation and artificial intelligence have created new opportunities, increased efficiency, and helped economic growth. However, this progress also creates some serious problems for young workers.

Many routine tasks that employees did before are now done by machines, algorithms, or automated systems. Jobs in retail, manufacturing, and administrative work have been especially affected. For many years, these jobs gave young people a chance to gain experience and improve practical skills. Today, many of these opportunities are starting to disappear.

This change has also created a gap between the skills employers need and the skills that many young people have.

Companies are increasingly looking for



workers with good digital skills, adaptability, and problem-solving abilities. According to the ILO, young people in developing economies have more difficulties because access to high-quality education and professional training is still limited.

3. Poverty and Socioeconomic Inequality

The social and economic background of an individual can strongly affect the opportunities they have. Young people who grow up in families with financial problems often face many difficulties before they even start to look for a job. Some have to leave school early to support their families, while others cannot access quality education or specialized training programs.

Students from high-income families often have better schools, private tutoring, and stronger professional connections. These advantages can make finding employment much easier. Young people from disadvantaged communities, on the other hand, usually have to face barriers that have been part of their lives for a long time.

When talented young people cannot access economic opportunities because of conditions they cannot control, societies lose valuable skills, creativity, and potential. Reducing these inequalities is necessary for creating stronger economies and more stable communities.

4. Gender Pay Gap

The problems experienced by young women in the labour market are both economic and structural. The gender pay gap is often discussed in relation to people who are already in the middle of their careers, but actually it can start from a person's first job. Globally, women

earn around 20 per cent less than men for work of equal value, and young women can face this difference from their first employment opportunity.

This wage gap cannot be explained only by differences in education. In many places, young women graduate from secondary schools



and universities at higher rates than young men, but they still face lower starting salaries and fewer career opportunities. They are also more represented in low-paid sectors such as care work, education, and hospitality.

Cultural expectations about unpaid care work also create another problem. Young women are often expected to take more responsibility for children, family members, and housework. Because of this, many women have to choose flexible, informal, or part-time jobs, which usually have lower salaries and fewer protections.

This first difference in salary can continue for many years and can affect women's financial independence and their opportunities later in life.

5. Employment Discrimination

Finding decent work can also be difficult because of discrimination. Young people can face discrimination because of their race, ethnicity, sexual orientation, disability, or socio-economic background. These problems can happen during recruitment, inside companies, or because of general attitudes in society.

In modern recruitment processes, discrimination is not always easy to see. Many companies now use automated hiring systems and algorithms to choose candidates. These systems can sometimes repeat the same biases that existed in the old hiring data.

Young workers from marginalized groups are also more likely to work in unstable or informal jobs, and they may not have enough social protection. Companies that make decisions based on prejudice prevent talented young people from entering the formal economy and also create more inequality. Discrimination also causes companies and economies to lose workers who have important skills and abilities.

6. Artificial Intelligence and the Future of Human Labor

Artificial intelligence and generative technologies are changing the nature of work very quickly. In the past, technology usually replaced physical or repetitive jobs. Today, artificial intelligence is able to do cognitive, analytical, and creative tasks that were once seen as something only humans could do.

For young people who are searching for their first job, this creates both opportunities and problems. On one hand, artificial intelligence can increase productivity and create new digital

industries. On the other hand, it can reduce some traditional entry-level jobs such as junior



research, basic coding, administrative assistance, and content creation.

These positions were important because they helped young people to enter professional life and gain experience. If these jobs disappear, young workers may need experience before they even have a chance to gain it.

Employers are also asking for more advanced skills such as critical thinking, communication, negotiation, and digital skills. This situation can create more inequality because not every young person has access to good technology, education, or training.

The solution is not to stop artificial intelligence. Technology will continue to develop. The important thing is to use it in a way that supports human workers instead of completely replacing them. This is especially important for young people who are trying to enter the labor market for the first time.

B. Socioeconomic Effects of Youth Unemployment

1. Economic Consequences

Youth unemployment can become a generational problem, as prolonged difficulties in entering the labor market can have lasting consequences for individuals and economies. Young people represent an important part of the current and future workforce, and limited

opportunities to gain employment and professional experience can hinder their career development and reduce their long-term economic participation.

Even when the social consequences of youth unemployment are set aside, its economic impact extends far beyond individual income loss. Prolonged unemployment can result in a loss of human capital and reduce overall economic productivity. When young people are unable to enter the labor market during the crucial early stages of their careers, economies may lose valuable skills, experience, and productive potential.

At the macroeconomic level, high youth unemployment can prevent economies from operating at their full potential, resulting in lower economic output and slower GDP growth. It can also place additional pressure on public finances, as governments may face higher social protection expenditures while simultaneously receiving less tax revenue from a smaller employed workforce.

2. Youth Alienation and Social Unrest

Youth unemployment creates a huge social problem. When young people can't get work, they might face money problems, feel upset, and lose hope for what's coming next. As time goes on, being out of work can make young people feel like they don't belong. They might think they are not part of society and that they have no say in what happens to them. This feeling of being left out

can get worse when they see unfairness and a lack of opportunities around them.

Youth loneliness and not having a job can also cause problems in the community. When young people feel

like no one is listening, they get upset and can't reach their goals. Some might show their



anger by going to protests, taking part in demonstrations, or doing kinds of fighting. High levels of people without jobs can make society more tense and make things less safe. Young people also have the potential to be a good force for change if they are given

a chance to be part of society.

3. Emigration and Brain Drain

Youth unemployment is a serious issue that causes many young people to leave their home countries, especially in those places where there are not many job opportunities. Many educated and skilled individuals may choose to go to another country in order to obtain better jobs, earn more money, and lead a better life. Although it may be advantageous for the individual to move to a different country, it can cause trouble for the country they are leaving.

When professionals from a country, such as doctors, engineers, teachers, and researchers, are lost to other countries, this is known as brain drain. Consequently, the country will fail to develop quickly and will end up losing valuable people. It is possible, however, for people who have moved to another country to assist their families in their home country by sending them money, and they might even return to help their home country at some stage. It is extremely important to reduce youth unemployment in order to prevent people from leaving their homes when they have no reason to do so. By creating jobs, improving working conditions, and supporting young professionals, we can encourage qualified young people to remain in their home countries and develop their lives there.

Since youth unemployment and brain drain are problems that need to be tackled, countries must take steps to retain their young people.

C. Education and Skill Development

1. Expansion of Higher Education

Over the past few decades, participation in higher education has increased very quickly around the world. More young people than before are graduating from universities and other higher education institutions because many people believe that having a degree is one of the most important ways to find a secure and stable career.

However, this big expansion has also created an unexpected problem in the labour market. While higher education has become more accessible, the increasing number of graduates has created much more competition for a limited number of professional jobs. In many developed

and developing countries, the number of university graduates is higher than the number of high-skilled jobs that are available.

Because of this, many young graduates cannot find a job which matches with their education level. Some of them have to accept positions that require fewer qualifications than they actually have. This situation is known as underemployment, and it can cause frustration among young people who spent many years completing their education but still cannot find a suitable job.

2. Growing Demand for Upskilling

The modern workplace is changing fast because of new technology and new ways of doing business. In the past, people finished school at an age and then used the same set of skills for the rest of their work life. That idea is no longer true. Technology, software, and ways of working can shift in a time. Because of this, employers are looking more for workers who can learn skills and adjust to change. Young people who start in the job market may see that a university degree alone is not enough. To keep up, workers must sharpen their skills continuously. This process is often called upskilling or reskilling. Young workers can take classes, earn professional certificates, join digital training programs, or pursue other vocational learning to grow new abilities and meet changing job needs. Not every young



person gets the same chance. Training can be costly, may not be offered in some areas, or may be hard to reach because of tech and resources. That creates a gap between workers who can level up and those who cannot. Therefore, governments, schools and employers must back easy lifelong learning options. By helping young people build skills throughout

their careers we can make it simpler for young people to fit into a shifting job market and boost their odds of finding steady work.

3. School-to-Work Transition: Internships and Apprenticeships

The move from school to the job world can be a hard time for young people. Many graduates finish their studies with theory, yet they may have almost no hands-on experience. This causes a problem because employers usually look for candidates who already have some working experience.

Internships and apprenticeships can help young people to solve this problem. They give students a chance to see a workplace to learn practical skills and to see how professional settings really work. They also help young people to build connections that may be useful when young people look for a full-time job.

Internships are not always available to everyone. Some internships pay nothing. Pay very little, which means that young people from low-income families may not be able to join them. Those young people may have to take a paid job or an internship to gain experience.

Another issue is that some companies use interns as labour instead of giving them real training. If an internship offers simple tasks and does not teach useful skills, it may not help a young person's career very much.

For this reason governments, schools, and companies should team up to create internship and apprenticeship programs. These programs should give people real experience, fair working conditions, and skills that will help young people enter the labor market more easily.

4. Education and Labor Market Skills Mismatch

One of the important causes of youth unemployment is the difference between what students learn in school and what employers actually need. This problem is generally called a skills mismatch.



In many education systems, students spend a lot of time learning theoretical information but have fewer opportunities to develop practical skills. When they graduate, they may have good academic knowledge, but they do not always know how to use this

knowledge in a real working environment.

At the same time, employers are increasingly asking for skills such as digital literacy, communication, teamwork, problem-solving, and adaptability. Some young people may not have enough experience in these areas because schools do not always focus on them enough.

This creates a strange situation where companies say they cannot find qualified workers, while at the same time many young people are unemployed and searching for a job. The problem is not always that young people have no education, but sometimes their education does not match with the needs of the labor market.

The skills mismatch can be even more serious in developing countries where schools may have limited technology, outdated teaching materials, or fewer connections with private companies. Because of this, students may graduate with skills that are not very useful for the jobs that are currently available.

To reduce this problem, education systems need to communicate more with employers and update their programs more regularly. Schools should also give students more opportunities for practical learning, digital education, and career guidance so they can be better prepared for the real demands of working life.

D. Approaches to Expanding Youth Employment

1. International Cooperation to Expand Youth Employment Opportunities

Youth unemployment is an issue that affects countries across the world, and it cannot be overcome by one country acting alone. All countries face different challenges when it comes to employment, education, and economic opportunities, which is why collective thinking and successful approaches can be extremely valuable. Countries can learn from each other and work together to create better opportunities for the youth.



International organizations play an important role by encouraging countries with funding, resources, and expertise. Cooperation between governments, businesses, schools, and international organizations helps create more internships, apprenticeships, vocational training programs, and opportunities for young entrepreneurs. These

initiatives can give young people practical skills and experience, making it easier for them to enter the workforce.

The EU established the Erasmus program in 1987 and invested in the youth. The main idea of the program is giving a chance to the youth to prove themselves with a project in another country.

As being a part of the EU, Germany's Dual Vocational Training System brings together the government, school, and business to provide quality experiences. Young people receive school education while gaining experiences to improve their employment chances.

It is also important to ensure that these opportunities are available to young people from distinct backgrounds, rather than only the more financially advantaged part of the population. With international cooperation and investing in young people, countries can not only reduce unemployment but also help create more stable economies and societies. Giving young people the chance to build a career and become financially independent would have a long-term positive impact on both individuals and the global community.

2. Employment Protection and Active Labor Market Policies

Active labor market policies are aimed at improving the labor market integration of individuals. They encompass a wide array of policy interventions aimed at providing assistance and incentives for people to look actively for jobs. They include measures such as providing public employment during periods of economic hardship, training and preparing workers for the labor market, supporting individuals in starting their own business, providing financial incentives for the hiring of workers and for job retention, and giving advice and assistance with labor market matching. A common objective of ALMPs is to enable beneficiaries to access jobs of better quality, with higher wages, and also to offer better career prospects. Active labor market policies comprise employment intermediation services, labor market training, entrepreneurship and self-employment support, employment subsidies, and public employment programs.

Priority areas within active labor market policies and employment services include:

- 1- Innovative approaches and modernization of employment services with a focus on digitalization of services and delivery.
- 2- Capacity development, both upstream and downstream, to ensure a conducive policy and legal framework, along with effective design and delivery of integrated services.
- 3- Emphasizing the vital role that both public and private employment services play in strengthening labor market systems and promoting cooperation and partnership working among them.

4- The promotion of integrated delivery of measures, including integration of active labor market policies and social support policies and programs to ensure coherence and effectiveness of interventions, especially for those facing multiple barriers to employment.

5- Supporting transparency in the labor market through strengthening of data collection and analysis systems and methodologies and tools for the evaluation of employment services and active labor market policies.

6- Supporting inclusiveness in the labor market through effective profiling and service segmentation and customization in the design and implementation of active labor market policies.

7- Supporting enhancement of the agility and resilience of the labor market systems while also securing the importance of active labor market policies in national priorities in employment policies.

3. Creating Suitable Job Opportunities in Developing Countries and Rural Areas

There are 1.2 billion young people aged 15 to 24 today, making it the largest young generation of all time. Youngsters make up the largest part of the population in many developing countries, particularly in sub-Saharan Africa and South Asia, where most of them live in rural areas. The numbers are still on the rise even with urbanization going on. To address rural youth unemployment, it is crucial to focus on creating new job opportunities as well as improving existing ones. The majority of working youths are poor, vulnerable, and underemployed. They mainly work menial jobs, often in the informal sector. An estimated 440 million young people will enter African rural labor markets by 2030. It will be essential to stimulate the demand for labor, especially for rural labor, as well as to enhance labor market services.

More employment of male and female rural workers is necessary to achieve per capita income increases.

Rural electrification represents a significant opportunity for rural development and job creation. According to various research studies, particularly



in Côte d'Ivoire and Nigeria, rural electrification programs can lead to employment growth ranging from 6% to 10% for rural populations. But the benefits go further, particularly for women. Access to electricity can lead to a substantial reduction in the time spent on household tasks. This time-saving can be reallocated to paid work in various sectors, such as farming and other non-farm industries, leading to increased income and empowerment for women. The benefits of targeted investment are not merely theoretical.

Senegal's "Plan Sénégal Émergent (PSE)" is a practical example of a successful national program of integrated public investments. This approach has resulted in a significant reduction in unemployment rates, especially for youth and women. The program has led to the creation of between 121,000 and 397,000 jobs, with more than half of them (53-73%) occupied by women. These findings underscore the need for other countries in the region to consider similar strategic investment frameworks. By focusing on sectors such as energy and education, nations can create sustainable job opportunities in rural areas, balancing growth between urban and rural regions. Public investments in rural areas are an effective means of creating employment opportunities and fostering growth. Rural electrification, in particular, is a pathway for overall rural development. Further, designing and implementing a national strategic investment framework that focuses on rural areas could be a decisive step toward sustainable development. Such a targeted approach would address existing imbalances and ensure that progress is shared across both urban and rural communities.

4. Promoting Youth Entrepreneurship

Demographic pressure and the youth bulge in the developing world pose a major employment challenge. This situation is exacerbated by insufficient job creation, scarce formal wage employment opportunities, and vulnerability in the workplace. For these reasons, fostering youth entrepreneurship has gained importance in the global and national development policy agenda. As economies around the world strive to recover from various challenges, youth entrepreneurship has emerged as a critical element in enhancing economic competitiveness, fostering innovation, and promoting regional development.

The importance of nurturing entrepreneurial skills among the youth cannot be overstated, as young entrepreneurs bring fresh ideas, innovative solutions, and a dynamic approach to business that can significantly contribute to economic growth. Many countries have increasingly recognized this potential and are investing in programs and initiatives aimed at encouraging young people to start their own businesses. These efforts are not only about job creation but also about empowering the youth to take control of their economic destinies, thereby reducing dependency on traditional employment sectors that may no longer offer the same stability or growth opportunities.

Social entrepreneurship can contribute to sustainable and inclusive job creation.

Unemployment among youth represents one of the greatest global challenges. Recent estimates suggest that 600 million jobs would have to be created in the next 15 years to address this challenge. In addition, it is estimated that 96.8 percent of all young workers in

developing countries are in the informal economy. Also, low youth unemployment rates may mask poor job quality, especially in developing countries. Lastly, the global NEET rate (the proportion of youth neither in employment, education, or training) has remained stubbornly high in the last 15 years and now stands at 30 percent of young women and 13 percent of young men worldwide. Until structural barriers are removed, implementing employment-based interventions targeting young people may just fuel greater frustration. Hence, under the proper conditions, social entrepreneurship can offer youth an avenue to explore in the quest for sustainable employment.

5. Digital Skills and Green Jobs

The digital revolution has brought about unprecedented changes in how businesses operate, compete, and innovate. Technologies such as artificial intelligence, the Internet of Things (IoT), big data, and cloud computing are reshaping industries, making operations more efficient, cost-effective, and customer-centric. However, with these advancements comes a significant skills gap. Many businesses are struggling to find professionals equipped with the necessary digital skills to harness these technologies effectively.



Concurrently, there is an escalating urgency for industries to adopt sustainable practices. Climate change, resource depletion, and environmental degradation are pressing issues that require immediate action. Companies are increasingly being held accountable for their environmental impact,

not only by regulators but also by consumers and investors who demand transparency and sustainability. Integrating digital skills with green practices offers a powerful solution to these challenges.

Digital technologies can drive sustainability efforts by optimizing resource use, reducing waste, and lowering carbon footprints. For instance, IoT sensors can monitor energy consumption in real-time, AI can predict and mitigate environmental risks, and blockchain can ensure supply chain transparency and sustainability.

Extreme weather, global heatwaves, and depletion of natural resources have pushed the need to speed up the transition to a greener economy to the forefront of the policy debate. Ensuring

a more sustainable world for current and future generations is now more than ever a priority. Policies fostering greener growth will trigger changes in the labor market with potential job creation in sectors such as renewable energy, organic agriculture, and recycling of waste products, but also job losses in emission-intensive industries. They also lead to considerable changes in skill requirements, both as a result of the emergence of new occupations and changes in skill needs in existing occupations. Even jobs in sectors not directly affected by the green transition need to incorporate relevant transversal skills such as environmental awareness and sustainability. Policymakers need to foster the move towards a cleaner economy and limit the personal cost for workers who will have to transition into new jobs or acquire new skills to stay in their jobs. Thus, investing in skills policies to help businesses and workers is essential.

VII. Previous Actions Taken to Address the Issues

European Government Youth Guarantee 2013

After the 2008 economic crisis, many EU member states faced high youth unemployment rates. In 2013, almost one in four young people under 25 were unemployed in the EU (24.4%), with rates as high as 58.4% and 55.7% in Greece and Spain, respectively. To reduce the number of those not in education, employment, or training (NEETs), in 2013 the Council of the European Union adopted a recommendation to ensure that all young people under 25 received a good-quality offer of employment, continuing education, apprenticeship, or traineeship within four months of leaving formal education or becoming unemployed. In response to the COVID-19 pandemic, the recommendation was reinforced in 2020 (the reinforced Youth Guarantee or RYG), extending the age group to 15-29-year-olds. The European Pillar of Social Rights Action Plan includes an objective to decrease the rate of NEETs from 12.6% in 2019 to 9% by 2030 by improving their employment prospects.

The Youth Guarantee has created opportunities for young people and acted as a powerful driver for structural reforms and innovation. As a result, most public employment services (PES) have improved and expanded their services for young people. Evidence suggests that the Youth Guarantee has had a major transformative effect. Both the number of NEETs and youth unemployment have dropped significantly since the start of the Youth Guarantee in 2013. Altogether, more than 63 million young people started an offer of employment, continued education, apprenticeships, and traineeships thanks to the Youth Guarantee schemes. However, significant action is still necessary in order to reach all young people in need of support.

Skill India Mission 2015

In 2015, Indian Prime Minister Narendra Modi launched the Skill India Mission, which was in accordance with his vision to help India become ‘Aatmanirbhar’ (self-reliant). This initiative was aimed at creating and implementing comprehensive skill development training

programmes that would help bridge the gap between industry demands and skill requirements and therefore develop the country at large.

The Skill India programmes comprised implementing curriculum-based skill training courses, wherein trainees would gain certifications and endorsements from industry-recognised learning centres. The mission also involved incorporating skill-based learning in the school curriculum, creating opportunities for both long- and short-term skill training and employment.



With India being a ‘young’ country due to its 75% working-age population, the development of a skilled and educated workforce will play a significant role in enhancing its overall economy.

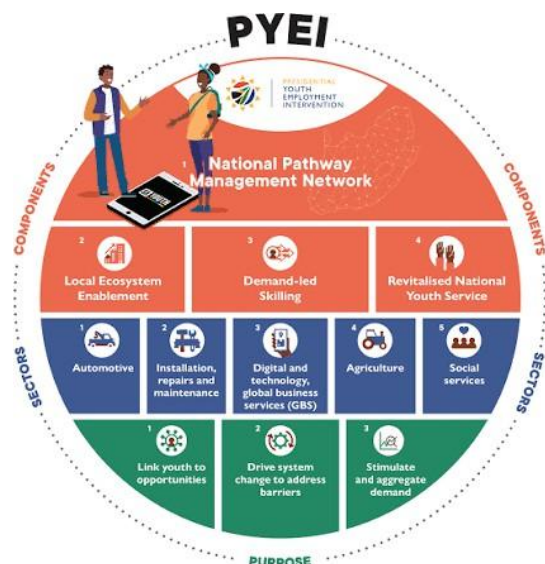
According to the International Labour Organisation (ILO), India is likely to face a shortage of 29 million skilled personnel by 2030. It’s predicted that if India does not take timely actions such as investing in new technologies or building industry-required skills, the skill deficit could cost the country US\$ 1.97 trillion in terms of gross domestic product (GDP) over the next decade. With the ‘Skill India Mission’, the Indian government aims to develop those practical skills which are required by the industry and therefore improve the employment rate in the country.

Since its implementation, the mission has helped boost employment. India’s unemployment rate fell to 5.2% in July 2025 from 5.6% in June 2025, according to the Periodic Labour Force Survey (PLFS) by MoSPI, indicating a positive trend in employment. Employability among Indian graduates under Skill India has improved to 54.81% as per the India Skills Report 2025, reflecting a clear positive impact on workforce readiness due to the mission’s training efforts across sectors like manufacturing, IT, services, and construction.

South Africa Presidential Youth Employment Intervention (PYEI) 2020

The Presidential Youth Employment Intervention (PYEI) was launched in response to South Africa's job crisis and forms an integral part of the government's post-COVID-19 recovery agenda. The intervention focuses on youth, as this demographic was the hardest hit by the pandemic. According to the World Bank, the pandemic worsened unemployment among

young adults and is twice as high among young people as among older age groups. "Among 15–24-year-olds, 63% are unemployed and looking for work, whereas among 25–34-year-olds, this rate reaches 41%."



PYEI is a multi-sector action plan working to address South Africa's chronic youth unemployment challenge. It seeks to increase the number of earning opportunities created for youth and includes a range of priority actions to boost youth employment. The intervention forms part of the Presidential Employment Stimulus (PES), which is the country's largest public employment program. PES was launched in response to the devastating impact

of the COVID-19 pandemic on employment. Since its inception in 2020, the Presidential Youth Employment Initiative (PYEI) has exceeded its target of reaching 5 million young people and has provided 1.5 million earning opportunities.

Kenya Youth Employment and Opportunities Project (KYEOP) 2016

Kenya, where nearly 80 percent of the population is under the age of 35, was facing a growing employment crisis that demands urgent action. The vast majority of the country's youth work in the informal sector, often in low-quality jobs that offer limited security, poor pay, and little room for advancement. These constraints were especially acute for young women and for those living in arid, semi-arid, and refugee-hosting areas, where infrastructure gaps, climate challenges, and economic marginalization converge. Recognizing this, the Government of Kenya, with support from the World Bank and research contributions from institutions such as the International Centre for Evaluation and Development (ICED) and Innovations for Poverty Action (IPA), launched the Kenya Youth Employment and Opportunities Project (KYEOP). Backed by \$150 million in funding, KYEOP set out to break down the barriers to youth employment by delivering an integrated program that combined life skills, technical training, entrepreneurship support, and labor market intermediation.

The project has reached 310,889 beneficiaries, 50% of them female, including 3% of youth living with disabilities. This includes 133,453 through skilling interventions and business

support. About 86% of youth earned a wage or were self-employed; 20% of those employed prior to the interventions saw an increase in income; and 48% of the recipients of business support interventions created jobs for others. In addition, 50 new trade testing standards have been developed by Kenya's National Industrial Training Authority, covering a variety of relevant and emerging labour market occupations.



VIII. Points That a Resolution Should Cover

- 1.** What measures should be taken to protect young people from the effects of economic recessions and periods of economic instability?
- 2.** How to prepare young people for job displacement caused by automation and the increasing usage of artificial intelligence?
- 3.** What policies can be introduced to reduce the gender pay gap and promote equal opportunities for young people?
- 4.** How can employment discrimination against young people be reduced in recruitment and the workplace?
- 5.** What role should internships, apprenticeships, and traineeships have in helping youth transition from education to employment?
- 6.** How can education systems be adapted to meet the changing demands of the labour market and reduce skills mismatches?
- 7.** How can Active Labour Market Policies be used to help young people find stable employment?
- 8.** How can international cooperation help countries share successful youth-employment policies, resources, and expertise?
- 9.** What measures can be taken to reduce the negative social consequences of youth unemployment, including alienation, social unrest, emigration, and brain drain?
- 10.** What opportunities can the transition towards a green economy create for young workers, and what skills will they need to access these jobs?
- 11.** How can international cooperation help countries share successful youth-employment policies, resources, and expertise?
- 12.** How can young people be equipped with the digital skills necessary to participate in an increasingly technology-driven labor market?
- 13.** What financial mechanisms can be established to help developing countries expand their youth employment programs?
- 14.** How should the effectiveness of youth employment policies be monitored and evaluated to ensure that they produce long-term results?

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