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14th Session

Agenda Item: B

**Realizing the Rights of all Children and Adolescents
Improving the Quality of Education for all Children and Adolescents
Promoting Life Skills Education and Vocational Training**

The United Nations Children's Fund Executive Board,

Being aware about the denial of the possibility for youth and adolescents of any gender to have a vocational education depending on their abilities and talents,

Concerned of the lack of resources and inefficient training of vocational teachers in developing Member States, in spite of the efforts for local governments that no major changes have been realized,

Recognizing the fact that children and adolescents in rural areas easily drop out from school and start working at early ages,

Aware that illiteracy between children is a huge problem as it was estimated that globally only a third of 10-year-olds can read and write a simple story,

Considering that 617 million children and adolescents in the world lack minimum proficiency levels in literacy and numeracy skills, according to the United Nations Scientific and Cultural Organization Institute for Statistics in 2017 due to lack of funding support for tools, facilities, and teachers,

Deeply concerned about the lack of classrooms in the institute for life skill education and vocational training which causes students to give little attention about education,

Deeply concerned about the lack of training systems for teachers on science, technology, engineering, and mathematics (STEM) education to achieve Sustainable Development Goal 4, which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all and also alarmed about the lesser opportunities for children including girls and those who face problems such as conflicts in early age to learn equally in STEM fields,

Realizing the lack of digital devices for children in education and the financial difficulties of providing adequate technology to children in many Member States, especially developing Member States which having a problem of not managing to increase budgets

sufficiently, according to United Nations Educational, Scientific and Cultural Organization (UNESCO) to enhance STEM education,

Noticing that some of the G7 countries have a law which provides all employees an educational leave for improving and learning skills where the leave is paid by the employers,

Recognizing the fact that teachers and trainers are asked to adopt the new learning processes of Technical and Vocational Education and Training (TVET), which includes Artificial Intelligence, software, and digital facilities for the digital transitioned society after the COVID-19 pandemic,

1. *Recommends* all Member States to raise awareness of the values of vocational education for children and youth among families and rural communities in order to create a greater impact on talented students by giving them specialized guidance for their development;
2. *Recommends* all Member States to collaborate with international organizations such as UNICEF and UNESCO in order to introduce curricula of fundamental skills which includes four dimension skills required in children's future occupations in primary schools in order to make sure that every child acquires these skills, by:
 - a. Training teachers to be able to teach children fundamental skills so that they can learn decent fundamental skills;
 - b. Providing "21st century skills", which include critical thinking, problem-solving, and digital skills manual for all teachers and students;
 - c. Creating online platforms to share and exchange experiences and to ask questions between teachers from different schools and is especially useful for teachers in rural places;
3. *Calls upon* developed Member States to create one organization under UNICEF for regulating and creating new methods of vocational teaching and better training for teachers to help developing Member States to establish a solid teaching program by:
 - a. Supervising the implementation of the new methods of vocational training and reporting the advancement of the program in all developing Member States;
 - b. Suggesting the Aid Education and Development Foundation to be co-founder of the institution in charge of the education of adolescent youths;
4. *Encourages* corporations of all Member States to introduce annual skills training systems in order to make sure all employees can obtain decent skills of working which is effective for young workers who dropped out school early and those who could not attend to school by:

- a. Increasing one-to-one mentor supporting services between employers and employees to monitor progresses of their skills;
 - b. Supporting Skills Development Fund and set the levy-exemption approach for companies which do not implement the training system, and the Skills Development Fund;
5. *Suggests* Member States which in people have lower fundamental skills such as literacy that all children start education earlier through mandatory primary school at least at the age of preschool by:
 - a. Providing more pre-schools to educate earlier for educated skills;
 - b. Providing fun and playful materials which children and their families could use for home education before children reach primary school age;
6. *Recommends* Member States support migrants who cannot access public schools and job opportunities due to the lack of language skills and cultural understanding to increase their employability by building language schools and collaborating with United Nations High Commissioner for Refugees with:
 - a. Providing support from teachers who speak languages that migrants speak which makes the communication between the speaker and listener become easier;
 - b. Providing educational materials that are written in languages that migrants use for migrants to understand them;
7. *Recommends* the Organisation for Economic Co-operation and Development Member States to enhance a financial system by 2030 which is the goal year of Sustainable Development Goals by:
 - a. Increasing the fund for providing the number of tools such as pencils, laptops, textbooks, and facilities;
 - b. Supporting facilities in rural area in developing Member States where there is few schools;
 - c. Training teachers who can deliver essential life skills to include numeracy and literacy in the lessons;
8. *Requests* Member States to build digital classrooms for students to learn life skills education and vocational training efficiently instead of going to school by:
 - a. Providing reused computers and projectors for the classrooms;
 - b. Collaborating with local companies and Non Governmental Organizations to install solar panels to access electricity;

9. *Recommends* all Member States to create task forces to train teachers on STEM education to enhance high quality STEM education for children by:
 - a. Creating a training program in which teachers in STEM fields teach other teachers knowledge and how to educate children in these fields;
 - b. Holding a workshop to promote awareness of the importance of STEM education for governments and teachers to conduct high quality classes at schools;
 - c. Motivating children especially girls to learn by telling them various ways they can be active in the STEM field, based on actual successful examples around the world;
10. *Requests* developed Member States to fulfill the environment of STEM education in schools for all children to have access to learn digital skills in the developing Member States without paying additional money over their budgets by:
 - a. Aiding funds through foundations which work to support educational development in developing Member States worldwide, such as International Monetary Funding to purchase digital devices;
 - b. Recycling no-more-used digital devices and sending them to developing Member States;
11. *Recommends* all Member States to provide all employees additional 3 days annually of paid education vacation, which they can use for individual life skills or vocational training education as there are early school dropouts who would otherwise suffer the lack of important education:
 - a. Highlighting the importance especially for adolescents who leave school early and therefore did not get enough skills to meet job requirements;
 - b. Providing education vacation that should be used to learn individually important and fundamental life skills such as classes for personal growth, languages or everyday skills like cooking and other content not determined by the employer;
12. *Encourages* more provision for the training of skilled and knowledge experts or trainers from developed Member States or worldwide levels institutions such as International Labour Organization and World Bank through holding TVET workshops offline or online by cooperating with public and private sector organizations.