



ZENITH

MARMARAMUN'26

UNDP

Agenda Item

Supporting Education and Workforce Development in
Countries with Unstable Conditions

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10th Anniversary

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1. Letter from the Secretariat

Dear Participants,

On behalf of the Secretariat and Organization Team, it is my great pleasure to welcome you to MarmaraMUN'26 Zenith. Following last year's pursuit of perfection, we now gather at the Zenith, the highest point, symbolizing our collective ambition in the 10th year anniversary of MarmaraMUN Society. As the Secretary General of the MarmaraMUN'26 Zenith and the Club President of the MarmaraMUN Society I am very pleased to host you at our university'

Zenith means the highest point, it comes from astronomy, where it describes the highest point in an arc traveled by a star or a planet or another celestial body. The sun reaches its Zenith when it is as high in the sky as it is going to go on that day. MarmaraMUN always represent the highest point, now we are putting a milestone for the MUN Community. You will gain experience from the best of the business in our country, almost every single one of our board members have secretariat experiences and they contributed to the community for years. This statement also goes for our organization team and its members. You will debate, meet qualified people and of course, have fun. Our carefully selected committees and agendas promise an exceptional academic experience. I invite you to speak with courage, think openly, and engage with respect. Every single individual present in the conference is hand-picked from 1500+ applicants, so make it count and use the opportunity wisely. At the end of the day MarmaraMUN'26 Zenith is where ideas rise, friendships form, and legacies begin.

Welcome to MarmaraMUN'26 Zenith and be prepared to strive for perfection.

Sincerely,

Korcan Musa KARAŞAHİN

Secretary General of MarmaraMUN'26 Zenith

3. INTRODUCTION

a) United Nations

The United Nations (UN) is an international organization founded in 1945. Currently with 193 members which makes it one of the most remarkable international organizations in the world. The organization's main purpose is to achieve international co-operation in solving global problems which consists of conflicts, poverty and inequality.

The United Nations provides a platform where member states cooperate in order to discuss and identify primary global issues such as education and development. Over its bodies, the organization works to maintain peace, security, social development, economic support and such. Overall, the United Nations is responsible for a deciding role in finding peace.

b) United Nations Development Programme (UNDP)

The United Nations Development Programme (UNDP) is the lead agency of the United Nations for international development. The establishment of the program was a significant step which made it possible to coordinate member states under an organization.

UNDP plays a leading role in helping countries to achieve Sustainable Development Goals(SDGs). UNDP supports countries in order to integrate the SDGs accordingly into their national development purposes and policies by providing technical specialization, funding and data analysis to help governments reach an effective solution.

Furthermore, UNDP advances innovation and fosters partnership to accelerate progress towards the SDGs. The organization collaborates with non-governmental organizations (NGOs), private sector and local communities to develop innovative solutions that are designed to empower vulnerable populations. By prioritizing long-term and sustainable impacts, UNDP supports countries throughout their current and future challenges.

c) Agenda Item: Supporting Education and Workforce Development in Countries With Unstable Conditions

Education and workforce development both have demanding roles in sustainable growth and stability however they face and cause different challenges in every country which differs according to the country's politics, conflicts and crisis.

Access to education is a must for humans to develop and achieve social stability. Especially in countries who are affected by the conflicts, economic and political crisis accessibility to education is nearly impossible. With that the youth of the country is left behind without knowledge to improve both themselves and the country. In the current crisis, ensuring the possibility and continuity of education is a big challenge that needs to be addressed for UNDP.

Workforce development is one of the key missions of UNDP, alongside education. Conflicts, crises, politics and economics affect and make the countries face numerous

challenges in developing the workforce. Mostly in developing countries, unemployment, limits and such intensifies the social tension. UNDP works on helping countries improve their development by providing education based programs, training and funds.

To conclude, education and workforce development enable countries to recover from instability and promote sustainable development.

4. Historical Background

a. Education for Young Generation

Since the day of establishment, UNDP has worked to ensure education by giving equitable access to education for the young generation, improving the quality of the system and fostering lifelong education, especially the youth. UNDP is well aware that the cost of the inequality is more than a lost opportunity, it is lost potential. Historically, whilst the crisis all over the world such as the Covid-19 pandemic, Global Financial Crisis and the crisis countries face within themselves which are mostly political and economical, countries struggled to provide education which resulted with raised generations without education.

i. Recognition as a Human Right

Education was recognized as fundamental human right under an international document in Article 26 of the Universal Declaration of Human Rights(1948). Recognition of education as a human right was essential for countries to develop. However, even today education which was recognized as a human right ages ago is still not equal and accessible for everyone notably in developing countries.

ii. Evolution of Education in Schools

After the recognition of education as a human right, education systems have shown significant improvements. Early education systems were mostly limited considering it was not even a human right but also due to political, religious and economic standards. However, not long after the recognition and acceptance, awareness spread all over the world.

Evolution of the education systems can be divided into 4 parts: Education 1.0, Education 2.0, Education 3.0 and Education 4.0. These 4 systems have different timelines, environments, ways of teaching, requirements for teachers, materials and impact on students which is still developing to give better quality education to our young generation for them to improve themselves and develop their thoughts in order to develop their nations.

Education 1.0: During the timeline, before the 18th centuries, education was based on traditions of the society. Education was given in religious institutions which dominated the curriculum. Focus was on religion, literacy knowledge was given as basic as possible. Due to the extreme level of limit in access to education, a very small part of the society was able to participate in classes. In result, even though educational opportunities were exclusive, gender-based education was visible; however education itself was not accessible to the general public regardless of gender. -şevval vardı ama çok net değildi eşitliği bozan faktörleri diğerlerinde verebilme amacıyla yazdım

Education 2.0: During the Industrial Revolution, 18-20th centuries, countries started to build public schools to expand the education areas. Education which was surrounded by religion started to fade and a systematic standardized education system was born. Establishments of schools gave opportunities to both students and workers. Governments had recruitments for teachers and workers who kept the school disciplined and gave them a training course to prepare them for the education system.

Education 3.0: During the globalization, late 20th century, the rise of the internet and technology affected everything from health to education. One of the most remarkable differences is that throughout history, education was always teacher-centered considering that there were not many teachers but many students. Unlike previous years of education, this model shifted the center to students where they were able to learn in an active way with

collaboration. An important note is that Education 3.0 is the integration of Information and Communication Technologies (ICT) into education systems. Usage of the internet and technology enabled access to information from everywhere and anytime which is flexible and convenient for countries with developed economies. However, despite all the positive impacts, this model of education gave developed countries benefits whereas developing countries suffered from them. As a result, inequality to education increased and turned out to be a major global issue.

Education 4.0: During pandemics and digitization, 21st century, digital revolutions and usage of artificial intelligence peaked which made developments and improvements on education way more possible and effective. The center of focus was personalized, the system from Education 3.0 was developed and lifelong learning systems were implemented. Despite the fact that Education 4.0 found great ways of educating students, most of the countries were not able to provide their citizens with even the basic technology that was needed due to pandemics and ongoing conflicts.

iii. Impact of in Global Crises in Education Development

The Covid-19 pandemic exposed the unpreparedness and weakness in global education system infrastructure, mostly in developing countries. While short-term solutions were provided such as online education, unequal access to technology led to serious learning losses. During the crisis, many countries suffered from insufficient infrastructure on technology and major loss in economics, however developing countries also suffered from very late adaptation which led to even bigger crises that were difficult to solve without the help of UNDP.

Impact of the Covid-19 Pandemics on Education Systems

Unprepared and limited digital infrastructure	Quality of education was not enough which made learning become ineffective and inaccessible that led to disruption later failed the system.
Lack of access to devices	Students were unable to attend online education which caused inequality in learning opportunities.
Insufficient academic train to teachers	Lack of preparation for online education decreased the quality and effectiveness of education.
Closures of schools	Besides the massive loss of education, people who worked in the schools lost their jobs which led to major economic issues.
Sudden changes in wages and work hours	Many teachers lost their interest in the job and were exhausted due to overworking even quitting which led to shortage in educators.

The Global Financial Crisis led to major economic reduction, resulting in countries losing their financial support in developments for everything, increasing the inequality for the affected vulnerable groups, gender inequality and reduction of funds in everything highlighting education. Fragile states faced even harder crises due to weak conditions and infrastructure.

Impact of the Global Financial Crisis on Education System

Limited funding for infrastructure and educational materials	Caused the quality of online education to develop behind time and there was not enough supplies/materials in learning resources
Reduced teacher requirement and recruitment	Many teachers lost their jobs and classes became overcrowded which reduced the performance of both students and teachers
Reduction in government's education budget and support	Investments in education were limited and governments were not prepared enough to support and develop their education system
Inequality in between private and public schools(for students)	Private schools with higher budgets were able to give higher-quality education,with less amount of students in one class and with better/high technology resources whereas students in public schools were not able to have access to education.
Inequality in between private and public schools(for teachers)	Private schools with higher budgets were able to give training to prepare their teachers,pay their salaries on time and work in better conditions whereas public schools mostly left their teacher without any

	training which caused problems whilst teaching, and got paid later/less.
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b. Workforce

The workforce has evolved strongly throughout history supporting the development of economic, social, technological and industrial transformations. Back in history, globally labor was mostly local without any formal paperwork such as farming and family related businesses. However, during the time of informal structure, the workforce lacked a formal structure for individuals leaving them without paperwork for them to use in any situation as insurance and organizations or frameworks for stability.

Workforce development has been an important mission for UNDP. Providing strategic workforce management with organization and frameworks, UNDP has been able to support countries throughout their development issues in the workforce for individuals, companies and governments. However, throughout history, incidents that are mostly global crises which made it nearly impossible for countries, especially developing countries, to develop their workforce even with the help of UNDP or other nations. The effects of crises caused economic, social and political issues in both domestic and foreign affairs.

4.2.1. Industrial Development

Industrial development is the process of expanding the labor from local sector to modern in order to increase efficiency and capacity, strengthen the economy to promote

national development and provide employment in formal structure on a larger scale to reduce unemployment.

The strong coordination between industrial and workforce development process is that to develop both education, technical developments, formal structure and suitable infrastructure to be used in the modern age is required.

As the industrialization developed, the labor has evolved from:

which changed the process of requirement and recruitment. After these major developments in labor, the workforce had to adapt by developing new training systems and educating people about the new environment.

However, in developing countries, the industrialization process was delayed causing them to fall behind economically and structurally. By the time the countries adapted into the age of industrialization the world had already integrated these structures into labor. Not long after, the youth disengagement and unemployment reached a high level, leaving the youth with mental health issues and concerns for their future.

The logo for Zenith, featuring the word "ZENITH" in a large, bold, serif font. Above the text is a circular emblem containing a shield with a cross, flanked by two figures, and topped with a crown. The emblem is surrounded by a laurel wreath.

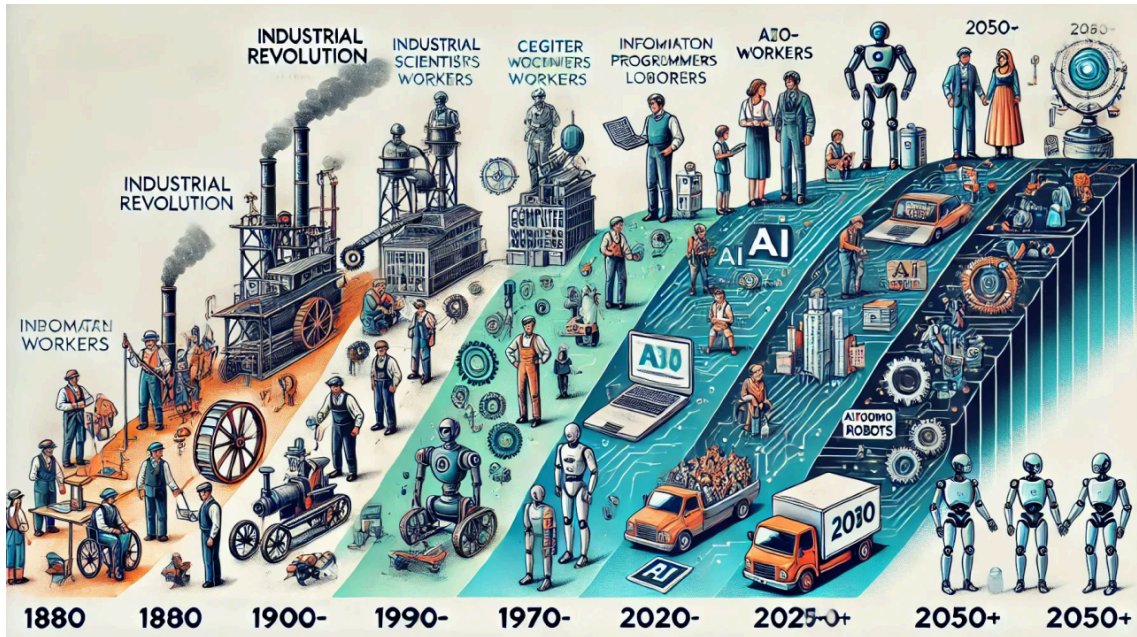
4.2.2. Evolution of Workforce Development

The workforce development evolution is shaped by the needs of people. Governments focused on economic, social and technological needs of human in workforce in order to create and achieve the greatest environment in labor.

The developments started small but effective which were the first steps of workforce development. Since the labor was mostly informal due to lack of formal structure, it was hard to industrialize which means to have a formal structure with skilled workforce, human capital, capital investments and stability of economics, politics also supported financially. First people started urbanization , which is the movement of labor from rural to urban areas. It might not seem complicated however developing countries struggled with the movement because in order to move from rural areas they lacked two of the most important things: economic and technological investments. Without them being provided by the government they needed frameworks and organizations like UNDP to support even for the first step.

The Industrial Revolution had a massive impact on workforce development. Urbanization reached large numbers which also started brain drain for people who were qualified but could not have the opportunity to participate in the workforce in their homeland. Work environment became factories which called for employees to train their employers to adapt into the new schedule and discipline in the workforce. Qualification for recruitment changed because of the usage of technology and the qualifications in the past was not enough for the new labor market.

After the huge developments in the Industrial Revolution, new and hard conditions of the workforce came up with inequalities in payment, gender and place. People started to speak up for their rights, however, at that time there were not any human rights as laws to protect themselves. In order to protect every human rights in the workforce laws such as minimum wage and regulations were shaped to fit in the new structure.



4.2.3. Impact of Global Crises in Workforce Development

The Covid-19 Pandemic had a powerful effect which caused both employers and employees to adapt into an unknown environment in the workforce without any significant knowledge on how to develop the infrastructure.

Unlike any previous crises, the pandemic started with sudden lockdowns world wide which caused many people to lose their jobs immediately. Also people in developing countries who were informal workers, were vulnerable, not only did they lose their jobs since the governments were not prepared they were also left with no income and financial support.

Sudden lockdowns also came with major and expensive needs to work online. People were not able to have the technological devices they needed in order to work which also resulted in unemployment. The transition of the workplace widened the already existing inequalities, since many people were not able to access the essential devices.

In conclusion, pandemics not only showed the unpreparedness of the world for a lock down but it also increased the level of already existing issues. Especially in developing countries

where access to technology is very limited the impact and consequences were harder to recover.

5. Current Status

Across the planet, education and workforce development lack steady progress. Today, 2.1 billion people live in 61 regions facing serious or intense unrest. Within these zones, 72% of the poor persons on Earth can be found. When the main systems fail, both schools and job paths go down with them. This total breakdown strips people of the health and skills they need to contribute to the economy. Without a solid workforce, countries can't find their footing or compete globally. Governments simply can't rebuild anything if the population is too drained to start. The "digital divide" is a new level of inequality brought about by the quick development of technology in addition to the problems already present. Many underdeveloped and conflict-affected nations lack even the most basic internet connection, while rich nations profit from artificial intelligence, online learning environments, and digital workforce integration. Millions of people are unable to engage in the contemporary global economy due to this gap, which exacerbates disparities in employment and educational prospects.

5.1. Education crisis in developing countries

A shift now defines the world's schooling struggle, not lack of entry, but broken learning itself. Stalled gains appear sharply in fragile areas, where violence together with financial turmoil tears apart conditions needed to study.

5.1.1. Accessibility

Educational access is physically blocked by conflict and environmental disasters. Nearly 6,000 reported attacks on education and incidents of military use of schools and universities were identified in 2022 and 2023, representing a nearly 20 percent increase compared to the previous two years. Military use of schools and universities was reported in

30 countries, often converting safe havens into barracks or weapons depots. In the Turkish context, the February 2023 earthquakes damaged or destroyed over 2,400 schools, which interrupted education for almost four million children. Furthermore, on November 21, 2022, shelling that struck a school campus in Karkamış, Gaziantep, killed a teacher and a student and caused the temporary closure of all local schools.

Profiled countries with at least one report of military use of schools or universities, 2022-2023

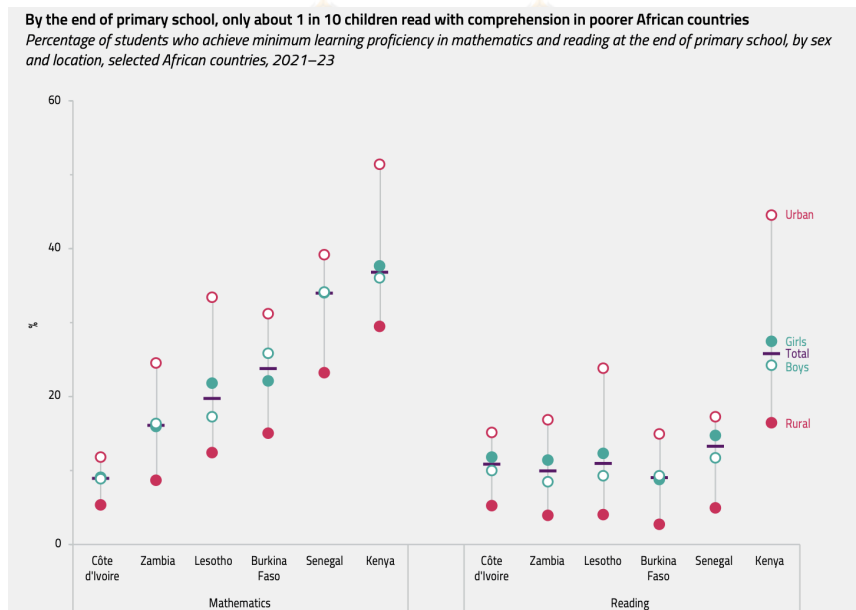


Global map of countries with reported military use of educational infrastructure between 2022 and 2023. (Source: GCPEA 2024).

5.1.2. Quality of Education in Schools

Even when children can get to a school, the quality of instruction is often non-existent. Three out of four children in developing countries cannot read and understand a simple text by the age of 10. Leadership practices at all levels explain up to 27% of the variance in student outcomes. However, principals in 14 middle income countries spent 68% of their time on management tasks rather than improving teaching. This quality gap is most severe in poorer African nations where only about 1 in 10 children read with comprehension by the end of primary school. This gap means students never hit the Learning Adjusted Years of Schooling needed for real technical skills. According to UNESCO, nearly 244 million

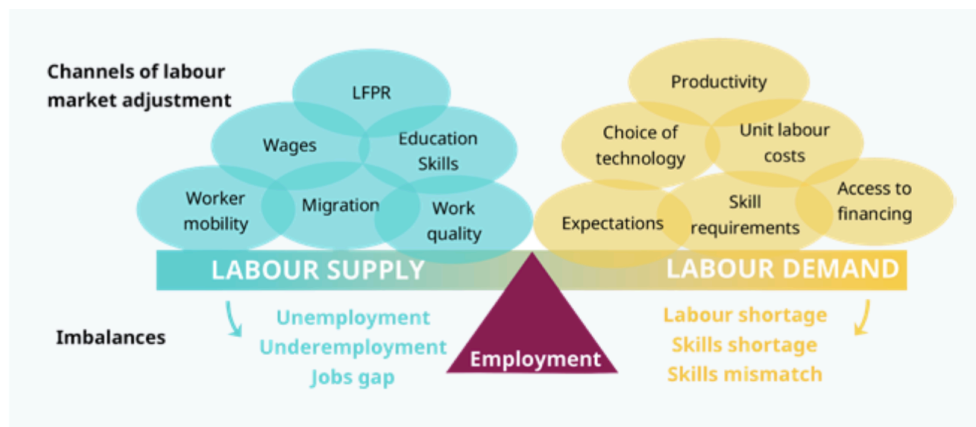
children and youth worldwide are out of school. Even among those who attend school, a significant portion fails to acquire basic literacy and numeracy skills, highlighting that access alone is not sufficient without quality education systems.



Proficiency rates in reading and mathematics by the end of primary school in selected regions. (Source: UNESCO GEM 2024/5).

5.1.3. Gender Disparity

In zones affected by conflict, girls are 2.5 times more likely to be out of school than those in stable countries, as instability often leads to negative coping mechanisms, such as a rise in child labor or forced marriage. Girls and women were specifically targeted because of their gender in at least ten countries to prevent them from receiving an education. Reports of sexual violence perpetrated by armed forces or groups occurred in eight countries, pointing out the extreme physical risks students face.



Conceptual model of labour supply and demand imbalances resulting from structural market adjustments. (Source: ILO 2024).

5.2. Workforce crisis in developing countries

The job market here is stuck in neutral. Even though the population is blowing up, actual steady work is flatlining. The term "skills mismatch" refers to the gap that exists between educational systems and the demands of the labor market. Businesses struggle to locate competent personnel, and many graduates lack the technical and practical skills needed by companies. This disparity raises unemployment rates and considerably hinders economic growth.

5.2.1. Unemployment

Global youth unemployment is projected to remain at an elevated 12.4 percent in 2026. However, the more dangerous number is the Not in Education, Employment or Training (NEET) rate, which refers to youth who are not in employment, education, or training and currently encompasses 20 percent of global youth, or roughly 260 million individuals. When a large percentage of a country's youth has no job and no way to get one, it creates a high risk for political violence.

5.2.2. Lack of Training and Informality

Most workers in fragile states, roughly 2.1 billion people, work in the informal economy. Informal employment often lacks social protection, job security, and fair wages, making workers more vulnerable to economic shocks and exploitation. Without access to

structured learning, such individuals rarely achieve higher earnings. With that the global jobs gap is projected to reach 408 million people in 2026, signaling that the supply of labor is disconnected from market demands.

5.2.3. Brain Drain

When a country becomes unstable, its most educated citizens are the first to leave. This human capital flight means that the doctors, engineers, and teachers move to stable nations. In Türkiye, attacks on higher education continued, mainly in the context of protest repression, with over 200 students and staff arrested or detained. Brain drain weakens national institutions including healthcare, education, and governance in addition to reducing the number of skilled workers in a nation. This leads to a vicious cycle in which migration intensifies instability and instability encourages migration.

5.3. Consequences of systemic failure

The inability to sustain education and labor systems generates rising crises. This failure is projected to lead to a 21 trillion dollar loss in global lifetime earnings. Beyond the financial loss, it undermines humanitarian aid and deepens national fragility. Without a skilled workforce, countries remain in a state of dependency and are unable to transition to sustainable self-governance.

6. Previous Actions

6.1. Education

Despite efforts to shift focus toward actual learning outcomes, international education strategies continue struggling with insufficient funding. Progress stalls when financial shortfalls meet weak technical oversight. By 2026, evidence shows that rising attendance numbers often hide deeper systemic weaknesses. What appears successful on paper reveals instability beneath: especially in preparedness infrastructure. Growth without capability leads backward, not forward.

6.1.1. Sustainable Development Goals (SDGs)

Progress toward Goal 4 has been slow since 2015; only 58 per cent of students worldwide achieve a minimum proficiency in reading by the end of primary school. According to the 2024 Sustainable Development Goals Report, only 17 per cent of all SDG targets are currently on track to be met by 2030, yet roughly 84 million children and youth may still lack access to schooling by then. While most children complete primary education at a rate of 88 per cent, the figure drops sharply at the upper secondary level where only 59 per cent graduate. This leaves vast potential unused as many transition into unregulated work settings before gaining foundational knowledge. In addition, the proportion of youth not in employment, education, or training stands at 20.4 per cent: a signal pointing to a critical misalignment between workforce availability and the conditions outlined under SDG 8.

Upper secondary school completion rate, 2015 and 2023 (percentage)

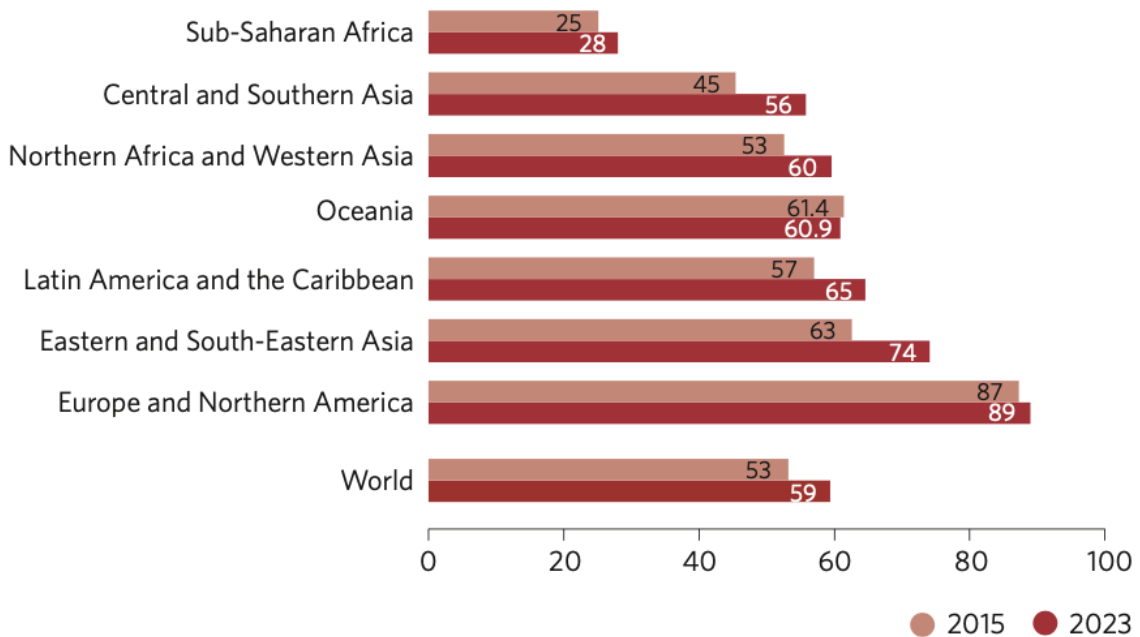


Figure 6.1.1: Official progress assessment of Goal 4 targets as of the 2024 audit. (Source: The Sustainable Development Goals Report 2024).

6.1.2. UN Programs

UNESCO

Rooted in UNESCO's earlier Education for All (EfA) initiative comes the later Education 2030 Framework for Action, shaping how nations organize learning systems. Although these efforts defined access to school as a fundamental entitlement, recent studies show most headteachers dedicate nearly two out of every three working hours for paperwork instead of guiding classroom practice. Because oversight tasks consume vast portions of their schedule, one might conclude current structures favor routine procedures more than meaningful instructions. Despite well intentioned designs, outcomes reflect persistent difficulty placing pedagogy before process.

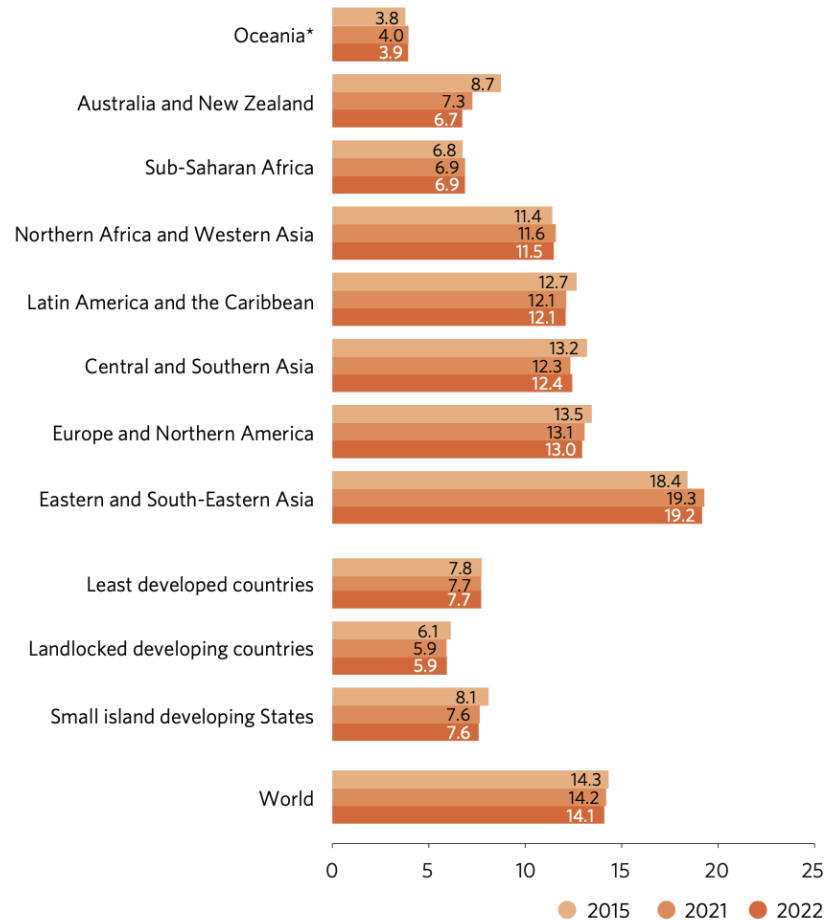
UNICEF

In conflict affected regions; UNICEF's Education in Emergencies (EiE) initiatives provide the primary path for educational continuity through tools such as the "School-in-a-Box" and various digital learning platforms. While these studies seek to maintain academic engagement during infrastructure collapse; they frequently fail in regions with low electricity penetration. This technical limitation further widens the divide between students who can access information and those who are left uninformed due to structural neglect.

ECW

Education Cannot Wait has reached nearly 9 million children and teens with education support since its establishment as the global fund for emergencies. The 2024 Annual Results Report confirms that while immediate relief efforts are highly effective; a widening financing gap prevents the transition to long term vocational training for 224 million crisis affected children. The disconnect between immediate emergency funding and sustained human capital investment is an essential barrier to long term regional stability.

Manufacturing employment as a proportion of total employment, 2015, 2021 and 2022 (percentage)



Official progress assessment of Goal 8 targets as of the 2024 audit. (Source: The Sustainable Development Goals Report 2024).



6.1.3. Initiatives of Member States in Education Development

Individual states have attempted to secure their own human capital through localized strategic interventions that prioritize measurable results over universal coverage. These initiatives demonstrate that rapid progress is possible when states treat education as a strategic asset rather than a social service, focusing on technical scalability and curriculum alignment with global market demands. For example, Vietnam has achieved near universal

digital literacy through localized server nodes, while Madagascar has successfully reduced learning poverty by 15 per cent via participatory focus schools. Similarly, Ethiopia's GEQIP-E program stands as a primary benchmark for equity and quality improvement, having significantly improved learning outcomes for millions of students through performance based grants. These benchmarks provide the technical standards that delegates should use to evaluate the success or failure of their own national education policies.

6.2. Workforce

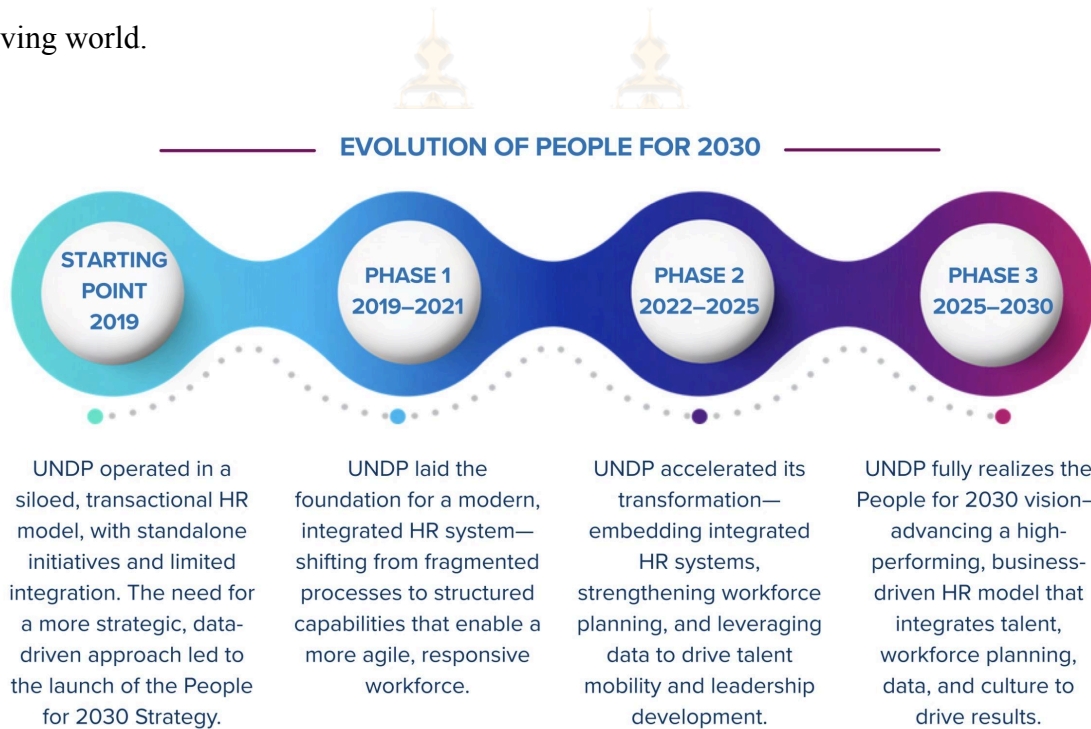
Previous actions regarding the workforce development evolved by taking lessons from the past challenges and crises in labor markets. These actions were taken in order to give people comfortable, fair and equal access and opportunities in the workplace. The actions are mostly taken with the coordination of countries while respecting their sovereignty.

6.2.1. People for 2030 Project

Since its launch in 2019, the People for 2030 Strategy has been central to UNDP's transformation, placing its greatest asset—its people—at the heart of everything the organization does. As UNDP enters a new Strategic Plan period and the second half of the Decade of Action to accelerate progress towards the Sustainable Development Goals (SDGs), it remains committed to the twin goals of progressively transforming its culture and enhancing its capacity to deliver more and better development results.

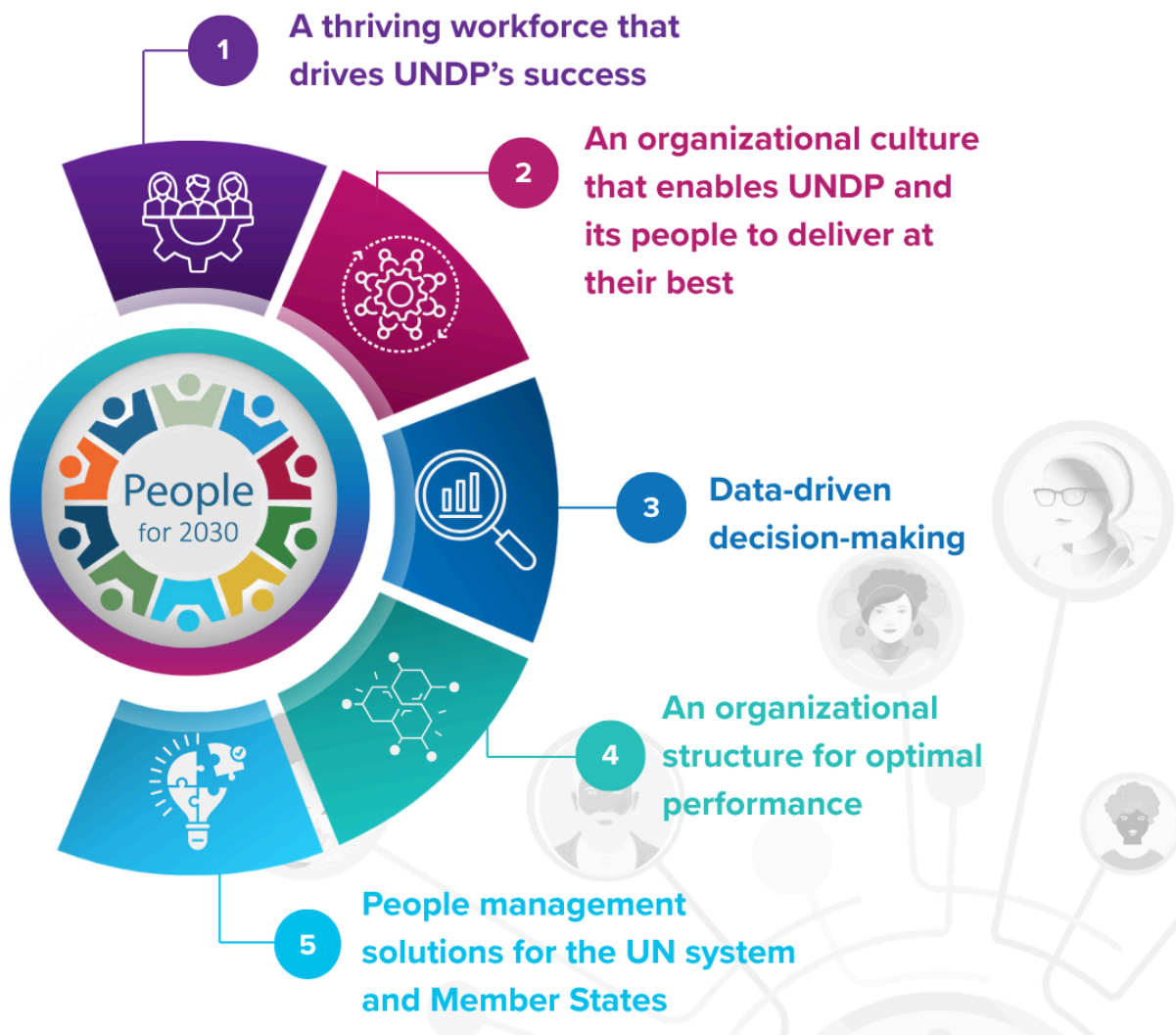
Phase 1 of People for 2030 (2019–2021) designed a new approach to people management and addressed pressing gaps, including the launch of a new contract modality, the introduction of new competency and career frameworks, and the rollout of paid internships. Phase 2 (2022–2025) built on this foundation by progressively establishing the architecture for key elements of an integrated talent management system. This included a new internal talent marketplace to support career growth and development, a refreshed employer

brand to attract top talent globally, and a stronger focus on engagement, inclusion, and a positive work culture as key drivers of sustainable high performance. Building on the successful completion of Phases 1 and 2, Phase 3 (2025–2030) marks the final stage of the Strategy. It aims to fully leverage the investments made over the past six years to ensure that UNDP has a future-ready, agile, and engaged workforce capable of navigating a rapidly evolving world.



The importance of People for 2030 in workforce development is that to reach Phase 3 goals one of the most important ones being: close the gaps in workforce. This goal is crucial for developing countries. Many countries still face the challenges of limited access which creates big gaps both in country and between nations. Workforce development is not dedicated to only a country, it is linked to each and every country which requires it to be equal. Being able to reach the goals of the 3rd Phase ensures that each and every country has equal and opportunity, highlighting that developing countries are not left behind instead it will show that they are supported enough that they close the gaps and achieve the workforce access and environment which is their right.

To conclude, the People for 2030 project and its goals are essential to achieve a developed workforce globally, however, this project needs actions from member states to develop the workforce. Without the collaboration between locals, governments and countries this project can not achieve its goals.



6.2.2. Non-governmental Organizations (NGOs)

Non-governmental Organizations have a crucial role in the development of the workforce by providing future plans and paths for people to have sustainable careers. Since these organizations are not directed by any government control they are mostly trying to help people in education, job placement and many more with donations and frameworks. Even

some of them work with governments ,private sector and locals to reduce the you-th unemployment and support NEET populations.

As a great example, Mercy Corps is a global NGO that is working with volunteers from all around the world to help people in crisis zones not only for the workforce but also for their future. They have been able to reach out to millions of people in crisis-affected areas in more than 40 countries. The organization works closely with governments, private sector and local communities to create sustainable opportunities for people in education and skills training for them to be active in labor.

The Covid-19 created big gaps in economic and social conditions especially in developing nations. Mercy Corps was well aware of the situation and responded quickly to support people. The organization provided emergency cash assistance and financial support to vulnerable groups which was very important considering many of them lost their jobs and had no financial support from governments. Later with the lockdowns Mercy Corps came up with digital training programs for the youth to understand how to use the technology to get the education which is their right. Furthermore, Mercy Corps also had digital employment opportunities for people in crisis-affected areas to help youth stay in the labor.

In conclusion, the NGOs are one of the most important organizations to help people in emergency situations who do not seek money and always stand for human rights. There are NGOs for each and every issue such as women's, children ,youth rights and many more. In the end all of the NGOs collaborate to speak up and take action for people.

Examples of NGOs

NGO / Organisation	Workforce Development Focus / Actions	Notable Achievements / Approach
Save the Children	Starts schooling at the early age follows with work training programs	Mission is to reach children in crises zones to give both education and employment opportunities
GOAL	Education and life skill developments for the youth	Teaches literacy and general knowledge, trains for life skills to support their employment.
YouthBuild Global	Education and training opportunities for youth	Provides a combination of education in schools and training for jobs for the future.
Groundbreaker Talents	Education and mentorship for underrepresented youth and vulnerable groups	Offers full-time tech training and mentorship for young African women, ensuring high graduation and employment outcomes in the tech sector.



6.2.3. International Labor Organization (ILO)

The “United Nations System Strategy on the Future of Work”, developed through the High-level Committee on Programmes (HLCP) under the leadership of the International Labour Organization (ILO), provides a system-wide approach towards assisting Member States in addressing changes to the nature of work in a way that contributes to the achievement of the 2030 Agenda and also mitigates the risks and realizes the opportunities resulting from new technologies and transformative demographic, environmental and economic megatrends. The strategy is based on a human-centered approach to the future of work, which was echoed by ILO in its Centenary Declaration for the Future of Work, adopted at its 108th session on the occasion of the organization’s 100th anniversary in June 2019.

The strategy provides an overarching policy framework to serve as a basis to ensure coherent policy approaches across efforts by the United Nations system, including at the country level, especially in reducing technological gaps, expanding social protection, promoting life-long learning, boosting sustainable infrastructure investment for green jobs, promoting a care economy and creating supportive macroeconomic policies. It enables the United Nations system to better support Member States in developing a shared policy framework for achieving and ensuring decent jobs for all in future societies within the context of the 2030 Agenda, in particular by improving the coordination and mobilization of knowledge, expertise and capacities across the system and taking into consideration the specific realities and challenges of countries.

The implementation of the strategy is being coordinated and monitored under the continuing leadership of ILO, including in the context of the follow-up to the ILO centenary and Global Commission on the Future of Work.

The Commission's role

The Commission on the Future of Work has produced an independent report on how to achieve a future of work that provides decent and sustainable work opportunities for all. This report was launched in Geneva on January 22nd and will later be submitted to the Centenary session of the International Labour Conference in June 2019.

Over the past 18 months, the ILO's tripartite constituents – governments, employer and worker organizations – have held national dialogues in over 110 countries in the run-up to the launch of the Global Commission.

The work of the Commission has been organized around four "Centenary conversations":

- Work and society
- Decent jobs for all
- The organization of work and production

- The governance of work

7.Key Terminology

Sustainable Development: A development that combines the needs of today without compromising future by balancing economic growth, environmental protection and social incorporation to maintain long-term stability guided by UN's 2030 Agenda.

Gender Inequality:The unequal access to opportunities based on gender, mostly disadvantaging women.

Education System: An organized system of institution mechanisms that the government provides to the country.

Access to Education: The ability of people to reach and participate in educational institutions without facing barriers such as cost, discrimination and location.

Life-long Learning: Continuous education throughout a person's life for personal and professional development.

Education Policy Reform:Changes implemented in order to improve education efficiency,accessibility and quality.

Recruitment: The process of identifying and selecting qualified individuals to fill positions.

Information and Communication Technologies (ICT):A set of digital systems and tools that provides and supports creation,storage and modern activities.

Digital Divide: The gap between individuals or regions that have access to modern information and communication technologies and those that do not.

Skills Mismatch: A situation where the skills of workers do not align with the needs of employers.

Informal Employment: Work that is not regulated or protected by the state.

Human Capital: Combination of abilities, experiment and knowledge held by individuals that strengthens the contribution to the labor market.

Brain Drain: The emigration of educated and qualified people from a country to another to have better opportunities, as a result the human capital increases.

Capacity Building: The process of developing and strengthening individuals and institutions.

Fragile States: Countries experiencing weak governance, ongoing conflict, political issues and economic crisis.

Post-Conflict Reconstructions: Process of rebuilding physical and intangible resources that were lost during the conflict such as institutions and infrastructure.

Public-Private Partnership(PPP): Collaboration between governments and private sector organizations.

Sustainable Development Goals(SDGs): A total of global goals which are established by the UN in order to provide sustainable development.

Non-Governmental Organizations(NGOs): International organizations which are not directed by any governments, independent, with the purpose of humanitarian support.

Not in Education, Employment or Training (NEET): Young people who are not in education, employment or training which is used as an indicator of youth disengagement.

Learning Adjusted Years of Schooling: A measure of education that is supported by the World Bank and combines years of schooling with the quality and quantity.

Youth Disengagement: A situation where young people are not able to participate in any education, employment or training which can lead to long-term problems in countries.

Global Youth Unemployment: Opportunities in global for young people's access to jobs.

Informal Economy: Economic activities which are not officially registered.

Minimum Proficiency: The baseline reading or mathematics level required for functional participation in the workforce.

Upper Secondary Completion Rate: The percentage of students successfully finishing high school: used to identify human capital leakage before workforce entry.

Instructional Leadership: A school management model where leaders prioritize teaching quality over administrative and bureaucratic tasks.

Financing Gap: The capital deficit between required global educational funding and the actual liquidity currently mobilized.

Performance-Based Grants: A results-driven funding mechanism where capital is allocated only after verifiable outcomes are achieved.

8. Conclusion

From being seen as a basic entitlement, education now serves job market demands; yet momentum slows amid uneven results and growth across nations. Although nearly nine out of ten children start school, just over half reach later stages, with less than six in ten finishing upper secondary programs: a sign that deeper issues exist within these systems. Many then shift toward unregulated work rather than stable careers because of this shortfall.

Globally, one in five youth is neither employed nor learning, amounting to 260 million individuals disconnected from advanced routes. Not being in school, work, or programs points to growing withdrawal: viewed differently, these individuals operate beyond economic reach. Countries seeking unity may find such separation indicates a hidden weakness; when inclusion supports order, leaving them out shifts the equilibrium toward instability.

These structural weaknesses lead to a predicted 21 trillion dollar loss in global lifetime earnings. The lack of instructional leadership is a main reason for failure, as school headteachers in middle income countries spend 68 percent of their time on management tasks rather than improving the quality of teaching. Leadership practices at all levels explain 27 percent of variance in student incomes. Without a major change toward performance based grants and technical scalability, the digital divide will continue to widen, leaving the uninformed without the skills necessary to participate in the contemporary global economy.

9. Questions To Be Addressed

- 1. What strategies can be implemented in the People for 2030 project to reduce NEET?**
- 2. How can UNDP collaborate with ILO in order to develop programs for people in conflict zones?**
- 3. How can education and workforce emergency training be designed to support people to get education and find jobs?**
- 4. How can NGOs support vulnerable people in crises without putting anyone at risk?**
- 5. What can UNDP and UNESCO provide to children with no access to education that promotes long-term resilience?**
- 6. How can UNDP provide digital access for education and workforce to be effectively used in regions which are facing crises?**
- 7. How can education and training be provided to people who missed out on schooling due to past crises to ensure their knowledge for the future?**

8. How can workforce and education programs in crisis areas support people's psychology and provide mentorship?

10. Further Readings

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