

National Model United Nations **Week B**

March 24 – March 28, 2013



Economic Commission for Africa
Documentation

Economic Commission for Africa

Committee Staff

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Agenda

1. Pursuing Socially and Environmentally Sustainable Practices in Mineral Trade
2. Enhancing Good Governance through the New Partnership for Africa's Development
3. Improving Youths' Access to Education and Employment Opportunities

Resolutions adopted by the committee

Document Code	Topic	Vote (Y/ N/ Abstention/ Non-Voting)
Resolution 3/1	Improving Youths' Access to Education and Employment Opportunities	Acclamation
Resolution 3/2	Improving Youths' Access to Education and Employment Opportunities	Acclamation
Resolution 3/3	Improving Youths' Access to Education and Employment Opportunities	29/5/2

Economic Commission for Africa: Summary Report

The Economic Commission for Africa held its annual session to consider the following agenda items: I. *Pursuing Socially and Environmentally Sustainable Practices in Mineral Trade*; II. *Enhancing Good Governance through the New Partnership for Africa's Development*; III. *Improving Youths' Access to Education and Employment Opportunities*. The session was brought into order with 40 member states present. The committee set the agenda at 3, 1, 2.

The second day, the body split up into multiple working groups to address important issues including: focusing on developing infrastructure to increase the access to educational opportunities; creating micro financing initiatives to enhance education and employment opportunities for women and girls; creating mentorship programs to stimulate community building and networking; and promoting teacher development, distance learning, and e-learning initiatives as a way to reduce the education and employment gap. By the end of the third session, three working papers were submitted which was a direct reflection of the delegates' hard work and persistence to formulate functional solutions to effectively address the topic.

On the third day, which comprised of three long sessions, delegates began working on revisions to their working papers. By the end of the first session, four working papers had been submitted for review by the dais. At the start of the second session two working papers agreed to merge which would last the rest of the day. Following deliberation and a first round of revisions throughout the first two sessions, a high level of cooperation was conducted by the committee with all three working blocs communicating and an emphasis on consensus was much discussed. A common unifying phrase repeated by the committee was, "African solutions for African problems."

The final day, consisting of two sessions, resulted in diligent and focused work by the body to complete revisions of their papers in order to enter voting procedure later in the day. Following a rush of final revisions and negotiation, all three working papers were accepted as draft resolutions to the relief and appreciation of the body. Delegates suspended one last time for the first session to discuss their papers, amendments and the forthcoming voting procedure. Before suspending until the second session, the body voted in favor of closing the speakers list which set the stage to enter voting procedure soon when they next convene.

At the start of the last session delegates continued to discuss the three draft resolutions on the floor. Tension began to rise as amendments began to be worked on by the body, both friendly and unfriendly. At the time that the body entered voting procedure three unfriendly amendments for Draft Resolution 1/2 and two friendly amendments for Draft Resolution 1/3 were brought to the floor. Two of the unfriendly amendments for Draft Resolution 1/2 were adopted which comprised of rephrasing of operatives by the sponsors of the paper. Out of the three draft resolutions on the floor, two were adopted by acclamation and one by a clear majority demonstrating a spirit of consensus and solidarity amongst the African nations.

Following voting procedure, the body briefly addressed the second topic, *"Pursuing Socially and Environmentally Sustainable Practices in Mineral Trade."* Following a short suspension and speeches the body decided to conclude the conference and reconvene in the future.

Code: Resolution 3/3

Committee: The Economic Commission for Africa

Subject: Improving Youths' Access to Education and Employment Opportunities



1 *Recognizing* Article 2 of the United Nations (UN) Charter, which guarantees state
2 sovereignty,

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4 *Recalling* General Assembly Resolution 65/312 of 2010 on furtherance of transition
5 from school to work and effectively compete in international labor markets,

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7 *Realizing* that through governmental support all African Member States have made
8 great progress in recent years regarding access to education by increasing primary school
9 attendance, furthering secondary education opportunities, and developing infrastructure
10 in urban areas,

11
12 *Fully aware of* the goals set in Articles 2, 3, and 8 at the Millennium Development
13 Conference to eradicate illiteracy, achieve universal primary education, promote gender
14 equality and creating a global partnership for economic development,

15
16 *Expressing satisfaction of* the objectives set in the *World Programme of Action for*
17 *Youth to the Year 2000 and Beyond* (A/RES/50/81) promoting youth participation and
18 development,

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20 *Calling to mind* current economic security issues outlined in the Johannesburg World
21 Summit on Sustainable Development, such as economic stagnation, unemployment rates,
22 and inflation,

23
24 *Keeping in mind* current economic issues in Economic Commission for Africa
25 (ECA) Member States including youth and rural unemployment, low gross domestic
26 product(s) (GDP), and lack of economically effective infrastructure,

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28 *Recognizing* the statements made in 1996 by United Nations Education Social and
29 Cultural Organization (UNESCO) asserting that the situation of teachers worldwide was
30 a silent emergency,

31
32 *Taking into Consideration* the guidelines outlined in the Dakar Framework for
33 Action Conference, including but not limited to enhancing the status, morale and
34 professionalism of teachers, ensuring that the learning needs of all young people and
35 adults are met through equitable access to appropriate learning and life skills programs,
36 and developing responsive, participatory and accountable systems of education
37 governance and management,

38
39 *Further keeping in mind* that the principles established in the Second Education
40 Decade in Africa Plan of Action which calls for greater teacher training in Sub-Saharan
41 Africa in order to enhance the quality of education that Sub-Saharan students receive in
42 coordination with the outlined goals of Internet Communications Technology-enhanced

43 Teaching Standards for Africa(ICTeTSA) and the Dakar Framework for Action
44 Conference,



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46 *Deeply concerned* by the growing number of foreign educated students who do not
47 undergo circulatory migration and instead choose to stay in their states of education
48 rather than returning to their states of origin as referenced by the *African Youth Report of*
49 *2011*,

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51 *Seeking* further collaboration with relevant non-governmental organizations in aiding
52 to age, funding, and geographic disparities in education and employment,

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54 *Noting* the progress towards eliminating gender discrimination through the
55 Convention on the Elimination of All Forms of Discrimination Against Women and the
56 Protocol to the African Charter on Human and Peoples' Rights relating to the Rights of
57 Women in Africa,

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59 *Noting with approval* that the New Partnership for Africa's Development (NEPAD)
60 e-schools initiative which has been adopted by more than 120 institutions and more than
61 20 African States,

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64 *The Economic Commission for Africa*,

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- 66 1) *Declares* the need to further develop a plan of action to ensure the ability of
67 African youth to have access to education;
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 - 69 2) *Encourages* bilateral and multilateral cooperation protocols focusing on
70 sustainable economic development, which would specialize in primary resources
71 to provide expertise for youth education and unemployment;
 - 72
 - 73 3) *Welcomes* Member States to develop regional infrastructure networks in
74 accordance with the initial goals of the New Economic Partnership for African
75 Development (NEPAD), allowing for increased regional economic participation
76 and the removal of entry barriers inhibiting market participation by entrepreneurs;
 - 77
 - 78 4) *Recommends* Member States of ECA to improve the quality of teachers at all
79 levels of education by utilizing the guidelines laid down in the ICTeTSA which
80 are:
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 - 82 a. Engage in instructional design process;
 - 83 b. Facilitate and inspire student learning, innovation and creativity;
 - 84 c. Create and manage effective learning environments;
 - 85 d. Engage in assessment and communication of student learning;
 - 86 e. Engage in professional development and model ethical responsibilities;
 - 87 f. Understand subject matter for use in teaching;
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- 89 5) *Further recommends* all willing and able ECA Member States to provide
90 financial, technical, or logistical support to the United Nations Educational, Social
91 and Cultural Organization's (UNESCO's) Teacher Training Initiative in Sub-
92 Saharan Africa (TTISSA) so as to allow the program to enjoy a greater capacity to
93 meet the needs of the African continent;
94
- 95 6) *Urges* the Social Development Division of the ECA to report changes or updates
96 in the following areas to the ECA body as a whole:
97
- 98 a. Assessing the region's educational needs through expert study groups to
99 evaluate the current and future needs of sustainable labor markets and
100 accordingly adjust the education curriculum;
 - 101 b. Recording how funds were utilized appropriately within the standards and
102 framework of the Social Development Division and effective within the
103 African region;
 - 104 c. Compiling all regional reports to be presented to the African Development
105 Forum (ADF);
 - 106 d. Reporting to the ADF on the results of these reports for nonbinding
107 recommendations and input from Member States;
 - 108 e. Acting as an advisory group to programs, funds, and initiatives which
109 support education action plus in Africa in order to facilitate willing States
110 that request aid for educational resources;
- 111
- 112 7) *Supports* Member States in bolstering current educational systems rather than
113 solely attempting to create new schools through a better managing of current
114 resources allotted for education;
115
- 116 8) *Encourages* increased accessibility to education as a priority, particularly for
117 those living in rural areas or conflict zones, migrants, and refugees by means of:
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- 119 a. With one option being the consideration of mobile schools and distance
120 learning to reach those most remote and most nomadic;
 - 121 b. As well as fostering regional collaboration to continue education in
122 instances when local governments may no longer have the resources or
123 power to do so;
- 124
- 125 9) *Suggests* that Member States acknowledge the struggles of low-economic status
126 families with children attending school, and that participatory governments with
127 available means assist students in their ability to attend school and to focus on
128 their studies through support programs, some of which may be:
129
- 130 a. Food for students and their families;
 - 131 b. Transportation systems to aid students in attending school;
 - 132 c. Alteration of the school year to coincide with agricultural demands
- 133

- 134 10) *Urges* Member States to sign and uphold *Article 20* of the *African Youth Charter*,
135 specifically the promotion of elimination of gender based discrimination in
136 educational institutions and youth organizations in order to raise awareness of as
137 well as teach and inform the youth about African culture, values, and indigenous
138 knowledge;
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- 140 11) *Urges* the African States to consider the practical and theoretical skills that could
141 be obtained throughout primary and secondary education by the establishment of
142 an African Baccalaureate Certificate (AB) program;
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- 144 a. Feasibility of this program will be considered by a joint collaboration
145 between the ECA and African Union (AU) to consider resources, funding,
146 curricula, requirements, and other recommendations for implementation;
 - 147 b. Earned through methods including seminars and workshops initiated by
148 NGOs;
 - 149 c. Meant as an equivalent to the European Studies Certificate and as a
150 compliment to a standard degree awarded by universities;
 - 151 d. Instructors for the AB program will follow the recommendations of
152 ICTeTSA regarding the usage of Internet Communications Technology
153 (ICT) in the program;
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- 155 12) *Asks* that African states facilitate intra-continental academic exchange programs
156 and form partnerships that will allow for the sharing of academic knowledge as
157 well as the potential for technological research and advancement;
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- 159 13) *Encourages* the recruitment and training of teachers in keeping with the guidelines
160 outlined in ICTeTSA by groups including but not exclusive to:
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- 162 a. African Member States;
 - 163 b. NGOs including those such as:
 - 164 i. Education International;
 - 165 ii. Education Without Borders;
 - 166 iii. READ Educational Trust;
 - 167 iv. Anansi Education;
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- 169 14) *Endorses* the use of NGOs specializing in cost-efficient technologies and
170 resources in the promotion of electronic education such as:
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- 172 a. Schools Online;
 - 173 b. World Association for Online Education;
 - 174 c. Bill and Melinda Gates Foundation;
 - 175 d. One Laptop per Child;
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- 177 15) *Expresses the belief* that more vocational training should be provided by private
178 institutions as assistance to interested youths in gaining an education applicable to

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the current job market:

- a. With internship periods lasting for a minimum two weeks;
- b. In conjunction with work experience;
- c. Focused on financial institutions and beyond, such as banks in order to educate students as to the functions of the banking system;

16) *Proposes* that the private sector facilitate internship programs within secondary education focused on an understanding of the functions and structure of microfinance and economic systems, which would include but not be limited to:

- a. An understanding of monetary systems and how they are used within various markets;
- b. A comprehension of financial awareness, financial services, source of income and how to create and support assets;
- c. Various formulas and ratios, used by both possible employers and the students themselves in creating a business;

17) *Calls upon* Member States to use successful vocational training programs implemented by neighboring African states as well as promoting South-South cooperation as a model for further guidance to progress youth towards international labor markets by:

- a. Recommending programs such as School-On-Wheels (SOW) which have been implemented by Nigeria, focusing on vocational training to be further administered throughout Africa:
 - i. Encouraging an extension of the 5-month time period that SOW and like programs would function in African countries;
 - ii. Directing attention towards utilizing SOW for communities, which lack access to vocational and agricultural training as well as education opportunities;

18) *Requests* the restructuring of the African Youth Volunteer Corps (AU-YVC) within the AU to emphasize varying approaches in the rural and urban divisions of the AU-YVC to increase awareness of rural employment opportunities;

19) *Further encourages* Member States to invest in infrastructure development in rural areas in order to decrease rural to urban migration, create jobs, connect new markets, and promote sustainability through:

- a. Regional coordination of infrastructure promoted through the AU to Member States;
- b. Individual state efforts towards expanding accessible transportation to rural areas;

- 223 c. Employing youth to improve rural areas and expand access to technology
224 within rural areas;
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- 226 20) *Recommends* the UN body in agreement with UN Resolution for *Increased*
227 *Cooperation with the African Union* to further support the AU in its endeavors in
228 tackling high numbers of youth unemployment, given Africa's large youth
229 population, increasing participation in global economics, and the potential
230 advancement of the African communities within the region;
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- 232 21) *Urges* Member States to increase their students' access and training in regards to
233 technology, to better prepare them to compete in the global work place;
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- 235 22) *Strongly Advises* African States to expand their usage of the NEPAD e-schools
236 electronic education program in addition to pledging to assist in the continued
237 diffusion of said program into new nations so that more students can have access
238 to this method of learning;
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- 240 23) *Emphasizes* the need for the creation of jobs in local economies by:
241 a. Taking into account recommendations of the International Labor
242 Organization (ILO)'s Youth Employment Program which supplies
243 information on the effectiveness of state's policies addressing youth
244 employment in addition to providing assistance in the formulation of
245 youth employment programs;
246 b. Encouraging local companies to hire more youth to staff open positions;
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- 248 24) *Encourages* governments to provide infrastructure to assist aging members of the
249 workforce to consider moving to higher positions or towards retirement, thus
250 freeing up additional positions in an economy with a finite number of employers;
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- 252 25) *Suggests* that in addition to aiding in job creation within existing businesses,
253 governments assist entrepreneurs wishing to start new businesses through benefits
254 such as training programs and tax incentives;
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- 256 26) *Proposes* a mentorship program to aid all citizens in education and the workplace,
257 consisting of:
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- 259 a. A pyramid structure, with the various levels broken up by experience
260 and/or age groups, extending from the highest levels of society to
261 secondary education levels;
262 b. With mentorship partnering facilitated by the government;
263 c. Beginning by implementing this program with the recent tertiary
264 education graduates through secondary school youth;
265 d. Providing youth with examples of successful members of their
266 community;
267 e. Maintaining traditional ways of learning, and passing on social norms;

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- f. Aid persons in all age groups in creating access to jobs, inspiration to start their own businesses, experience, advice, and ties to the community.

