

<b>Forum:</b>	The Group of Twenty (G20)
<b>Issue:</b>	Measures to improve the school to work transition
<b>Student Officer:</b>	Ritsos Alexandros Panagiotis
<b>Position:</b>	Deputy President

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## PERSONAL INTRODUCTION

Dear Delegates,

My name is Alexandros Panagiotis Ritsos, I am an IB1 student, and I will be serving as a Deputy president in the G20 at the 13th PSMUN conference. This will be my second ever experience as a chair, and words cannot describe how thankful I am for this opportunity. I cannot wait to see every one of you and listen to your unique perspectives and ideas.

I am hoping that during our collaboration at this year's G20, we will get to create an environment where experienced delegates can work effectively with less experienced delegates to learn about the mechanics of MUN and the fascinating aspects of diplomacy while spending three-days in a pleasant setting. In the same way that my forerunners did for me, I will do everything in my power to ensure that everyone feels included and leaves the conference feeling inspired and motivated.

This guide will introduce you to the second topic on this year's G20 agenda, concerning measures to improve the School to work transition. Of course, this can only serve as a basis for your preparation, and I highly encourage you to engage in your own research. If you have any questions about the study guide please do not hesitate to contact me at [ar9653@geitonas.edu.gr](mailto:ar9653@geitonas.edu.gr)

I am looking forward to a fruitful debate with you all!

Kind regards,

Alexandros Panagiotis Ritsos

## INTRODUCTION

The school to work transition (STWT) is the path young people take in order to reach employment. In an ideal world, a young person would complete their high school or vocational training education and would directly transit into the labor market without any issues. Unfortunately, for many, this is not the case.

Transitioning from school to work is an extremely important milestone in any individual's life; it represents maturity and independence from one's family. It is a period in any young person's life that gives them insight on what their talents and shortcomings are, all while providing them with powerful real-world experience. However, it is evident that the school system is not properly equipping young people for the workforce. As of now, most school systems operate on an exam centered basis, where school is a space to memorize information, only to recite it again in an exam some years later.

Unfortunately, the problem does not stop there. If a young person decides to follow the Vocational education and training route (TVET), they are met with underfunded schools and facilities. Vocational education schools in most countries are the places where most unmanageable individuals are dumped, as a way for them to complete the remaining three years of their secondary education without bothering the “normal” students. Thankfully, there are exceptions to this rule. Countries like Germany take an extremely serious approach to vocational education. This has resulted in Germany ranking at the top of school to work transition and vocational education leaderboards.

After reviewing the two types of systems, we can start to observe a pattern. In most cases, schools do not focus on making a well-educated and well-rounded citizen with 21st century skills and critical thinking abilities, but only on producing high-achievers with no real passion or motive. If the international community decides that they want their young people to flourish in their environment and be able to take on leadership roles that will shape their respective country's future, they need to act.

Lastly, it is important to remember that the traditional way of evaluating a school to work transition was through employment-unemployment rates, activity or inactivity percentages, or education attainment, primarily through a series of questionnaires. However, we know that these signs do not indicate, under any circumstances, a successful school to work transition. A true depiction of a successful STWT system

should include skill matches, young people’s dreams and elements of decent working conditions.<sup>1</sup>

## DEFINITION OF KEY TERMS

### Labor market

“The labor market, also known as the job market, refers to the supply and demand of labor, for which employees provide the supply and employers provide the demand. It is a major component of any economy and is intricately linked to markets for capital, goods, and services.”<sup>2</sup>

### Primary Education

Primary education is often defined as the simplest form of education. It covers the first years of an individual's life, ages 6-18, and it aims at teaching them basic life skills, such as reading, writing, and others.

### Apprenticeships

An apprenticeship is a time period where a vocational education candidate will spend some time working alongside an already established individual in that field. It can provide experience, on-the-job skills, as well as a small salary.

### School to work transition

The school-to-work transition is defined as the passage of a young person (aged 15 to 29 years) from the end of schooling to their first employment experience.

### Vocational education/training

Vocational education aims at preparing young people for vocational work by providing them with apprenticeships and on-the-job-skills, which are specific for each trade.

### School To work transition Surveys

A STWT survey is a type of research that can be conducted on a Country’s labor market. It is meant to collect meaningful information, concerning the labor market situation of young men and women with the goal of describing the relative ease or difficulty of achieving labor market entry as they exit school, as well as covering gray areas that are not usually researched upon, like youth conditions of work, access to financial products as well difficulties in running businesses.<sup>3</sup>

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<sup>1</sup>*Creating and - Generation Unlimited*,  
[www.generationunlimited.org/media/2971/file/Action%20Guide%202:%20School%20to%20work%20transition.pdf](http://www.generationunlimited.org/media/2971/file/Action%20Guide%202:%20School%20to%20work%20transition.pdf).

<sup>2</sup>Kenton, Will. “Labor Market Explained: Theories and Who Is Included.” *Investopedia*,  
[www.investopedia.com/terms/l/labor-market.asp](http://www.investopedia.com/terms/l/labor-market.asp).

<sup>3</sup>*National Employment Policies: A Guide for Workers’ Organisations*,  
[www.ilo.org/wcmsp5/groups/public/@ed\\_emp/@emp\\_policy/documents/publication/wcms\\_334920.pdf](http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@emp_policy/documents/publication/wcms_334920.pdf).

### Soft skills

Soft skills are character traits, like interpersonal skills, empathy and emotional intelligence or other abilities that determine whether a person is able to communicate and adapt well in any situation in which he is placed.

### Decent work

“Productive work for women and men in conditions of freedom, equity and human dignity, where they can earn a fair income, have equal opportunities and are free to express their concerns and work in safe conditions”.<sup>4</sup> It is important to note that the goal of a successful transition into work is not only to get any “job”, but aims into achieving meaningful and satisfactory long term employment for young people.

### Technical and vocational education training (TVET)

“TVET: is an acronym for technical vocational education and training. According to UNESCO, a hallmark feature of Vocational education is that it involves “in addition to general education, the study of technologies and related sciences as well as the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economics and social life”.<sup>5</sup> Vocational education and training can prove to be an integral tool in the effort to create a better school to work transition, since it allows individuals to stray from the traditional path to university, and start working directly after school.

### More Economically Developed Countries (MEDC)

The term MEDC stands for more economically developed country; the UN recognizes the entirety of Europe as well as the United States, Australia, and others to be MEDCs.<sup>6</sup>

### Social mobility

Social mobility is the ability of an individual to change their socioeconomic status in relation to their ancestors or others<sup>7</sup>. Social mobility is often achieved by access to quality education, and according to a study from the university of Huddersfield, is “one of the most important factors influencing social mobility”<sup>8</sup>. It is evident that creating educational opportunities for younger generations can be our greatest tool while trying to create a better school to work transition system.

### Less economically developed country (LEDC)

The term LEDC stands for less economically developed countries, and it describes parts of the world that have not been able to fully financially develop yet. Examples of this

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<sup>4</sup>“Employment and Decent Work.” *International Partnerships*, [international-partnerships.ec.europa.eu/policies/sustainable-growth-and-jobs/employment-and-decent-work\\_en](https://international-partnerships.ec.europa.eu/policies/sustainable-growth-and-jobs/employment-and-decent-work_en)

<sup>5</sup>Hasanah, Siti. “What Is TVET?” *Digiformag*, UNESCO-UNEVOC, 22 Sept. 2023, [www.digiformag.com/en/regulation/what-is-tvet-overview/](https://www.digiformag.com/en/regulation/what-is-tvet-overview/).

<sup>6</sup> More Economically Developed Countries’. *Britannica Kids*, <https://kids.britannica.com/kids/article/more-economically-developed-countries/476297>

<sup>7</sup> “Understanding Social Mobility | OECD.” *Understanding Social Mobility | OECD*, [www.oecd.org/stories/social-mobility](https://www.oecd.org/stories/social-mobility).

<sup>8</sup>Nunn, Alex, et al. “Factors Influencing Social Mobility.” *Factors*, July 2007, [eprints.hud.ac.uk/6057](https://eprints.hud.ac.uk/6057)

type of nation are mostly found in Africa and central Asia, such as Afghanistan, Somalia, Bangladesh and others.<sup>9</sup> Essentially, the U.N takes into account the GDP per capita (below 1,018 in order to be listed as an LEDC<sup>10</sup>), human assets and economic and environmental vulnerabilities of a nation in order to determine its standing in the LEDC list<sup>11</sup>.

## BACKGROUND INFORMATION

### The school-to-work transition nowadays

Today's youth are the most educated in the history of the world. In spite of this, they are having trouble finding meaningful employment. 31.4%<sup>12</sup> of all the university graduates in Greece find themselves unemployed, compared to 4%<sup>13</sup> in the United States. Unfortunately, this, combined with the current socio-economic climate and cost of living crisis, creates a significant need for a better school to work transition.

One of the biggest challenges for young people trying to find work in their respective fields of study is the unreasonable qualifications employers request. Most students globally aren't able to partake in further education after receiving a university degree or simply a High School diploma. The inability of students around the world to receive alternative qualifications limits their ability to be a competitive candidate in the labor market. Even though there are some universities that do not charge tuition, they also require the students to score high on standardized tests, which, in some cases, have proven to have a direct correlation with a student's family's income<sup>14</sup>. In addition, the latest advances in technology and automation have also created a greater need for "soft skills" in the workforce. Abilities such as critical thinking and high adaptability are key components that an employer might be looking for in the 21st century.

Moreover, one of the biggest problems that comes up when talking about the school to work transition in less privileged backgrounds is discrimination based on race and gender. Discrimination can be found in many places in a workplace, but are most prevalent in hiring practices and the so-called "glass-ceilings", where women and

<sup>9</sup> 'What Is LEDC?' *Global Awareness* <https://globalawareness1212.wordpress.com/what-is-ledc/>

<sup>10</sup> LDC Category | Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States. <https://www.un.org/ohrlls/content/ldc-category>.

<sup>11</sup> LDC Category | Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States. <https://www.un.org/ohrlls/content/ldc-category>.

<sup>12</sup>Kampouris, Nick. "Greece Remains First in the EU in Unemployment among University Graduates." *GreekReporter.Com*, 25 Jan. 2021, <https://greekreporter.com/2019/09/06/greece-remains-first-in-the-eu-in-unemployment-among-university-graduates/>

<sup>13</sup>Published by Statista Research Department, and Nov 16. "Recent Graduates Unemployment Rate U.S. 2023." *Statista*, 16 Nov. 2023, [www.statista.com/statistics/633660/unemployment-rate-of-recent-graduates-in-the-us/](http://www.statista.com/statistics/633660/unemployment-rate-of-recent-graduates-in-the-us/)

<sup>14</sup>Impact of Household Income on Standardized Test Scores Leilan Sheu & Sara Dada, Georgia Institute of Technology, <https://repository.gatech.edu/server/api/core/bitstreams/3413645b-969b-4dc6-981a-ae307d6811f8/content>

minority groups can be found to be discriminated against while trying to climb the corporate ladder<sup>15</sup>. Besides the quotas set by different companies to ensure diversity, the problem is much more deeply rooted in society and cannot be solved easily.

### The School to work transition in different Member States

For example, according to an ILO study from January 2020, young men and women in Europe and the Americas are way more likely to a successful transition than their African counterparts. More specifically, in 2020, the country with the fewest young people successfully transitioning was Egypt, with a shocking 3.3%<sup>16</sup> of women and 8.4%<sup>17</sup> of men. This is due to a poor educational system that demonizes vocational education and prioritizes exams over meaningful and applicable knowledge, leading to a “mismatch between the outputs of the education system and the needs of the job market”<sup>18</sup>.

In contrast to this, the lowest transition rate of a European state was that of Bosnia and Herzegovina (BiH), where only 14,2%<sup>19</sup> of women and 20,6% of men successfully transitioned. In the case of BiH, the problems that plague the educational system are political instability and a lack of infrastructure. Evidently, there are many key components that can aid in creating a successful school to work transition, like the economic or political status of a country, but also a variety of reasons spanning from the state of their educational system to a family’s economic situation.<sup>20</sup>

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<sup>15</sup>‘All Womens Health Articles’. *EverydayHealth.Com*, <https://www.everydayhealth.com/womens-health/all-articles/>

<sup>16</sup>‘Transition from School to Work Remains a Difficult Process for Youth’. ILOSTAT, 16 Jan. 2020, <https://ilostat.ilo.org/transition-from-school-to-work-remains-a-difficult-process-for-youth/>

<sup>17</sup>‘Transition from School to Work Remains a Difficult Process for Youth’. ILOSTAT, 16 Jan. 2020, <https://ilostat.ilo.org/transition-from-school-to-work-remains-a-difficult-process-for-youth/>

<sup>18</sup>Education in Egypt, Key challenges  
www.chathamhouse.org/sites/default/files/public/Research/Middle%20East/0312egyptedu\_backgro und.pdf.

<sup>19</sup>“Transition from School to Work Remains a Difficult Process for Youth.” *ILOSTAT*, 23 Aug. 2022, [ilostat.ilo.org/transition-from-school-to-work-remains-a-difficult-process-for-youth/](https://ilostat.ilo.org/transition-from-school-to-work-remains-a-difficult-process-for-youth/).

<sup>20</sup>“Transition from School to Work Remains a Difficult Process for Youth.” *ILOSTAT*, 23 Aug. 2022, [ilostat.ilo.org/transition-from-school-to-work-remains-a-difficult-process-for-youth/](https://ilostat.ilo.org/transition-from-school-to-work-remains-a-difficult-process-for-youth/).

## Young men are more likely to complete their transition from school to work

Shares of successfully transitioned young men and women, latest year

■ Africa ■ Americas ■ Asia and the Pacific ■ Europe and Central Asia

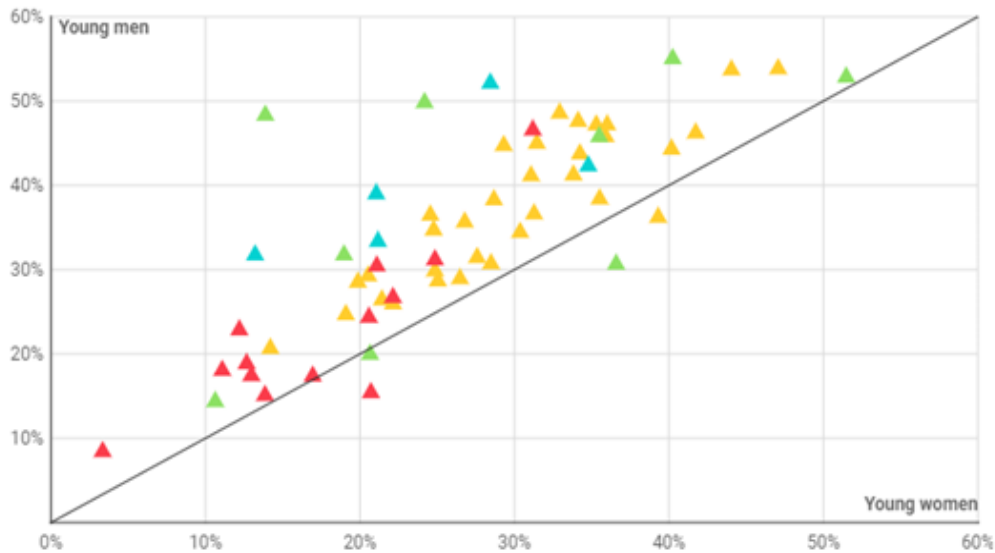


Figure 1: Probability of a successful school-to-work transition taking into account gender and ethnicity<sup>21</sup>

### Challenges towards improving the school-to-work transition

#### Less Economically Developed Countries (LEDCs)

##### *Insufficient educational infrastructure*

In LEDCs, the lack of adequate educational infrastructure is a multifaceted challenge that significantly impedes the school-to-work transition. Economic disparities often result in inadequate funding for schools, leading to overcrowded classrooms, outdated facilities, and insufficient resources for learning. Additionally, social and cultural barriers may further limit access to education, particularly for marginalized groups such as girls or children from rural areas. This lack of infrastructure not only affects the quality of education but also contributes to higher dropout rates, as students face obstacles in completing their studies. Without a solid educational foundation, individuals are ill-equipped to enter the workforce, exacerbating unemployment and perpetuating cycles of poverty. Addressing this challenge requires investment in building and upgrading educational facilities, as well as efforts to remove social and cultural barriers to education, ensuring that all individuals have equal opportunities to learn and succeed in their future careers.

<sup>21</sup> 'Transition from School to Work Remains a Difficult Process for Youth'. *ILOSTAT*, <https://ilostat.ilo.org/transition-from-school-to-work-remains-a-difficult-process-for-youth/>.



### *Rural-urban disparities*

Disparities between rural and urban areas significantly impact the ease with which young individuals transition from school to work in LEDCs. Rural communities often face challenges such as limited access to educational resources, inadequate infrastructure, and fewer employment opportunities compared to urban areas. This imbalance compels many young people from rural areas to migrate to urban centers in search of better prospects. However, urbanization brings its own set of challenges, including higher competition for jobs, rising living costs, and insufficient housing. These disparities exacerbate the difficulties faced by youth in accessing education and securing employment, perpetuating cycles of poverty and inequality. Addressing rural-urban disparities requires a multifaceted approach that includes investing in rural development, improving access to quality education and vocational training in rural areas, and implementing inclusive policies that create opportunities for all individuals, regardless of their geographical location. By bridging the gap between rural and urban areas, countries can facilitate smoother transitions from school to work and foster sustainable development.

### *Dominance of the informal economy*

The prevalence of the informal economy in many LEDCs poses significant challenges to the school-to-work transition. Informal work, characterized by its lack of legal recognition and protection, often leads to economic vulnerability and instability for workers.<sup>2223</sup> Limited access to formal employment opportunities drives many young people into informal sectors, where they face precarious working conditions and lack access to social security benefits. This perpetuates cycles of poverty and hinders social mobility, as individuals struggle to secure stable and sustainable livelihoods. Addressing this challenge requires concerted efforts to formalize the informal economy, including implementing labor regulations that protect workers' rights, providing access to social safety nets, and promoting entrepreneurship and small business development. By integrating informal workers into the formal economy, countries can create more equitable and secure employment opportunities, facilitating smoother transitions from school to work and fostering inclusive economic growth.

### *Gender disparities*

Gender disparities present significant obstacles to the school-to-work transition in LEDCs, further exacerbating challenges faced by youth. Cultural

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<sup>22</sup> *Decent work and the informal economy - international labor organization*. Available at: <https://www.ilo.org/public/english/standards/reim/ilc/ilc90/pdf/rep-vi.pdf>

<sup>23</sup> *Decent work and the informal economy - international labor organization*. Available at: <https://www.ilo.org/public/english/standards/reim/ilc/ilc90/pdf/rep-vi.pdf>



norms and societal expectations often restrict girls' access to education, leading to lower enrollment rates and higher dropout rates compared to boys. Additionally, discriminatory practices in the labor market limit women's employment opportunities and hinder their career advancement. In many LEDCs, factors such as Sharia law or economic constraints prioritize male education over female, perpetuating gender inequality in education and employment. Addressing gender disparities requires comprehensive strategies, including promoting gender equality in education by ensuring equal access to schooling for girls, challenging gender-based stereotypes, and implementing policies that support women's participation in the workforce. By empowering women and girls through education and employment opportunities, LEDCs can unlock their potential as drivers of economic growth and development, ultimately fostering greater social inclusion and sustainable development.

### More Economically Developed Countries (MEDCs)

#### *Evolving job market*

In today's rapidly changing job market, traditional education systems often fail to adequately prepare students for the demands of modern workplaces. While academic knowledge remains important, employers increasingly prioritize soft skills such as communication, adaptability, and critical thinking. However, many schools continue to focus primarily on rote learning and standardized testing, neglecting the development of these essential competencies. As a result, students may graduate without the practical skills needed to succeed in today's dynamic and interconnected world. To address this challenge, education systems must adapt to the evolving needs of the job market by integrating soft skill development into curricula. By prioritizing the cultivation of these abilities alongside academic knowledge, schools can better equip students for the complexities of the modern workforce, enhancing their prospects for meaningful employment and long-term career success.

#### *Networking disparities*

Networking has emerged as a critical component of career advancement in the contemporary job market, creating significant disparities for students from less privileged backgrounds. In today's interconnected world, professional connections often play a crucial role in securing employment opportunities and accessing career advancement resources. However, students from disadvantaged backgrounds may lack access to the social networks and resources necessary to build meaningful professional connections. As a result, they often face greater challenges in finding satisfactory employment that aligns with their skills and qualifications. Addressing networking disparities is essential for promoting social mobility and ensuring equal access to opportunities in the school-to-work transition. Efforts to bridge this gap may include providing networking opportunities, mentorship programs, and career

development support for students from underrepresented communities, thereby leveling the playing field and enhancing their prospects for success in the competitive job market.

#### *Change of the workforce demographic*

The changing demographics of the workforce, characterized by an aging population and heightened youth unemployment rates, pose significant challenges to the school-to-work transition. In many countries, such as Greece, the youth unemployment rate far exceeds the overall unemployment rate, signaling systemic issues within the labor market.<sup>24</sup> This disparity is exacerbated by an aging workforce that delays retirement for various reasons, including financial insecurity or lack of adequate pension provisions. Consequently, younger generations face difficulties entering industries where older workers dominate, hindering their opportunities for career advancement and economic independence. Addressing this demographic shift requires comprehensive strategies, including policies to incentivize retirement, skills development programs for both youth and older workers, and initiatives promoting intergenerational collaboration in the workplace. By addressing the demographic challenges facing the workforce, countries can create a more equitable and sustainable system for transitioning students from school to work, fostering economic growth and social stability.

#### *The importance of vocational skills*

Something most of us fail to understand while talking about the school to work transition is that it is really not a “linear” path. It is not always the case that a young person will have the opportunity to go directly from school to potential tertiary education. Most of the time, this is not the case at all. Most students, due to family, economic, or other issues, fail to engage in this “system”. That is where the importance of vocational and on-the-job skills comes in. Vocational education can allow students from less privileged backgrounds to earn valuable qualifications that will help them improve their employability. Also, it is also important to remember that trades are becoming more and more essential each year, as more people move away from vocational education and attempt to achieve social mobility through tertiary education. It is a fact that countries like the United States are running out of qualified workers that can fulfill their industrial capabilities<sup>25</sup>. Unfortunately, in most countries, the vocational education system does not appeal to the people’s needs and is consequently underdeveloped and underfunded. For example, Greece is a country

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<sup>24</sup>Greece Youth Unemployment Rate. <https://tradingeconomics.com/greece/youth-unemployment-rate>.

<sup>25</sup>America’s Labor Shortage: What Is It and What Can We Do About It?’ Ramsey Solutions, <https://www.ramseysolutions.com/business/labor-shortage>.

where almost 33,3<sup>26</sup> percent of its vocational education system graduates are currently unemployed. This places Greece at the worst position in terms of TVET graduate unemployment among OECD countries. This proves that it is an ineffective system that does not cater to the needs of the local economy, thus, contributing to the ineffective STWTS.<sup>27</sup>

Other problems in vocational education programs range from the lack of teachers to the dumping of unmanageable students in them. Most times, vocational education is not treated as a legitimate career path but rather as a “waiting room” for students to finish school with minimal effort while not acquiring any skills.

### Effects of an ineffective school to work transition

#### Informal employment and lack of social security

The prevalence of informal employment among individuals with limited education underscores the critical role of effective school-to-work transition programs. Without adequate education and training, young people are often relegated to low-skilled, insecure jobs that offer little to no social security or pension opportunities.<sup>28</sup> This perpetuates cycles of poverty and economic vulnerability, hindering socio-economic development. Addressing this issue requires multifaceted interventions. Firstly, investment in education infrastructure and vocational training programs is essential to equip young people with the skills and qualifications needed for formal employment. Additionally, policies that support formal employment creation, such as incentives for businesses to provide secure job opportunities and benefits, are crucial. Moreover, efforts to strengthen social security systems and extend pension coverage to informal workers can provide financial stability and alleviate poverty. By addressing the root causes of informal employment through comprehensive strategies, countries can promote social inclusion and economic stability, ultimately leading to improved livelihoods and opportunities for all individuals, regardless of their educational background or socio-economic status.

#### Job dissatisfaction and skills mismatch

The mismatch between the skills acquired through education and the demands of the labor market leads to job dissatisfaction and underemployment among young people. When individuals find themselves in roles that do not utilize their skills or align with their interests, it can result in frustration and

<sup>26</sup> *Government Bid to Boost Lagging Vocational Education | eKathimerini.Com*. 31 Οκτώβριος 2023, <https://www.ekathimerini.com/news/1223661/government-bid-to-boost-lagging-vocational-education/>.

<sup>27</sup> *Government Bid to Boost Lagging Vocational Education | eKathimerini.Com*. 31 Οκτώβριος 2023, <https://www.ekathimerini.com/news/1223661/government-bid-to-boost-lagging-vocational-education/>.

<sup>28</sup> *Creating and - Generation Unlimited*, [www.generationunlimited.org/media/2971/file/Action%20Guide%202:%20School%20to%20work%20transition.pdf](http://www.generationunlimited.org/media/2971/file/Action%20Guide%202:%20School%20to%20work%20transition.pdf).

disengagement from the workforce. Moreover, shortages of essential workers, such as plumbers or teachers, highlight the urgent need for better alignment between educational curricula and industry needs. Efforts to address this issue should focus on strengthening career guidance services, enhancing vocational education programs, and fostering partnerships between educational institutions and employers to ensure that students are adequately prepared for the workforce. By providing students with relevant skills and knowledge that are directly applicable to the current job market, educational institutions can reduce the likelihood of skills mismatches and increase the likelihood of successful transitions from school to work. This, in turn, can lead to higher levels of job satisfaction, improved productivity, and overall economic growth.

#### Decline of essential workers and wage disparities

The decline of essential workers due to a skills mismatch exacerbates wage disparities and reliance on imported labor. This mismatch arises from a disconnect between the skills taught in educational institutions and those demanded by the labor market, leading to a scarcity of qualified professionals in crucial sectors such as plumbing, teaching, and construction. As a result, industries facing shortages are forced to offer higher wages to attract skilled workers, widening wage gaps across different sectors. Moreover, the reliance on imported labor to fill these gaps not only strains resources but also perpetuates a cycle of dependence on external talent rather than nurturing local expertise. This issue highlights systemic flaws in the education system's failure to adequately equip students with the practical skills demanded by evolving industries. Without addressing these root causes, countries risk further exacerbating wage disparities and perpetuating dependency on external labor sources, undermining long-term economic sustainability. Rectifying this challenge necessitates fundamental reforms in education to align curricula with industry needs and equip students with relevant skills for today's job market.

## MAJOR COUNTRIES AND ORGANIZATIONS INVOLVED

### Australia

Australia was one of the first countries to implement resources into their school to work transition, they, along with the south Korean government conducted large scale research in “measures for an effective school to work transition system” which provided the two countries with invaluable information about their respective labor markets as well as means to improve their STWTS. This survey also found that the

success of a school to work transition heavily depends upon the financial and technical resources a school can provide by themselves.<sup>29</sup>

### Cambodia

Cambodia is a nation located in south-east Asia with a GDP per capita of only 1,625USD. However, they hold the highest STWT rate in all of Asia. This is not due to an incredible school to work transition system that helps their students achieve their goals, but a tourism-based economy that forces the youth to work in unsatisfactory conditions without getting the chance to gain educational or vocational qualifications. For this type of country, a good school to work transition can help provide alternate sources of income that will help the country shift from its tourism-based economy, without neglecting it. Essentially, a good STWT is about producing workers proportional to each current country's needs while also promoting young people to the jobs of the future.

### United States of America (USA)

According to a study done at the University of Texas at Austin, the United States has “the worst approach to school-to-work transition of any industrialized nation”.<sup>30</sup> According to the study, this is due to the fact that the US education system places too much focus on promoting the youth to pursue college education instead of providing them with resources at school. Most of the American youth are attending higher educational institutions without ever being provided with job resources or ever speaking with a career counselor.<sup>31</sup> Additionally, findings from the Commission on Skills in the American workforce concluded that: “there is no curriculum to meet the needs of non-college bound youth”<sup>32</sup>. In addition, students that decide to attend universities are fed into a system of debt that they will not be able to pay off even after years of work.

### Germany

Germany does still have the traditional two-school structure, where one school is meant for a more academic approach (Gymnasium), or a vocational diploma (Gesamtschule) that provides students with on-the-job training as well as with valuable apprenticeships. What Germany does differently is the amount of funding

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<sup>29</sup> ‘Effective Measures for School-to-Work Transition in the Vocational Education System’. *Effective Measures for School-to-Work Transition*, <https://files.eric.ed.gov/fulltext/ED493963.pdf>.

<sup>30</sup> Glover, Robert W., and Ray Marshall. ‘Improving the School-to-Work Transition of American Adolescents’. *Teachers College Record: The Voice of Scholarship in Education*, vol. 94, no. 3, Jan. 1993, pp. 588–610. DOI.org (Crossref), <https://doi.org/10.1177/016146819309400307>.

<sup>31</sup> Glover, Robert W., and Ray Marshall. ‘Improving the School-to-Work Transition of American Adolescents’. *Teachers College Record: The Voice of Scholarship in Education*, vol. 94, no. 3, Jan. 1993, pp. 588–610. DOI.org (Crossref), <https://doi.org/10.1177/016146819309400307>.

<sup>32</sup> Glover, Robert W., and Ray Marshall. ‘Improving the School-to-Work Transition of American Adolescents’. *Teachers College Record: The Voice of Scholarship in Education*, vol. 94, no. 3, Jan. 1993, pp. 588–610. DOI.org (Crossref), <https://doi.org/10.1177/016146819309400307>.

and care that gets funneled into their TVET program, approximately 7% of their GDP<sup>33</sup>, and has resulted in Germany ranking at the top of TVET programs. The STWT in Germany is one of the most effective in all of the world.

### International Labour Organisation (ILO)

The International Labor Organization (ILO) has completed countless studies and has made available countless resources in order to ensure that the world's workers are treated fairly. In the case of the school to work transition, the ILO has provided national governments with invaluable information on the state of their labor market.<sup>34</sup>

### United Nations Educational, Scientific and Cultural Organization (UNESCO)

The United Nations Educational, Scientific and Cultural Organization (Unesco) is a Non-governmental organization (NGO) that mainly focuses on educational equality and inclusion. In the case of the school to work transition, UNESCO has created one of the most effective techniques that can help young people successfully transition. More specifically, UNESCO has developed a strategy for TVET programs, in accordance with goal 4 of the SDGs that aims to help individuals transition through vocational education, while tackling all the traditional problems that come with TVET.

## TIMELINE OF EVENTS

DATE	DESCRIPTION OF EVENT
18 December 1963	The US Vocational Education Act is passed.
1980	The World Employment Programme (WEP) is launched by the International Labour Organization (ILO) to address youth unemployment and promote job creation.
4 May 1994	The School to Work Opportunities Act is passed at the Iowa department of education.
2004	The Australian and Korean governments collaborate on a study on the effective measures for school-to-work transition in the vocational education system.
2009	A universal guide on conducting school to work transition surveys is published.

<sup>33</sup> 'Educational Finance, Promotion of Education and Training'. Federal Statistical Office, [https://www.destatis.de/EN/Themes/Society-Environment/Education-Research-Culture/Educational-Finance-Promotion-Education-Training/\\_node.html](https://www.destatis.de/EN/Themes/Society-Environment/Education-Research-Culture/Educational-Finance-Promotion-Education-Training/_node.html). Accessed 30 Jan. 2024.

<sup>34</sup> Sundholm, Mattias. 'ILO: International Labour Organization'. *Office of the Secretary-General's Envoy on Youth*, 27 Aug. 2013, <https://www.un.org/youthenvoy/2013/08/ilo-international-labour-organization/>.

15 November 2011	The UK enacts Education Act 2011.
2018	The European Alliance for Apprenticeships (EAfA) is launched to promote apprenticeships and work-based learning opportunities for youth in Europe.

## PREVIOUS ATTEMPTS TO SOLVE THE ISSUE

### UNESCO'S Technical and Vocational Education and Training Programs (TVET)

“TVET comprises education, training and skills development relating to a wide range of occupational fields, production services and livelihoods. It empowers individuals, organizations, enterprises and communities and fosters employment, decent work and lifelong learning.”<sup>35</sup> Essentially, it aims to enroll more individuals into TVET while also ensuring the quality of the program. Countries like Germany have followed the general idea of UNESCO's TVET strategy and have managed to enroll a staggering 1,3 million students into its vocational education system, with a staggering 35,9% being women.<sup>36</sup>

### Education 2030 framework for action

UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea.<sup>37</sup> The education 2030 framework for action aims to use evidence about the demand of skills in different work sectors, as well as to engage all responsible parties to engage and aid all member states in creating effective school to work transition programs.

### Education Act 2011 (United Kingdom)

The education act of 2011 is comprehensive legislation that received royal assent on the 15th of November 2011. It is an Act that aims to “make provision about education, childcare, apprenticeships and training, in order to make provision about schools and the school workforce.”<sup>38</sup> This act made changes on school admissions, created free “early years care” and revamped the educational system in the United Kingdom.

## POSSIBLE SOLUTIONS

When delegates are trying to find solutions to add to their clauses, they must keep in mind potential funding sources as well as how applicable these solutions are. We must

<sup>35</sup>Technical and Vocational Education and Training (TVET) | UNESCO.  
<https://www.unesco.org/en/fieldoffice/beirut/tvet>. Accessed 30 Jan. 2024.

<sup>36</sup> *Dynamic TVET Country Profiles*.  
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<sup>37</sup>UNESCO UIS, [uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)

<sup>38</sup> Participation, Expert. *Education Act 2011*. <https://www.legislation.gov.uk/ukpga/2011/21>.



keep in mind that strengthening our school to work transition system is one of the most important issues of today, and it needs extreme delicacy in order to be addressed correctly. Additionally, it is also important not to forget that a topic as large as education reform cannot be addressed by a single clause or measure, and should be addressed in a holistic manner.

#### Investment in Educational systems

The most valuable resource any school or government agency can use when evaluating any major policies, such as the school system in its entirety, is funding. Funding in the educational sector of countries is guaranteed to improve their outcome and help students find employment. This funding can come from the world bank, or UNESCO up to each country's needs. Essentially, if schools receive additional funding, they will be better equipped in the process of helping their students transition successfully.

#### Strengthening of labor force market information and systems

Acquiring the skills needed for today's labor market is a very important step in ensuring a successful school to work transition, however, knowing which employers are available to utilize these skills is the key to success. Thankfully, resources like school to work transition surveys can provide a lot of insight to a country's labor market needs, which, in turn, will help young people set themselves up for success by choosing those much-needed careers.

#### Establishment of different methods to earn qualifications

Today's educational systems mainly focus on building individuals that can absorb information quickly, and obey orders. However, in today's labor market these values are seen as useless and are often overlooked, delegates need to focus on creating a global framework that allows for the creation of additional qualifications for individuals trying to transition. In essence, there is a substantial need for individuals to earn qualifications on their "soft skills". Essentially, different methods to earn qualifications allow students that did not attend university to make themselves a competitive applicant in the job market.

#### Promoting of job specific and vocational skills

What is often overlooked in many educational systems of today is the possibility of pursuing the route of vocational education. In order to address this, delegates need to focus on creating the framework that will promote the vocational education system and help attendees gain on the job experiences through apprenticeships or other methods. Additionally, delegates need to find ways to improve their access to vocational education.

#### Career counseling

For many students, career counseling is no more than a resource to discover universities and apply to them. However, career counseling can also be utilized in ways that can help students visualize their life and professional career before committing to a university of job. However, at this stage career counseling requires resources that

simply exist in many schools. Finding funding and an applicable framework to address career counseling is something delegates need to focus upon. In conclusion, students need more guidance in order to understand what is better for them and their future.

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## MULTIMEDIA RESOURCES

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