Name of the committee: International Labour Organisation
Issue: Ensuring inclusive and equitable participation of young people in the digital economy
Name of the Chairs: VUITTON Nils, SARDINAS Dominique

Ensuring inclusive and equitable participation of young people in the digital economy

1. Introduction

New technologies, and especially Information and Communication Technologies (ICTs), are more and more present in our society. The latter drastically change jobs, which require more and more digital skills.

Young people aged 18 to 24 account for almost a quarter of all Internet users. They are the "predictors" of new technologies and can stimulate growth and innovation in this field. However, most do not have the necessary skills to fill vacant positions.

[Digital inclusion of youth](#)

a. Key words

❖ **ICT (or ICT's):** It is the set of information and communication technologies.

❖ **Digital economy:** It is the set of economic and social activities generated by new technologies, such as the Internet or social networks for example.

❖ **Advanced digital skills:** These are the skills needed to create, manage, test and analyse ICT. They include code, software development, network management, Big Data analysis, Cyber-security, etc.

❖ **Cyber:** It is a prefix used to form a large number of words related to digital, Internet or robotics.

❖ **Internet of things (IOT):** It refers to the connection between the Internet and objects, places and physical environments. In other words, it corresponds to the digitization, the computerization of our environment.

- ❖ **ITU:** It is a United Nations body founded in 1865 whose main role is to harmonize the development of telecommunications worldwide.
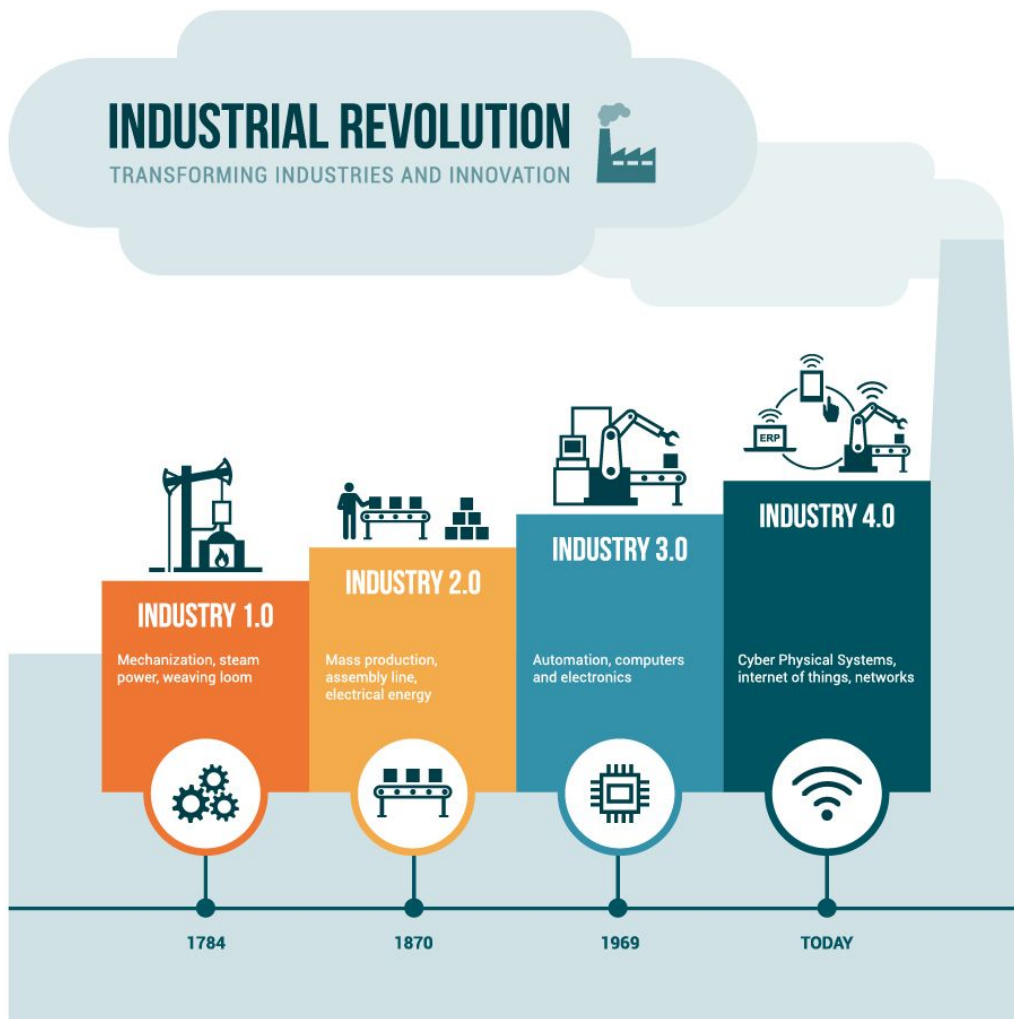
2. Overview of the issue

Youth is often described as the "future of humanity". There is a reason for this: it is representative of new ideas and progress. Paul Valéry said: "*Youth is a time when conventions are, and must be misunderstood: either blindly fought, or blindly obeyed. We cannot conceive, in the beginnings of thoughtful life, that only arbitrary decisions allow man to found anything: language, societies, knowledge, work of art.*"

a. The beginnings of our time

Today we are talking about a "fourth industrial revolution". But before taking a closer look at it, let's quickly look back at the three previous ones... The first industrial revolution began in the United Kingdom with the extraction of coal and the invention of the steam engine by James Watt in 1769. It has made it possible to mechanize work. The second began in the 1880s and is based on new energy sources such as electricity, gas and oil, and the rise of assembly lines. The third industrial revolution began almost a century later and was based on nuclear power, mass production and economies of scale.

INDUSTRIAL REVOLUTION
TRANSFORMING INDUSTRIES AND INNOVATION

INDUSTRY 1.0
Mechanization, steam power, weaving loom

INDUSTRY 2.0
Mass production, assembly line, electrical energy

INDUSTRY 3.0
Automation, computers and electronics

INDUSTRY 4.0
Cyber Physical Systems, internet of things, networks

1784   1870   1969   TODAY

Source: kemptechnologies.com, "the 4th industrial revolution"

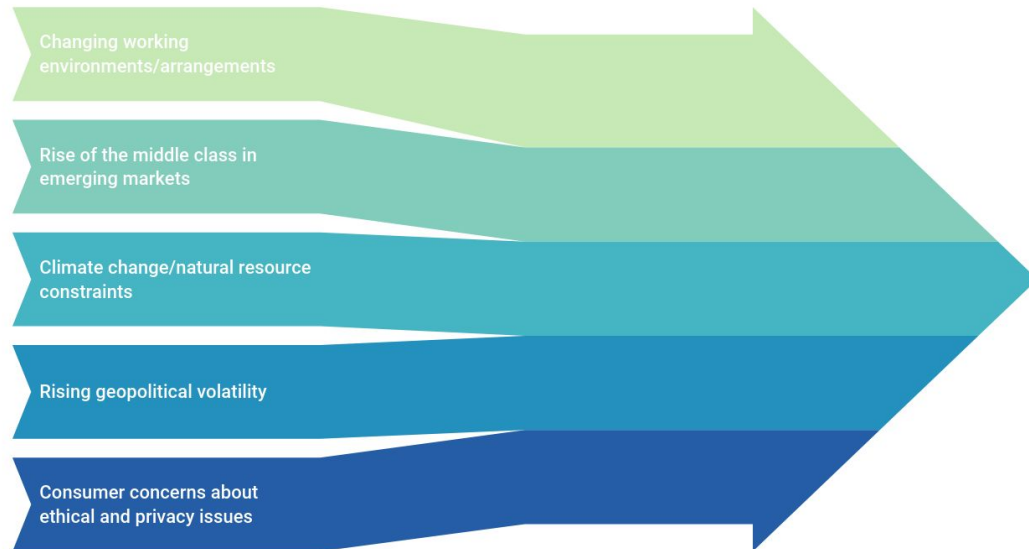## b. Industry 4.0 and its consequences

The fourth industrial revolution is fundamentally different. It is characterized by a range of new technologies that merge the physical, digital and biological worlds, thus having a strong impact on the economy and industry, even challenging the notion of what it means to be human. The resulting changes and disruptions underline the great promises but also the great dangers of the period in which we live.

Indeed, new technologies can be very beneficial for some things: education and access to information can improve the lives of billions of people, social networks can allow anyone to express themselves publicly and instantly around the world... etc. Thus, they can help the economic development of the most marginal countries... However, they also raise many

environmental and ethical issues, which must now more than ever be at the heart of our concerns.

THE 4th INDUSTRIAL REVOLUTION:
TOP 5 DRIVERS OF CHANGE

"Disruptive changes to business models will have a profound impact on the employment landscape over the coming years."
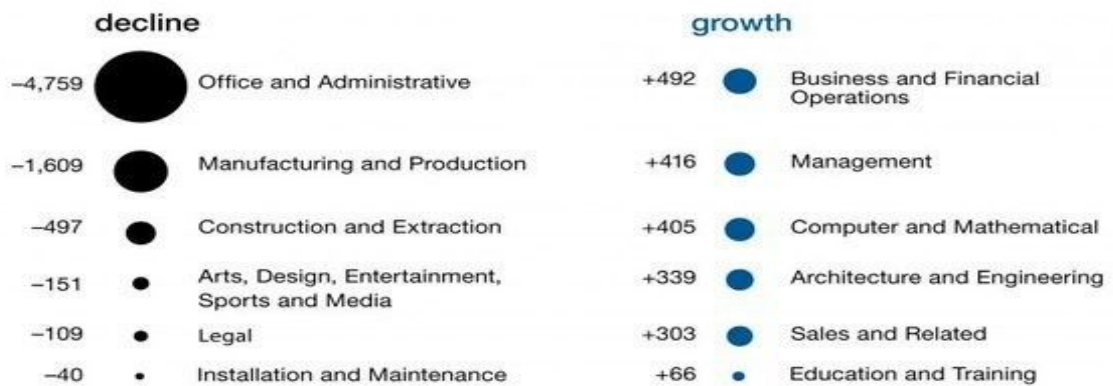
Changing working environments/arrangements

Rise of the middle class in emerging markets

Climate change/natural resource constraints

Rising geopolitical volatility

Consumer concerns about ethical and privacy issues

Source: "The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution," World Economic Forum, January 2016 — http://bit.ly/1nf6lYl

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It is also inevitable that they will drastically change the economy, changing some jobs and creating many others. People with lower digital skills will then be at a disadvantage.

Employment outlook across job families
jobs change in thousands, 2015-2020

decline			growth		
−4,759	⬤	Office and Administrative	+492	🔵	Business and Financial Operations
−1,609	⬤	Manufacturing and Production	+416	🔵	Management
−497	●	Construction and Extraction	+405	🔵	Computer and Mathematical
−151	•	Arts, Design, Entertainment, Sports and Media	+339	🔵	Architecture and Engineering
−109	•	Legal	+303	🔵	Sales and Related
−40	·	Installation and Maintenance	+66	·	Education and Training

Across major economies - see report for full list.

Source: Future of Jobs Report, World Economic Forum

WORLD
ECONOMIC
FORUM

COMMITTED TO
IMPROVING THE STATE
OF THE WORLD

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
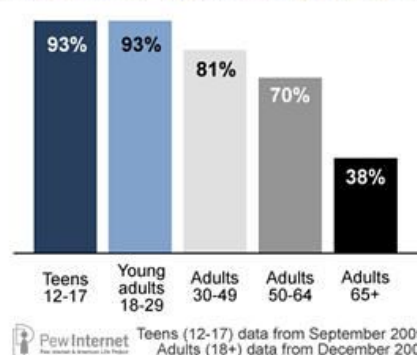9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum

b. Youth in the digital economy

The younger generations are all the more concerned by this phenomenon because it is new. As digital "pioneers", they represent an important part of the digital economy: a quarter of the people connected to the Internet are between 18 and 25 years old.

Who's online? The internet by age groups

| 93% | 93% | 81% | 70% | 38% |
| Teens 12-17 | Young adults 18-29 | Adults 30-49 | Adults 50-64 | Adults 65+ |

PewInternet Teens (12-17) data from September 2009.
Adults (18+) data from December 2009

In addition, economists predict a significant increase in jobs requiring advanced digital skills: we are talking about tens of millions of jobs. In the United Kingdom, for example, it is expected that more than 750,000 new jobs will be created in this area, which could then boost the British economy by £12 billion. Although this is only speculation, it makes us aware of the impact of digital technology on the economy, and underlines the importance of including young people.

Evolution of Digitization

Most of the companies are here

ERP | eCommerce | Self-Service | RPA | AI

Touchless Transactions

Many companies are actively considering RPA and AI as the next step in technology.

ERP	10-20 %
eCommerce	30-50 %
Self-Service	70-80 %
RPA	80-90 %
AI	90 %

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However, the vast majority of the latter do not possess the required qualities... It is likely that there is a big difference between the number of jobs that the "boom" in the digital economy creates, and the number of people trained to work there. Governments, social partners, the private sector, universities, civil society and other key stakeholders must then ensure the training of this youth who appear so important in the economy of tomorrow.

Equipping young people with digital skills and providing them with entrepreneurial opportunities could significantly reduce the unemployment rate, and would contribute to the achievement of United Nations Goal 8: decent work for all, and inclusive and sustainable economic growth.

3. Case study

We may not notice it, but the period in which we live is very interesting: there are many questions that will define the world of tomorrow. Whether they are environmental, ethical or economic, they cannot be ignored. From global organizations to people, everyone is working hard to try to change things at their level. Here are three examples related to the issue....

a. ITU's contribution

In June 2017, ITU and ILO launched a campaign to mobilize the political will and resources needed to equip 5 million young men and women with digital skills by 2030, thus supporting some UN MDGs.

As part of this campaign, ITU, ILO and other international agencies have convened governments to establish a global agenda to address the digital skills gap.

ITU also organizes "Hackathons", which are events that bring together computer experts and young people to learn about programming and software development.

ITU's mission: Founded in 1865 to facilitate international connectivity of communication networks, ITU allocates radio frequencies and satellite orbits worldwide, develops technical standards that ensure the seamless interconnection of networks and technologies and strives to improve access to ICTs for underserved communities around the world.

Source: https://www.itu.int/en/mediacentre/backgrounders/Pages/digital-inclusion-of-youth.aspx

b. How a tortilla saleswoman became an engineering student

Pilar Figueroa Casas was working in a market in Mexico City when she heard about Laboratoria, an organization that offers digital training to women who aspire to work in technology.

She graduated in international trade at the National Polytechnic Institute of Mexico City, and worked in a government office, bank and pharmacy before ending up in her snack at the market. At the time, the 24-year-old woman felt that her career was blocked.

After hearing about Laboratoria, Pilar decided to apply for the program. A few months later, after a long and rigorous selection process, she was one of the students learning to develop front-end and user experience UXs.

For example, she went from selling tortillas to working as a front-line engineer for a Silicon Valley technology company: "I always knew I wanted to do something powerful in my life," she says; "The lab showed me that I could help people and do something good with the code.

Laboratoria's mission: The laboratory was created in 2014 to bridge the gap between the demand for highly skilled workers, and the lack of skills of potential employees in Latin America.

Source: https://news.itu.int/laboratoria-world-youth-skills-day/

c. Nigeria: transforming education with a "Web Portal"

Dimeji Falana and Dare Adebayo graduated in Computer Science at the University of Nigeria in 2010. Soon after, they started a business as software developers, winning large customers such as banks and the Nigerian government. However, they have always believed that they can use their computer skills to serve causes that are important to them.

Indeed, while they were still in university, one of their friends was having difficulty managing a school whose enrolment rate was increasing, but whose teaching quality was deteriorating. Thus, Dimeji and Dare have developed a program called Edves, which accelerates the administrative tasks of teachers, to help them focus on their teaching.

They are now meeting the needs of 300 schools in 14 states of Nigeria, and plan to expand their services to other African markets, where they hope to help solve a broader problem: African schools are experiencing increasing enrolment rates, but the quality of education is suffering, partly because of a shortage of properly trained and motivated teachers.

Edves' mission: According to its website, Edves is an easy and secure web portal that covers all school management needs: growth monitoring, admission management, payments, report cards, homework and parent-teacher communication. The platform also offers teacher training: "these are training sessions to allow teachers to use the platform, so that they can offer children a quality education...curriculum training, technology training -- there are so many things we train teachers in!

Source : https://news.itu.int/transforming-education-web-based-portal-nigeria/

4. Possible solutions

❏ Governments could put in place national strategies to enable young people to develop digital skills, for example by including a new subject in the school curriculum.

❏ The private sector, as the main employer of young digital graduates, could provide a workplace learning opportunity to improve long-term employment prospects.

❏ New businesses, regardless of their size, and Start-Ups have a significant impact on economic growth and employment. Governments could then encourage the creation and development of this economic sector.

My digital maker

5. Main international actors

Bibliothèque sans frontières: Bibliothèques sans frontières (BSF) is an association founded in 2007 in Paris, at the initiative of historian Patrick Weil. It seeks to bring those furthest from culture closer to it through direct support for the most vulnerable people or through libraries and educational structures. With 28,000 contents selected in 23 languages, Bibliothèques Sans Frontières is now able to operate in a wide variety of contexts, as close as possible to the needs of vulnerable populations.

One of their missions is to strengthen digital skills. With Les Voyageurs du Numérique, Bibliothèques Sans Frontières has created a citizen movement around digital mediation that allows everyone to support audiences far from digital so that they become informed and aware of their uses, thanks to a set of resources and activity sheets. For a year, from neighbourhood festivals to village schools, the Voyageurs du Numérique organise a Tour de France to meet the inhabitants and approach new structures and volunteers.

ESCAP: The Economic and Social Commission for Asia and the Pacific (ESCAP) is a United Nations agency, whose purpose is to establish cooperation among Asian and Pacific countries for inclusive and sustainable development. In particular, ESCAP is very involved in the inclusion of young people in the digital economy: it organised a conference in Bangkok from 30 October to 3 November 2017, part of which was dedicated to young digital entrepreneurs.

[Young digital entrepreneurs (8:59 - 1:28:58)](#)

Europe: Caroline Jenner, CEO of Junior Achievement Europe: *"To stimulate economic growth and job creation in Europe, we need more entrepreneurs. To meet market requirements, we must ensure that Europeans have the necessary skills to fill existing vacancies or to start their own businesses. To increase Europe's competitiveness in the global economy, we must embrace innovation - embrace the future - and invest in the education of new generations, future workers.".*

UNCTAD: The United Nations Conference on Trade and Development (UNCTAD) is a subsidiary body of the United Nations General Assembly created in 1964, which aims to integrate developing countries into the world economy in order to promote their development. UNCTAD and the Commonwealth have developed a strategic guide on youth and entrepreneurship to help solve many challenges in many countries.

You will find [here](#) a link to a UNCTAD PDF.

6. Research Guidelines

1. What have been the main advances related to the digitisation of society? What progress can we expect from it in the future?

2. Why is it important to include young people in the digital economy?

3. Which regions of the world are most affected (depending on the number of Internet users and the average age of the population)?

4. How to promote equal opportunities, especially in the least developed countries?

5. Are there any risks to digitization, and are all countries involved?

6. Are there any anti-digitization movements, and if so, in which regions of the world?

7. How to create a sustainable digital world?

All these questions are questions that you must ask yourself, and the answers to which **depend on the country you represent**, it is not a question of giving your opinion here! That way we can have an interesting debate.

7. Bibliography

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