

NMUN•NY 2017



9 – 13 April 2017

Documentation of the Work of the High-level Political Forum on Sustainable Development (HLPF)



2017 NATIONAL MODEL UNITED NATIONS • NEW YORK

Conference B

High-level Political Forum on Sustainable Development (HLPF)

Committee Staff

Director	Maximilian Jungmann
Assistant Director	Kaylin Miller
Chair	William C. Newton
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Agenda

- I. Youth Leadership and Education for Sustainable Development
- II. The Role of Science, Technology, and Innovation in Implementing the Sustainable Development Goals
- III. Ensuring Decent Work for All

Resolutions adopted by the Committee

Code	Topic	Vote
HLPF/1/1	Youth Leadership and Education for Sustainable Development	113 votes in favor, 11 votes against, 12 abstentions
HLPF/1/2	Youth Leadership and Education for Sustainable Development	118 votes in favor, 6 votes against, 12 abstentions
HLPF/1/3	Youth Leadership and Education for Sustainable Development	96 votes in favor, 21 votes against, 19 abstentions
HLPF/1/4	Youth Leadership and Education for Sustainable Development	Adopted without a vote
HLPF/1/5	Youth Leadership and Education for Sustainable Development	115 votes in favor, 8 votes against, 15 abstentions
HLPF/1/6	Youth Leadership and Education for Sustainable Development	108 votes in favor, 10 votes against, 15 abstentions
HLPF/1/7	Youth Leadership and Education for Sustainable Development	110 votes in favor, 5 votes against, 21 abstentions
HLPF/1/8	Youth Leadership and Education for Sustainable Development	103 votes in favor, 9 votes against, 24 abstentions
HLPF/1/9	Youth Leadership and Education for Sustainable Development	99 votes in favor, 19 votes against, 18 abstentions
HLPF/1/10	Youth Leadership and Education for Sustainable Development	100 votes in favor, 19 votes against, 17 abstentions
HLPF/1/11	Youth Leadership and Education for Sustainable Development	103 votes in favor, 6 votes against, 27 abstentions
HLPF/1/12	Youth Leadership and Education for Sustainable Development	111 votes in favor, 10 votes against, 15 abstentions
HLPF/1/13	Youth Leadership and Education for	107 votes in favor, 9 votes against, 20

	Sustainable Development	abstentions
HLPF/1/14	Youth Leadership and Education for Sustainable Development	117 votes in favor, 4 votes against, 15 abstentions
HLPF/1/15	Youth Leadership and Education for Sustainable Development	120 votes in favor, 4 votes against, 12 abstentions

Summary Report

The High-level Political Forum on Sustainable Development held its annual session to consider the following agenda items:

- I. Youth Leadership and Education for Sustainable Development
- II. Ensuring Decent Work for All
- III. The Role of Science, Technology, and Innovation in Implementing the Sustainable Development Goals

Representatives of 137 Member States attended the session. On Sunday, the committee adopted the agenda in the order I, III, II. The first topic on the agenda therefore was “Youth Leadership and Education for Sustainable Development.” On Monday, the delegates began discussions on the importance of youth for achieving the Sustainable Development Goals. Delegates started working on their first working groups.

By Tuesday, the Dais received 23 working papers covering a wide range of subtopics, including low-income and social development for programs such as internships, university sharing, technological advances as a means for improving education, and international stability and the inclusion of indigenous people and women.

On Wednesday, 15 draft resolutions had been approved by the Dais, 2 of which had friendly amendments and one which had an unfriendly amendment. The committee adopted all 15 draft resolutions - one by acclamation. The resolutions reflected the variety of topics which had been discussed, as well as the inspiring spirit of cooperation that was present at all times.



Code: HLPF/1/1

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Believing* that striving towards a more sustainable future and the education of youth leaders must include more
4 comprehensive academic endeavors, especially in the multifaceted knowledge required in daily adult life,

5
6 *Strongly emphasizing* the paramount importance of educating youth and helping them becoming future leaders,

7
8 *Recognizing* the importance of Major Group for Children and Youth (MGCY), and the importance that youth
9 entrepreneurship has towards sustainable development,

10
11 *Underlining* the importance of reducing global illiteracy rates and education as basic human rights, as currently 774
12 million adults still lack basic writing and reading skills which further impedes human development as fundamental
13 human rights,

14
15 *Aware of* General Assembly resolution 71/251 (2017) which supports developing countries in their pursuit of
16 achieving advanced technology that further serve tools for the youth in developing countries to utilize,

17
18 *Emboldened* by the accessibility, innovation and efficiency that are prevalent in online learning initiatives, and
19 encouraged by the truly transformative potential of online platforms,

20
21 *Emphasizing* the rights and promotion of women in education is critical to the success of achieving the sustainable
22 development goals, particularly whereas women are disproportionately negatively affected by inequality in
23 education systems,

24
25 *Deeply concerned* about the lack of political, economic and social rights for youth, especially the lack of political
26 engagement at national level, as the worldwide average age of parliamentarians is 53,

27
28 *Stressing the importance* of the current existing and vitally important Voluntary National Reviews (VNRs)
29 mechanism under the High-Level Political Forum on Sustainable Development (HLPF) to follow up the
30 implementation of the Sustainable Development Goals (SDG),

31
32 *Bearing in mind* that there is a need to fully utilize the existing United Nations (UN) funds as well as effective
33 Private-Public Partnerships (PPPs) to promote efficiency and transparency,

34
35 *Guided by* the role of the International Year of Youth General Assembly resolution 64/134 of 1 February 2010, the
36 United Nations Economic Scientific and Cultural Organization's (UNESCO) Education Strategy for 2014-2021, the
37 Global Universities Partnership on Environment and Sustainability (GUPES), the Environmental Education and
38 Training Unit (EETU), the Civil Society Education Fund (CSEF) and the Global Campaign for Education (GCE) as
39 the main programs to promote higher education through teaching, research and universities,

40
41 1. *Suggests* the joint integration of the SDG Academy and the SDG Knowledge Hub to form a more in depth
42 platform that combines already existing resources of the Sustainable Development Solutions Network, by:

- 43
44 a. Endorsing the addition of a social networking aspect that allows the connection of youth all over the
45 globe and to share opinions and ideas on Sustainable Development (SD) and the most effective
46 Education for Sustainable Development (ESD) practices;

47

- 48 b. Providing international and regional information of sustainable development in all its facets in
49 cooperation with respective UN organs;
50
- 51 c. Suggesting the expansion of the United Nations Technology Bank for Least Developed Countries to
52 facilitate the access to internet;
53
- 54 2. *Emphasizes* the need of the international community to promote youth capacity, through private investment in
55 education via public-private partnerships (PPPs) that:
56
- 57 a. Contribute to in-school activities by establishing scholarships to distinguish leaders in schools that
58 promote sustainable development;
59
- 60 b. Provide necessary loans through the privately sourced micro-financing of entrepreneurial ventures;
61
- 62 c. Encompass basic entrepreneurship skills, such as management, business planning, fundraising, legal
63 skills, relevant industry networking, negotiation skills, public speaking and Information Technology;
64
- 65 d. Create volunteering opportunities for young people around the globe to get personally involved in
66 sustainable development;
67
- 68 e. Encourage government-private relationships to collaborate on common goals in promoting ESD,
69 inspired by the Green Economy Council's success in effectively synchronizing public and private
70 interests in the green economy, which will serve as a useful model in the field of sustainable youth
71 education;
72
- 73 3. *Urges* all Member States to focus on achieving gender equality in education systems by concentrating on the
74 empowerment of women, through:
75
- 76 a. Incentivizing and encouraging collaboration between multiple Member States, Non-Governmental
77 Organizations (NGOs), and the private sector with government infrastructure to produce international
78 discussion on gender equality;
79
- 80 b. Including the UNWomen's monitoring of system wide progress within educational institutions, such as
81 data based flagship reports;
82
- 83 c. Fostering female representation in administrative political roles, including official UN organs, to
84 contribute to future education policies and initiatives;
85
- 86 d. Encouraging opportunities for women to exercise leadership in education and political roles, such as
87 women leadership in Ministries for Youth Affairs, allowing for further arbitration between the
88 government and female youth;
89
- 90 4. *Recommends* an annual youth contest, facilitated by the United Nations Economic Scientific and Cultural
91 Organization (UNESCO), which should:
92
- 93 a. Reward outstanding ideas in the fields of infrastructure development, technology, health, education,
94 agriculture, energy, environment, and social commitment;
95
- 96 b. Establish a quota on the inclusion of regions and gender to ensure representative equality within the
97 contest;
98
- 99 c. Ensure the further development of the awarded ideas by the assistance of the UNESCO and the
100 funding through cooperation with the private sector to ensure implementation in all countries;
101
- 102 d. Focus on perpetuating the progress generated by participants of the contest by investing in the winning
103 ideas to continue their innovative solutions;

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5. *Suggests* encouraging the excellent youth leaders who will emerge from the Sustainable Development Curriculum and expanded e-learning platform to contribute insight into specific relevant domestic ministries for the process of Voluntary National Reviews (VNR) within the HLPF to mobilize their knowledge, review the implementation of SDGs, and:
 - a. Encourages Member States to submit VNRs to HLPF in the following years with more concrete contents at the first place;
 - b. Promotes the recognition of excellent youth leaders with outstanding academic records among peers in an international, regional, and domestic level, by:
 - i. Promoting leadership skills and capacities to actively participate in democratic practices especially including young women;
 - ii. Enabling environment promoted for youth participation in electoral and parliamentary processes, public administration and local governance including in peacebuilding environments;
 6. *Suggests* the youth contribute to the appropriate process of information collection for Member State's VNRs, via relevant domestic government's ministry representatives, including various aspects for youth development, such as:
 - a. Indicators for basic human needs such as levels of education, health, well-being, civic engagement and political participation;
 - b. Indicators for human development such as employment and opportunity, civic engagement and political participation;
 7. *Encourages* the effective monitoring of all funding contributed by existing funds, including the Youth Solidarity Fund coordinated by the United Nations Alliance of Civilizations (UNAOC), the Sustainable Development Fund coordinated by the United Nations Development Program (UNDP), and any funding provided by PPPs to fund the Sustainable Development Curriculum as indicated by UNESCO's Teaching and Learning for a Sustainable Future, by:
 - a. Pursuing results-based financing that is both effective and logical;
 - b. Expanding UNESCO's monitoring operations, transparency and capabilities to ensure education objectives are met in every country where funding is allocated;
 - c. Further recommending the consideration of the pilot assessment by the Organization for Economic Co-operation and Development's (OECD) Measuring Distance to the SDGs Targets, as well as the Unit on Economic Cooperation and Integration among Developing Countries, as a complementary and accountable source of data analysis;
 - d. Utilizing individual United Nations missions across the globe to report the current progress made with existing funding to provide transparency and accountability;
 8. *Further suggests* Member States to further invest in the field of higher education to train youth to cover leading roles through the support of the Global Partnership for Education (GPE), and through the renewal of their commitment to the UNESCO guidelines, by encouraging workshops and seminars, guided by state-specific NGOs and financially supported by UNESCO, to give young people the chance to share their concerns.



Code: HLPF/1/2

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Noting with concern* that the current youth population of 1.8 billion people between the age of 10 and 24 is the
4 largest in history,

5
6 *Acknowledging* the importance of the *2030 Agenda for Sustainable Development*, in particular sustainable
7 development goal (SDG) 4, to create youth leadership roles and advance education,

8
9 *Reaffirming* General Assembly resolution 20/2037 (1965) encouraging exchanges, travel, tourism, meetings,
10 studying foreign languages, the twinning of towns and universities, and similar activities to facilitate young people
11 from all countries,

12
13 *Recognizing* General Assembly resolution 50/81 (1995) establishing the World Programme of Action for Youth to
14 the Year 2000 and Beyond and recognizing young people as a major human resource for development of social
15 change, economic development, and technological innovation,

16
17 *Further recognizing* General Assembly resolution 56/116 (2001) appealing to governments to redouble their efforts
18 in achieving educational goals by developing national plans in accordance to the Dakar Framework for Action of
19 2000 preventing gender disparities in education and devising strategies to reach the poorest populations,

20
21 *Commending* the work done by the Collective Consultation of NGOs on Education for All (EFA) to stimulate further
22 dialogue, reflection, and partnerships with NGOs in the framework of the EFA movement,

23
24 *Recalling* United Nations Economic and Social Council Resolution 2012/1 (2012) calling for Governments to
25 implement national development plans to achieve the Programme of Action, the Beijing Platform for Action, and the
26 Millennium Development Goals through information, education, skill development, and capacity-building for
27 population and development to improve the transition of children into adulthood,

28
29 *Taking into account* Security Council resolution 2250 (2015) on “maintenance of international peace and security”
30 and the youth contribution to peace processes and conflict resolutions and youth-led organizations, and increasing
31 youth participation in decision-making processes at local, national, and international institutions,

32
33 *Emphasizing* the *Gyeongju Youth Declaration* (2016) on the importance for involving youth action in implementing
34 the SDGs,

35
36 *Reaffirming* the spirit of cooperation and commitment to the improvement of education and its relationship to
37 sustainable development as expressed in the Incheon Declaration (2015),

38
39 *Acknowledging* the institutional framework implemented to monitor and evaluate the progress of Member States and
40 UN programs toward reaching the target SDGs,

41
42 *Taking into consideration* the fact that substantial progress on a fundamental rubric for evaluating Member States
43 has not come to fruition due to regional and societal differences of all Member States and their right to determine
44 what policies are best suited for their specific needs,

45
46 *Guided by* the realignment and support of short term strategies conceived and enacted annually by the Global
47 Education 2030 Steering Committee,

48

49 *Having examined* the recommendations of United Nations Children’s Fund’s (UNICEF) Evaluation Towards the
50 “World We Want” (EVALSDGs),
51
52 *Having studied* the suggestions and findings in United Nations Educational, Scientific and Cultural Organization’s
53 (UNESCO) *Global Education Monitoring Report: Education for people and planet: Creating sustainable futures for*
54 *all*,
55
56 *Approving of* the progress made by Member States to implement the policy suggestions of UNESCO’s Education
57 2030 Framework for Action through country-specific processes,
58
59 *Keeping in mind* the 103 million youth worldwide who lack basic literacy skills and that 60 percent of the illiterate
60 population are women according to the SDGs,
61
62 *Deeply concerned* that 50 percent of out-of-school children of primary age are living in conflict-affected areas
63 according to UNESCO’s *EFA Global Monitoring Report*,
64
65 *Aware of* the issue of brain drain causing Member States to lose their best workers and their smartest students to
66 more developed countries and the need to promote trade, education, and human resources in developing countries to
67 prevent brain drain and improve employment among youth,
68
69 *Understanding* good education does not guarantee economic growth and prosperity and education must focus on
70 raising awareness for the need to implement the SDGs,
71
72 1. *Endorses* the strengthening of the *Global Education Monitoring Report*, Education 2030 Steering Committee,
73 and the Collective Consultation of NGOs by improving information sharing networks between Member States;
74
75 2. *Highlights* the importance for Members States to consider and implement strategies from the Education 2030
76 Framework for Action into policies enabling Member States to achieve the target goals of SDG4, specifically
77 the strategies recommended for:
78
79 a. Implementing target goals 4.a by:
80
81 i. Ensuring every educational institution is secure and has water, electricity, adequate and safe
82 classrooms, and appropriate learning materials and technology;
83 ii. Ensuring valuable resources are allocated equitably between socio-economically advantaged
84 and disadvantaged schools and learning centers;
85 iii. Making learning spaces and environments for adult learning and education widely available,
86 including networks of community learning centers and provisions for access to ICT resources,
87 which are essential elements of lifelong learning;
88
89 b. Implementing target goals 4.b by:
90
91 i. Ensuring that mechanisms, programs and policies for international scholarship programs
92 reflect national development contexts, priorities and plans;
93 ii. Focusing on strengthening human resources in the areas where they are most needed;
94 iii. Targeting all scholarship opportunities for young men and women from disadvantaged
95 backgrounds;
96 iv. Ensuring scholarship opportunities for disadvantaged youth are transparent and promoted, so
97 as to allow young people to make informed choices, and designed to protect their legal status
98 and rights;
99 v. Developing joint programs between domestic and foreign universities to motivate students to
100 return home, as well as other mechanisms preventing ‘brain drain’ – the emigration of highly
101 trained people – and promote ‘brain gain’;
102
103 c. Implementing target goals 4.c by:
104

- 105 i. Reviewing, analyzing and improving the quality of teacher training (pre-service and in-
106 service) and providing all teachers with quality pre-service education and continuous
107 professional development and support;
- 108 ii. Developing a national qualifications framework for teachers, teacher trainers, teacher
109 supervisors and inspectors;
- 110 iii. Providing teachers with adequate technological skills to manage ICT and social networks, as
111 well as with media literacy and source criticism skills, and providing training on how to
112 address challenges of pupils with special education needs;
- 113 iv. Developing and implementing effective feedback systems to support good teaching and
114 teachers' professional development, ensuring training has a positive impact on teachers' work,
115 and strengthens school leadership to improve teaching and learning;
- 116
- 117 3. *Encourages* UNESCO's Global Education 2030 Steering Committee to provide frequently updated information
118 regarding implementation and effectiveness of UN efforts regarding SDG4, to allow Member States to express
119 their specialized needs to improve education, to invite education ministers from each Member State to
120 participate in each annual meeting, and to improve its methods for monitoring the progress made toward target
121 goals of the SDG 4 and 5;
- 122
- 123 4. *Recommends* UN monitoring bodies to address the following challenges for developing national evaluation
124 capacities as addressed by UNICEF through their review program, EVALSDGs, with those challenges being
125 developing a National Evaluation Policy that ensures adequate evaluation capabilities, strengthens institutional
126 processes, and engages with wide-ranging partners;
- 127
- 128 5. *Further recommends* Member States to implement the following policy suggestions published in UNESCO's
129 *Global Education Monitoring Report* to improve the effectiveness of education systems contribution to
130 sustainable development, primarily toward SDG 4, such as:
- 131
- 132 a. Supporting collaboration and synergies regarding issues related to sustainable development across all
133 sectors and partners since systemic problems require multiple actors and diverse perspectives;
- 134
- 135 b. Integrating formal and non-formal education and training into government efforts to tackle complex
136 problems;
- 137
- 138 c. Making primary and secondary education of good quality widely accessible in order to enable large
139 numbers of individuals and their families to raise their incomes above the poverty line;
- 140
- 141 d. Ensuring Member States reach their goals education system financing providing adequate quality
142 primary and secondary education;
- 143
- 144 e. Promoting further investment in educational policies and practices regarding following themes:
- 145
- 146 i. The Earth; lessen environmental degradation and the impact of climate change;
- 147 ii. Financial prosperity; reduce poverty and increase the standard of living;
- 148 iii. Peace; nurture peaceful, just and inclusive societies that are free from fear and violence;
- 149 iv. Urban areas; foster sustainable, inclusive and prosperous cities and other human settlements;
- 150 v. Public and private partnerships; ensure adequate financing, policy coherence capacity;
- 151
- 152 6. *Recommends* Member States fill its vacant Youth Delegate positions and ensure they represent diversity and
153 participate in Permanent Missions, UN processes, and Civil Society organizations;
- 154
- 155 7. *Urges* for the collection of Higher Education for Sustainable Development (HESD) news, assessment tools,
156 research, declarations, initiatives, and reports worldwide to showcase them, link them, and facilitate exchange
157 and partnerships under the aegis of UNESCO;
- 158
- 159 8. *Encourages* Member States to allocate the SDG-Education Steering Committee's recommended 4 to 6 percent
160 of Gross Domestic Product (GDP) to fund and improve education domestically;

- 161
162 9. *Suggests* Member States to promote cross-sectoral cooperation as the underlying principle integral of youth
163 policy exchanging good practices on social inclusion of young people;
164
165 10. *Recommends* NGOs and Member States to identify teacher’s needs through survey methods, data collecting, or
166 other necessary means and create programs that retrains teachers to better serve youth in primary and secondary
167 education;
168
169 11. *Supports* further priority support to regional education development programs involving dialogue between
170 municipalities of small towns and villages;
171
172 12. *Emphasizes* the importance to develop local initiatives in rural areas that include job creation schemes;
173
174 13. *Encourages* the training of young professionals living in rural areas for marketable positions in the private
175 sector to enhance youth leadership beyond governance;
176
177 14. *Invites* Member States to develop youth information centers where young people can find out more information
178 about education, health, and social welfare;
179
180 15. *Welcomes* Member States to establish or strengthen UNESCO programs that educate young people in cultural
181 heritage of their own and other societies and institute in cooperation with NGOs, student/teacher travel and
182 exchange programs, and youth camps to help young people understand cultural diversity at national and
183 international levels;
184
185 16. *Emphasizes* the involvement of young people in all stages of policy and decision-making that affects them or
186 their communities to ensure SDGs are effective in the future;
187
188 17. *Endorses* mainstream Education for Sustainable Development (ESD) in both education and sustainable
189 development policies to create an enabling environment for ESD and bring about systemic change further
190 advancing leadership skills necessary to meet the goals of the 2030 Agenda.



Code: HLPF/1/3

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*
2
3 *Reaffirming* General Assembly resolution 70/1 (2015) establishing the *2030 Agenda for Sustainable Development*
4 (2015) consisting of the 17 Sustainable Development Goals (SDGs) and 169 targets dedicated towards a sustainable
5 future,
6
7 *Recognizing* that General Assembly resolution 70/1 (2015) cannot be amended and the General Assembly has no
8 process for the adaptation of SDG targets,
9
10 *Fully Supporting* Article 2 and Article 26 of the 1948 *Universal Declaration of Human Rights* (UDHR), which
11 emphasize inclusive education for all as a basic human right,
12
13 *Considering* the interconnectedness of the SDGs and the field of education, especially focusing on SDGs 3, 5, 8, 9,
14 and 17 in connection to SDG 4 which is to ensure inclusive and equitable quality education and promote lifelong
15 learning opportunities for all,
16
17 *Guided by* the indicators measuring the implementation of the Sustainable Development Goals (SDGs) as set in the
18 *Incheon Declaration and Framework for Action* (2015) and the specific evaluation that has been done through the
19 Voluntary National Review,
20
21 *Alarmed by* the hardships of youth concerning the lack of opportunities, access and/or monetary means to achieve
22 the skills needed to be future leaders of change and strong participants of their communities,
23
24 *Mindful of* Assembly General Assembly resolution 66/288, *The Future We Want* (2012) paragraphs 229 through 244
25 that reaffirms Member States commitment to education and female empowerment,
26
27 *Taking into account* the importance of technology in educating the youth and creating a sustainable economy which
28 encourages youth empowerment and involvement associated with self-sufficiency,
29
30 *Expressing its concern* about the lack of access that populations of Developing Nations have to utilize innovative
31 approaches in the field of science, technology engineering, and math (STEM) fields of study,
32
33 *Recognizing* the role of technology as powerful drivers for Education and Economy as proclaimed in the 2015 *Addis*
34 *Ababa Action Agenda* (AAAA) of the third international conference on financing for development,
35
36 *Acknowledging* the United Nations Educational, Scientific and Cultural Organization's (UNESCO) *Convention*
37 *against Discrimination in Education* (1960) which aims to provide all children educational access,
38
39 *Commends* the initiative mentioned in the UNESCO on *World Education Report* (2000) on open education as a form
40 of flexible learning that allows vulnerable and rural youth to pursue education and proper opportunity of
41 employment,
42
43 *Guided by* existing national programs Swedish International Development Agency (SIDA) which emphasizes the
44 capacity for quality education and the International Education Testing Services (ETS) efforts to improve educators'
45 knowledge and preparation to educate students,
46
47 *Fully aware* that youth need to be provided with the skills and technical training to enter into the modern workforce,
48

49 *Appreciating* the Global Partnership for Education (GPE) which funds basic education in developing countries, and
50 has developed a new global goal for education to provide an equalized educational experience across the globe,
51

52 *Acknowledging* the *Dakar Framework for Action* (2000), adopted during the World Education Forum, which
53 expressed its support towards working with institutions and companies to achieve the General Assembly resolution
54 70/1 (2015),
55

56 *Noting* the importance of improving support of youth in entrepreneurship in order to achieve targets 3 and 4 of
57 Sustainable Development Goal 4,
58

59 *Fully aware* of the creation of Solutions for Youth Employment (S4YE) to help youth address the challenges faced
60 in the employment market,
61

62 *Recognizing* the need for the expanding job creation for students to encourage completion of secondary education,
63

64 *Taking into consideration* the educational opportunities for youth in career and internship programs prior higher
65 education completion,
66

67 *Expressing* its concern about the lack of attention for transportation and infrastructure issues, skill development for
68 entrepreneurship and the use of technology in education in the SDG 4,
69

70 *Understanding* the disparity of the treatment between genders within education as stated in the 1979 *Convention on*
71 *the Elimination of All Forms of Discrimination Against Women*,
72

73 *Cognizant* of the importance of the relationship between educated women and the economic well-being of their
74 community,
75

76 *Reaffirming* the UN Women's Fund for Gender Equality launched in 2009,
77

78 *Taking note* of the UN Women's Flagship Program established in 2015 to remove barriers women face in society
79 including education,
80

81 *Affirming* Economic and Social Council (ECOSOC) resolution 2008/18, which underlines urbanization, education,
82 migration and social inclusion as key factors in achieving decent work for all internationally,
83

84 1. *Suggesting* a consideration by the General Assembly to create a process for reviewing or adapting the SDG
85 targets as found in the *2030 Agenda for Sustainable Development* and thereby advising the consideration for
86 implementation of a new target directing its attention to four pillars, including technology for education, skills
87 for entrepreneurship, equal gender access to education, and sustainable infrastructure, which contains factors
88 that surround the field of education that try to improve equal access and opportunity in accordance with the
89 UDHR and are connected to SDGs 3, 5, 8, 9 and 17 and further:
90

91 a. Welcomes the consideration of the addition of these 4 pillars as part of the SDG Voluntary Review
92 under the High-level Political Forum on Sustainable Development;
93

94 b. Suggests that the Sustainable Development Knowledge Platform add the 4 pillars to their goal
95 indicators;
96

97 c. Suggests that all Member States implement the 4 pillars to national academic policy-plans and
98 evaluation research;
99

100 2. *Recommends* that Member States implement pillar one, focusing on technology in education and to
101 acknowledge the problem of the youth who lack access to information concerning technology, science and
102 innovation and recognize the advantages such information could bring when implemented by:
103

104 a. Inviting Member States to add and expand the fields of STEM in curriculum and education-policy;

- 105
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108
- b. Encouraging universities and governments to provide an increase of public access to scientific research journals as a means to encourage innovation and knowledge sharing;
- 109 3. *Calls upon* furthering the efforts of the SIDA to strengthen the capacity for quality education and the ETS
110 efforts for improving the capabilities of teachers by suggesting the implementation of the Youth Organization
111 Guaranteeing Uniformed Reformation of Teaching (YOGURT) which will:
112
- 113 a. Provide technology access in developing low-income countries through the support of private
114 technology companies through advertisement and publicity as well as to students by providing them
115 with access to technology which will expand their knowledge via the Internet;
116
- 117 b. Enhance public transportation for youth attending schools therefore granting equal opportunity and
118 access to receiving an education;
119
- 120 c. Endorse additional teacher training and classes ensuring that all educators are prepared and
121 knowledgeable enough to spread their wisdom to their students and community;
122
- 123 4. *Additionally encouraging* trans-border expansion of the European Erasmus Scholarship into an international
124 system such as the Program of Advancement in Research and Technology (PART), a stimulation program under
125 discretion of the ECOSOC which helps the circulation of knowledge through giving youth, especially from least
126 developed countries, the opportunity to be granted scholarships, internships, and traineeships with companies,
127 universities and governments by advising:
128
- 129 a. Governments and non-governmental organizations (NGOs) to grant companies that comply with
130 PART subsidiaries;
131
- 132 b. The GPE to utilize assistance funds to support developing countries with the implementation of PART;
133
- 134 c. Member States to expand access to information about PART to citizen in rural areas;
135
- 136 d. Governments to increase cooperative efforts for systems designed to provide proper access to tools and
137 ample time for trans-border members under PART as a means to prevent brain drain and ensure
138 success of pillar 1;
139
- 140 5. *Encourages* Member States to implement pillar Two Skills for Youth Entrepreneurship and promote programs,
141 such as S4YE, Promoting and empowering Creative Resourceful, Enterprising Youngsters in Europe
142 (C.R.E.ative), and the Loden Entrepreneurship Programme, which supports and facilitates the entrepreneurship
143 spirit of the youth by:
144
- 145 a. Promoting youth entrepreneurship symposiums and conferences on every level, including local,
146 national, regional, and global levels, which would allow youth to share ideas and methods of starting
147 and running an enterprise;
148
- 149 b. Recommending the establishment of entrepreneurship-based technology transfers between public,
150 private, and civil sectors across Member States and multinational corporations to assist youth to access
151 the necessary tools and information to successfully run a business;
152
- 153 c. Suggesting Member States to implement entrepreneurship courses in secondary schools and
154 universities to teach youth the basics of entrepreneurship and encourage them to pursue this level of
155 leadership;
156

- 157 6. *Additionally encourages* furthering the work of the Achievers, Collaborators, and Innovators the
158 implementation of Working Opportunities for Reinforcing Completion, which will provide job opportunities for
159 students and decrease the number of students who do not complete school to work by:
160
- 161 a. Providing students with incentives by stipends as well as education credit to advance their school
162 experiences and better prepare them for life after graduation;
 - 163
 - 164 b. Supporting the expansion of more Learning Initiative for Entrepreneurs training centres provided by
165 the United Nations Industrial Development Organization together with select private partnerships in
166 which a large percentage of its beneficiaries are youth and women;
 - 167
- 168 7. *Further recommends* Member States to develop pillar three by expanding implementation of the Development
169 of Infrastructure for Education (DIFE) which will utilize advancing internet capabilities for virtual education
170 and mobilize teachers while physical infrastructure is in development by:
171
- 172 a. Recommending promoting online educational resources and academies to facilitate effective and
173 inclusive education opportunities in rural areas;
 - 174
 - 175 b. Further inviting Member States to collaborate with partnerships, such as the Global Program for Safer
176 Schools, to emphasize the need for more resilient educational structures in developing areas;
 - 177
 - 178 c. Encouraging Member States to partner with the International Infrastructure Support System to provide
179 online project blueprints for building and upgrading infrastructure;
 - 180
 - 181 d. Recommending building schools in populous areas as well as improving current school buildings and
182 creating more adequate environments for educational success;
 - 183
 - 184 e. Encouraging Member States to further instruct educators in understanding how to teach virtually to
185 expand the reach of students in different learning environments and gain digital intellectual
186 experiences;
 - 187
- 188 8. *Stresses* the importance of pillar four Reducing Gender Parity due to the issues and the hardships youth
189 experience living in less fortunate circumstances, such as lack of adequate education and access to technology,
190 and how that affects their educational experience, by:
191
- 192 a. Recommending Member States train youth on vocational and career skills and to assist female youths
193 in vulnerable communities to engage them in educational programs advocating for literacy and higher
194 education;
 - 195
 - 196 b. Inviting developing Member States to utilize assistance funds from the GPE in providing the 65
197 countries in poverty to improve their public education systems with providing more qualified teachers;
 - 198
 - 199 c. Encouraging Member States to expand their efforts in providing access to education for girls and
200 women and female empowerment, especially those living in impoverished and rural regions, through
201 the success and modelling of the Girls Education Challenge, as proposed by the United Kingdom, to
202 achieve gender parity;
 - 203
 - 204 d. Welcoming Member States to further donate to regions in desperate need of classrooms and
205 educational aid to ensure all learners have the resources they need;
 - 206
 - 207 e. Suggesting Member States support NGOs invested in gender inequalities such as but not limited to
208 Women for Women International;
 - 209
 - 210 f. Inviting developing Member States to utilize support from UN Women’s Fund for Gender Equality to
211 participate in programs that educate on the urgent need to inform the youth of women empowerment
and women’s rights for decision-making and education such as the UN Women’s Flagship program.



Code: HLPF/1/4

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Guided by the mandate of the High-level Political Forum for Sustainable Development to follow-up and review the*
4 *implementation of the 2030 Agenda for Sustainable Development,*

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6 *Noting with approval the United Nations Convention on the Rights of the Child,*

7
8 *Noting with satisfaction the success of civic engagement the impact on developing nations,*

9
10 *Concerned with the lack of cohesion among non-governmental organizations (NGOs) in their efforts to facilitate the*
11 *implementation of the Sustainable Development Goals dealing with education,*

12
13 *Viewing with appreciation the SMART (Specific, Measurable, Achievable, Resource-based and Time-bound)*
14 *criteria established by the Third International Conference on Small Island States Developing States in 2014,*

15
16 *Emphasizing article 1 of the United Nations Declaration on Human Rights Education and Training, which states*
17 *that everyone has the right to know, seek and receive information about all human rights and fundamental freedoms*
18 *and should have access to human rights education and training,*

19
20 *Recalling the work accomplished by the Asia-Pacific Programme of Educational Innovation for Development*
21 *(APEID) in promoting sustainable development through educational exchange programs,*

22
23 *Taking into account that the Association for the International Exchange of Students in Economics and Commerce*
24 *(AIESEC) provides a platform that enables young people to have access to practical global experiences in order to*
25 *develop leadership potential among youths,*

26
27 *Recognizing that the migration of educated individuals from their country of origin to other nations in both*
28 *developed and developing Member States is a substantial issue in various countries,*

29
30 *Bearing in mind the vital importance of the exchange of knowledge and expertise as highlighted by the Economic*
31 *and Social Council's (ECOSOC) resolution 2011/24,*

32
33 *Keeping in mind the United Nations Educational, Scientific and Cultural Organization's (UNESCO) mandate to*
34 *coordinate international cooperation in education, science, culture and communication primordially by*
35 *strengthening ties between nations and societies,*

36
37 *Reaffirming the UN High-Level Panel of Eminent Persons acknowledgement that many pressing concerns can only*
38 *be tackled by cross-border collaboration and sharing mechanisms,*

39
40 *Acknowledging the success of exchange programs through the Palestinian European Academic Cooperation in*
41 *Education (PEACE) program,*

42
43 *Further emphasizing Sustainable Development Goal 4, particularly, target 4.4 to increase the number of youths and*
44 *adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and*
45 *entrepreneurship, and target 4.5 to eliminate gender disparities in education and to ensure equal access to all levels*
46 *of education and vocational training for vulnerable and marginalized populations,*

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48 *Supporting the work previously done by programs such as the Global Action Programme and the Aichi-Nagoya*
49 *Declaration on the issue of implementing the Sustainable Development Goals within vocational training,*

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Recognizing the lack of necessary educational programs that addresses vocational training and job readiness, and the need to increase skill competency in the workforce through vocational training and experiential learning,

Appreciating the efforts set forth by NGOs such as Education International (EI) and Pratham in making quality education globally accessible,

Recognizing the efforts of the World Bank and the Islamic Development Bank for creating the Education for Competitiveness initiative for youth education development in the Middle Eastern North African region,

Stressing the importance of lifelong learning, employability, and transformation as the three domains of education conceptualized by the Education for Competitiveness Initiative (E4C),

Acknowledging the success of vocational training and education networks such as the International Vocational Education and Training Association,

1. *Encourages* Member States to consider within their national sustainable development plans, participatory community development initiatives such as Morocco’s National Initiative for Human Development by:
 - a. Emphasizing the inclusion of residents within targeted communities, such as youth in conflict areas, women and girls, etc.;
 - b. Internalizing the needs local communities deem necessary for the achievement of SDG 4 target 5 Focusing mainly on:
 - i. Young women and girls;
 - ii. Youth facing economic disparities in both rural and urban areas;
2. *Invites* relevant non-governmental organizations to attend a multi-stakeholder conference on International Development of Educational Assured Success (IDEAS) in order to promote youth entrepreneurship facilitated by the High-Level Political Forum to discuss how Member States can best integrate sustainable development goal 4 and its related targets into the work of their NGOs by:
 - a. Suggesting this conference be held at the United Nations headquarters to coincide with International Youth Day: August 12, 2017;
 - b. Encouraging stakeholders to identify possible logistical and technological gaps in ongoing operations by utilizing the SMART criteria in the evaluation process;
 - c. Encouraging stakeholders to consider the outcomes of the 2017 Economic and Social Council Youth Forum: Youth2030, which focuses on innovative approaches and multilateral solutions to achieving sustainable development in their deliberations;
3. *Endorses* using the APEID program as a framework to expand upon international exchange programs and established standards designed to increase the flow of students and faculty/researchers by:
 - a. Focusing on giving youth a sense of empowerment by enabling university students to tackle real world issues by applying to requested international involvement internships;
 - b. Enhancing practical education aimed towards problem solving within their field of study;
 - c. Fostering the exchange of knowledge between foreign interns and their hosting community to stimulate innovative solutions for these issues;
4. *Suggests* the expansion of AIESEC internship platform to host the solicitation process for fostering these international involvement internships regarding all fields of study, accessible to any and all Member States

106 willing to accommodate students and teachers from around the world and guide them in their practical training
107 towards concrete solutions that address real world issues as well as encouraging the HLPF publish reports
108 through member states that will include:

- 109
- 110 a. Data about the disparities in educational exchanges;
- 111
- 112 b. Identification of sustainable solutions to bridge disparities;
- 113
- 114 c. Personal reviews of participants at all levels of education to generate policy recommendations to
115 enhance exchanges and internships;
- 116
- 117 5. *Invites* Member States to consider applicants of varied cultural origins to facilitate exchange of knowledge and
118 experience through cultural diversity that will later benefit Member States when internship students return from
119 this multilateral cooperation program;
- 120
- 121 6. *Further recommends* all Member States to implement programs similar to Palestine's PEACE program, which
122 gave scholarships to graduate students so that they could afford to study abroad and facilitated the exchange of
123 staff and students;
- 124
- 125 7. *Encourages* all Member States that provide incentives for any higher education institution that participates in
126 the IDEAS framework to achieve a globally successful exchange platform;
- 127
- 128 8. *Calls upon* Member States to strengthen efforts to decrease the amount of educated individuals that leave their
129 country of origin by:
 - 130
 - 131 a. Sponsoring, through UNESCO, the previously stated internship program, contingent on the intern
132 returning to his or her country of origin upon completion of the program;
 - 133
 - 134 b. Welcoming interns to return and remain in their country of origin for a period of time beneficial to
135 their Member State upon completion of their program;
 - 136
 - 137 c. Inviting private-sector businesses investing in developing countries to offer minority stakeholder-ship
138 to those working in developing countries in order to incentivize people to stay in their country of
139 origin;
 - 140
- 141 9. *Encourages* the exploration of alternative educational settings such as correspondence courses and vocational
142 skills training in order to accommodate communities and improve opportunities to gain practical and
143 transferable experience for the workforce;
- 144
- 145 10. *Recommends* that Member States partner with targeted NGO's like EI and Pratham to strengthen the
146 connections between Member States in improving education and training on a global scale;
- 147
- 148 11. *Recommends* the expansion of the Education for Competitiveness E4C initiative as a global framework for
149 Member States to utilize for youth development through methods of participatory community development and
150 sharing best practices to:
 - 151
 - 152 a. Build foundations for innovative approaches to improve governance while taking into account the
153 individual sovereignty of Member States, and:
 - 154
 - 155 i. Allowing Member States to adjust participatory community development to their own specific
156 needs;
 - 157 ii. Inviting the United Nations Development Programme, World Bank, and all other willing and
158 able UN bodies and Member States to fund the expansion of the initiative as they see fit with
159 a focus on implementing SDGs;
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- b. Strengthen the school-to-work transition by providing youth with more relevant skills to prepare them for the labor market by:
 - i. Encouraging youth to cultivate and strengthen relevant and practical skills through vocational training programs, fostered by the International Vocational Education and Training Association;
 - ii. Mentoring youth throughout the process of pursuing higher education and entering the workforce;
 - iii. Encouraging local governments to acknowledge and improve employment and educational needs in their prospective communities;
- c. Develop skills that will promote creativity for wider social awareness and engagement to reduce social exclusion and create a cohesive environment.



Code: HLPF/1/5

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Acknowledging* the United Nations *Universal Declaration of Human Rights* article 26, which states that everyone
4 has the right to free education at least in the elementary and fundamental stages and that elementary education shall
5 be compulsory,

6
7 *Recognizing* the great strides the United Nations Educational, Scientific and Cultural Organization (UNESCO) and
8 the UN General Assembly (GA) have made in the education sector,

9
10 *Taking note also of the Rio Declaration Principles 10, 21, and 22,* the key to solving any problem is to promote
11 educated and concerned citizen youths that will learn how to address, discuss, analyze, and solve their community's
12 conflicts at a local level,

13
14 *Adhering to Sustainable Development Goal (SDG) 4,* especially target 4.7, striving to promote knowledge of
15 sustainable development and appreciation of cultural diversity, as well as culture's contribution to education of
16 sustainable development,

17
18 *Realizing* the need to expand existing youth leadership programs to better facilitate the achievement of the *2030*
19 *Agenda for Sustainable Development,*

20
21 *Fulfilling* GA resolution 68/220 (2014) that realized the vital importance of the role of Science, Technology, and
22 Innovation in the successful fulfillment of the SDGs, specifically SDG 4,

23
24 *Fully aware* of the lack of available and adequate teachers in the world, the detrimental effects of the lack of
25 education-specific plans,

26
27 *Also considering* the ability of Member States to share resources regarding the education of teaching professionals,

28
29 *Deeply conscious* of the challenges that can arise when educating diverse populations,

30
31 *Emphasizing* the need for a universal teaching certificate, so Member States have the ability to share human capital
32 in order to ensure that youth have the best quality of education possible,

33
34 *Bearing in mind* the *Declaration of Saltillo* that is currently being endorsed in UNESCO's Global Action
35 Programme (GAP) specifically the priority area of building teacher and trainer capacities,

36
37 *Observing* organizations which fund innovative education systems such as UNESCO, United States Agency for
38 International Development (USAID) and Inter-American Development Bank,

39
40 1. *Suggests* the creation of a subcommittee within UNESCO which models existing Non-Governmental
41 Organizations (NGO) like Global Partnership for Education, Fulbright Teacher Exchange Program and
42 Teachers Without Borders called Teach With Us, Learn With Us which:

43
44 a. Expands upon existing frameworks, the subcommittee Member States shall be able to send perspective
45 teachers to be trained in a comprehensive curriculum;

46
47 b. Includes a curriculum which can be applied internationally and will focus on providing:
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- i. Access to learning resources in the native languages of prospective teachers and students and the students they wish to teach, in order to facilitate teacher-student communication;
 - ii. Lessons that address the sustainable development and how they apply to students' everyday lives and their own country's situations;
 - iii. Science, technology, engineering, and mathematics (STEM) literacy as it can be applied to sustainable development;
 - iv. Expanded volunteer based programs that have already been implemented in Member States on an international level which will work with program participants to train them on how to educate youth on water, sanitation, health and other basic local services provided by town councils;
 - v. A United Nations teaching certificate, which upon the completion of the training programs shall allow them to teach in UN Sponsored schools located in any participant state as well as provide opportunities for local non-UN affiliated schools to hire them following guidelines and requirements set forth by individual Member States, this certificate must be renewed annually via a systematic evaluation of their competencies;
2. *Emphasizes* the need, within Teach With Us, for sensitivity trainings that focus on the differing educational needs of varying populations, paying special attention to youth who have been historically marginalized by:
- a. Reiterating the mission of the UN Commission on the Status of Women to provide all women, especially young women, with a voice by granting equal access to education and leadership programs;
 - b. Organizing annual conferences on inclusivity in education in the setting of the Inclusive Education in Action Project;
 - c. Recommending Member States to develop specific social welfare programs, aimed at including disabled youth within mainstream society;
 - d. Helping the implementation of incentives for hiring youth with disabilities through fiscal exonerations, public-private partnerships and national preference policies;
 - e. International teaching standards should include requirements for teachers to be inclusive of students from vulnerable groups, including women, ethnic minorities, persons with disabilities, those who are historically marginalized, and of all socioeconomic classes;
 - f. Recommending an assessment, under the auspices of the HLPF, of the effectiveness of this program would require a review board composed of representatives from each participating Member State where:
 - i. Participating Member States should submit a bi-yearly report of how they are addressing these standards;
 - ii. The HLPF should be active in the review of this program as it relates to the achievement of SDG 4;
3. *Endorses* the Organisation for Economic Co-operation and Development (OECD) and their work in evaluating education practices internationally, and suggests an expansion of their program so that:
- a. The Programme for International Student Assessment (PISA) should be expanded in order to include evaluation of more countries, paying special attention to youth in developing nations;
 - b. Monitoring cultural immersion and training in native languages of host community, and emphasize sustainable development practices as mandated by the SDGs, should also be included in assessments;

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- c. The program should expand to incorporate UNESCO’s International Standard Classification of Education (ISCED) framework in order to determine levels and fields of education in different Member States and implement education programs accordingly;
 - d. Annual assessments will be developed for all countries participating to ensure that the “Teach With Us” standards are uniformly followed and accepted by the regional community which should:
 - i. Require a review board made up of an Education for Sustainable Development (ESD) Expert Network from a variety of participating Member States to limit bias;
 - ii. Include requirements for teachers to be inclusive of students from vulnerable groups, including women, ethnic minorities, persons with disabilities, those who are historically marginalized, and of all socioeconomic classes;
 - iii. Have the involvement of regional innovation labs and multi stakeholder agencies to assess and review the implementation of quality education cognizant with the 2030 Global Agenda on Education similar to the Latin American Laboratory of Assessment of the Quality of Education;
4. *Supports* the expansion of the “Young Leaders for Sustainable Development” program by the United Nations that will work on the national and regional level by:
- a. Encouraging young people to embark on ambitious projects that work on sustainable development targets, including;
 - b. Allowing Member States to expand upon local chapters of the program for the purpose of being led by students or existing youth organizations;
 - c. Encouraging national or regional subsidies to these organizations in order to finance specific local and regional projects, conceived by universities, non-governmental organizations, businesses, and youth organizations within participating Member States;
 - d. Promoting the Young Researchers on Climate Change and Sustainable Development by providing private or public study grants;
 - e. Encouraging Universities, Youth Organizations, and Young Entrepreneurs to participate in online sustainable development programs such as SDG Academy;
 - f. Increasing advertising about youth leadership and their involvement in the sustainable development goals by encouraging governments to share information via social media, school programs, and other sources of socialization;
 - g. Encourages a program within the Envoy on Youth that brings youth delegates from every Member State to represent their country and supports the creation of a Model United Nations Summit, that discuss the issues of SDGs and current global issues and models the framework of the United Nations;
5. *Suggests* to fund this program through multiple vehicles including:
- a. A voluntary fund set up by the United Nations to support the programs suggested in this resolution which Member States and other organizations contribute to voluntarily;
 - b. Individual participants who seek out funding through organizations such as USAID with the HICD Initiatives focusing on performances and assessments for technical support and increasing transparency;

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- c. NGOs such as Teachers Without Borders and Room To Read, and United Nations agencies such as UNESCO, UN-HABITAT, United Nations Development Program (UNDP), and the Inter-American Development Bank (IDB);
 - d. A similar framework to the “Teacher Education Improvement Project” established in conjunction with the World Bank through various procurements and endorsements on the international level;
6. *Recommends* restarting and expanding UNESCO’s Education for All Program to include a grassroots level initiative will pair university graduate students from STEM fields with youths from developing countries through UN Internships in order to:
- a. Promote a direct connection between individual nations and ease the transition from education to job opportunities by:
 - i. Focusing on educating youth on infrastructure for sustainable development such as green energy sources;
 - ii. Training citizens on technology relating to the cyber market including web design and programming;
 - b. Foster a dialogue between youth from both developed and developing countries in an effort to allow the flow of knowledge and promote opportunities afforded by education.



Code: HLPF/1/6

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Reaffirming* article 26 of the *Universal Declaration of Human Rights* (UDHR) which states that everyone has the
4 right to free, fundamental education,

5
6 *Recalling* Goal 4 of the *2030 Agenda on Sustainable Development* (2015), which aims to ensure inclusive and
7 quality education for all and the promotion of lifelong learning,

8
9 *Guided by* the United Nations Economic and Social Council (ECOSOC), which defines Education for Sustainable
10 Development (ESD) as a means of addressing global challenges to create sustainable and resilient societies,

11
12 *Recognizing* the role of the High-level Political Forum (HLPF) in monitoring the progress of the Sustainable
13 Development Goals (SDGs),

14
15 *Fully aware* that Member States have varying economic, social and cultural difficulties in providing full and equal
16 education,

17
18 *Acknowledging* the issues of gender inequality and brain drain within developing States as impediments to higher
19 education,

20
21 *Emphasizing* the need for online options to higher education, as outlined by the 2013 ESD Climate Change in The
22 Classroom initiative introduced by ECOSOC,

23
24 *Cognizant* of the great potential for vocational and skill-based training as tools of sustainable education,

25
26 *Welcoming* the work of the International Centre for Technical and Vocational Education, which operates under
27 United Nations Educational, Scientific and Cultural Organization (UNESCO),

28
29 *Further welcoming* the expertise of the Expert Group Meeting on Voluntary National Reviews for the HLPF and
30 their role in monitoring the SDGs,

31
32 *Referring to* the Global Partnership for Education's Guideline for Education Sector Plans (ESPs), which address the
33 challenges faced by respective education systems,

34
35 *Emphasizing on the importance of* the UNESCO International Centre for Technical and Vocational Education and
36 Training (TVET), which provides incentives to participating organizations through knowledge sharing networks and
37 program funds,

38
39 *Seeking to* promote private-public partnerships in community development with the goal of combating brain drain
40 through improved access to education,

- 41
42 1. *Draws attention to* the need for an expanded unit of the Global Education 2030 Steering Committee that is
43 specifically responsible for monitoring and measuring the progress of SDG four;
44
45 2. *Encourages* Member States to create individualized ESPs;
46
47 3. *Supports* the expansion of the Expert Group Meeting on Voluntary National Reviews for HLPF to include
48 discussions on the topic of ESPs, in order to share successful implementation practices and annual progress

- 49 reports;
- 50
- 51 4. *Further recommends* that each ESP evaluates progress on its objectives, including but not limited to:
- 52
- 53 a. Maintaining school enrollment and retention rates;
- 54
- 55 b. Promoting gender parity;
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- 57 c. Providing a safe and inclusive environment for all students;
- 58
- 59 d. Creating equal opportunities to education for vulnerable populations, including those with disabilities,
- 60 indigenous groups, and children in crisis situations;
- 61
- 62 e. Ensuring adequate teacher/instructor qualifications;
- 63
- 64 5. *Encourages* the expansion of the Piloting Solutions for Alleviating Brain Drain program, which is a private-
- 65 public partnership between UNESCO and Hewlett-Packard, aimed towards mitigating the effects of brain drain
- 66 in emerging economies;
- 67
- 68 6. *Promotes* the expansion of the Piloting Solutions for Alleviating Brain Drain program to aid universities and
- 69 private sector companies in accomplishing the following goals:
- 70
- 71 a. Improve workforce readiness through localized professional development programs;
- 72
- 73 b. Train educators to disseminate technology and leadership-based curriculum through both online and
- 74 traditional in-class teaching;
- 75
- 76 c. Provide students with professional development skills, including but not exclusive to, English language
- 77 proficiency, communication, technology and presentation skills;
- 78
- 79 d. Offer scholarship endowments for students studying in the fields of science, technology, engineering,
- 80 and mathematics;
- 81
- 82 7. *Calls upon* financial support from the private sector, through the Piloting Solutions for Alleviating Brain Drain
- 83 program, to invest in vocational training and the strengthening of technological capabilities within schools,
- 84 including but not limited to:
- 85
- 86 a. Audiovisual assistive technology;
- 87
- 88 b. Broadband, high-speed internet;
- 89
- 90 c. Telecommunication services;
- 91
- 92 d. E-learning materials, such as laptops, tablets and projectors;
- 93
- 94 8. *Further calls upon* all stakeholders, such as private employers and trade organizations, to adopt the framework
- 95 presented by the International Centre for Technical and Vocational Education and Training (TVET), which
- 96 aims to improve vocational and skills-based training.



Code: HLPF/1/7

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Bearing in mind article 26 of the Universal Declaration of Human Rights which states that everyone has the right to*
4 *education,*

5
6 *Recognizing Sustainable Development Goal (SDG) 4, which promotes quality education for all regardless of region,*
7 *gender, and any and all learning disabilities in attempts to create sustainable learning opportunities that will survive*
8 *and evolve through generations,*

9
10 *Having adopted United Nations General Assembly resolution 70/1 (2015), which reinforces SDG 4 by creating*
11 *specific strategic plans to include women when it comes to quality access to education,*

12
13 *Emphasizing the importance that access to quality education is crucial to solve problems such as conflict, poverty,*
14 *injustice, and achieve sustainable development,*

15
16 *Fully aware of the importance of culture and religious practices to all sovereign nations and of the necessity for*
17 *sustainable development efforts to take these practices into consideration,*

18
19 *Taking into consideration the efforts of the World Heritage Committee within the United Nations Education,*
20 *Scientific, and Cultural Organization (UNESCO), regarding the preservation of the cultural integrity of each*
21 *member state,*

22
23 *Guided by collaborative efforts between developed and least developed countries (LDC's) as expressed in the 2015*
24 *Incheon Agenda which promote equality, leadership skills, and better financial and educational assistance for all*
25 *youth,*

26
27 *Recognizing the progress made by the United Nations Sustainable Development Solutions Network (SDSN) Youth*
28 *Program in involving youth in sustainable policymaking on a national and international level,*

29
30 *Guided by previous successful international debt-relief programs, such as the Multilateral Debt Relief Initiative*
31 *(MDRI) and the Highly Indebted Poor Countries (HIPC) initiative, proven to accelerate social development and*
32 *spending for the countries most in need,*

33
34 1. *Invites Member States to consider redistributing already existing donations provided by the Official*
35 *Development Assistance (ODA) towards further implementation of educational and leadership tolls such as*
36 *youth leadership forums similar to the International Youth Leadership academy in low income communities*
37 *within developing countries;*

38
39 2. *Further invites Member States to allocate funds to the Multilateral Debt Relief Initiative (MDRI) and the*
40 *Highly Indebted Poor Countries (HIPC) initiative, either directly or through the Paris Club, and to target the*
41 *funding so it once again provides debt-relief for countries that have received positive transfers from these two*
42 *initiatives in the past 20 years, and for the collected funds resulting to be distributed and monitored under the*
43 *impartial authority of the IMF board on the condition newly available funds are used by countries for:*

- 44
45 a. *Stability oriented education reform that encourages participatory youth leadership roles in a safe,*
46 *voluntary and non-economical environment, with applicable opportunities in accordance with each*
47 *country's current youth education improvement goals;*

48

- 49 b. Increasing social expenditure and investment to improve quality of education, the review of which will
50 be in partnership with the voluntary commitment of Member States and required under existing IMF
51 and World Bank fraud prevention programs, directly conducted by monitoring the status of the use of
52 funds during other regular missions and consultations;
53
- 54 3. *Encourages* the United Nations High Commissioner for Refugees (UNHCR) to assist with the expansion and
55 revision of the Educate a Child (EAC) programme to include nations that are lacking the infrastructure essential
56 for high levels of educational enrollment and leadership involvement of youth:
57
- 58 a. With a focus on implementing more education protection for youth in post-conflict countries, like the
59 *Safe Schools Declaration*, signed by Afghanistan and other countries emphasizing on exempting
60 education infrastructure from military use;
61
- 62 b. Highlighting the importance of accurate statistical databases dealing with the numbers of refugee youth
63 in host countries;
64
- 65 c. Providing national governments with suggestions which promote developments towards self-reliance;
66
- 67 4. *Expresses* its hope that Member States introduce improved national curricula throughout all levels of education
68 that emphasizes the importance of sustainability and development, and that these curricula are both keeping
69 with the Sustainable Development Goals and the cultural, religious, traditional practices, and beliefs of their
70 state;
71
- 72 5. *Encourages* Member States to identify best practices and key areas of opportunity for greater synergy between
73 sustainable development initiatives and regional and cultural practices, and to compile these findings and
74 submit them to the High-Level Political Forum for Sustainable Development as part of their Voluntary National
75 Reviews;
76
- 77 6. *Calls for* a greater emphasis to be placed on engaging refugee youth by:
78
- 79 a. Increasing collaboration between entities involved in assisting refugees, such as the United Nations
80 Refugee Agency, and entities that empower youth to help craft sustainable policies, programs, and
81 practices, like the United Nations Sustainable Development Solutions Network so that refugee youth
82 can be actively involved in sustainability efforts in their host countries;
83
- 84 b. Investing in the long-term success of refugee youth by using such collaborations to train youth in
85 sustainable development so that they may utilize this training regardless of which Member State they
86 find themselves in;
87
- 88 7. *Draws attention to* the cooperation displayed by UNESCO of sustainable Member States, to reflect on
89 successful education operations which create a strategic plan on transferable education from nation to nation,
90 held at a conference that recognizes the development of the nation as a whole, advertised with the slogan for the
91 success “One for All” and further:
92
- 93 a. Recommends an additional UNESCO forum, to acknowledge and review the successful
94 implementation within topics relating specifically to mathematics, literacy, and science, which should:
95
- 96 i. Express its hope to work with teachers to create an exchange program with educators from
97 developed nations that will be the advocators of the new sustainable curriculum that was
98 created by experts within developed nations and approved by the United Nations;
99 ii. Further invite the cooperation of creating an additional UNAOC conferences as well as
100 suggesting this program will be active for three years and available for a limited amount of
101 nations as to create an overall baseline for qualitative data;
102

- 103 b. Encourages Member States to provide input regarding education, however implementation powers are
104 given to nations themselves to dictate procedures and policies;
105
- 106 c. Expresses its hopes that Member States will participate by either including proposals and concepts that
107 are considered to be successful;
108
- 109 d. Encourages the involvement of all Member States, but also keeping in mind that nations are allowed to
110 choose adaptations to all three topics, which depending on the need of the nation, may be decided by
111 participating nations themselves;
112
- 113 8. *Expresses* its hope that Member States will consider the creation of a sub-secretarial position within national
114 board of educations in order to:
115
- 116 a. Review all curriculums approved by the board of education to assure the preservation of culture and
117 history in schools;
118
- 119 b. Allow the sub-secretary to consult with the Association for Childhood Education International (ACEI),
120 to improve leadership development nationally;
121
- 122 9. *Further recommends* the innovation of existing educational programs respecting the nation's methods of
123 teaching, and facilitating the representation and incorporation of women within the curriculum as stated in SDG
124 5 to:
125
- 126 a. Further expand the UN Women Leadership Flagship programs by reducing obstacles for women to
127 achieve leading position;
128
- 129 b. Foster the United Nations Girls Education Initiative by encouraging women in education and ensuring
130 the decrease in gender gap in schooling for girls;
131
- 132 c. Allow organizations such as OSCE to monitor a secure environment for these programs, to ensure
133 safety for all women.



Code: HLPF/1/8

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Stressing Article 26 of the 1948 Universal Declaration of Human Rights (UDHR), the right to education,*
4 *emphasizing the priority on making education universal, and the implications that education has on development,*

5
6 *Reaffirming Article 2 of the UDHR, according to which freedom from discrimination is a priority for all states,*

7
8 *Affirming the vision of Sustainable Development Goal (SDG) 4 as outlined in the 2030 Agenda on Sustainable*
9 *Develop (2015) to establish inclusive and equitable quality education, which includes education for women,*
10 *minorities, and people with disabilities, specifically targeting sustainable development,*

11
12 *Considering the increasingly important role of the United Nations (UN) regarding the promotion of integration of*
13 *minorities in education and other aspects, as stated as a right by Article 2 of General Assembly resolution 47/135*
14 *(1992) on the “Declaration on the Rights of Persons Belonging to National or Ethnic, Religious, and Linguistic*
15 *Minorities”,*

16
17 *Understanding that General Assembly resolution 57/254 (2002) promotes education that will increase public*
18 *awareness of other cultures and heritages to create societies where different ethnic groups are able to live alongside*
19 *each other in harmony and equality,*

20
21 *Deeply concerned that violence, civil strife, and terrorism can massively impede the development of marginalized*
22 *populations of youth within a country, with over 30 million children currently displaced around the world,*

23
24 *Applauding the efforts of the Save the Children program, which works to remedy the barriers youth in conflict-*
25 *ridden areas face, by providing equal access to education for these youth,*

26
27 *Recognizing that youth with disabilities are less likely to attend school than youth without disabilities, and less likely*
28 *to receive higher education as reported in the Education for All Global Monitoring Report by the United Nations*
29 *Educational, Scientific and Cultural Organization,*

- 30
31 1. *Expresses its hope that Member States implement educational programs to include sustainable education;*
32
33 2. *Encourages Member States to invest in their educational systems to reach all people by:*
34
35 a. *Expanding educational facilities to rural areas;*
36
37 b. *Providing strong incentives for attendance to schools, such as government sponsored scholarships;*
38
39 c. *Supporting access to education by applying government subsidized child care services, which enable*
40 *parents to contribute financially to household finances without the need for children’s economic input;*
41
42 3. *Advocates for holistic government initiatives and conducive legislative framework for the improvement of*
43 *collaboration between existing non-governmental organizations related to development in education and*
44 *leadership initiatives, modeling after the Foundation for Sustainable Development, which currently operates in*
45 *6 countries;*
46
47 4. *Endorses the implementation of educational mechanisms specifically aiming for social inclusion of ethnic*
48 *minorities to promote the representation of their respective cultures in the educational, corporate, and political*

- 49 landscape of the member states where these minorities are found, empowering them to fully partake in society;
50
- 51 5. *Proposes* special initiatives for the inclusion and integration of indigenous populations through education, such
52 as:
53
- 54 a. Providing education in multiple languages, taking in to consideration the diversity of nations;
55
56 b. Offering language classes, designed to streamline communication between all peoples of a nation;
57
58 c. Creating and providing incentives for these select groups to obtain higher education;
59
- 60 6. *Suggests* that Member States develop or strengthen programs to educate young people in the culture and
61 heritage of their own and other societies around the world by:
62
- 63 a. Using a local governmental approach to promote awareness of different cultural practices in individual
64 communities;
65
66 b. Utilizing multicultural community centers as a tangible location to facilitate cultural events and
67 gatherings aimed at educating the community the benefits of inclusion;
68
- 69 7. *Encourages* the development of a program for accommodating displaced persons, such as refugees, in the
70 educational systems of their respective hosting states, modeling after the Czech Republic’s National Act
71 number 561/2004, which aids in cultural literacy and integration;
72
- 73 8. *Recommends* that the Save the Children program expand its efforts in Member States of conflict in order to
74 provide safe educational zones for youth, which include:
75
- 76 a. Character building sessions in schools, targeting youth dealing with sensitive issues or post traumatic
77 experience due to prevailing conflicts;
78
79 b. Counselling section offered by professionals in educational institutions mitigating the impact of the
80 crisis on university students;
81
82 c. Teacher trainings, accelerated learning, and catch-up classes to help adolescents and young adults in
83 areas of conflict;
84
- 85 9. *Recommends* that Member States empower people with disabilities by:
86
- 87 a. Establishing specialized accommodations for persons with disabilities, through:
88
- 89 i. Facilities designed to improve accessibility to educational spaces;
90 ii. Services that ensure equal opportunity for learning alongside abled persons, such as access to
91 interpreters, note-takers, and others as deemed necessary;
92
- 93 b. Implementing apprenticeship programs, such as those outlined by the International Disability Alliance
94 (IDA), to encourage and support vocational training of persons with disabilities.



Code: HLPF/1/9

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Guided by the Charter of the United Nations (UN),*

4
5 *Acknowledging* the Sustainable Development Goals (SDGs) introduced in the *2030 Agenda for Sustainable*
6 *Development* (2015), specifically Goal 4 which seeks to “Ensure inclusive and quality education for all and promote

7 lifelong learning”,

8
9 *Recognizing* the United Nations Educational, Scientific and Cultural Organization (UNESCO): Teaching and
10 Learning for a Sustainable Future, which focuses on shaping a generation aware of the interconnected risks posed by
11 climate change and poverty,

12
13 *Expressing* appreciation of the actions taken by the 2016 UN Economic and Social Council (ECOSOC) Youth
14 Forum on “Youth, acting to implement the 2030 Agenda”, which brought youth delegates to the UN to comment on
15 global policy, youth issues, and emphasized intergenerational cooperation in policy making,

16
17 *Noting with deep concern* the existing divide that is present in the education system, as it is clearly much harder for
18 rural areas to access proper education when compared to urban areas, as a divide cited by UNESCO’s forum on
19 inclusive education and rural people,

20
21 *Affirming* the responsibility of educators in underdeveloped and developing states to help their students to vocalize
22 and express their thoughts to promote education for all, regardless of gender, by establishing women’s symposiums,
23 working diligently with He-for-She, Equality Now, United Nations Girls’ Education Initiative, and other
24 organizations with similar agendas, particularly in countries that have extreme low rates of educated women,

25
26 *Reaffirming* outcome of the Global Sustainable Transport Conference of November 2016, focusing on the lack of
27 access to transit and technology, which limits the connection of rural youths for greater engagement,

28
29 *Noting* Member States of developed and developing countries that are prioritizing adequate infrastructure projects in
30 rural and remote areas for giving educational opportunities possible infrastructure projects,

31
32 *Noting with alarm* that one billion people worldwide lack adequate access to transportation networks which prevents
33 them from having access to public services, markets, and internet access according to the United Nations’ report
34 Internet is a human right,

35
36 *Concerned* by the social and economic implications of the emigration of educated youth from developing countries,
37 and the resulting lack of participation in the countries of origin especially, in the realm of civic engagement,

38
39 *Affirming* the *Aichi-Nagoya Declaration on Education for Sustainable Development* which acknowledges the
40 significance of education as a transformative key in successfully implementing sustainable development initiatives
41 across all Member States,

42
43 *Noting the efforts* of Intergovernmental Organizations (IGOs) and Member States to encourage youth participation
44 in decision-making processes, including but not limited to, the work of Bhutan’s Youth Parliament that allows youth
45 to have a voice in government, The European Youth Forum, a European program aimed at creating more youth
46 involvement, The International Youth Leadership Academy, a UN partner program that specifically fosters the
47 growth of leadership in youth around the world, American Serbia and Montenegro Youth Leadership Exchange, a
48 program allowing for the exchange of students to learn more about policy and culture in another Member State, as

49 well as Morocco's National Initiative for Human Development as a preceptory communities development program
50 which aims to reduce poverty and exclusion in rural areas and enhances integration and social cohesion in urban
51 areas,
52

53 *Stressing* the statements set forth in Article 26 of the *Universal Declaration of Human Rights* (UDHR), which states
54 that everyone has the right to free, compulsory fundamental education,
55

56 *Alarmed* by the number of girls being denied access to basic education, as detailed in the report: Girls Education-
57 The facts, as reported by UNESCO,
58

59 *Acknowledging* the High Level Political Forum's (HLPF) mandate to report on progress on the SDGs, including
60 monitoring progress on educational enrollment and access in less-developed areas and other areas which are poorly
61 linked to capitals and urban centers,
62

- 63 1. *Encourages* Member States to embrace the significance of civically engaged youth in policy making initiatives
64 to expanding educational curriculums that will encompass civic engagement courses that work to develop social
65 awareness and global accountability;
66
- 67 2. *Further encourages the* expansion of the participatory community development framework put forth within the
68 National Sustainable Development Plan of Morocco: The National Initiative for Human Development (INDH)
69 as a strategy to ensure access to education particularly to rural areas to:
70
 - 71 a. Promote social cohesion amongst the youth in both rural and urban areas;
 - 72
 - 73 b. Encourage inclusiveness and transparency in local decision making processes regarding educational
74 and professional needs in the community;
75
- 76 3. *Directs attention to the* United Nations' *A Guide for Youth Advocates* report, which highlights the fundamental
77 rights of all young people, to be connected between their respective geographical communities particularly,
78 linking urban areas to deprived areas;
79
- 80 4. *Promotes* public-private partnerships (PPPs) between Member States and private companies such as the
81 UNESCO's Making A Difference' PPP initiative, which encourages countries and private enterprise to combine
82 financial efforts to fund the development of educational infrastructure such as schools, libraries, and learning
83 centers;
84
- 85 5. *Further encourages* more developed Member States to acknowledge the global responsibility to ensure the
86 development of less developed neighboring countries and, as such, combine financial efforts to fund
87 development projects that seek to fortify educational curriculums and frameworks in impoverished area;
88
- 89 6. *Supports* expansions of assistance services to local farmers to help them introduce sustainable technologies
90 consistent with the SDGS and the expansion of programs like Agri-business Consultancy and Technical Service
91 which promotes the development of management initiatives to support youth agricultural and rural
92 entrepreneurship;
93
- 94 7. *Further supports* the integration of young leaders in sustainable agriculture within rural and developing areas
95 by:
96
 - 97 a. Working alongside non-government organizations such as The Ford Foundation to implement
98 sustainable growing programs that will aid to teach youth sustainable agriculture practices most
99 specifically related to hydroponics and aeroponics;
100
 - 101 b. Encouraging Member States to influence youth to focus on entrepreneurship by implementing
102 programs like fresh farmer's markets;
103

- 104 8. *Encourages* the integration and expansion of technology and digital platforms such as the UN Sustainable
105 Development Solutions Network in all Member States as crucial elements in aiding youth empowerment in both
106 urban and rural urban by:
107
- 108 a. Developing and increasing global access to the World Wide Web by implementing innovative and
109 sustainable methods to provide internet access to the world by;
110
 - 111 b. Emphasizing the example of PPPs like the Telecom Infra Project (TIP), which consists of Information
112 Communication Technology companies like Intel, Microsoft, and Cisco in providing broadband access
113 to the world, especially rural and otherwise disconnected areas;
114
 - 115 c. Encouraging Member States to promote and expand collaboration with such programs, by supporting
116 PPPs like the TIP's Open Cellular, that allow wireless voice and internet communication;
117
 - 118 d. Enhancing youth empowerment by implementing digital innovation hubs, such as The Edge
119 Computing Working Group which focuses on developing library software, to further expose youth to
120 public education, computer sciences, and entrepreneurship services across all Member States;
121
 - 122 e. Invest in digital communication platforms, including but not limited to, programs like the UN Junior
123 Summit that inspire and mobilize the youth to act towards building a more sustainable and socially-
124 conscious world;
125
- 126 9. *Acknowledges* science, technology, and innovation as transformative elements in the sustainability of
127 educational curriculum and fast a key feature in educating rural communities by:
128
- 129 a. Integrating advanced courses such as technology management, into all levels of education with efforts
130 to stimulate young populations in developing the technical and communication skills;
131
 - 132 b. Using science, technology, and innovation platforms such as the Digital Youth Leader's Exchange
133 Program to connect students from developed and developing Member States by discussion forums and
134 international webinars to develop youth leadership and globalization of civic engagement;
135
 - 136 c. Implementing workshops for teachers in developing countries, that which increase knowledge and
137 awareness on using technological learning systems through the UNESCO;
138
- 139 10. *Advises* Member States to fill all their Youth Delegate positions to the UN and positions in the UN Youth
140 Ambassadors Program to promote:
141
- 142 a. SDGs as part of the Youth Ambassadors Education Program placing an extra emphasis on:
143
 - 144 i. 4.c of the SDGs and targets - By 2030, substantially increase the supply of qualified teachers,
145 including through international cooperation for teacher training in developing countries,
146 especially least developed countries and small island developing States;
 - 147 ii. 4.5 of the SDG - By 2030, eliminate gender disparities in education and ensure equal access
148 to all levels of education and vocational training for the vulnerable, including persons with
149 disabilities, indigenous peoples, and children in vulnerable situations;
150
 - 151 b. A greater access to the youth delegate positions to the UN, giving more opportunities for youth
152 engagement through the Youth Ambassadors Program for youth in more rural settings;
153
- 154 11. *Suggests* that developed Member States with resources that grant access to educational learning tools and assist
155 in bridging the opportunity gap between urban and rural students within developing nations by:
156
- 157 a. Investing in the development of national education registries that will ensure equal access to:
158

- 159 i. Educational resources, which include, but are not limited to: online tutoring, source material,
160 e-library services, and research advisement;
- 161 ii. National application services, that will allow youth to acquire more information on, and apply
162 for, various national and regional internships, employment, and scholarship opportunities;
163
- 164 b. Adopting initiatives that resemble the UNDP Asia-Pacific Innovation Fund, which provides funding to
165 countries and organizations that provide youth an opportunity to implement innovative and creative
166 ideas that address a range of pressing issues, most specifically, youth unemployment in rural areas;
167
- 168 c. Facilitating youth symposiums within developing nations which aim to spread awareness on topics
169 concerning tertiary education and occupational advisement;
170
- 171 d. Acknowledging and acting upon the mantle set forth by the sustainable development goals, most
172 specifically The Knowledge Platform, which signifies the importance of promoting learning
173 opportunities for all and developing youth with the technical and vocational skills needed to succeed in
174 the rapidly advancing world;
175
- 176 12. *Recommends* that to encourage youth participation in policy-making and to ensure voices of youth are heard
177 each Member State create a youth advisory council at the national level, taking programs such as Bhutan's
178 Youth Parliament and the National Youth Council of Switzerland as a model, and reaching out to the UN and
179 other Member States to help in this endeavor;
180
- 181 13. *Emphasizes* the importance of reaching out and engaging rural youth populations by bridging the gap through
182 further implementing the comments made in the 2016 Youth Agribusiness, Leadership, and Entrepreneurship
183 Summit on Innovation (YALESI 2016), who often have more limited access to resources and leadership
184 opportunities relative to their urban youth counterparts with a special emphasis on engaging indigenous youth in
185 rural areas and women in rural areas;
186
- 187 14. *Further suggests* the implementation of existing Youth Leadership Forums such as the 2016 ECOSOC youth
188 forum in areas where education and leadership tools are limited and where organizations such as the UN
189 Children's Fund (UNICEF) provide opportunities for young individuals to get involved in sustainable
190 development projects;
191
- 192 15. *Invites* Member States to build upon programs already in place, like the principles set forth in the Youth
193 Ambassadors Program, which provides students and adult leaders alike an opportunity to develop leadership
194 and problem-solving skills that enable them to act as leaders in their communities by:
195
- 196 a. Promoting a mutual understanding between the citizens of Member States;
197
- 198 b. Preparing youth leaders to become responsible citizens and contributing members of their
199 communities;
200
- 201 c. Significantly influencing the attitudes of the leaders of the upcoming generation;
202
- 203 d. Fostering relationships among youth from different ethnic, religious, and national groups and creating
204 networks of youth innovators;
205
- 206 16. *Prompts* Member States to adopt the mandate set forth in the *Safe Schools Declaration*, which acknowledges
207 the threat war- induced conflict poses on educational systems by:
208
- 209 a. Promoting widespread awareness on conflict 'safe zones' such as schools and community centers,
210 which should be exempt from being targeted by militaristic actions;
211
- 212 b. Further expanding Conflict and Disaster Management aid initiatives which act to prevent the
213 disruption of curricula during times of regional and international anarchy;
214

215 17. *Encourages* all Member States to utilize the HLPF's Voluntary National Reporting system to document annual
216 reports detailing the allocation of financial resources related to education in urban and rural areas, to encourage
217 international transparency.



Code: HLPF/1/10

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Recalling the Convention on Elimination of Any Form of Discrimination Towards Women (1979), including the*
4 *right to education and employment,*

5
6 *Taking note also of the Beijing Declaration and Platform for Action (BDPFA) of 1995 which focuses on the need*
7 *for youth leadership programs,*

8
9 *Welcoming also the mobilization of existing national agencies that are mandated to monitor the implementation and*
10 *evaluation of existing programs directed towards improving the follow up mechanisms under the mandate of the*
11 *High-level Political Forum on Sustainable Development (HLPF),*

12
13 *Bearing in mind the critical need for following up on Goal 4 of the Sustainable Development Goals (SDGs), which*
14 *aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,*

15
16 *Having considered article 5 of the Universal Declaration of Human Rights (UDHR), which states that no one shall*
17 *be subjected to cruel, inhumane, degrading treatment or punishment like child labor, to give everyone a fair and*
18 *equal opportunity of receiving an education,*

19
20 *Guided by article 26 of the UDHR, which states that everyone has the right to free, compulsory fundamental*
21 *education which increases the standard of living of not only the individuals that participate in the system but the*
22 *entirety of the society that adopts such policy,*

23
24 *Noting with regret the neglect to address the financial challenges of all aspects of education including but not*
25 *limited to improvement to the quality of education, providing education to all, educational materials, technology,*
26 *teachers training, and other obstacles as faced by less developed countries,*

27
28 *Cognizant of the Global Report on Trafficking in Persons 2016 by the United Nations Office on Drugs and Crime*
29 *(UNODC), which details that 28% of all those trafficked are children, and that the most common form of trafficking*
30 *is for sexual exploitation,*

31
32 *Recognizes that 30% of domestic workers are children and that domestic workers often lack proper compensation*
33 *and are unable to pursue to education per the Convention Concerning Decent Work for Domestic Workers No. 189*
34 *(2011),*

35
36 *Concerned with the fact that 61% of women between the ages of 15 to 24 are illiterate and about 65 million young*
37 *women are not attending school in developing countries, and furthermore recognizing the role of women in the*
38 *education of the child,*

39
40 *Alarmed by the facts found in the data collected by multiple international agencies such as the World Bank and*
41 *United Nations Educational, Scientific and Cultural Organization (UNESCO) indicating that almost 90% of people*
42 *younger than 30 live in developing or emerging economies,*

43
44 *Encouraged by the progress higher education has made to improve youth leadership within the last two years as*
45 *seen by the United Nations Office on Sport and Development for Peace (UNOSDP),*

46
47 *Further believing in the importance of cultural immersion of youth to improve leadership ethic and, consequently,*
48 *empathy in a continuously globalizing world by providing opportunities to experience perspectives, religions, and*
49 *leadership styles different from the native country,*

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Acknowledging the unique needs of different Member States in advancing the fulfillment of the 2030 Agenda for Sustainable Development (2015) as well as the different capacities that guide the varied approaches needed to address the different concerns presented by Member States,

Deeply saddened by the statistic provided by the United Nations Educational, Scientific and Cultural Organization (UNESCO) that 104 million children lack literacy skills and of those 74 million completely lack access to basic schooling and leadership programs,

Reaffirming the United Nations Literacy Decade which underlines the responsibility of Member States to provide to all youth access to learning opportunities that will help them acquire the skills to fully participate in the decision-making processes in their societies,

Viewing with appreciation the importance of higher education facilities retaining citizens whom are highly educated to reduce brain drain and as stated by the International Labor Organization (ILO) in their International Migration Papers No. 43 (2002), leads to a loss of human capital and potential leaders,

Noting the following four major objectives of UNESCO's Education for Sustainable Development (ESD) of the Decade: to facilitate collaboration among stakeholders in ESD, foster greater quality of teaching and learning of environmental topics, support countries in achieving their sustainable development goals through ESD efforts, and provide countries with new opportunities and tools to reform education,

Taking into consideration the 2012 UN Secretary General Ban Ki-moon's Five-Year Action Agenda "The Future We Want" on developing an UN System-Wide Action Plan on Youth (UN Youth-SWAP) and the significance of youth involvement in political leadership and encouragement of youth entrepreneurship,

Acknowledging the Sustainable Development Goals (SDGs) adopted by the UN General Assembly Resolution 70/1 (2015) and especially SDG 5 which underlines the need to achieve gender equality and to empower women and girls,

Stressing the necessity of Member States' full participation and cooperation in the Inter-Agency Support Group on the Convention for the Rights of Persons with Disabilities, with a special emphasis on the inclusion of persons with disabilities in sustainable development as inclusiveness is essential to attain and maintain a sustainable future,

Referring to the United Nations Declaration on the Right of Indigenous People adopted by the General Assembly in 2007, which established a universal legal framework for the right of indigenous peoples, including the right to education and civic engagement,

Deeply concerned with the lack of security and education in conflict areas that lead to the persistence of child recruitment and exploitation by armed groups as laid out in 1997 by the United Nations High Commissioner on Refugees (UNHCR) in the Action for the Rights of Children (ARC) and its destructive impact on the enrollment of youth in education systems,

Is fully conscious of General Assembly resolution 36/215, defining "youth" into a specific target group, as individuals between the ages of 15 and 24, initially for statistical purposes and incidentally thereby creating a universal understanding of all Member States as to which persons are referred to when the term "youth" is used,

Reminds all Member States of the standing importance of, and joint commitment to, the World Programme of Action for Youth to the Year 2000 and Beyond (WPAY), particularly the priority areas of education, environment, girls and young women, full and effective participation of youth in the life of society and in decision-making, globalization, information and communications technology, and armed conflict,

1. *Emphasizes* the need for creating universities of higher learning, in Member States where necessary preconditions have been met, to reduce incidence of permanent emigration of educated youth when opportunities for pursuing higher education are not available locally;

- 106 2. *Suggests* an expansion of the official definition of youth by the United Nations, including people up to the age
107 of 35, in order to mainstream the definition by the African Member States to address further needs for
108 vocational training of young professionals who have completed higher education;
109
- 110 3. *Endorses* the agreements made in the Addis Ababa Action Agenda (AAAA) and its purpose to finance an
111 effective implementation of the SDGs, especially in those Member States that have difficulty providing
112 adequate education to vulnerable groups such as children living in extreme poverty, children with disabilities,
113 migrant and refugee children, and those in conflict and post-conflict environments;
114
- 115 4. *Invites* Member States to collaborate with the UN Inter-Agency Task Team on Education and focus towards the
116 achievement of SDG 4 by providing incentives for private investment in innovative education systems and
117 instruments to achieve security in education infrastructure;
118
- 119 5. *Encourages* non-governmental organizations (NGOs) to hold awareness programs in Member States that
120 currently limit access to education for young women to help them realize the importance of involving women in
121 education as women play a vital role in development;
122
- 123 6. *Calls upon* all Member States to ratify the International Labor Organization (ILO) *Minimum Age Convention*
124 adopted in 1973 and the *Worst Forms of Child Labour Convention* (1999);
125
- 126 7. *Supports* on-the-ground coordination by strengthening national interagency collaboration and public-private
127 partnerships to expedite review and assessment of existing programs and policies directed towards the SDGs 4,
128 5, and 10;
129
- 130 8. *Endorses* the active participation of multiple stakeholders in contributing to a multidisciplinary review and
131 assessment of current initiatives, such as the Global Education First Initiative and the United Nations Girls
132 Education Initiative specifically in the areas of youth leadership and education for sustainable development by
133 the key actors and stakeholders such as, but not limited to; Member States; civil society; think tanks, expert
134 networks, and academia; non-governmental organizations; other relevant stakeholders;
135
- 136 9. *Encourages* other countries to participate in expanding domestic programs such as the 4-H & Ventures in Haiti
137 program, which promotes youth leadership by offering youth leadership opportunities through local projects
138 such as The Goat Project and community service programs, which have had positive outcomes in leadership
139 education as well as development of economically beneficial vocational skills;
140
- 141 10. *Encourages* the implementation of the *Worst Forms of Child Labour Convention* by approaching the Inter-
142 Agency Network on Youth Development to facilitate collaboration between member states, UN agency and
143 other similar minded organizations such as the International Programme on the Elimination of Child Labour
144 (IPEC) which will provide the increases of leadership skills and education because of school attendance, the
145 positive effects on national economies through increase of income and competitiveness, assistance to families
146 with training and employment;
147
- 148 11. *Urges* Members States to work towards reducing child labour by implementing financial sanctions, as
149 deliberated and designated by the General Assembly through the Security Council with a foundational respect
150 for state sovereignty, for private individuals and large multi-national corporations that violate the rights granted
151 to all sovereign peoples within the UDHR including, but not limited to, the rights of the child;
152
- 153 12. *Supports* the utilization of the International Data Charter, a set of principles and best practices for the release of
154 open data, that consolidates and provides a single-window platform that allows intergovernmental and multi
155 stakeholder collaboration to support the Global Partnership for Sustainable Development of the United Nations
156 Development Program, UNESCO, United Nations Entity on Gender Equality and Empowerment of Women
157 (UN Women), United Nations Industrial Development Organization (UNIDO), and United Nations
158 Environment Programme (UNEP) to use information that is geared towards Education for Sustainable
159 Development and Youth Leadership to:
160

- 161 a. Advocate for a systematic and comprehensive set of principles stipulated by national governments and
162 civil societies;
163
- 164 b. Expand the protections and inclusion of vulnerable groups, including, but not limited to, child laborers,
165 women, forced recruits of armed groups, refugees and migrants, people with disabilities, domestic
166 workers, and indigenous peoples;
167
- 168 13. *Highlights* the significance of establishing an aid program that pertains to SDG 4 in shaping the youth
169 leadership development in the form of scholarships and specific leadership programs such as the Monash
170 International Leadership Scholarship through funds and grants from willing Member States to extend their
171 contribution to societies facing a restrictive financial situation and to promote the aspiring youth leaders;
172
- 173 14. *Endorses the call* for the establishment of further regional initiatives in the model of the International Initiative
174 to End Child Labor (IIECL) to ensure that child labor is no longer prevalent by:
175
- 176 a. Holding bi-annual conferences hosted and funded by ECLAC membership on a trade-off rotational
177 basis to further forge regional cooperation on tracking the progress being made in Member States in
178 the effort to eradicate child labor;
179
- 180 b. Arranging workshops hosted on a voluntary individual basis among members of ECLAC to foster
181 discussion between policy makers and youth on the value of education and leadership aimed at
182 preventing the incidence of child labor;
183
- 184 15. *Endorses* the implementation of leadership academia into standard curricula in secondary education to provide
185 the youth with an understanding of leadership techniques, circumstantial leadership methods, and historical
186 successes and failures as a result of leadership roles, similar to the Finnish model endorsed by their National
187 Curriculum Council;
188
- 189 16. *Recommends* that Member States establish and strengthen scholarship opportunities for students, particularly
190 those among vulnerable groups, to participate in national and international programs with a focus on leadership,
191 education, and increasing cultural awareness, such as Model United Nations, the International Air Cadet
192 Exchange, study-abroad programs, or student councils in local school districts and governments, and continue
193 to establish such programs as needs require;
194
- 195 17. *Encourages* the international community to implement programs similar to the Latin American regional policies
196 such as Brasos a Brasos and Youth Empowerment Society (YES) that use a variety of international
197 organizations such as Oxfam International, Save the Children, and Ceres to accomplish a set of goals that seek
198 to encourage Member States to adopt local policy that address a series of issues such as:
199
- 200 a. Increasing youth participation in their local communities by:
201
- 202 i. Utilizing grassroots organizations such as the Open Society Foundation to create a locally
203 focused community involvement program that will be led by local business, political,
204 scientific, and community leaders to teach the benefits of investing in your community;
205
- 206 ii. Holding open house Q&A's between political and young leaders similar to that of Mexico's
207 Youth Acts which will focus on how to best to get involved with local policy, increase the
208 awareness of problems young people face, and increase closer bonds between the local
209 government and the youth;
- 210 b. Directly involving youth with leadership programs sponsored by UNESCO and the United Nations
211 Secretary-General's Envoy on Youth to imbed UN representatives such as graduate students from local
212 universities, interns, and ambassadors into local communities to promote leadership that will be:
213
- 214 i. Hosted in neighborhood community centers where curriculum will be taught that focuses on
215 the guidelines established by UNESCO with coordination of host Member States on how to

- 216 organize a local group, planning and implementation of community projects, and how youth
217 can use lessons learned in the international setting for helping their own society;
218 ii. Used to spread knowledge of leadership and organization to neighboring towns and cities
219 from where the program is hosted to increase cooperation and a sense of community among
220 regions in addition to local communities;
221
- 222 c. Expanding the Youth Radio Program internationally, and regionally that are implemented by using the
223 frameworks of UNESCO and the Peace Development Program of USAID, that focus on youth
224 education on sustainable development which will;
225
- 226 i. Have participants taught and led at both a regional and international level;
227 ii. Focus on the importance of health, education, violence, environment, and family issues with a
228 prominence on how youth are affected by these issues;
229 iii. Be voluntarily instituted on a national level which specifically targets developing countries,
230
- 231 18. *Urges* the international community to further efforts for the education of all on matters of sustainable
232 development, especially as it pertains to climate change by utilizing established mechanisms such as the Saltillo
233 Declaration: Educating Resilient Societies (2015) to increase cooperation between Member States and their
234 respective regional organizations with an emphasis on multi-stakeholder approaches by:
235
- 236 a. Enacting regional educational policies in primary, secondary, and tertiary school settings that
237 encompass a wide variety of sustainable development ideas such as, but not limited to, eco-friendly
238 building processes, alternative energies similar to solar and wind, and practical ways to live a
239 sustainable life through games, research, and leadership seminars hosted in formal school settings
240 based on the regional needs of Member States;
241
- 242 b. Using educational mass media that will promote the role of civic engagement of youth leaders in an
243 informal setting to involve:
244
- 245 i. The use of adapted ways of communication for youth and children akin to social media,
246 cartoon, television, and influential leaders with the goal of increasing passive awareness of
247 environmental issues;
248 ii. Strengthening current international campaigns that raise awareness on youth roles in society
249 such as the International Youth Leadership Council to incorporate lessons on sustainability;
250
- 251 19. *Endorses* the establishment of national educational programs such as the Educational Development Strategy of
252 the Kyrgyz Republic and the Prospera Program as implemented in Mexico, which has led to a primary
253 education rate of 98 percent, and encourages other LDCs to adopt similar strategies through:
254
- 255 a. Assistance by developed Member States in the process of formulating educational and leadership
256 programs, and funded as seen appropriate by local governments through resources provided by the
257 AAAA;
258
- 259 b. Ensuring the sustainable success of each national strategy by concentrating on a number of fields, such
260 as;
261
- 262 c. Primary education by including people of all genders, ethnicities and classes in all Member States
263 across the globe through encouraging all Member States to assist their people who lack the resources to
264 access education;
265
- 266 d. Vocational education that specifically focuses on the sectors that are required by the national labor
267 market situation of the country based on an assessment of the domestic situation of each country
268 through government reports;
269
- 270 e. The integration of Science, Technology and Innovation into education by proposing all Member States
271 to integrate these topics into their curriculums;

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20. *Recommends* Member States to extend education to areas that lack security and to guarantee education for vulnerable groups by using an Inter-Agency Task Force for coordination between the UN Department of Peacekeeping Operations (UNDPKO) to provide the necessary amount of security for youth & refugees trapped in warzones and UNESCO to supply the foundation of a steady education, therefore preventing the possible lapse of stability and loss of human life in already unstable regions, all through the General Assembly and Security Council to:
- a. Promote educational programs that focus on populations affected by conflict such as refugees and internally displaced people (IDPs) that will diminish the recruitment efforts of non-state actors or criminal organizations that participate in human trafficking;
 - b. Integrate NGOs such as Save the Children and Teachers Without Borders in the education sector when the State is not capable of providing such necessities as an additional means of empowering youth and promoting regional stability;
 - c. Expanding Youth Development Centers under the United Nations Inter Agency Network on Youth Development in order to provide after-school educational programs, meals for children in food insecure areas, and access to resources for the creation of said programs;
 - d. Provide sanctuary, empowerment opportunities, and accessibility to basic needs, including primary education, refugees and migrants, along with support to countries hosting such peoples as called for by The New York Declaration for Refugees and Migrants;
21. *Urges* Member States to take steps to end child sex trafficking and ensure their human rights by providing victims with opportunities towards recognizing the ends of SDG goals 5 and 10 for education and leadership through:
- a. Incorporating the tracking of child sex trafficking into established frameworks for SDG tracking such as the International Data Charter;
 - b. Encouraging Customs and Border Protection agencies of Member States to utilize such mechanisms as advanced and/or thorough scanning of cargo, verification of traveling documents, and on the ground lookout for any potentials victims of trafficking;
 - c. Forming direct one-to-one information and security partnerships in cases where source and destination countries of child sex slaves are clear, established, and evident as defined by organizations such as the Global Slavery Index or the Polaris Project, to foster direct source-to-destination country efforts that eliminate child sex slavery through international and/or regional arrangements of which both Member States are a part of, such as the United Nations Office on Drugs and Crime (UNODC) or Organization of American States.



Code: HLPF/1/11

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Deeply conscious* of the power of being educated in one’s own language, as one will retain more information in their
4 indigenous language,

5
6 *Having considered* that certain countries have a national language,

7
8 *Emphasizing* awareness that not all countries have multiple indigenous languages and instead have one language,

9
10 *Keeping in mind* that certain countries may have two or three dominant languages,

11
12 *Alarmed by* the loss of indigenous languages,

13
14 *Fully aware* that language may be a barrier in schools and in the workplace,

15
16 *Fully aware* that language of teaching and learning is multifaceted and touches on other institutional and societal
17 issues,

18
19 *Taking into account* that textbooks and school materials may not be available in native or first languages,

20
21 *Reaffirming* General Assembly (GA) resolution 65/183 on the United Nations Literacy Decade: Education for all,
22 which underlines the responsibility of Member States to provide all youth access to learning opportunities that will
23 help them acquire the skills to fully participate in decision making processes in society,

24
25 *Recognizing* that the promotion of using indigenous of first languages in education would support minority groups
26 and will help achieve targets 1, 2, and 8 of Sustainable Development Goal (SDG) 4, which states that “Obtaining a
27 quality education is the foundation to improving people’s lives and sustainable development”,

28
29 *Reiterating* the importance of eliminating discriminations concerning language disabilities, at mentioned in the SDG
30 4 of the 2030 Agenda,

31
32 *Recognizing* the preponderant role of new means of communication and social medias in the advertising of SDG’s,

33
34 *Fully aware* that The Languages of Teaching and Learning Initiative will require funding,

35
36 1. *Encourages* Member States to implement regional languages and dialects as the language of instruction in
37 schools;

38
39 2. *Emphasizes* that Member States are not mandated to get rid of their current schools but encourages Member
40 States to increase the amount of schools that use indigenous and first languages;

41
42 3. *Emphasizing* that Member states will organize the regions of languages and schools;

43
44 4. *Suggests* that instead of teaching students in the national language - which may not be their first or native
45 language - governments will teach their students in their native language and then implement one national
46 language as a subject of study in schools from the primary stage of education through to the end of secondary
47 school for the purpose of bridging the gap between various languages and ethnic groups to ensure that citizens
48 are able to communicate effectively amongst each other and with other nations of the world;

49

- 50 5. *Expresses its hope* that the use of indigenous and first languages in educational institutions will transfer to the
51 use of indigenous and first languages in the workplace;
52
- 53 6. *Further recommends*, that in the case that there are more than one dominant languages, there would be language
54 “swap,” and each group would be taught in their native or first language and the mandatory language would
55 then be that of the other group;
56
- 57 7. *Draws the attention* to the economic development that will result from the use of indigenous or first languages
58 as more people will be able to communicate in their indigenous and be more effective in their work place;
59
- 60 8. *Further suggests* that sign language in indigenous or first languages be developed and used to include those
61 who cannot verbally communicate;
62
- 63 9. *Expresses its hope that* Member States increase educational opportunities towards indigenous and first
64 languages and sustainable development by:
65
- 66 a. Introducing education system to teach about sustainable development goals, even in primary schools;
 - 67 b. Building classes of global sustainable development awareness;
 - 68 c. Giving children and teenagers more responsibilities at school;
 - 69 d. Emphasizing the importance of the rights of indigenous people;
- 70
- 71
- 72 10. *Expresses its hope* to include young people with language disabilities in the global society, by:
73
- 74 a. Urging Member States to recognize a specific statute for people who are not able to speak, or who
75 have difficulties to speak, and to ensure that these people have access to education, to university, to
76 associations as they should do;
 - 77 b. Encouraging States to develop the sign language at school, university, in social medias, and other
78 public sources of information;
 - 79 c. Promoting the implementation of incentives for hiring persons with language disabilities through fiscal
80 exoneration, public-private partnerships, national preference policies;
 - 81
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- 85
- 86 11. *Further recommends* that Member States to recognize the needs of minorities and indigenous groups by
87 ensuring that they have equal access to education, which includes authorizing schools to teach courses in the
88 native or first language of these groups;
89
- 90 12. *Recommends* that financial and material resources be directed to the social integration amongst groups by
91 developing more social media in native or first languages;
92
- 93 13. *Encourages* governments to share information on sustainable development, in native or first languages, through
94 social media, social networks, school programs, and other sources of socialization;
95
- 96 14. *Encourages* States to implement school exchange programs, in order to allow young people from different
97 countries to discuss each other on SDGs and to be actors of the establishment of the 2030 Agenda;
98
- 99 15. *Expresses* that the Language of Teaching and Learning initiative will be funded by a seed fund started by South
100 Africa;
101
- 102 16. *Recommends* that the role of the Language of Teaching and Learning initiative would be to:
103
- 104 a. Find educators and translators that speak both the dominant and native/ first language;
- 105

- 106 b. Connect local textbook publishers with those educators in order to produce learning materials in the
107 native or first language;
108
- 109 17. Encourages Member States to co-operate with non-profit laptop donor organizations which fill classrooms with
110 laptops in rural and urban areas and further recommends that the laptops be programmed in the native languages
111 relevant to the rural and urban areas to bridge the gap between citizens of different parts of the country.



Code: HLPF/1/12

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Recalling* Article 1.3 of the *Charter of the United Nations* (UN), which emphasizes the importance of the realization
4 of human rights without the distinction of race, sex, language, or religion,

5
6 *Noting with deep concern* the lack of scientific progress, education for youth, and the implementation of technology
7 related to achieving the *2030 Agenda for Sustainable Development*,

8
9 *Affirming* that women and girls make up half the population of the world but make up two-thirds of those who are
10 illiterate,

11
12 *Reaffirming* General Assembly resolution 70/209 and other resolutions on the United Nations Decade of Education
13 for Sustainable Development,

14
15 *Taking into consideration* that over one billion youths continue to live in poverty and have no access to education,

16
17 *Emphasizing* the importance of North-South cooperation in improving the quality of youth educators worldwide,

18
19 *Bearing in mind* the commitment to the *2030 Agenda for Sustainable Development* to ensure inclusive and equitable
20 quality education and promote lifelong learning opportunities for youths,

21
22 *Recognizing* the need to educate youth on socioeconomic matters in order for them to understand and implement
23 effective socio-economic policies in the future,

24
25 *Guided by* the principles of Youth Friendly Banking and the Smart Campaign in the reinforcement of financial
26 literacy education to equip the youth with practical knowledge to be successful in life,

27
28 *Noting with deep concern* the gap between the scientific progress and implementing related technology to aid in
29 achieving the Sustainable Development Goals,

30
31 *Taking note* that youth unemployment is a serious problem that prohibits youths to act as contributors in all aspects
32 of society,

33
34 *Concerned by* the threat to national security and its apparent effects on youths and their contribution to sustainable
35 development in nations afflicted by national crises,

36
37 *Fully aware of* the lack of job opportunities for youths within developing States, which contributes to the rise of
38 youth unemployment,

39
40 *Emphasizing* that all men and women have the right to obtain access to quality, affordable technical, vocational
41 education, and training, including higher education, expanding upon the work of non-governmental organizations
42 (NGOs) such as Room to Read and Pratham,

43
44 *Reiterating* the importance of inclusion and equal opportunity, so that no country is left behind in the process of
45 sustainable development,

46
47 1. *Recognizes* the need for cultural and regional relevance when applying education and leadership agendas;

48

- 49 2. *Expresses hope* for the coordination and cooperation between UN bodies that specifically deal with youth,
50 education, and leadership, such as the UN Educational, Scientific, and Cultural Organization (UNESCO) and
51 UN Children’s Fund (UNICEF), in order to reduce overlap of existing programs, projects, and initiatives, with
52 aims at utilizing limited resources and funding;
53
- 54 3. *Further encourages* Member States to engage with their youth by including them in discussions regarding
55 sustainable development in terms of the relationship between economic, social, political, and cultural elements
56 of sustainable development to improve the youth’s understanding and confidence in dealing with future
57 development;
58
- 59 4. *Invites* Member States to collaborate with UN Institutions such as the World Bank or the International Monetary
60 Fund, (NGOs), and to build public-private partnerships in sponsoring and subsidizing students, similar to
61 programs such as the Youth Prop Up Program, through scholarship programs and hands-on training through
62 internships in private companies;
63
- 64 5. *Recommends* local and international cooperation in forming connections between scientific research and
65 sustainability in the respective fields of study that may provide transparent communication and efficient
66 collaboration;
67
- 68 6. *Invites* Member States to integrate science, technology, engineering, and mathematics (STEM) education into
69 their national curricula, through bilateral cooperation such as the Strengthening Mathematics and Science in
70 Secondary Education between Rwanda and Japan, which optimizes the environment where the youth will be
71 able to address and act on issues of sustainable development;
72
- 73 7. *Encourages* Member States to provide an adaptive training program, with the assistance of NGOs, such as
74 Barefoot College and Cultivating Awareness and Resilience in Education (CARE), aimed at improving the
75 quality of teachers, as well as giving youths living in urban and rural areas more opportunities to access quality
76 education;
77
- 78 8. *Further encourages* the development of youth competitions to promote and reward innovation and
79 entrepreneurship aimed at promoting idea sharing between the international community, through organizations
80 such as the International Labor Organization, The Global Compact, and all relevant stakeholders that may
81 create and promote such events;
82
- 83 9. *Encourages* UNICEF and UN High Commissioner for Refugees (UNHCR) to focus their efforts on the
84 education of youth in camps for refugees and internally displaced persons due to the lack of education for
85 displaced youths in the case of national crises and natural disasters;
86
- 87 10. *Suggests* the strengthening of UNESCO’s involvement and contribution to the education of youth in areas
88 afflicted by terrorist and extremist groups on the principles of human rights, as well as encouraging the
89 development of critical thinking skills in order to prevent youth recruitment to aforementioned organizations;
90
- 91 11. *Encourages* Member States to actively promote youth in local political or stakeholder groups by building local,
92 national, or international programmes, in order to empower youth from a young age by giving them
93 responsibilities, learning opportunities, and an attachment to their community and its constituent’s well-being as
94 proposed in the World Action Programme for Youth;
95
- 96 12. *Proposes* that Member States continue to implement the UNESCO’s Global Action Programme on Education
97 for Sustainable Development, in line with its priority area of advancing policy, to ensure that youths are
98 equipped with the knowledge to advocate for and construct policy that will contribute to the achievement of the
99 SDGs;
100
- 101 13. *Encourages* UN-Women to expand and increase its Fund for Gender Equality, currently operating in Latin
102 America, to all regions and give young women the opportunity to access the necessary tools to become involved
103 in their local communities and their national governments;
104

- 105 14. *Suggests* the expansion of the UN System Wide Action Plan on Youth to cooperate with Member States to
106 develop institutional frameworks that establish an enabling environment for youth entrepreneurship, with the
107 hope of promoting youth self-employment and increasing inclusivity, in order to reduce the youth
108 unemployment rate throughout the world;
109
- 110 15. *Recommends* that UNESCO and UN Development Programme (UNDP) develop standards for active literacy,
111 thus encouraging Member States to develop literacy programs that go beyond passive literacy standards towards
112 active literacy goals aimed at preparing youth for entrance into, and success in, both public and private sectors;
113
- 114 16. *Invites* the UNDP, through its Human Development Index, to collect statistics annually on both passive and
115 active literacy rates, designed to monitor the success and development of the aforementioned clause and allow
116 for the adaptation of said clause to best meet its goals;
117
- 118 17. *Fully supports* youth representation and presence in politics through social networks by using peer-to-peer
119 contact and youth networks to promote and facilitate youth engagement, particularly to ensure a more equal
120 presence for women and other vulnerable groups in national government institutions;
121
- 122 18. *Encourages* stimulating and supporting of the financial sector in order to design appropriate services that are
123 consistent with the Smart Campaign and principles of Youth Friendly Banking in order to increase financial
124 literacy among youths;
125
- 126 19. *Recommends* that Member States develop appropriate domestic policies and regulations to support the
127 development of innovative means channels that promote access to financial services, especially for youths;
128
- 129 20. *Encourages* the development of regional programs, similar to that of the United Nations Youth Assembly,
130 designed to provide youth with the opportunity to represent their country at regional conferences, and to
131 collectively report back to the aforementioned assembly, expanding the involvement of youth on the global
132 scale;
133
- 134 21. *Encourages* the improvement of education environments by adopting the use of public-private partnerships,
135 collecting funds from both government and private sectors, to build and upgrade education facilities such as
136 libraries and labs, where studying materials can be provided for free.



Code: HLPF/1/13

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

- 1 *The High-level Political Forum on Sustainable Development,*
- 2
- 3 *Recalling* General Assembly resolution 70/1 (2015) which created the Sustainable Development Goals (SDGs) and
- 4 placing specific emphasis on Goal 4, which focuses on ensuring inclusive and equitable quality education and
- 5 promoting lifelong learning opportunities for all,
- 6
- 7 *Recognizing* that information and communications technology (ICT) throughout the world is rapidly advancing and
- 8 that incorporating technology into education will contribute to meeting the SDGs by reducing developmental
- 9 disparities among Member States and promoting sustainable economic growth,
- 10
- 11 *Emphasizing* General Assembly resolution 66/211 (2012) which urges Members States to invest in Science and
- 12 Technology research and development as well as collaborate with other nations to improve their own strategies for
- 13 innovations such as Turkey and other OECD members to properly allocate funds for developing nations to enhance
- 14 educational technologies in nations that do not satisfy standards,
- 15
- 16 *Acknowledging* that the implementation of information technology is crucial to the modern educational environment
- 17 by providing access to the vast amount of information contained on the internet,
- 18
- 19 *Being aware of* the lack of technological infrastructure communication and the technological gap between
- 20 developing and developed countries which hinders communications and advancements in developing Member
- 21 States, and additionally, regions within Member States, having a negative effect on youth education and unity,
- 22
- 23 *Emphasizing* the importance of connecting the international community through innovative communication
- 24 infrastructure developed on many internet-based technologies for mitigating inequalities and providing additional
- 25 opportunity for advancement for citizens of all Member States,
- 26
- 27 *Seeking* to promote equality by ensuring that youth have access to modern educational tools such as computers
- 28 technology, laboratory equipment, and other essential educational and innovation infrastructure and programs that
- 29 encourage the future development of that nation,
- 30
- 31 *Welcoming* the Eurasia Foundation's Youth Participation Program (YPP), which promoted the involvement of youth
- 32 in debate, education, and within the community in the Republic of Moldova,
- 33
- 34 *Suggesting* the implementation of an International Information and Technology (IIT) trade framework that will offer
- 35 resources such as computers, books, and curriculum based information needed for education to those Member States
- 36 without those education capabilities,
- 37
- 38 *Supporting* connecting the international community through communication infrastructure such as the Internet via
- 39 the efforts of nonprofit nongovernmental organization (NGO) programs aimed at providing underdeveloped
- 40 countries with these capabilities such as, Google Fiber, and Internet.com as proposed by Google and Facebook,
- 41
- 42 *Approving* the creation and promotion of more institutions for leadership education, such as model UN, debate
- 43 programs, and student government associations, which are important for activating the minds of future leaders, and
- 44 engaging prospective students in developing a passion for leadership,
- 45

- 46 1. *Suggests* the enhancement of education through regional capacity building and the need for educational
47 programs directly linking to job opportunities and the welfare of each Member States;
48
- 49 2. *Encourages* the implementation of proper technology standards that would act as a key component to SDG 4 to
50 facilitate equal educational environments in the most appropriate manner by;
51
- 52 3. *Requesting* that Member States consider the underrepresented groups of youths in science and technology by
53 implementing programs such as Intermittent;
54
- 55 4. *Further encourages* Member States to voluntarily promote inclusive campaigns such as General Assembly
56 resolution 70/212 which recognizes Women in Science and Technology;
57
- 58 5. *Endorses* SDG 5, which targets enhancing the use of enabling technology and communications technology to
59 promote overall technology;
60
- 61 6. *Suggests* that youth go beyond the textbook to study complex topics based on real world issues, such as the
62 water quality and the poverty level in their communities, and work together on project teams and guided by
63 trained teachers to learn the skills of collaborating, managing emotions, and resolving conflicts in groups;
64
- 65 7. *Invites* further projects that will revitalize communications such as the Pan-African e-Network Project, which
66 focuses on providing technological foundations for easier access to education and medicine research;
67
- 68 8. *Intends* to mitigate the lack of access to education for the youth by promoting youth leadership that will help
69 with the overall society by:
70
- 71 a. Calling upon the incorporation of more internship and incentive programs such as the awarding of
72 educational grants to those who remain in their perspective countries of origin;
73
- 74 b. Noting issues that directly affect the youth by increasing social media interaction between the
75 government and youth to retain higher employment rates of native citizens;
76
- 77 9. *Supports* the promotion of youth parliaments to provoke a mutually beneficial exchange between the
78 government and youth by:
79
- 80 a. Designating that youth might become a partner of the government regarding planning strategies for
81 lasting change;
82
- 83 b. Establishing internship quotas for youth citizens of each Member State on a per capita basis to
84 international bodies, such as the European Union (EU), Association of Southeast Asian Nations
85 (ASEAN), and the African Union (AU);
86
- 87 10. *Encourages* the General Assembly consider resolving the issue of immigration of well-trained and highly
88 skilled professionals moving from one nation to another with higher-wages, which places detrimental barriers to
89 development by:
90
- 91 a. Providing incentives for citizens to return and remain to the country of origin such as;
92
- 93 b. Ensuring the availability of jobs once education term is complete through company sponsorship
94 partners that offer job opportunities upon graduation;
95
- 96 c. Guaranteeing proper pay rates for individuals that pursue higher education degrees, placing emphasis
97 on the wellbeing of developing nations such as Small Island Developing States (SIDS);
98
- 99 11. *Encourages* the expansion of the United Nations Educational, Scientific, and Cultural Organization (UNESCO)
100 Youth Partnership Program, which funds youth development programs with the goal of retaining educated
101 individuals to create stronger economies;

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12. *Recommends* global funding for programs that promote SDG 4 as Member States will equally benefit from future trade and economy stimulation by:
 - a. Encouraging the support of programs such as Intermittent;
 - b. Inviting the Eurasia Foundation and other NGOs, in conjunction with public-private partnerships with both federal and local governments, to fund youth education programs that highlight the importance of promoting government involvement, increasing inclusivity, and expanding connections between urban and rural areas;
 13. *Further recommends* the implementation of the Youth Empowerment Society (YES initiative), overseen by UNESCO, to create a holistic approach to promote youth education, youth participation, and an increase of a more inclusive party within the science, technology, engineering, and mathematics (STEM) field, a local level initiative that pairs international graduate students from ranging STEM fields to teach within specific communities of corresponding nations implementing the program; moreover, ensuring that the education program being implemented is directly linked to job opportunities through two phases with:
 - a. Phase one focusing on vocational training and teaching their communities how to build basic infrastructures and green mechanisms, i.e. education centers, water purifiers, bio-digesters, solar powered mini grids;
 - b. Phase two focusing on modernized education such as math, computer training, green infrastructure, lowering dropout rates, promoting educated and concerned citizens with community involvement, i.e. volunteering in cleanup projects, attending political debates hosted in community;
 - c. Monthly youth opinion polls and referendums to analyze effective and ineffective aspects of the program, including the introduction of national and regional Youth Forums that are increasingly providing the youth a platform to identify and express their opinions about issues that affect their lives;
 14. *Encouraging* Member States to voluntarily participate in the annual SDG Conference to recommend ways to improve the program.



Code: HLPF/1/14

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-level Political Forum on Sustainable Development,*

2
3 *Recalling that everyone shall enjoy the human right to education, as stated by the Universal Declaration of Human*
4 *Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the*
5 *Child,*

6
7 *Realizing the need of stronger coordination and better cooperation with the General Assembly Second Committee on*
8 *implementation of the Addis Ababa Action Agenda (AAAA),*

9
10 *Acknowledging the Sustainable Development Goal Number 4 target for “all learners [to] acquire the knowledge and*
11 *skills needed to promote sustainable development, including, among others, through education for sustainable*
12 *development and sustainable lifestyles”,*

13
14 *Realizing that the High-level Political Forum on Sustainable Development (HLPF) is committed to reviewing all*
15 *forward movement on sustainable development and ensuring that Member States are doing their part to achieve*
16 *these goals by 2030,*

17
18 *Understanding that food security remains a factor in the inhibition of universal education to young citizens and*
19 *progress has been achieved in this field such as the Food and Agriculture Organization’s (FAO) Integrated Small*
20 *Ruminant Crop Program and International Combined Sheep Production with Reforestation Program, to ensure the*
21 *food security of youth,*

22
23 *Determining that expanding the role and funding for the Global Partnership for Education is imperative towards the*
24 *development of stronger education worldwide,*

25
26 *Reaffirming the universally agreed framework of UN General Assembly resolution 70/1 (2015), Transforming our*
27 *world: the 2030 Agenda for Sustainable Development, specifically Goal 8, which focuses on promoting full and*
28 *productive employment and decent work for all,*

29
30 *Reiterating that the right to education for all, including but not limited to, that of girls, refugees and other persons*
31 *belonging to vulnerable groups, contributes to the eradication of poverty, racism, discrimination, xenophobia and*
32 *intolerance,*

33
34 *Emphasizing the importance of marriage and the development of strong family ties as well as human relationships*
35 *within the home, which forms a foundation for civic, legal, and religious organizations to develop and foster youth*
36 *leadership,*

37
38 *Acknowledging the sovereignty of Member States,*

39
40 1. *Suggests that Member States to create and maintain close partnerships through such methods as south-south*
41 *cooperation, north-south cooperation, triangular cooperation, and sharing of best practices within the*
42 *educational field with international organizations, as well as non-governmental organizations (NGOs), to*
43 *promote the right to education for all, especially youth;*

44
45 2. *Encourages the United Nations Development Program (UNDP) to work with regional organizations for the*
46 *further development of both physical and technological infrastructure in the framework of AAAA via:*

47
48 a. *Online learning opportunities;*

49

- 50 b. Vocational and skill based trade schools;
51
52 c. Special needs institutions for lifelong learning;
53
- 54 3. *Invites* Member States to mainstream a culture of children and youth councils in their community to be able to
55 identify variables such as, but not limited to, culture, availability of resources, access to and levels of education,
56 and exposure to conflict that can specifically hinder youth involvement and any type of forward movement on
57 sustainable development by:
58
- 59 a. Expanding the existing systems for capacity building whereby Civil Society Organizations (CSOs),
60 private sector entities, and governing bodies can identify the type of resources they are able to offer
61 and whether or not they require assistance or additional resources from fellow affiliates;
62
- 63 4. *Recommends* enhancement of statistical capabilities of the member states to monitor the implementation of the
64 Sustainable Development Goals (SDGs) focused on youth via:
65
- 66 a. Continuing and expanding upon the Voluntary National Reviews annually to ensure that there is a
67 consistent and inclusive review of progress at the national and local levels which are country-led and
68 country-driven while enabling global networking and collaboration to ensure that each country's needs
69 are being addressed and the SDGs;
70
- 71 b. Further harmonizing and streamlining the process of data-reporting methodologies, classifications, and
72 definitions as well as fostering technical cooperation with the European Commission's Statistics
73 Agency Eurostat;
74
- 75 c. International exchange of SDG related data by national statistical offices under auspices of The United
76 Nations Statistics Division (UNSD) and help the United Nations Children's Fund's (UNICEF)
77 programme, Out-of-School-Children-Initiative;
78
- 79 d. Supporting programmes for collaboration such as the European Union's (EU) Framework Programme
80 for Research and Innovation (Horizon 2020) which focuses on providing competitive grants to
81 respective initiatives, so that youth have opportunity for research innovation;
82
- 83 5. *Invites* the International Telecommunications Union (ITU), in collaboration with UNESCO's Institute for
84 Statistics, to aid Member States in accessing technology to collect data on existing educational programs within
85 developing regions to better facilitate the sharing of best practices, professional and educative knowledges, such
86 as annual literacy rates, in order to expand the pool of expertise locally, regionally and globally;
87
- 88 6. *Encourages* the United Nations Education, Science, and Cultural Organization (UNESCO) and the Capacity
89 Development for Education for All (CapEFA) Technical and Vocational Education and Training (TVET)
90 programme to increase their work with Member States in building policy development and strategic planning
91 capacity, especially among vulnerable populations, as to aid in the school to work transition, thus providing
92 vulnerable population, such as youth, with the ability to participate in leadership roles;
93
- 94 7. *Expresses* its hope for universal schooling and vocational training to be accessible through inclusive domestic
95 and international mass transit programmes within the framework of the UN-Habitat New Urban Agenda by
96 incorporating financial plans, such as the Joint European Support for Sustainable Development Investments in
97 City Areas and the UN Sustainable Development Goal Fund to:
98
- 99 a. Expand upon the existing educational facilities which are situated within domestic mass transit
100 development schemes inclusive of rural and illiterate youth populations;
101
- 102 b. Expand pre-existing urban social safety nets configured by allocating health services and sustainable
103 urban housing projects within proximities of urban to rural mass transit systems supporting educational
104 opportunities and governmental institutions alongside its development;
105

- 106 c. Continue efforts made to mainstream curriculums influenced by sustainable ideals and youth
107 leadership opportunities aimed at the incorporation of students through grassroots-participation in
108 sustainable urban development projects by expanding a technical curriculum intended to foster green
109 entrepreneurship;
110
- 111 8. *Recommends* the further incorporation of agricultural best-practices, through geographic specific educational
112 curriculum, to ensure adequate supply of food for marginalized and impoverished youth populations, utilizing
113 programs such as the Integrated Small Ruminant Crop Program and the International Combined Sheep
114 Production with Reforestation Program of the Food and Agricultural Organization (FAO), designed to expand
115 the training of impoverished citizens using sustainable planting tactics, particularly the efficient agro-sylvo-
116 pastoral land-use schemes that condense and enhance the quality of rural landscapes while connecting products
117 to export markets, allowing for marginalized populations to be within proximities of sustainable and profitable
118 food production in addition to incentivizing technological and financial investments and employment
119 opportunities in distribution, tourism, marketing, public transportation, and development industries;
120
- 121 9. *Further recommends* that the Global Partnership for Education should expand their role internationally through
122 the continuation of microfinancing loans to young innovators in emerging economies in order to:
123
- 124 a. Support additional funding for the Erasmus Programme+ from the Global Partnership for Education
125 funds to be used for scholarships directed to students, especially those engaged in sustainable
126 development efforts and leadership from emerging countries;
127
- 128 b. Further reaffirm the incentive based opportunities of students to enable their pursuit of professions in
129 the field of education therefore addressing the lack of educators globally;
130
- 131 c. Help governments finance resources destined towards school quality pre-primary, primary, and
132 secondary educational institutions;
133
- 134 d. Adhere to high standards of transparency in regards to governance, policies, financing, and program
135 funding with the objective of being a clear and honest NGO;
136
- 137 e. Have data and economic statistics published in the International Aid Transparency Initiative (IATI)
138 registry to better streamline development efforts;
139
- 140 f. Incentivize professors seeking to teach abroad, mostly in developing countries, to accomplish global
141 literacy and a just distribution of knowledge;
142
- 143 g. Encourage the expansion of the World Food Programme's School Meal Initiative, to young people in
144 developing countries, for the purpose of improving the quality of education to youth through providing
145 meals in school to better help overall health and wellbeing of youth, especially those with food
146 insecurities;
147
- 148 10. *Suggests* the United Nations Conference on Trade and Development (UNCTAD) to encourage multi-
149 stakeholders and public private partnerships, particularly with universities to include youth within developing
150 regions, and encourage youth leadership and entrepreneurship through seed finance, to promote the economic
151 growth through the development of small businesses, an economic barrier to a higher standard of living;
152
- 153 11. *Encourages* UNICEF's Voices of Youth (VOY) Programme partner with the Office of the Secretary-General's
154 Envoy on Youth, through educational seminars, to ensure that the voices of youth are heard and that policy-
155 makers are focusing on access to education and decent work through the formation of policies that benefit and
156 protect young people in order to help youth to become leaders in their local governments;
157
- 158 12. *Further encourages* the United Nations Girls Education Initiative through the UNICEF to expand the areas in
159 which it operates to include developing countries, in which it is not currently operating, in order to promote
160 access to equal education for vulnerable populations, especially female youth;
161

- 162 13. *Supports* the inclusion of understanding sexual health, such as short term and long term HIV/AIDS prevention,
163 and relationships, building education into education systems through the collaboration, including forums, of the
164 World Health Organization (WHO), UN AIDS, and regional organization in order to ensure a culturally
165 sensitive approach and empower youth, including young women, to have freedom over the healthcare available
166 to them:
167
- 168 a. Supporting voluntary educational programmes regarding HIV/AIDS and other sexually transmitted
169 Diseases for those most at risk, while being sensitive to the cultures of participating Member States;
170
 - 171 b. Encouraging the distribution the HIV/AIDS medication to help normalize lives of these affected by
172 diseases;
173
 - 174 c. Endorsing sensitivity training for medical professional in dealing with youth, including non-
175 discriminatory treatment of HIV/AIDS individuals and respect for youth-patient privacy and
176 confidentiality within the medical system;
177
 - 178 d. Asks governments, civil society, the private sector, and the Global Fund to fight AIDS, Tuberculosis,
179 and Malaria to work together in funding the continuation of these efforts;
180
- 181 14. *Emphasizes* the need of alternatives to traditional learning structures in conflict and disaster prone areas and risk
182 management is strongly required for further development:
183
- 184 a. Suggests the expansion of the scale of action of UNESCO disaster risk reduction education programme
185 as a first step to addressing this issue;
186
 - 187 b. Recognizes the potential of technology, telecommunications, and Open Distance Learning (ODL) to
188 address the lack of access to education centers;
189
- 190 15. *Suggests* Member States to teach and encourage youth on HIV/AIDS prevention through protecting their
191 integratory by ensuring that their confidential information with national;
192
- 193 16. *Recommends* UN Office on Drugs and Crime to work with Member States in training local government leaders,
194 especially young leaders, through peace education in order to promote integrity within local governments and
195 promote anti-corruption measures especially with religious and cultural sensitivity;
196
- 197 17. *Acknowledges* the role of education in promoting peace by formulating curriculums capable of fostering
198 conducive learning environment which could be implemented through:
199
- 200 a. Fostering intellectual understanding, nonviolence and peace as parts of school's' vision, missions and
201 values;
202
 - 203 b. Encouraging a learning environment that is supportive, respectful, enjoyable, equitable and safe;
204
 - 205 c. Promoting learner-oriented curriculums in terms of enabling beneficiaries to have their voice heard in
206 culturally diverse communities;
207
 - 208 d. Fosters the idea of a role model teacher and a facilitator who demonstrates peace and nonviolence
209 through consistent behavior and actions;
210
 - 211 e. Integrating intercultural understanding, peace, and nonviolence in scholar materials;
212
 - 213 f. Adherence to the *Safe School Declaration* signed by Afghanistan, Costa Rice, and several other
214 Member States to exempt educational infrastructure from military use;
215
- 216 18. *Suggests* the High-level Political Forum to support Member States' efforts through the issuance of monitoring
217 reports and achievement progresses, to educate their citizens on matters of climate change and its effects such as

218 waste and pollution, clean water accessibility, and renewable energy technologies in order to achieve the
219 Sustainable Development Goals by 2030.



Code: HLPF/1/15

Committee: High-level Political Forum on Sustainable Development

Topic: Youth Leadership and Education for Sustainable Development

1 *The High-Level Political Forum on Sustainable Development,*

2
3 *Guided by* the principles of the United Nations Charter, the Universal Declaration of Human Rights (UDHR), and
4 the Commission on Population and Development resolution 2012/1, which declares and guarantees education as a
5 right that should be granted to youth,

6
7 *Recognizing* the need of local ministries and government agencies to educate the youth on 2030 Agenda for
8 Sustainable Development (2015) and the implementation of the Sustainable Development Goals (SDGs),

9
10 *Noting further* the marginalized groups that reside in both developing and developed nations that require special
11 attention in order to receive proper education,

12
13 *Fully aware* that the safety for youth within education systems is threatened by acts of violence due to their religion,
14 gender and social status,

15
16 *Encouraging* further work towards achieving SDGs 4 and 5, which include reducing gender inequalities and
17 empowering all women and girls,

18
19 *Deeply concerned* about literacy rates and education level considering the economic limitation of least developed
20 Member States due to the lack of efficient programs,

21
22 *Noting with deep concern* that 103 million youth are currently uneducated and illiterate and that the average 10-year-
23 old today, around 89% of the world's youth, lives in underdeveloped Member States as stated by UNESCO Institute
24 for Statistics,

25
26 *Taking into consideration* the unequal education opportunities in rural and urban areas among Member States and
27 the importance of providing an education in accordance with the relevant regional employment opportunities, such
28 as entrepreneurship skills, vocational, and technical skills,

29
30 *Deeply convinced* that the cooperation of Member States in regard to local needs and consideration of culture is
31 imperative to facilitating sustainable development focusing on the challenges faced by the youth,

32
33 *Seeking* to close the development and economic disparity between developed and developing Member States so that
34 all youth will have access to the same opportunities and resources through cooperation,

35
36 *Welcoming* the aid given by developed Member States, NGOs, and INGOs to several UN organizations,

37
38 *Fully aware of* youth contribution and leadership in the design of policies through the UNESCO Youth Declaration
39 on Media and Information Literacy,

40
41 *Acknowledging* the importance of Information and Communication Technologies (ICTs) in education for its
42 remarkable contribution to the development of Education for Sustainable Development (ESD),

43
44 *Considering* the United Nations World Youth Report on Youth Civic Engagement, which identifies the role of the
45 youth in civil, political, and economic aspect,

46
47 *Taking into consideration* Mongolia's National Program on Adolescents and Youth Development and the ASEAN's
48 Youth Leadership Association (AYLA),

49

50 *Taking note of* past and present projects such as, but not limited to: the United Nations Development Program
51 (UNDP), the Young Professional Programme (YPP), and the United Nations Educational, Scientific, and Cultural
52 Organization (UNESCO) Incheon Declaration and Framework for Action linked to the 2030 agenda to initiate
53 programs regarding youth empowerment in several developing Member States,
54

- 55 1. *Urges* Member States to embrace the mandate set forth in the 2030 Agenda, which highlights the importance of
56 equal prosperity and inclusivity in education across all Member States by:
57
 - 58 a. Initiating further discussion amongst Member States, to assess the standards of learning within
59 developing nations, and to outline ways in which collaborative efforts amongst developed countries,
60 can provide financial support to provide sound foundations for the development of advanced
61 educational infrastructure in rural areas;
 - 62 b. Developing initiatives that will provide equal access to educational and employment opportunities,
63 irrespective of social class in both urban and rural communities;
- 64 2. *Reminds* intergovernmental and regional organizations, international financial institutions, partners, and
65 stakeholders to fulfill the requirements of sustainable development as stated in The Future We Want;
- 66 3. *Suggests* the implementation of educational mechanisms specifically aiming for social inclusion of minorities
67 according to the United Nations Declaration on the Rights of Persons Belonging to National or Ethnic,
68 Religious and Linguistic Minorities and the further recommendations of the Forum on Minority Issues, to
69 promote the representation of their respective cultures in the educational, corporate, and political landscape of
70 the Member States as to create more inclusive decision-making processes in contemporary societies;
- 71 4. *Proposes* the promotion of open learning as an alternative source of education, through the means of:
72
 - 73 a. Knowledge exchange within local communities between the local youth;
 - 74 b. Encouragement the involvement of local minorities, refugees, and uneducated youth as an opportunity
75 to get out of poverty;
 - 76 c. Incorporating youth engagement and perspective in local and regional conflict resolution;
- 77 5. *Recommends* the development of initiatives by Member State governments to ensure equal access to educational
78 and employment opportunities, irrespective of social class, gender, religious background, race or other personal
79 orientation so that overarching social hierarchies do not inhibit impoverished individuals from accessing equal
80 opportunities by calling upon various UN bodies like UN Women, UNICEF, and UNHCR to take further
81 initiative to collaborate with Member States through:
82
 - 83 a. Encouraging Member States to cooperate through UNICEF to share innovative technologies to
84 improve the educational system of developing Member States;
 - 85 b. Inviting outside entities such as, but not limited to NGOs, to provide both financial and humanitarian
86 aid to further the goals of youth leadership and education for sustainable development in both rural and
87 urban areas;
- 88 6. *Encourages* the expansion of the UN program Young Leaders for Sustainable Development at the regional and
89 national level to further promote the program amongst “young leaders”:
90
 - 91 a. Recognizing ambitious projects on combatting climate change, reducing inequalities and poverty led
92 by young students or youth organizations;
 - 93 b. Helping them through national or regional subsidies to finance specific local and regional projects,
94 conceived by Member States universities, non-governmental organizations, businesses, and youth
95 organizations;

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115
- c. Promoting the granting of Young Researchers on all topics related to Sustainable Development including climate change;
 - d. Emphasizing private or public study grants to support various initiatives of those above mentioned Young Researches;
 - e. Encouraging universities, youth organizations, and young entrepreneurs to participate to the Sustainable Development Solution Network Youth;
- 116 7. *Recommends* United Nations Educational, Scientific and Cultural Organization (UNESCO) to expand the scope
117 of their Youth Forum Programme in order to include a Regional Emerging Leaders Conference (RELC) in
118 collaboration with United Nations Children’s Fund (UNICEF), which will provide funding, consisting of a
119 regional summit immersing youth representatives in leadership based roles and responsibilities which will
120 discuss Sustainable Development Goals implementation problems, through:
- 121 a. Establishing National Leadership Development Courses (NDLC) within Member States of the regional
122 bloc for youth, consisting of workshops, classes, seminars, and summits, similar to the World
123 Conference on Youth, in order to promote leadership skills and consequently select participants of the
124 RELC based upon the results of the courses, criteria may include grades, level of civic engagement,
125 experience within the topic of discussion;
 - 126 b. Creating the regional conference which will encourage and enhance collaboration skills within the
127 selected youth from the national courses in order to discuss SDG implementation problems within the
128 regional bloc and creating a resolution/call of action which will be delivered to the competent ministry
129 or organ of each participating Member State in charge of the implementation of the SDG;
- 130
131
132
- 133 8. *Further suggests* UNESCO’s Education for All Steering Committee to promote Commodities for Education
134 Funds (CEFs) into their Education for All Programme in order to efficiently mobilize resources into the
135 educational sector, hence, improving access and quality for education by:
- 136 a. Extracting a fraction of the revenue from industrialization in ways such as, but not limited to:
137
138
 - 139 i. Imposing taxes on private industrial stakeholders;
 - 140 ii. Imposing royalties on production of materials that come from the commodity;
 - 141 b. Considering the reallocating the aforementioned fraction into a National Fund, supervised by a The
142 International Organization of Supreme Audit Institutions (INTOSAI), which will be solely used for the
143 purpose of improving access and quality for education;
 - 144 c. Redistribute the fund’s income every 5 years into the educational sector of the Member State;
- 145
146
147
- 148 9. *Further recommends* the expansion of the scope of the Office of the Secretary-General’s Envoy on Youth in
149 order to build communication between young leaders by:
- 150 a. Using social networks and other online platforms to enable networking where young leaders can meet
151 together to come up with solutions for the local needs within a global network;
 - 152 b. Selecting professionals and experts in different fields to meet with aforementioned local leaders in
153 order to gain pertinent knowledge and gain real life experiences with those experts using the assistance
154 of UNESCO’s Young Professionals Programme and the financial participation of Public Private
155 Partnerships (PPP);
 - 156 c. Further recommends the expansion on existing programs to allow regional efforts to collaborate into an
157 inclusive international platform for youth to address issues domestically; the youth conference
158 candidates shall be chosen based on academic merit, civic engagement, and other qualifications to be
159
160
161

162 determined at a later date using applications created by UN bodies specializing in education such as the
163 UNESCO, addressing topics of the conference which will change annually to address all 17
164 Sustainable Development Goals;
165

166 10. *Recommends* the implementation of paid internship programs that promotes leadership in a plethora of fields
167 with the purpose of providing the tools and experiences to cultivate leadership skills by:
168

169 a. Promoting certain classes within scholar curriculum in order to provide introduction training on topics
170 such as, but not limited to:
171

172 i. Computer engineering;
173 ii. Business administration;
174 iii. Entrepreneurship;
175

176 11. *Encouraging* IGOs and NGOs such as, but not limited to, Global Partnership for Education (GPE) and Global
177 Education Fund, to help facilitate this process with the implementation of different international internship
178 programs within their organizations that will help cultivate leadership for sustainable development, these
179 programs should include:
180

181 a. Actual work experience opportunity that fosters leadership growth within the individual;
182

183 b. Opportunity for growth in said leadership positions and gaining hands on experience;
184

185 c. An application process provided by the educational program mentioned above candidates will be
186 chosen based on:
187

188 i. Educational merit;
189 ii. Prior work experience and level of community engagement;
190 iii. An interview process;
191

192 12. *Encourages* the cooperation of UNICEF’s Global Partnership for Education and local community members in
193 creating new strategies to increase education participation in developing nations by taking into consideration the
194 percentage of youth that remain uneducated and illiterate in developing Member States;
195

196 13. *Suggests* that Member States implement recommendations from the International Task Force on Teachers for
197 Education 2030, which set the basis of changes, within teaching practices by:
198

199 a. Establishing teaching, research and community extensions as the three functions of tertiary education;
200

201 b. Adapting educational programs to the specific needs of students based on their cultural and socio-
202 economic background;
203

204 c. Encouraging Member States to adhere to the Teacher Education Programme of Asia Pacific
205 Programme of Educational Innovation for Development (APEID);
206

207 14. *Suggests* the transformation of information technologies in education, particularly with regards to policy
208 advocacy and knowledge services in the area of ICTs in education, through the appliance of UNESCO’s
209 Intersectoral Platform for ICT in education, which will provide:
210

211 a. Evidence-based policy research, analytical studies and the collection and dissemination of best
212 practices on the use of ICTs in education;
213

214 b. Technical assistance, knowledge, and information sharing with Member States on the application of
215 ICTs in education, with particularly emphasis on teachers;
216

- 217 c. Advisement on policy and expanding scope in order to effectively utilize technologies in areas, in
218 particularly education, especially in areas such as, but not limited to mobile learning;
219
- 220 d. Recommends that Member States collaborate with programs sponsored by the UNDP, UNICEF, and
221 UNESCO to create and implement policies that will enable Member States to achieve the goals of
222 SDGs;
223
- 224 15. *Reminds* Member States of the urgency and importance to include educational policy and practices that are
225 equally beneficial to rural areas in terms of their effectiveness and equability;
226
- 227 16. *Proposes* the promotion of current events focused programs that allow youth the opportunity to actively
228 contribute to solving problems within their communities and regions by engaging them in discourse regarding
229 issues that plague their respective communities;
230
- 231 17. *Calls* for the increase of current International exchange programs between countries and the increase in funds
232 directed towards them by informing Member States through UN Database of the existing programs and their
233 successes such as the Young African Leaders Initiative, Fulbright, and Chevening;
234
- 235 18. *Recommends* Member States to direct financial and material resources on the implementation of SDGs by:
236
- 237 a. Encouraging partnerships with NGO's, IGO's, and the private sector; assistance from regional and
238 sustainable development banks such as the World Bank; and assurances of aid from developed nations
239 to their fellow lesser developed Member States;
240
- 241 b. Promoting major international conferences discussing sustainable development goals for youth,
242 especially those in developing States, to attend;
243
- 244 c. Encouraging governments to share educational resources, through social medias, social networks,
245 school programs, and other sources of marketing.