

NMUN•NY 2018



18 – 22 MARCH 2018

Documentation of the Work of the United Nations Environment
Assembly (UNEA)



Conference A

United Nations Environment Assembly (UNEA)

Committee Staff

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Rapporteur	Kaytlyn Marcotte
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Agenda

- I. Empowering Youth for Sustainable Development
- II. The Impact of Pollution on Marine Life
- III. Conservation and Restoration of Ecosystems in Urban Areas

Resolutions adopted by the Committee

Code	Topic	Vote
UNEA/1/1	Empowering Youth for Sustainable Development	Adopted without a vote
UNEA/1/2	Empowering Youth for Sustainable Development	Adopted without a vote
UNEA/1/3	Empowering Youth for Sustainable Development	88 votes in favor, 10 votes against, 6 abstentions
UNEA/1/4	Empowering Youth for Sustainable Development	88 votes in favor, 3 votes against, 5 abstentions
UNEA/1/5	Empowering Youth for Sustainable Development	98 votes in favor, 0 votes against, 8 abstentions
UNEA/1/6	Empowering Youth for Sustainable Development	98 votes in favor, 2 votes against, 4 abstentions
UNEA/1/7	Empowering Youth for Sustainable Development	96 votes in favor, 2 votes against, 8 abstentions

Summary Report

The United Nations Environment Assembly held its annual session to consider the following agenda items:

- I. Conservation and Restoration of Ecosystems in Urban Areas
- II. Empowering Youth for Sustainable Development
- III. The Impact of Pollution on Marine Life

The session was attended by representatives of 111 Member States and 2 Observers.

On Sunday, the committee adopted the agenda of II, III, I, beginning discussion on the topic of “Empowering Youth for Sustainable Development.” Debate was fruitful and many Member States were able to address their concern as to why the agenda should be set in a certain order. On Monday afternoon, the committee continued the speakers’ list in formal session on the discussion of the topic. During the two suspensions, delegations began forming blocks in order to begin discussions on working papers. By Tuesday, the Dais received a total of 9 proposals covering a wide range of sub-topics, including youth employment in economically sustainable sectors, youth as advocates for change, education of youth for sustainable development, youth involvement in decision-making processes, and vocational training and education.

Delegations formed working groups and diligently worked toward the goals of merging and editing working papers by the end of the night. On Wednesday, 7 draft resolutions had been approved by the Dais, 3 of which had amendments. The committee adopted 7 resolutions following voting procedure, 2 of which received unanimous support by the body. The resolutions represented a wide range of issues, including the rights of youth to an education, marginalized youth groups and their access to employment opportunities, and undereducated youth. The body was highly engaged during formal sessions over the course of the week. During informal sessions, delegates pursued negotiations and actively collaborated toward the completion of working papers. Overall, the work of the body was fruitful.



Code: UNEA/1/1

Committee: United Nations Environment Assembly

Topic: Empowering Youth for Sustainable Development

1 *The United Nations Environmental Assembly,*

2

3 *Reaffirming* the significance of the Sustainable Development Goals (SDGs), outlined in General Assembly
4 resolution 70/1 (2015) entitled “Transforming our world: the 2030 Agenda for Sustainable Development,”
5 particularly Goals 4, 11, 13, which set the groundwork to establish a society for sustainable development,

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7 *Deeply conscious of* the barriers limiting the youth from interacting and actively participating within their local- and
8 national-level governments,

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10 *Acknowledging* that currently 13.1% of the world’s youth are unemployed, totaling 71 million people, growing at an
11 accelerated rate currently unsustainable for future posterity,

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13 *Acutely aware* that states do not share equal access to resources to invest in the education of their youth, and that this
14 education is critical for the long-term civic engagement of these future leaders,

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16 *Encouraging* and promoting youth associations through financial, educational and technical support and promotion
17 of their activities,

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19 *Taking into account* the contribution of youth in designing, implementing and evaluating national policies affecting
20 their concerns, as promoted by the *World Programme of Action for Youth*,

21

22 *Desiring* increased national, regional, and international cooperation and exchange between youth internationally so
23 as to promote globalized communication networks and outlooks for action reiterated by the *Colombo Declaration on*
24 *Youth* (2014),

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26 *Inviting* governments to strengthen the involvement of young people in international forums, inter alia by
27 considering the inclusion of youth representatives in their national delegations to the General Assembly,

28

29 *Stressing* the importance of empowering youth through innovative teaching to understand and contribute to
30 sustainable development,

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32 *Promoting* leadership training to prepare youths for their future participation in local governments as civic leaders
33 and pioneers of environmental change,

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35 *Desiring* increased opportunity for young people to learn their rights and responsibilities and promote their social,
36 political, developmental, and environmental participation, remove obstacles that affect their full contribution to
37 society, and respecting freedom of association,

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39 1. *Calls for* the United Nations (UN) Environment Programme (UNEP) to facilitate the creation of the Youth
40 Empowerment for Sustainable Societies (YESS) initiative as a means of furthering actions such as the TUNZA
41 Youth Strategy, in line with the UN’s Inclusive Green Economy Approach (IGEA) towards the accomplishment
42 of SDGs 7 and 13;

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44 2. *Reaffirms* the importance of Experiential Learning within communities as a means of fostering local concern for
45 civic issues, such as topic-focused excursions, such as but not limited to: biodiversity, pollution, green
46 technology, and grassroots political organizations;

47

48 3. *Requests* the allocation of funds towards this initiative so as to achieve the 2030 Agenda in line with the UN
49 mandate with the goal of alleviating disparity of access;

- 50
- 51 4. *Encourages* member states to assist in the connection of youth to green economic fields to encourage
52 synergistic partnerships between youths and environmentally friendly organizations by facilitating mentorships
53 with stakeholders and government officials for preparation for roles into the green economy;
54
- 55 5. *Commends* the Action Initiative for Youth and Women in its success in mobilizing the youth to achieve the
56 SDGs and utilize it;
57
- 58 6. *Recommends* that the UN Educational, Scientific and Cultural Organization (UNESCO) create regional
59 conferences to support initiatives while collaborating with the EETU to ensure cultural and local impact, such
60 as Ghana’s Youth Connect initiative;
61
- 62 7. *Stresses* the need of accountability of actors involved in youth development;
63
- 64 8. *Recommends* the increased access to skills and knowledge by fostering the mediation of regional conferences;
65
- 66 9. *Encourages* educating bodies to incorporate information on sustainable practices through the creation of
67 regional outreach conferences;
68
- 69 10. *Further invites* Member States to increase an integrated approach to education by:
70
- 71 a. Promoting technical and vocational training;
72
- 73 b. Encouraging Member States to facilitate mentorship of youths in existing green, public, and private sectors;
74
- 75 c. Introducing general policy activities;
76
- 77 11. *Invites* the EETU to collaborate on programmes to ensure local relevance within this approach, whilst
78 increasing their normative applicability;
79
- 80 12. *Encourages* the creation of a forum through which youths can be connected to career opportunities, at local,
81 national, and international levels;
82
- 83 13. *Urges* actors to encourage youth to participate helping promote transparency, through non-governmental
84 organizations including Transparency International, and the UN Ethics Committee, in making efficient and
85 timely decision making;
86
- 87 14. *Reaffirms* the hope that aforementioned measures promote the empowerment of youth to be agents of change
88 and to facilitate their ability to create a self-sustainable network by which their goals can come to fruition.



Code: UNEA/1/2

Committee: United Nations Environment Assembly

Topic: Empowering Youth for Sustainable Development

1 *The United Nations Environment Assembly,*

2

3 *Recalling* Articles 21, 23 and 26 of the *Universal Declaration of Human Rights* (1948), granting legal and political
4 participation, the right of employment and decent work, as well as education for all in order to comprehensively
5 address the pervasive threat of climate change and its detrimental implications for current and future generations,

6

7 *Guided by* General Assembly resolution 70/1 (2015), entitled “Transforming our world: the 2030 Agenda for
8 Sustainable Development,” which establishes the Sustainable Development Goals (SDGs), where youth should have
9 a lifelong access to learning opportunities and getting involved in society fully while encouraging a strong and
10 inclusive legal framework for sustainable development’s three dimensions – social, economic and environmental –
11 and holding Member States accountable for sustainable development efforts,

12

13 *Recognizing* youth as crucial stakeholders to successfully implement the SDGs in the *2030 Agenda for Sustainable*
14 *Development*, and the importance of their role in environmental education, projects, technology, and management in
15 achieving the SDGs,

16

17 *Taking into consideration* Security Council Resolution 2250 (2015) on “Maintenance of International Peace and
18 Security,” which emphasizes increasing representation of youth in decision-making at all levels, and how the voice
19 of actual and future generations will represent the new ideals that need to be considered,

20

21 *Observing* General Assembly Resolution 72/146 (2017), entitled “Policies and Programs Involving Youth,” which
22 stresses the importance of worker cooperatives to involve youth in sustainable development,

23

24 *Bearing in mind* General Assembly Resolution 50/81 (1995) introducing the *World Programme of Action for Youth*,
25 which supports youth as vital stakeholders for social change and economic development toward the furtherance of
26 sustainable development,

27

28 *Reaffirming* resolution 182 of the International Telecommunication Union, mainly focused on the protection of the
29 environment, while giving relevance to the role of communications and technological development that can be used
30 to support climate change advocating and monitoring, as also ensuring conferences and training courses in less
31 developed countries for youth’s cultural growth and for promoting awareness on environmental issues,

32

33 *Fully aware of* the *Gyeongju Youth Declaration* (2016) which stresses the urgency to integrate young people into
34 formal structures for the promotion of universal participation in the construction of a prosperous and civilized world,

35

36 *Acknowledging* the *Funding Compendium 2016 report* of the United Nations (UN) Development Programme
37 (UNDP) and the UN Capital Development Fund (UNCDF), both of which promote youth financial inclusion already
38 given by Member States, and the important role in micro financing strategies that contributes to the field of
39 sustainable development implementation,

40

41 *Mindful of* the *Global Education Monitoring Report* that highlights the necessity of acting seriously upon education
42 as a way to get to environmental sustainability and green growth, with the purpose of encouraging promotion of
43 prioritizing the right type of employment skills, attitudes, and behavior,

44

45 *Appreciating* the work of civil societies and non-governmental organizations (NGOs), which seek to establish
46 sustainable opportunities for youth employment, cognizant of state sovereignty and utilization of nation-specific
47 resources for future success,

48

- 49 1. *Invites* Member States to introduce inclusive domestic laws for inclusion of youths and decent work towards the
50 furtherance of SDG 8, and to hold Member States accountable in the participation of youth in the formation,
51 implementation, and assessment of all domestic development policy;
52
- 53 2. *Suggests* the further establishment of Youth Parliaments in order to efficiently grant access to political
54 participation of young people with training received from UNDP in cooperation with local ministries, so a
55 regular platform for young people and governments can be established;
56
- 57 3. *Recommends* Member States to provide young people in unemployment stage with developmental support and
58 expertise through special labor-market policy programs dedicated to environmental achievement in the realm of
59 sustainable development, by:
60
- 61 a. Initiating in-depth analyses of the situation for young people in districts that are marked by low rates of
62 youth employment measured by Member States, to encourage the UN Environment Assembly (UNEA)
63 and initiate programs that appoint awareness and provide jobs by focusing on youth employment
64 policies;
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- 66 b. Promoting a policy in which municipalities follow up on young people who are not participating in
67 education or the labor market, providing young people with intensified support at an early stage of
68 unemployment through a special labor-market policy program;
69
- 70 c. Endorsing green entrepreneurship, which will provide economic resources for the maintenance of
71 environmental projects within the job market, guided by young people with the help of developed
72 countries that wish to contribute with cost-sharing;
73
- 74 4. *Encourages* Member States to facilitate creative methods of incentivizing the private sector and NGOs at a
75 national level, in conjunction with the International Labour Organization's (ILO) Youth Employment Program:
76 Decent Jobs for the Youth, through economic motivation and cooperation, under the legislation of each Member
77 State, in order to develop youth capacities on environmental issues and how to solve them, by:
78
- 79 a. Supporting a potential lowering of employer's fees when employing youth, which in turn provides a
80 more likely chance for youth to be employed in opportunities where they can grow and gain skills;
81
- 82 b. Promoting additional tax relief to employers with the purpose of incentivizing young people that
83 haven't been employed within a time frame determined by Member State discretion;
84
- 85 c. Encouraging Member States to allocate economic resources for the maintenance of environmental
86 projects within the job market, guided by young people with the help of developed countries that
87 wishes to contribute with cost-sharing;
88
- 89 5. *Welcomes* Member States to direct financial funds such as the Environmental Fund towards facilitating closer
90 cooperation amongst the entire international community, by:
91
- 92 a. Noting the specific role national legislations and budgets offer in ensuring accountability for the
93 commitments towards youth empowerment for sustainable development;
94
- 95 b. Suggesting to provide a platform by implementing employment and educational programs for youth to
96 help them in becoming actively engaged in budgetary planning, more specifically, how they can gain
97 skills in government planning projects;
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- 99 6. *Suggests* that Member States empower young people through the promotion of workers in their professional
100 fields, such as:
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- 102 a. Invite Member States to advocate, inform, and join youth concentrated groups about SEED, a program
103 whose goal is to promote social and environmental entrepreneurship, which opens more opportunities
104 for youth to get involved in sustainable development issues and policies;

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- b. Encourage Member States to implement a Youth Internship such as DSPD Focal Point on Youth, Entrepreneurship and Training Program (Y.I.T.E.P) in their Education Programs/Departments in order to further youth's leadership skills, which will enhance youth into creating their own internship and training opportunities in the future;
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7. *Endorses* Member States to introduce cooperative methods of telecommunication to less developed nations, ensuring awareness for sustainable development to youth in these areas, with the goal of improving awareness for sustainable job opportunities to reduce poverty, furthermore promoting decent work opportunities, through:
- a. Respectfully encourages the facilitation of a program that invites NGOs and private organizations such as the Clinton Global Initiative (C.G.I.) communication program focused on the spread of broad-band services, towards the construction of digital connection in less developed states;
 - b. Recalling to propose the program named Communication, Awareness, Recognition and Environment (C.A.R.E.) that initiates connection through social media from developed states with domestic telecommunication programs to create awareness for developing nations to focus on climate change;
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8. *Proposes* that fellow Member States utilize international initiatives such as SEED, which offer opportunities to connect the world's youth with employability skills and business training, by:
- a. Inviting NGOs to participate in exploring ways of fostering productive employment environments through efforts like the those made in areas such as Mosul, which required immediate UNEP assistance due to remnants of conflict pollution;
 - b. Recommending that NGOs and intergovernmental organizations (IGOs), along with government and private institutions, to prioritize the flourishing of educational programs involving sustainable development goals, not only in primary and secondary schools, but also during vocational training;
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9. *Welcomes* UNEA to encourage the UN Economic and Social Council for the expansion of the Civil Society Network (CSONET), which is a platform that currently monitors economic and social issue-focused NGOs, in order to include environmentally active NGOs with the purpose of alleviating the financial obligation of Member States, by:
- a. Striving for a modernization of CSONET with the aim to extend the market range and the global awareness of the endeavor;
 - b. Encouraging Member States to promote the platform among an audience of international youth sufficiently according to its importance;
 - c. Emphasizing to also regard the economic point of view of the NGOs in environmental matters;
 - d. Urging to extend the NGO focus of CSONET to a level that includes individuals, private projects and other private organizations in the database;
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10. *Requests* Member States and international organizations to utilize a systematic response to the concerns young people have expressed in global, regional and national forums, through encouraging workshops to be hosted by NGOs such as the Center for Multidisciplinary Training and Advising (CECAM) to poor and disadvantaged youth, to educate impoverished communities about sustainability, by reinforcing the purpose of CECAMs as traveling bodies of paid youth volunteers working with the UN Volunteers (UNV) and the UN Industrial Development Organization (UNDIO) partnership with AIESEC, that ensure that through travel, rural communities are aware of the impact that they have on their local environment.
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Code: UNEA/1/3

Committee: United Nations Environment Assembly

Topic: Empowering Youth for Sustainable Development

1 *The United Nations Environment Assembly,*

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3 *Recognizing* the right to education as outlined Article 26 in the *Universal Declaration of Human Rights* (1948),

4
5 *Remembering* the guidance of General Assembly resolution 70/1, entitled “Transforming our world: the 2030
6 Agenda for Sustainable Development” (2015), and the Sustainable Development Goal (SDG) 4 on Quality
7 Education contained therein provides in creating effective and successful educational programs for the
8 empowerment of youth,

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10 *Keeping in mind* the institutional framework for the advancement of sustainable development, strengthening the
11 integration of functions within the Economic and Social Council (ECOSOC) and the strengthening of the
12 environmental effort of the framework and the subsequent establishment of a universal United Nations (UN)
13 Environment Assembly (UNEA),

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15 *Recommends* the adequate involvement of youth in creation or enhancement of educational infrastructures for active
16 learning regarding the sustainable development of such infrastructures, while increasing the access to educational
17 programs and initiatives,

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19 *Encourages* the improvement of current environmental education, ensuring that they are tailored to the specific
20 challenges, risks, and pressures on the environment in individual Member States,

21
22 *Emphasizing* that youth must be involved in the deliberations on combating Climate Change, as they not only have
23 the greatest stake in its resolution, but also have the talents to meet the goals outlined within the *2030 Agenda for*
24 *Sustainable Development*,

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26 *Bearing in mind* the benefits of incorporating the targets and indicators of the *2030 Agenda for Sustainable*
27 *Development* into education for youth,

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29 *Keeping in mind* General Assembly resolutions 72/146 and 70/127, which both highlight the importance of youth
30 involvement and youth-focused programs in the implementation of the *2030 Agenda for Sustainable Development*,

31
32 *Taking into consideration* the plight of youth in conflict areas and refugee camps, who are further lacking in ways to
33 access educational facilities as compared to other youth,

34
35 *Taking into consideration* the differentiation of capabilities between Member States to enact educational curriculums
36 with an environmental emphasis,

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38 *Recognizing* the work done by non-governmental organizations (NGOs) and intergovernmental organizations
39 (IGOs),

40
41 *Keeping in mind* SDG 8 which, promotes “inclusive economic growth and productive employment”, which is a
42 crucial component for the successful empowerment of youth as they transition into adults,

43
44 *Supports* the strategy of *Education for Sustainable Development* (ESD) (2005) framework by the UN Economic
45 Commission for Europe (UNECE), recommending the development and incorporation of certain topics, including
46 the training in the necessary skills for the transition to a green economy,

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48 *Realizing* the importance of sustainable agriculture and fishing practices for the sustainment of a healthy
49 environment,

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Recognizing the benefits of incorporating the *Sendai Framework for Disaster Risk Reduction 2015-2030 (2015)* into education curricula,

Noting that there is a lack of data of the effectiveness of previously implemented youth empowerment educational programs and initiatives to determine the progress and success of those programs,

Keeping in mind the perspectives and experiences youth can provide and the benefits of including their voice in local governmental and environmental bodies through programs such as Canada’s Prime Minister’s Youth Council,

Supporting the UN Inter-Agency on Youth Development to foster knowledge building and better inform youth policies and programmes, empowering youth as agents of social inclusion and peace,

1. *Calls upon* Member States to establish the Sustainable Teaching Empowerment Program, that would ask Member States to integrate Sustainable Development Goals into their educational curriculum by:
 - a. Applying an educational emphasis in schools through educators, and other school administrators that can be implemented both in the classroom, as well as the recreational activities that students participate in outside of the classroom;
 - b. Applying an educational emphasis in the community through the participation of local leaders, and NGOs to educate students on the SDGs with the assistance of local leaders, including former or current governmental figures, religious leaders, successful entrepreneurs, among others;
2. *Encourages* the UN Environment Programme (UNEP) to construct a mainstreaming program to help suggest to Member States and other UN bodies ways in which to incorporate the environmental perspective into education, by:
 - a. Requesting UNEP assist member states and other UN bodies such as the International Labour Organization (ILO) on incorporating the environmental focus into vocational skills and job training;
 - b. Suggesting working alongside the UN Children’s Fund UNICEF and the ILO to empower young women to attain opportunity in green economy sustainable employment through skills training with a sustainable focus;
3. *Suggests* that Member States and fellow UN bodies encourage civic engagement with a sustainable and environmental focus by:
 - a. Emphasizing youth engagement through education in sustainable development in continuation of the initiatives set by UNEP;
 - b. Recommending Member States work in a partnership with NGOs, international organizations, and youth advocacy networks, to allow for youth involvement through civil engagement;
 - c. Promoting the popularization of ground-breaking citizen innovators throughout history that have greatly impacted innovation to motivate youth for sustainable development;
4. *Encourages*, following the *Education for Sustainable Development* framework, the promotion of "Green Economy" employment opportunities, through:
 - a. Encouraging education-focused Member States and UN bodies to embolden youth to consider green economy employment in career-focused education programs;
 - b. Inviting UNICEF to work alongside UNEP and consider adding a final academic and vocational option at the university level, which will focus on sustainable entrepreneurship;

- 106 c. Imploring Member States to work with the Environment Education and Training Unit (EETU) to
107 promote environmentally ethical behavior in these industries;
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- 109 d. Suggesting the implementation of microenterprise programs aimed towards youth skill enhancement
110 through hands-on experience in the green economy or sustainable agriculture business practices;
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- 112 5. Suggests that UNEP advise Member States to adapt systems similar to that of fellow Member States, which
113 assess students into recognizing environmental damages and recreating them as greener leaders of the future;
114
- 115 6. *Pushes* for Member States to develop new and innovative recreational activities based on preserving the
116 environment and expanding environmental awareness on the SDGs: Sustainable Cities and Communities, Life
117 Below Water, and Life on Land through:
118
- 119 a. The Environmental Athletic Program (EAP), in partnership with domestic and international sports
120 franchises, and committees, such as the International Olympic Committee (IOC), would provide a
121 service that would clean up after large sport celebrations, and provide long-lasting youth programs that
122 are repurposed from the infrastructure that is unused:
123
- 124 i. Funding would be provided by our partnerships with domestic and international sports
125 franchises, and committees, private companies, the domestic region(s), and partnering NGOs;
126
- 127 b. The use of partnerships between NGOs and Member States to promote environmental projects toward
128 the youth at the local levels by establishing clean and secure areas that the community could utilize for
129 recreational activities:
130
- 131 i. The promotion of ecotourism unique to the environment of each Member State in order to
132 raise awareness concerning environmentally friendly innovation for the youth;
133
- 134 7. *Encourages* the creation of an exchange program, in cooperation with the Youth Employment Opportunity
135 Program (YEOP), that would bring citizens from emerging countries to developed countries in order to foster
136 environmentally sound practices in those citizens, that they would then bring back to their home states to
137 include:
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- 139 a. Peer advising will grant youth the opportunity to interact with individuals having similar life
140 experiences and perspectives as they identify their occupational interests and develop career goals;
141
- 142 b. Referrals will be in place for training providers in different regional occupational programs, and
143 placement services will then match employment opportunities that reflect the interests and abilities of
144 the youth clients while meeting the needs of the local labor market;
145
- 146 c. A Member State focused exchange allowance regulation that would allow Member States to allow
147 entry to their state only from states they deem acceptable for entry, and domestic areas, NGOs, other
148 independent organizations, and private companies will be encouraged to help fund the program;
149
- 150 8. *Encourages* agribusiness as the backbone of youth employment, including institutions such as the Food and
151 Agricultural Organization of the UN (FAO) to:
152
- 153 a. Engage the youth in education of the rural impact in the metropolitan areas;
154
- 155 b. Teach the value of agriculture, improving it through culture and sustainable development by:
156
- 157 i. Informing youth on current agricultural practices through workshops, and linking climate-
158 smart initiatives through profitable new agribusinesses;
159

- 160 c. Use technologies and practices for small agricultural producers, TECA has a database containing a
161 multitude of sustainable agricultural practices, many of which result in increased agricultural yields or
162 greater resilience to pests, diseases, and climate change;
163
- 164 d. Encourage FAO and ECOSOC to join forces to increase job and business opportunities for young
165 people in the urban and rural areas on:
166
- 167 i. Emphasizing the importance of education for future entrepreneurs, particularly youth and
168 other marginalized populations;
169 ii. Promoting internships for youth, particularly those focused in agribusiness;
170 iii. Establishing links to private sectors and developmental agencies to provide young people with
171 a chance to market their products to potential investors;
172
- 173 e. Establish subsidies and tax credits to incentivize youth participation in sustainable development fields,
174 including those in agribusiness;
175
- 176 2. Build upon the efforts of the global monitoring and evaluation efforts that accompany the Decade for Education
177 for Sustainable Development (DESD), currently implemented youth empowerment educational programs, and
178 initiatives to be further supported through:
179
- 180 a. Additional evaluation frameworks using the targets and indicators of SDG 4: Quality Education,
181 specifically target 4.7;
182
- 183 b. Utilizing data collected by the Inter-Agency Expert Group on SDG Indicators (IAEG-SDGs) to assess
184 the accomplishment of the targets and indicators;
185
- 186 c. Building upon the assessment mechanism stated in the *Aichi-Nagoya Declaration on Education for*
187 *Sustainable Development* (2014) to strengthen the data presented in the report;
188
- 189 d. Using in-depth case studies through the lens of the aforementioned evaluation frameworks and
190 statistical data provided by the UN Statistical Commission;
191
- 192 e. Continually monitoring the successful and effective implementation of youth empowerment ventures,
193 specifically focusing on the impacts of external factors and collaborating with relevant bodies to
194 resolve those issues;
195
- 196 9. *Requests* the implementation and mainstreaming of Disaster Risk Reduction and preparedness into education
197 curricula through the following methods:
198
- 199 a. Utilizing the Education for Sustainable Development (ESD) and the Inter-Agency Network for
200 Education in Emergencies (INEE) Minimum Standards as a guide to build a framework for its
201 implementation into education curricula;
202
- 203 c. Ensuring that local and indigenous knowledge in mitigating the impacts of climate induced natural
204 disasters are integrated into it, emphasizing community and youth participation;
205
- 206 10. *Suggests* UNEP consider creating benchmarks to provide Member States benchmarks for adequate youth
207 representation in local governmental and environmental bodies.



Code: UNEA/1/4

Committee: United Nations Environment Assembly

Topic: Empowering Youth for Sustainable Development

1 *The United Nations Environment Assembly,*
2

3 *Strongly supporting* the progressive goals towards a healthy global development of General Assembly resolution 70/1
4 (2015), entitled “Transforming our World: 2030 Agenda for Sustainable Development,” specifically highlighting
5 Sustainable Development Goals (SDGs) 4 and 17 that emphasize equal access to education for all, awareness and
6 participation on various platforms for sustainable development,
7

8 *Endorsing* United Nations (UN) Environment Programme (UNEP) resolution EA.2/Res.25 to show commitment to
9 public participation on a national level in sustainability measures, to further solidify the importance of active
10 participation from the youth population,
11

12 *Recognizing* the importance of the *Declaration of the Promotion of Among Youth of the Ideals of Peace, Mutual*
13 *Respect, and Understanding between Peoples*, adopted through General Assembly resolution 20/2037 (1965) in
14 emphasizing the unique role of youth for social change and international sustainable development,
15

16 *Having considered* the work of the World Program of Action for Youth (WPAAY), General Assembly 58/133, that
17 states the inclusion of youth in sustainable development as an international framework for participation by making the
18 environmental concerns a priority,
19

20 *Recognizing* the efforts of the UN through the Youth Delegate Programme to incorporate youth into the avenue of
21 decision-making policies concerning environmental protections and regulations,
22

23 *Appreciating* the work of Member States of incorporating a bottom-up, human rights-based approach in developing,
24 implementing, evaluating, and monitoring domestic youth policy that focuses on the interconnectedness of local,
25 regional, and international partnerships,
26

27 *Taking into consideration* the important contribution technology has in empowering youth, as well as its capability as
28 a tool in raising awareness about sustainable development for stakeholders,
29

30 *Concerned* with the lack of opportunity extended to marginalized and vulnerable groups as outlined by the 2017
31 Human Development Report of the UN Development Programme (UNDP),
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33 *Expressing concern* over the lack of available opportunities while recognizing the need to improve the education and
34 communication infrastructures in rural communities,
35

36 *Emphasizing* that youth are the foundation to a sustainable future and in accordance with Security Council resolution
37 2250 (2015), which considered mechanisms to involve youth across all levels of decision-making,
38

39 *Noting with regret* that despite the belief that youth is at the core of a nation’s future in principle, this sentiment is not
40 met in practice,
41

42 *Fully aware* that international cooperation is required between Member States in order to foster strong youth education
43 and empowerment, while recognizing the importance of gender equality for this goal,
44

45 *Acknowledging* the disproportionate representation of age within political offices, explained by Office of the
46 Secretary-General’s Envoy on Youth,
47

48 *Recognizing* the Global Initiative for Resource Efficient Cities to create a similar nationwide networking place that
49 can allow easier access to information exchanged among Member States, local governments, international
50 organizations and non-governmental organizations (NGOs) on educational strategies for teachers and students,
51

52 *Expressing* its appreciation for the work of the UN Educational, Scientific and Cultural Organization (UNESCO) in
53 the area of its Inter-Agency Network on Youth Development (IANYD),
54

55 1. *Encourages* the annual meeting of representatives from each Member State's Educational Sector to discuss
56 different topics and curriculums in an effort to:
57

- 58 a. Create more cohesive curriculums and ensure international collaboration through streamlined
59 discussions on the SDGs to ensure that students are taught a basic curriculum;
- 60
- 61 b. Incorporate the Environmental Education Training Unit (EETU) further so that sustainability can be
62 individualized based on each Member States' and local communities' specific needs;
63

64 2. *Invites* willing Member States with the capacity to provide voluntary contributions to continue giving aid to
65 highly educated and qualified teachers in the realm of sustainable development, to bring education to those in
66 rural communities:
67

- 68 a. Through the reduction of socio-economic and gender barriers within these rural communities with the
69 aid of these experienced teachers, who will promote the concepts of sustainable development as
70 previously outlined by the suggested curriculum;
- 71
- 72 b. By establishing hands-on opportunities through specific school programs to create more green spaces
73 such as gardens and aquariums to promote knowledge of the seventeen objectives and the 2030
74 Agenda, to foster the ability for youth to contribute to sustainable development starting at the primary
75 school level;
76

77 3. *Expanding* UNEP's MOOC educational initiative to the creation of the online platform of EMPOWER, that
78 focuses on environmental education for primary and secondary schools based on the three pillars of education,
79 mentoring, and partnership, which is:
80

- 81 a. Including a partnership with the Economic and Social Council (ECOSOC), NGOs, Member States, the
82 private sector, and local governments, to provide the necessary means for communication of
83 information as well access to online education;
- 84
- 85 b. Strongly encouraging schools to use the information from the online platform to support their own
86 regional programs on environmental issues and further aim knowledge exchange and mutual learning
87 with assigned foreign partner schools;
88
- 89 c. Covering a mentorship program that includes experts from the private and public sector, relevant
90 NGOs, and the local government, that supports the vulnerable youth in achieving sustainable
91 development educational goals outlined in UNEP's initiatives;
92
- 93 d. Suggesting the program to be funded by the UN Fund for International Partnership (UNFIP), the
94 UNEP-Fund and the UNDP Fund, to be developed in cooperation with UNICEF and EETU;
95

96 4. *Calls for* the expansion of Global Universities Partnership on Environment for Sustainability (GUPES) to all the
97 Member States who are not currently involved, and further partnerships, which include private and public
98 sectors, and local government:
99

- 100 a. Concentrating on Green Economy Companies that are characterized by following their business in an
101 ecological sustainable way, emit relatively few emissions and utilize energy which is derived from
102 renewable resources;
103

- 104 b. Attracting the private sector, participating enterprises are authorized to use the label Sustainable
105 Education Enterprise, and further allowing the private sector the access to the most recent innovations
106 developed by the academia;
107
- 108 c. Supporting the initiative of relevant NGOs working in related sectors, in order to train youth for
109 climate change impacts;
110
- 111 5. *Encourages* all Member States to support the implementation of sustainable education in developing countries
112 by:
113
- 114 a. Voluntary funding through the establishment of a Sustainable Education Fund;
115
- 116 b. Implores the international community to engage in micro-financing schemes to support accessibility of
117 education in developing countries, especially in rural areas:
118
- 119 i. Suggesting self-imposed accountability mechanisms for developed countries according to
120 their unique capacities;
121 ii. Creating incentives targeted towards poorer rural families, where young people represent a
122 great manual labor force and source of income, in order to enable them to devote themselves
123 in sustainable development and then follow environmental-related trainings and courses;
124
- 125 c. Promoting the use of renewable energy, such as solar panels, to decrease spending on non-renewable
126 resources in order to increase funds for education;
127
- 128 d. Calling on Member States to further increase their national expenditure on sustainable education to at
129 least a one-digit percentage of national GDP with regards to UNESCO's recommendation;
130
- 131 6. *Requests* Member States to create a regional network of qualified teachers and curriculum to provide youth with
132 the opportunity to get involved with the betterment of the planet by:
133
- 134 a. Encouraging the implementation of the Action Initiative for Youth and Women on SDGs, to reduce
135 socio-economic and gender barriers within these rural communities, to provide equal access to
136 education, to provide opportunities to those who previously did not have the ability to access higher
137 education;
138
- 139 b. Building on the EETU initiatives and affirming the 10-Year Framework of Programmes on Sustainable
140 Lifestyles and Education, to promote the establishment of workshops and laboratories to promote
141 knowledge of the SDGs, to educate youth not just on the platform of sustainable development, but also
142 to foster the ability for youth to contribute to sustainable development;
143
- 144 c. Aligning with the ECOSOC takeaways from the 2016 Youth Forum placing emphasis on inclusion,
145 youth employment, and entrepreneurship as essential elements in order to make the SDGs a reality;
146
- 147 7. *Further invites* a joint project with UNESCO in order to create and implement a platform for youth advocacy on
148 sustainable development:
149
- 150 a. Further Recommends the creation of the committee Advocacy for International Reliance on Renewable
151 Energy for Youth (AIREY):
152
- 153 i. Which would expand UNESCO's advocacy programs to include advocacy for sustainable
154 development designed specifically for youth;
155 ii. Providing Member States the opportunity to foster cooperation and collaboration between the
156 international youth community to work towards a more environmentally sustainable future;
157 iii. The tenets being to meet bi-annually in order to share pertinent information on green
158 development and sustainability;
159

- 160 b. Creating a platform for youth advocates to be heard on all levels, from local to international in regards
161 to SDG 13 on combating the implications of climate change:
162
163 i. With the assistance of the World Youth Initiative (WYI) this platform could gather youth
164 leaders from around the world to disseminate information on the implications of climate
165 change on a global scale;
166 ii. As well as for an exchange of ideas that could help spread information on successful
167 programs combating climate change's negative effects that could be implemented in other
168 Member States;
169
170 c. Encourages youth advocates fighting for:
171
172 i. A switchover in our energy production from fossil fuels to the renewable and more
173 environmentally friendly solar, wind, and tidal energies by 2040;
174 ii. Government compliance to waste management regulations and for governments to commit to
175 the development of renewable energy sources within their own sovereign states;
176 iii. The utilization of pre-existing waste as an energy source until the waste itself is eradicated;
177
178 8. *Underlines* the importance of the conclusions in 2030 Agenda to implement regional programs and policies to
179 increase youth involvement and awareness in the progression of the SDGs globally by:
180
181 a. Creating opportunities for youth to receive vocational training and youth entrepreneurship to assist in
182 the entry into SDG-based policy-making, much like the “El Programa De Voluntarios Constr
183 Futuros” in Venezuela:
184
185 i. Specifically targeting youth which are in precarious situations, and providing them with safer
186 and more productive opportunities to increase their contribution to the overall economy of
187 their communities;
188 ii. Sponsorships and partnerships abroad that allow for youth from developing countries to be
189 involved with the policy-making process both domestically and internationally;
190
191 b. Working collaboratively with policy-makers to create agendas and programs that promote
192 environmental protection by:
193
194 i. Creating avenues for youth to participate in local, national, and international organizations
195 and bodies through partnerships between youth and local environmental NGOs, such as the
196 LIFE Climate Foundation Liechtenstein, centered around the reduction of pollution in both
197 rural and urban areas;
198 ii. Involving youth in local governance by incorporating equal capabilities that would reflect the
199 interest of specific communities;
200
201 9. *Promotes* all willing Member States to further involve youth in decision-making processes and to increase the
202 dialogue at all levels of governance as reiterated in the *Aichi-Nagoya Declaration on Education for Sustainable*
203 *Development (ESD) (2014)* by:
204
205 a. Considering various forms of youth engagement through programs such as the Finnish Agenda 2030
206 Youth Group and UNDP's Youth Global Programme for Sustainable Development and Peace (Youth-
207 GPS 2016-2020), which aim to support youth participation in the national planning and
208 implementation of the SDGs;
209
210 b. Endorsing the concept of implementing youth associations in Member States, such as the Youth
211 Parliaments in Member States, National Model UN, and UN Youth Delegate Program, which enable
212 youth representatives to share and collaborate on pressing international and local issues such as climate
213 change and sustainability;
214

- 215 c. Creating opportunities for youth involvement in sustainable development through fostering networking
216 capabilities between regional communities, especially communities with large disparities in socio-
217 economics and infrastructure.



Code: UNEA/1/5

Committee: United Nations Environment Assembly

Topic: Empowering Youth for Sustainable Development

1 *The United Nations Environment Assembly,*

2
3 *Fully aware of the growing demand at all levels for cutting-edge and strategic support in youth programming in all*
4 *sustainable development,*

5
6 *Recognizing the 2030 Agenda for Sustainable Development, established through General Assembly resolution 70/1*
7 *(2015), which advocates different countries and stakeholders, acting in collaborative partnership, which will be of*
8 *aid in implementing this plan to achieve a more cohesive and efficient progress,*

9
10 *Emphasizing Sustainable Development Goal (SDG) 8, that advocates youth creativity and empowerment for*
11 *advancement purposes, and SDG 17, that articulates global partnership for sustainable development through multi-*
12 *stakeholder relationships between developing and developed Member States and the sharing of knowledge,*
13 *expertise, technology, and financial resources,*

14
15 *Further emphasizing General Assembly resolution 69/313 (2015), introducing the Addis Ababa Action Agenda,*
16 *which highlights that increasing access to technology for the youth acts as a powerful driver of economic growth*
17 *and sustainable development,*

18
19 *Guided by the model of Economic Citizenship Education to ensure the economic and civic engagement of the youth*
20 *to allow them to enjoy economic growth, social cohesion, and environmental sustainability mentioned in SDGs 1, 3,*
21 *and 4,*

22
23 *Keeping in mind the Agenda 21 that seeks to build a comprehensive action plan in every area in which humans*
24 *impact the environment, which strives to integrate youth into environmental protection in the context of economic*
25 *and social development,*

26
27 *Endorsing existing United Nations (UN) mechanisms for youth involvement in sustainable development, including*
28 *the UN Environment Programme's (UNEP) Young Champions of the Earth, and the Secretary-General's Envoy on*
29 *Youth's Young Leaders for the Sustainable Development Goals as avenues for youth to propose and implement*
30 *their eco-innovations to create positive global environmental impacts,*

31
32 *Expressing its appreciation for the World Program of Action for Youth (WPAY) under the UN Department of*
33 *Economic and Social Affairs (DESA), and its Environment Priority Area in particular, which seeks to harmonize*
34 *youth participation and action in sustainable development,*

35
36 *Bearing in mind UNEP's 2018-2021 Medium Term Strategy, which focuses on the need to create and reinforce*
37 *spaces for dialogue with and among the global youth,*

38
39 *Deeply conscious of the Aichi-Nagoya Declaration on Education for Sustainable Development (2014), which seeks*
40 *to generate platforms for sharing youth experiences, and underscores the importance of allocating and mobilizing*
41 *resources for formal and non-formal learning at all tiers of government engagement,*

42
43 *Fulfilling UNEP's 10-Year Framework of Programs on Sustainable Lifestyles and Education, through an emphasis*
44 *on sustainable development schemes rooted at local-level engagement, prioritizing youth as crucial agents of*
45 *change,*

46
47 *Recalling UNEP's Environmental Education and Training Unit (EETU), which advocates and facilitates*
48 *environmentally ethical behavior through citizen participation and fostering environmentally sustainable societies,*
49

- 50 1. *Decides* that UNEP establish a database that could provide opportunities in sustainable development specific to
51 global youth, which would include a program comprised of a three-pillar monitoring approach addressing the
52 efficiency of the program including, but not limited to:
53
- 54 a. A newly-established interactive forum with chat rooms for youth by the youth in the pursuit of sharing
55 knowledge;
 - 56
 - 57 b. The creation of an information platform that would be created by young people in addition to existing
58 ones in order to:
59
 - 60 i. Share existing global information, knowledge, and best practices regarding environmental
61 improvements and innovations based on the supplementary operation, utilization, and
62 implementation of existing information-sharing platform contents, such as UNBISnet, UN
63 Information Portal on Multilateral Environmental Agreements, and ECOLEX, at the youth
64 level by Member States and relevant UN agencies;
 - 65 ii. Record and distribute respective youth-led discoveries and breakthroughs communicated at
66 the conference in order to improve the global environment;
 - 67 iii. Allocate information and knowledge globally so that all Member States, their citizens, and
68 youth leaders can access and apply the information on the database in their local
69 communities;
 - 70
 - 71 c. A monitoring program directed by the UN Environment Assembly (UNEA) in collaboration with the
72 UN Development Programme (UNDP) which will follow the evolution of the database;
73
- 74 2. *Invites* all developing and developed Member States, Civil Society Organizations (CSOs), private sector
75 participants, and all other relevant stakeholders to participate in and engage with a newly-established and
76 UNEA-facilitated Global Environmental Youth Sustainability Conference (GEYSC) by:
77
- 78 a. Identifying and dispatching youth instructors such as teachers and youth leaders on a bi-annual basis to
79 the conference in order to encourage youth initiative, further developing their individual leadership
80 capacities;
 - 81
 - 82 b. Collaborating in the sharing of local initiatives, projects, and community actions under the basis of
83 information-sharing that have had positive impacts in the fields of sustainability and youth
84 empowerment;
 - 85
 - 86 c. Prioritizing the attendance of youth ambassadors from developing Member States in order to facilitate
87 their connections between one another and the equitable distribution of knowledge and resources with
88 their peers in developed Member States;
 - 89
 - 90 d. Empowering youth after they return from the conference and offering them support in pursuit of their
91 initiatives as a result of peer-to-peer connections and knowledge-sharing achieved at the conference,
92 including through:
93
 - 94 i. Integration of GEYSC proceedings, outcomes, and youth ideas into the proposed youth
95 database for their further development at subsequent conferences;
 - 96 ii. Connection of the proposed online youth interactive forum for sustainable development in
97 order to network youth leaders during the conference and to maintain their connections
98 afterwards;
 - 99 iii. Post-conference access to the proposed youth database for long-term engagement between
100 participants and GEYSC;
 - 101
- 102 3. *Further invites* the integration and extension of the Young Champions of the Earth initiative, as already
103 facilitated by UN Environment, into GEYSC in order to proliferate the resulting projects of youth selected,
104 including:

- 105 a. Granting the ability for Young Champions of the Earth's 35 Regional Finalists to lead in speaking,
106 mentorship, and workshop opportunities in order to share their applications for sustainability with their
107 global peers;
108
- 109 b. Relocating existing funds for the 7th winner of the Young Champions of the Earth to GEYSC;
110
- 111 c. Coordinating an environmental theme for every bi-annual conference for Young Champions of the
112 Earth to follow in step as a subsidiary component of GEYSC;
113
- 114 4. *Calling for* a systematic response to the concerns young people have expressed in global, regional and national
115 forums, by:
116
- 117 a. Providing a curriculum consisting of workshops and seminars at the summit endorsed by non-
118 governmental organizations (NGOs) to train poor and disadvantaged youth and their impoverished
119 communities about sustainability by supporting the youth's involvement through improvement and
120 streamlining of existing techniques, and the establishment of new techniques by theoretical and
121 practical training that includes:
122
- 123 i. Reducing sunk cost by reducing the amount of wasted resources throughout operations;
124 ii. Ensuring the durability of local based initiatives securing the prosperity and full integration of
125 new initiatives;
126 iii. Improving productivity of operations by adapting the techniques to better face modern-day
127 environmental issues;
128
- 129 b. Increasing financial literacy in order to equip the youth to benefit from formal financial inclusion and
130 economic opportunities, by:
131
- 132 i. Providing financial inclusion supported by and integrated with financial, social, and
133 livelihood education to aid the youth to develop responsible financial behaviors in order to
134 address SDG 1;
135 ii. Incorporating social education to instruction and/or materials designed to increase financial
136 knowledge and entrepreneurial and employability skills;
137 iii. Providing social knowledge and skills that improve individuals' understanding and awareness
138 of their rights and rights of others;
139 iv. Fostering life skills such as problem solving, critical thinking, and interpersonal skills;
140
- 141 c. Encouraging different Member States to develop youth leaders' environmental entrepreneurial skills
142 through:
143
- 144 i. The Supporting Entrepreneurs for Environment and Development (SEED) program;
145 ii. Training youth in skillsets that ambassadors acquired at GEYSC to ensure information is
146 passed on throughout local communities, and that youth can participate and further build upon
147 green and local economies;
148
- 149 d. Considering the partnership with the UNEP Youth Champions of the Earth in order to:
150
- 151 i. Educate the youth on managing their finances in the pursuit of sustainable products, such as
152 recyclable goods;
153 ii. Promote entrepreneurial projects and start-up of young people that deal with issues like
154 climate change, pollution, global warming, overpopulation, ocean acidification, or loss of
155 biodiversity;
156
- 157 e. Recommending Member States to further collaborate with and replicate NGOs' commitment such as,
158 but not limited to, the Internet Society (ISOC) and One Laptop Per Child (OLPC), in order to:
159

- 160 i. Strengthen multi-level actions that Member States could directly implement within their
161 domestic policies regarding technology and innovation;
- 162 ii. Support young people to master the challenges of new technologies through the Internet and
163 Communication Training, which is given by independent experts;
- 164
- 165 f. Suggesting the collaboration with Training for Rural Economic Empowerment (TREE) Program
166 directed to the youth, in order to further assist existing government programs and NGOs to deliver
167 training in practical skills, in order to:
- 168
- 169 i. Enhance the economy of respective Member States through the direct hands-on education of
170 the youth;
- 171 ii. Protect the ecosystem in rural areas and promote the collaboration between NGOs and
172 governments;
- 173
- 174 5. *Recognizing* the benefits of incorporating Economic Citizenship Education as a framework to empower the
175 youth to improve their economic and social well-being, to reduce income and assess poverty, and to lead to
176 sustainable livelihoods for children and youth by:
- 177
- 178 a. Increasing financial literacy in order to equip the youth to benefit from formal financial inclusion and
179 economic opportunities;
- 180
- 181 b. Providing financial inclusion supported by and integrated with financial, social, and livelihood
182 education to aid the youth to develop responsible financial behaviors in order to address SDG 1;
- 183
- 184 c. Incorporating social education to instruction and/or materials designed to increase financial knowledge
185 and entrepreneurial and employability skills;
- 186
- 187 d. Providing social knowledge and skills that improve individuals' understanding and awareness of their
188 rights and rights of others;
- 189
- 190 e. Fostering life skills such as problem solving, critical thinking, and interpersonal skills;
- 191
- 192 6. *Suggests* utilizing and connecting the summit with existing funding mechanisms in order to enable youth
193 attendance and participation including national, regional, and CSO funds that are aimed at promoting youth
194 leadership, engagement, and local project management in sustainability, as exemplified by:
- 195
- 196 a. Transnational instruments between developing and developed Member States such as the Singaporean-
197 ASEAN Youth Fund, that links youth across southeast Asia with requisite financial resources, funding
198 would also come from the Global Youth Action Network (GYAN), which is a NGO;
- 199
- 200 b. Institutional and NGO financing, such as the Global Youth Empowerment Fund, as run by the SDG
201 Action Campaign in partnership with Junior Chamber International;
- 202
- 203 c. Developed Member State mechanisms at the national or local level such as the Waikato Environmental
204 Initiatives Fund targeted at community-based education and projects;
- 205
- 206 d. Existing funding mechanisms such as under UNDP, the UN Educational, Scientific and Cultural
207 Organization (UNESCO), or other entities from the private sector;
- 208
- 209 7. *Emphasizes* the importance of encouraging youth leadership in order to advocate for future global
210 environmental sustainability through people-to-people relations measures, including but not limited to:
- 211
- 212 a. Procuring keynote speakers to attend the GEYSC sharing research and knowledge for a sustainable
213 environment as exemplified by:
- 214
- 215 i. UNEA administrators, staff, and researchers;

- 216 ii. Youth influencers such as primary, secondary, and post-secondary instructors;
217 iii. Enterprise leaders at the local level from developing and developed Member States;
218
219 b. Volunteering information through the UNEA apparatus and its stakeholders to GEYSC attendees that
220 actively address the detrimental environmental effects, should non-sustainable practices not be
221 resolved;
222
223 8. *Supports* Member States to implement the World Programme of Action for Youth at a national scale to promote
224 and support local youth-based initiatives focused on the environment by:
225
226 a. Offering the necessary support towards youth initiatives, making sure they have the necessary
227 information and resources useful to the accomplishment of local-based initiatives;
228
229 b. Using national-based environmental programs to support and mentor the youth initiatives;
230
231 c. Further encouraging of Member States to work in parallel with their youth toward the improvement of
232 local green economies and initiatives.



Code: UNEA/1/6

Committee: United Nations Environment Assembly

Topic: Empowering Youth for Sustainable Development

1 *The United Nations Environment Assembly,*

2
3 *Bearing in mind the Universal Declaration of Human Rights (1948) that promotes the inclusivity of youth in*
4 *society,*

5
6 *Inviting all private and public sector to embrace commitments in achieving the Sustainable Development Goals*
7 *(SDGs) through educational systems and governmental institutions,*

8
9 *Alarmed by the growing unemployment of youth and the need for inclusive education in different levels towards*
10 *furthering sustainable environmental growth,*

11
12 *Recognizing the World Youth Skills Day, established through General Assembly resolution 69/145, which*
13 *accentuates the importance of education towards engaging in the labor force,*

14
15 *Encouraged by the 2012 Economic and Social Council (ECOSOC) Youth Forum, that brings youth into discussions*
16 *on the Millennium Development Goals and the post-2015 development agenda,*

17
18 *Recalling that the Aichi-Nagoya Declaration on Education for Sustainable Development (2014), emphasizing the*
19 *youth involvement in environmental dimensions for sustainable development, while respecting youth as key*
20 *stakeholders,*

21
22 *Emphasizing the Youth Inclusion project initiated by the Organisation for Economic Co-Operation and*
23 *Development (OECD), which works towards promoting and involving students to acquire various environmental*
24 *skills and knowledge through activities such as workshops, conferences, and trainings,*

25
26 *Noting with appreciation the 2014 United Nations (UN) Development Programme (UNDP) Youth strategy focusing*
27 *on empowering youth for sustainable future by involving them in development, policies, and supporting their*
28 *participation all levels,*

29
30 *Further recalling the SDGs with special emphasis on the seventh target under SDG 4, thereby endorsing “that all*
31 *learners acquire the knowledge and skills needed to promote sustainable development,”*

32
33 1. *Encourages* all Member States to give students the opportunity to freely pursue ideas that have the potential to
34 be implemented into concrete solutions regarding modern-day environmental issues, by supporting:

- 35
36 a. Campaigns to inform schools of all levels about how to actively participate in society to achieve
37 sustainable development;
38
39 b. Conferences to address and raise awareness regarding pressing environmental issues such as safe water
40 access and efficient ways to use it, and climate change;
41
42 c. Incorporating exchange programs at universities and thus similar to the role model provided by the
43 Global University Partnership on Environment on Sustainable Development (GUPES), with projects
44 such as Clean Seas, Breathe Life, and Champions of the Earth, in order to actively promote the
45 acquisition of skills and attitudes and to further innovation;

46
47 2. *Strongly recommends* to review and to update the Tunza Youth Strategy to support even more disfranchised
48 youth including refugees, vulnerable children, and orphans, rural communities, indigenous youth, young
49 women, and youth from underdeveloped states through:

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104
- a. Protecting youth who are politically active and participating in ending climate change;
 - b. Requesting refugee youths, vulnerable children, and orphans to be included in all sustainability education initiatives;
 - c. Inviting stakeholders to collaborate and catalyze a funding mechanism that will provide educational materials to empower disenfranchised youth, vulnerable children, and orphans;
 - d. Coordinating with local and international universities and colleges in engaging the youth in a student-teacher program to enhance youth participation in remote areas;
 - e. Utilizing the non-governmental organizations (NGOs) and stakeholders to offer environmentally focused internships for local and indigenous youth;
 - f. Organizing a group of professionals from developed states to visit underdeveloped states to engage their professionals and youth through:
 - i. Harnessing their own resources to expand horizons for environmental education;
 - ii. Maximizing the collaborative efforts of the community and NGOs in combating climate change in a more community-based approach;
 - iii. Expanding connections of states through information sharing on the methods that can be applied by states towards protecting the environment, and combating its increasing threat by establishing a linkage between different universities and organizations together with UNEA;
 - iv. Increasing the involvement of children and youth through recreational activities such as poem writing, painting, and recycled crafts, that goes with giving them scholarship programs;
3. *Endorses* the need for basic environment education in primary schools, based upon examples provided by the UN Educational, Scientific and Cultural Organization's (UNESCO) Science and Education Program, while also being oriented towards more specific UNESCO projects such as the Global Chemistry Experiment: Water a Chemical Solution, and covering topics such as:
- a. The impact of climate change in the environment;
 - b. The importance of accessibility and preservation of clean water;
 - c. The urgency that lies within the preservation and replenishment of biodiversity;
4. *Recommends* Member States to ensure quality teacher training systems and seeks to improve teacher's quality on green skills, by:
- a. Giving teachers better green skills training techniques by broadening the mandate Technical Vocational Education and Training (TVET) in terms of green economy, and encouraging a global partnership with all Member States to improve the quality of teachers' and educators' training;
 - b. Strengthening teachers through selective recruitment, better employment conditions, and collaborative efforts with the International Labor Organization, to make sure that qualified teachers spread green concepts in remote areas;
5. *Suggests* the collaboration of respective Member States' Ministries of Education and Ministries of Environment to devise a plan of action that shall enable youth to be involved in the economic and socio-cultural aspect through maximizing educational accessibility.



Code: UNEA/1/7

Committee: United Nations Environment Assembly

Topic: Empowering Youth for Sustainable Development

1 *The United Nations Environment Assembly,*
2
3 *Reaffirming the Universal Declaration of Human Rights (UDHR) Articles 19, 26, and 27, guaranteeing the freedom*
4 *of expression, the right to education, the freedom of expression and the right to participate, specifically pertaining to*
5 *youth, especially for the pressure group of youth,*
6
7 *Recalling General Assembly Resolution 70/1 of 2015 entitled “Transforming our world: The 2030 Agenda for*
8 *Sustainable Development” in which the Sustainable Development Goals (SDGs) are enshrined, and underline the*
9 *role of active youth as crucial agents for sustainable development,*
10
11 *Highlighting SDGs 4, 8, 12, and 13, which address the topics of reducing poverty, improving the life of persons,*
12 *working towards a healthier planet, and promoting global partnerships for the SDGs,*
13
14 *Reassuring the key importance of the benefits of a green economy for persons and the planet as being an innovative*
15 *approach for a sustainable economy according to the SDGs,*
16
17 *Recognizing that youth in all countries are major stakeholders in sustainable development, as mentioned as one of*
18 *the nine major groups in the Sustainable Development Framework in terms of continuing past progress and further*
19 *advancing development, which requires the full and active participation of young people at the international,*
20 *national, and local levels,*
21
22 *Appreciating General Assembly Resolution 72/146 of 2018 that reaffirms youth empowerment for quality*
23 *employment within the principles of sustainable development, and stressing the crucial need for an ecological*
24 *awareness among young people,*
25
26 *Recalling the articles of the 1992 United Nations Framework Convention on Climate Change (UNFCCC),*
27 *particularly Article 5, which outlines ways in which Member States can take practical steps to promote, facilitate*
28 *and finance environmentally sound technologies,*
29
30 *Bearing in mind the objective to educate, empower, and engage future stakeholders and major groups for climate*
31 *change action in accordance with Article 6 and Article 10 (e) of the Kyoto Protocol (1997),*
32
33 *Guided by the 1995 World Program of Action for Youth (WPAY), adopted by the General Assembly resolution*
34 *50/81 in 1996, which set guidelines for empowering youth for sustainable development, and highlighted the need to*
35 *develop effective implementation strategies for Member States at regional and international cooperation measures to*
36 *strengthen their capacities,*
37
38 *Underlining the work of the Decent Jobs for Youth Initiatives (DJY), launched by the International Labour*
39 *Organization (ILO) in 2016, that scales up action and impact of the Green Economy for young people,*
40
41 *Recalling the key importance of the recent findings of the ILO pointing out the possibilities for the youth within the*
42 *Green Economy, stating that 60 million jobs can be created through promoting Green Economy if joint action of all*
43 *public and private sector authorities is taken,*
44
45 *Noting that actions already have been taken by initiatives to promote green economy and that future efforts still need*
46 *to be made to further promote this,*
47
48 *Appreciating the efforts of the Supporting Entrepreneurs for Environment and Development Programme (SEED)*
49 *that was established by the United Nations (UN) Environment Programme (UNEP), UN Development Programme*

50 (UNDP), and the International Union for the Conservation of Nature (IUCN), which promotes entrepreneurship for
51 sustainable development,
52

53 Recognizing SEED's universal focus and its potential to work along young entrepreneurs to participate in climate
54 action and sustainable development,
55

56 *Further recognizing* the Global Program for Sustainable Development and Peace (GPS) and the UN Security
57 Council resolution on Youth, Peace, and Security which sets the groundwork for further efforts on promoting
58 conservation of communities and peace within developing nations, for the goal to diminish poverty rates and
59 substantially increasing the standard of living, and implementing programs and seminars, which promotes youth
60 empowerment through innovative teaching methods,
61

62 *Taking into consideration* that environmental education should be integrated in the school system through projects
63 encompassing forestation, waste segregation and minimization, recycling and composting, marine conservation and
64 sustainable fishery, and forest management and conservation,
65

66 *Noting with concern* the lack of economic resources available to those in developing Member States due to the
67 inaccessibility of venture capital for the impoverished, particularly for women in these Member States,
68

69 *Keeping in mind* the importance of economic resources for investments in entrepreneurship, education, and
70 vocational training towards careers that support sustainable development,
71

72 1. *Proposes* that UNEP work alongside the ILO on the establishment of the Green Economy for Youth Conference
73 (GE4Youth) to promote the benefits of green economy for youth at the global level to:
74

75 a. Provide decision makers, such as public and private sector's authorities with knowledge concerning the
76 employment and the empowerment of youth in and for sustainable development;
77

78 b. Consist of all Member States and all private and public sector authorities, as well as non-governmental
79 organizations (NGOs) and individuals like scientists and journalists;
80

81 c. Take place annually in different cities worldwide, starting in Cape Town, Republic of South Africa, in
82 2019;
83

84 d. Provide a report of the DJY at its first meeting to give insight about successes in employing youth in
85 Green Economy and recommending how to continue good practices;
86

87 e. Identify promising economic fields cooperatively within the field of Green Economy like renewable
88 energy and green agriculture, according to the findings of the DJY;
89

90 2. *Encourages* the younger generation to participate in the implementation of SDG 13 on Climate Action, which
91 includes improving natural disaster recovery and structural adaptation, incorporating climate change objectives
92 into Member States' national legislation, and which will complement the developing states' growth by:
93

94 a. Granting youths from developing Member States the resources to travel and engage in youth summits and
95 conferences, such as the GE4Y, which take place in developed nations;
96

97 b. Encouraging Member States to create an Environmental Awareness Education Act on sustainability, to
98 guarantee the implementation of sustainability to increase the competency of the international community;
99

100 3. *Recommends* that UNEP creates a green education program, the focus of which being enlightened youth
101 concerning global ecological issues to:
102

103 a. Implement a cross-cutting compulsory course starting from elementary school through various learning
104 approaches such as academic, technic and recreational activity;
105

- 106 b. Ensure that all countries can equally lift up and equip their youth as a future workforce in green economies
107 and change agents for sustainable development, by improving capability of primary change agents such as
108 teachers, professors, community, religious, political, cultural, and economic leaders through increased
109 intellectual and physical material supply;
110
- 111 c. Create a general guideline for each country, which will be used to gear each school with the necessary
112 green course;
113
- 114 d. Imply new criteria of evaluation for the Shanghai ranking, the focus of which is to rank universities to the
115 light of the quality of their courses;
116
- 117 4. *Urges* all Member States to develop, adopt, and fully implement educational programs to reduce each country's
118 plastic output and increase coastline conservation efforts through engaging in a three-step process that entails:
119
- 120 a. Creating Ocean Conservation Camps to Prevent the Pollution of the Sea (OCCTOPPOS) for pupils within
121 the last years of elementary school, further encouraging youth to participate in environmental data
122 collection in means to increase their understanding of local and global ecosystems and willingness to
123 actively care for the environment;
124
- 125 b. Implementing combined programs between the educational sector, governments, and the private sector in
126 order to combine practical experiences by offering internship positions and theoretical input, in the frame
127 of secondary education, to raise the chance of employment in specialized companies;
128
- 129 c. Assisting youth organizations in initiating and developing youth-to-youth contacts through various
130 partnerships, in order to exchange experiences and ideas globally;
131
- 132 5. Calls upon Member States to strengthen active involvement of youth in adoption efforts regarding climate
133 change and the protection, preservation, and improvement of the natural environment by:
134
- 135 a. Cooperating with youth organizations in initiating programs to bolster participation in measures regarding
136 country's priorities and capabilities stated in their National Adaptation Programmes of Action (NAPA), in
137 fostering resilience of vulnerable countries towards harmful effects of climate change;
138
- 139 b. Emphasizing the importance of youth involvement in tree planting programs, such as Plant for the Planet
140 established by UNEP, in order to adapt to the increasing threat that coastlines are exposed to due to natural
141 disasters and sea-level rise;
142
- 143 c. Pointing out the potential for waste management programs in offering income generating opportunities for
144 youth employment;
145
- 146 6. *Calls upon* Member States, organizations and stakeholders that have capacity-building programs like UNDP's
147 SEED program, to increase the accessibility of cooperative education and training programs for students,
148 postgraduate students, and young people in vocational and entrepreneurial training at the regional, national, and
149 international levels, by:
150
- 151 a. Expanding upon the work of the Young Workers Exchange Program in hopes to provide this type of
152 program to lesser developed nations, which will:
153
- 154 i. Go beyond the classroom and share practical knowledge about green economy and technology
155 that youth can utilize to their advantage;
156 ii. motivate participants of this program to engage in green entrepreneurship;
157
- 158 b. Encouraging private stakeholders to invest in green energy technology to further provide the opportunity
159 for a pathway to employment in this market by engaging in public-private partnerships;
160

- 161 7. *Recommends* UNEP to include the increased use of collaborative and financial educational initiatives, such as
162 but not limited to, UNEP/UNESCO YouthXchange, Partnership for Action on Green Economy (PAGE), and
163 the Youth Champions for the Earth initiatives in the proposed program of work and budget for the biennium
164 2020/2021 in order to foster sustainability;
165
- 166 8. *Invites* UNEP to work along other UN entities, such as the UN Educational, Scientific and Cultural
167 Organization (UNESCO) and the UN Children’s Fund (UNICEF), to create lesson plans regarding
168 environmental education, basic skill development, employment, and entrepreneurship within the green
169 economy, respectively encouraging education by:
170
- 171 a. Extending the UNEP educational initiatives beyond universities curriculum reviews to be integrated into
172 local primary and secondary schools;
 - 173
 - 174 b. Encouraging Member States and NGOs to build a partnership which will ensure that vulnerable groups
175 have the abilities to participate in and benefit from an education focused on green sustainability;
176
- 177 9. *Encourages* Member States to promote financial incentives, such as national entrepreneurial competitions
178 targeting young people to promote green ecological projects, which will be divided into various categories and
179 purposes of furthering the achievement of SDGs 7, 13 and 14;
180
- 181 10. *Encourages* Member States to implement programs, such as the New Nordic Ways to Green Growth Program,
182 that grant youth with the financial resources and guidance needed to develop green technologies and projects
183 by:
184
- 185 a. Establishing partnerships between the public and the private sector as a way of involving stakeholders into
186 the guidance and funding of the proposed projects;
187
 - 188 b. Allocating the funds through venture capitals which provide youth with the financial resources needed to
189 implement the program;
190
 - 191 c. Gathering projects proposed for the development of green renewable technologies and projects that
192 promote youth sustainable growth;
193
 - 194 d. Inviting Member States to host competitions that will be managed by a committee composed of members
195 of the government, both economy and environment, NGOs, and head of companies;
196
- 197 11. *Endorses* the proliferation of microfinance institutions (MFIs) and the adoption of micro-lending practices by
198 informal lenders in developing Member States as an alternative to traditional formal loans in order to empower
199 youth, provided that:
200
- 201 a. A select portion of micro lenders direct financing towards sustainable development and green industry in
202 order to prepare youth for the green economy of the future by supporting:
203
 - 204 i. Entrepreneurship endeavors pertaining to green industry;
 - 205 ii. Education towards careers and positions that support, research, and help to achieve sustainable
206 development and environmentally friendly industry;
 - 207 iii. Personal purchases of green energy alternatives like solar power and electric vehicles;
208
 - 209 b. A recommendation is made to UNESCO and included in General Assembly Annual Executive Reports
210 that micro-lending practices are most effective if regulated in accordance with policies similar to those
211 implemented by the Republic of South Africa (National Credit Act) and the Republic of India
212 (Microfinance Institutions Development and Regulations Bill), which provide:
213
 - 214 i. Maximum loan amounts to avoid overleveraging and maximum interest rates to prevent usury;
 - 215 ii. Contributions from larger banks like reserve banks of respective Member States;

- 216 iii. Oversight of microfinance administered by NGOs, such as the Microfinance Institutions Network
217 (MFIN) Development of Human Action (DHAN), which have a reputation of monitoring the
218 most successful MFIs;
219
- 220 12. *Encourages* Member States to extend especially low-interest-rate microloans to youth with an interest in self-
221 employment, small businesses, or other youth initiatives toward sustainability, especially for vulnerable groups,
222 and as such, recommends:
223
- 224 a. Providing youth, particularly those who are also environmental advocates, subsidies in the form of
225 microfinance products to promote and encourage outspoken supporters of sustainable development;
226
- 227 b. Stressing the benefit of involving and supporting the participation of girls and young women in an effort to
228 cultivate sustainability by providing adequate financial means for girls and women;
229
- 230 c. Calling upon Member States to involve ethnic minorities within their borders to participate in sustainable
231 development by providing microfinance opportunities;
232
- 233 13. *Recommends* the implementation of measures in accordance with each country’s experience and conditions, will
234 serve to mobilize efforts at the local, national, regional, and international levels to promote the best educational,
235 employment, and working conditions for young people, to ensure their active participation overall and
236 especially in sustainable development with a bottom-up approach in order to stimulate individual communities;
237
- 238 14. *Encourages* the continued compliance with the precedence set by the Global Ghost Gear Initiative (GGGI) in
239 future generations by:
240
- 241 a. Providing an international framework for the training of youths entering into fishing industries focused on
242 teaching sustainable practices;
243
- 244 b. Building off of existing frameworks to ensure better tracking and greater oversight;
245
- 246 15. *Calls upon* the Member States to ensure that young people have the institutional and political space to
247 contribute to the implementation of the SDGs at country, regional, and global levels by:
248
- 249 a. Drawing the attention to create a linkage between private institutions to give free training and
250 apprenticeship programs to the youth as avenues to ensure employment;
251
- 252 b. Recommending the establishment and facilitation of training in the green economy area, to ensure that
253 transition.