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

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Conference A

High-Level Political Forum on Sustainable Development (HLPF)

Committee Staff

Director	Pauline Marcou
Assistant Director	Vincent Carrier
Chair	Khin Kyaw
Rapporteur	Wilma Rodriguez
Rapporteur	Tianjiao Yang

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	117 votes in favor, 9 votes against, 12 abstentions
HLPF/1/2	Youth Leadership and Education for Sustainable Development	100 votes in favor, 22 votes against, 16 abstentions
HLPF/1/3	Youth Leadership and Education for Sustainable Development	92 votes in favor, 19 votes against, 27 abstentions
HLPF/1/4	Youth Leadership and Education for Sustainable Development	112 votes in favor, 7 votes against, 19 abstentions
HLPF/1/5	Youth Leadership and Education for Sustainable Development	117 votes in favor, 9 votes against, 12 abstentions
HLPF/1/6	Youth Leadership and Education for Sustainable Development	117 votes in favor, 14 votes against, 7 abstentions
HLPF/1/7	Youth Leadership and Education for Sustainable Development	94 votes in favor, 18 votes against, 26 abstentions
HLPF/1/8	Youth Leadership and Education for Sustainable Development	115 votes in favor, 7 votes against, 16 abstentions
HLPF/1/9	Youth Leadership and Education for Sustainable Development	107 votes in favor, 13 votes against, 18 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.

The session was attended by representatives of 138 Member States and 2 Observers.

On Sunday, the committee adopted the agenda of I, III, II, beginning discussion on the topic of "Youth Leadership and Education for Sustainable Development." By Tuesday, the Dais received a total of 17 working papers covering a wide range of sub-topics including the promotion of youth exchange programs, the utilization of communication technologies in education programs, and the improvement of teacher training programs. Ultimately, the delegates further collaborated by working in larger groups to produce nine merged working papers. In general, the full engagement of delegates to collaborate led to a synergy that enhanced the relevant calls for action. The debates portrayed a cohesive and productive environment in which all delegates had the opportunity to express their opinions on the issues discussed. Delegates displayed passion for the topics presented during the debates and maintained a level of respect for each other while conveying their ideas and being proactive with their working papers.

On Wednesday, nine draft resolutions were approved by the Dais, three of which received amendments. The committee adopted all nine resolutions, none of which received unanimous support by the body. The resolutions represented a wide range of issues, including the lack of tools to appropriately monitor the progress in youth education and the lack of collaboration with youth in the design of sustainable development policies and strategies. Throughout the week delegates were willing to compromise and work together as a team to produce substantive work. Their work displayed knowledge and concern to meet the Sustainable Development Goals through youth leadership and education.

1 *The High Level Political Forum on Sustainable Development,*
2
3 *Recognizing* Sustainable Development Goal (SDG) 4, which aims to ensure inclusive, equitable, and quality
4 education, promote lifelong learning opportunities for all, and provide education and vocational training that inspires
5 a sense of leadership and sustainable values within students,
6
7 *Appreciating* the General Education Quality Analysis/Diagnosis Framework (GEGAF), developed in 2011 by the
8 United Nations Educational, Scientific, and Cultural Organization (UNESCO), which adopts a systematic approach
9 towards quality education to effectively facilitate education systems,
10
11 *Keeping in mind* that many developing Member States lack instructional opportunities, access to educational
12 institutions, and skilled teaching force necessary to put into practice many of the principles that are traditionally
13 taught in developed Member States, such as advancements in science, technology, engineering, and mathematics
14 (STEM) as well as language and arts,
15
16 *Referring* to the Dakar Framework for Action, adopted in 2000 by the World Education Forum (WEF), which aims
17 to ensure education for all and cooperation with both regional and international agencies as well as institutions as
18 necessary,
19
20 *Recalling* the Global Universities Partnership on Environment and Sustainability (GUPES) and its current
21 commitment from over 500 universities to equip youth with knowledge regarding sustainability through both South-
22 South and North-South partnerships established by the Global Action Programme (GAP) on Education for
23 Sustainable Development (ESD), and UNESCO resolution 15, adopted by the General Conference at its 36th
24 session,
25
26 *Noting* the United Nations (UN) Literacy Decade: Education for All, and General Assembly resolution 56/116 of
27 2001, which seeks to find alternative forms of both primary and career-focused education, in accordance to the
28 needs and concerns of each individual Member State,
29
30 *Considering* the International Development Strategy for the Second UN Development Decade, and General
31 Assembly resolution 25/2626 of 1970, which encourages the Member States of the Development Assistance
32 Committee (DAC) to allocate a minimum of 0.7 per cent of their gross national income to developing Member
33 States, and realizing more development assistance is needed as this target is not yet achieved,
34
35 *Drawing attention* to SDG 2, which discusses ending world hunger by means of the implementation of sustainable
36 agricultural practices, specifically the role that education of youth plays in the fight against world hunger,
37
38 *Commending* the success of community farm and garden projects in developing Member States, such as AgriCorps,
39 which sends American farmers to developing Member States in order to establish farms that teach sustainable
40 agricultural practices, and the Kigali Conceptual Master Plan, developed by the UN Food and Agricultural
41 Organization (FAO), which designates land for the establishment of community gardens in Rwanda's capital,
42
43 1. *Encourages* the integration of educational gardens, farms, and aquaculture farms in the curricula of developing
44   Member States, with the objective of:
45
46   a. Teaching sustainable agricultural practices, including soil enrichment, appropriate local fishing levels,
47   and natural pest predators;
48
49   b. Promoting prudent agricultural waste management;

50
51   c.   Familiarizing students with the benefits of vitamin-rich crops as it pertains to proper nutrition;
52

53 2. *Suggests* the annual, high-level voluntary review of curricula in order to re-align educational goals with up-to-
54   date trends in the work opportunities of developing Member States through the GEQAF, thereby ensuring that
55   skill acquisition beyond job specific training is conducted in order to ensure a well-rounded transition into the
56   workforce;
57

58 3. *Calls* for Member States who are not already doing so to partner with GUPES in order to research and develop
59   training for students in developing Member States that seeks to achieve or improve sustainability in agriculture
60   through the sharing of best practices;
61

62 4. *Recommends* the diffusion of existing agricultural programs, potentially funded by a coalition of domestic
63   private sector initiatives, civil societies, local governments, and the SDGs Fund, that promote social action
64   towards improving the lives of those in impoverished rural areas, specifically programs which:
65

66   a.   Create sustainable and reliable food sources;
67

68   b.   Resolve the international issue of world hunger;
69

70   c.   Promote proper nutrition worldwide;
71

72   d.   Educate communities on sustainable agriculture;
73

74 5. *Encourages* the HLPF to include a supplemental event to create a periodic forum tailored to education, in which
75   states can exchange information and ideas for sustainable education, with the purpose of:
76

77   a.   Facilitating the gathering of Member States in one locale to exchange information and ideals on
78   sustainable education;
79

80   b.   Amplifying the volume of information shared between Member States to encourage the global
81   perspective on sustainable education for youth;
82

83   c.   Sharing progress on sustainability and education within Member States to promote growth within the
84   community;
85

86   d.   Promoting growth in education on a global platform to encourage global networking.

1   *The High Level Political Forum on Sustainable Development,*
2
3   *Concerned by* the decreasing youth political participation at all levels, while also understanding that youth
4   leadership is key to shaping the planet's future and ensuring sustainable development,
5
6   *Emphasizing* the need for a quality education for every child regarding matters of sustainability,
7
8   *Recalling* the *Millennium Development Goals Report* from 2015, compiled by the United Nations Inter-Agency and
9   Expert Group on Millennium Development Goal Indicators, highlighting the significant progress that has been made
10   over the years with regards to the increased primary school enrolment and literacy rate in developing countries,
11
12   *Taking note* of the United Nations *World Youth Report* from 2016, which explores participation in economic,
13   political and community life by youth, and the need to provide information to encourage discussion between youth
14   and Governments,
15
16   *Emphasizing* the importance of the *Global Sustainable Development Report* (GSDR) as a major accomplishment of
17   this body, which reflects the current status of the 17 Sustainable Development Goals (SDGs),
18
19   *Recognizing* the importance of United Nations Research Institute for Social Development (UNRISD) in terms of
20   using cross-country, multidisciplinary research to effectively understand the level of youth participation in social
21   and political contexts within Member States,
22
23   *Noting* with appreciation the large-scale assessments in education carried out by the International Association for the
24   Evaluation of Educational Achievements (IEA), the findings of which are utilized to evaluate, understand and
25   improve education of youth worldwide,
26
27   *Further recalling* the endorsement of the Global Action Programme (GAP) on Education for Sustainable
28   Development (ESD) by United Nations Educational, Scientific and Cultural Organization (UNESCO) as per
29   resolution 12 adopted by the General Conference at its 37th session,
30
31   *Appreciating* non-governmental organizations (NGOs), such as the Paryvaran Mitra, which seek to improve the
32   young generation's mindset regarding a sustainable development and knowledge of the environment,
33
34   *Expressing* its appreciation to the Global Partnership for Education (GPE) for the funding and dedication to provide
35   education in developing countries,
36
37   1.   *Recommends* Member States to create a cross-country research program that assesses youth leadership, by
38   utilizing the data obtained by UNRISD to:
39
40   a.   Gain a deeper insight into the youth leadership in the countries surveyed;
41
42   b.   Analyze the factors responsible for a strong or considerable weak youth leadership;
43
44   c.   Find regularities in the factors that influence the youth's political participation;
45
46   d.   Include the results of this program as part of 2019's GSDR;
47
48   2.   *Encourages* all Member States to increase their voluntary funding to UNRISD so that its research can continue
49   to share data about Member States on where youth leadership participation is flourishing;

50
51 3. *Proposes* a study carried out by the IEA, given their long-time experience and assessment of both the
52   educational input and output, in order to review the global progress that has been made in the field of
53   environmental education, especially focusing on the work of the GAP on ESD, by:
54
55   a. Assessing the current situation and by determining shortcomings to seek out possibilities to enhance
56   the global environmental education and the work of the GAP on ESD;
57
58   b. Continuing the study until the year 2030 to align with the *2030 Agenda for Sustainable Development*
59   and to monitor the progress in the field of education;
60
61 4. *Invites* UNESCO to provide the necessary funding for this study, as it will offer opportunities for the
62   organization to make adaptations to its program;
63
64 5. *Calling upon* UNESCO to work with programs, such as Paryvaran Mitra, to provide a framework for other
65   developing countries, through the instruments provided by its GAP on ESD by:
66
67   a. Creating a cooperation between the GAP on ESD and developing countries who hold an interest in
68   improving their student's environmental education or general knowledge of sustainability through
69   student programs;
70
71   b. Helping developing countries to establish their own student programs that educate on the 17 SDGs
72   which can be built into their existing school system and by considering country-specific needs
73   regarding matters of sustainability;
74
75 6. *Appeals* to the GPE to assist in funding the existing GAP programs that are being implemented in Member
76   States.

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,*

3   *Acknowledging* education as a human right pursuant to the *Universal Declaration of Human Rights* and the *2030*
4   *Agenda for Sustainable Development*, while stressing the importance of Sustainable Development Goal (SDG) 4 and
5   noting the dependence of today's youth on sustainable development,

7   *Believing* that educational systems for school children, especially in developing states, should produce citizens that
8   have the tools to succeed in their regional workforce and as global citizens conscientious of global issues, while
9   creating mechanisms to track progress in sustainable development, such as the Voluntary National Review program,

11 *Recognizing* the curricular and educational recommendations adopted by the youth delegates at the 2016 *Gyeongju*
12 *Youth Declaration*, which recommends that curriculum addresses human development needs such as nutrition and
13 global communication by employing multilingual curriculum, and making strong educational systems a top priority
14 to achieve a universal standard in education,

16 *Reaffirming* the UN Commission on Human Rights resolution 2005/21 on the right to education, which encourages
17 UN bodies to collaborate efforts to educational equality between most Developed Member States and least
18 Developed Member States,

20 *Adhering* to the *Incheon Declaration of Education 2030,* adopted by the 38th session of the General Conference of
21 UNESCO in 2015*,* which recommends strong global and regional coordination, using data collection, analysis, and
22 reporting, which is exemplified by the Organic Law on the Improvement of Quality Education (LOMCE) in Spain,
23 which gathers information to develop curriculum based on student needs,

25 *Noting* the success of promoting school competition to produce better results in programs such as the Coordinated
26 Experimental Activities Introducing New Organization Trends (ASCANIO) program, which makes institutions
27 compete on a district level to ensure they meet standards and provide quality education,

29 *Affirming* the goals of the Global Campaign for Education, especially to provide access to quality primary education
30 and improved literacy, numeracy, and essential life skills to all children, particularly girls, children in difficult
31 circumstances, and those belonging to ethnic minorities,

33 1. *Recommends* that Member States use dynamic curriculum for children of vulnerable groups that focuses on
34   educating students to be successful:

36   a. By utilizing vocational education that focuses on training students to enter their regional and/or local
37   workforce;

39   b. By addressing nutrition, hygiene, and sexual health issues to ensure students are equipped to be healthy
40   enough to attend school;

42   c. And as a global citizen:
43   i.   By using multilingual curriculum to facilitate cross-cultural communication between Member
44   States;
45   ii. By training students to become productive global citizens through environmental and
46   international education to prevent cultural friction and to ensure a global population willing to
47   collaborate to solve the global problems of the future;

49 2. *Responds* to educational institutions in developing Member States failing to see growth in literacy rates and
50   primary school completion rates by preparing all students to succeed in our current global economy and society,
51   by recommending Member States to:
52
53   a. Mirror the actions and role of the Italian and Luxembourg Statistical Institutes to ensure that
54   educational bodies are held accountable to meet standards, as well as affirm the need to increase
55   educational equality for all;
56
57   b. Consider the ideas within LOMCE to inform policy that addresses youth dropout rates and deficient
58   performance in standardized testing and:
59   i.   To introduce early tests on school performance to detect special learning difficulties;
60   ii. To increase the flexibility of the system to allow for adaptation to students' preferences and
61   educational trajectories;
62   iii. To extend the scope of external evaluation by UNESCO to a larger part of the education
63   system to increase quality;
64
65 3. *Endorses* the use of standardized tests, by recommending that Member States:
66
67   a. Administer annual tests to all primary education students in a state to gauge educational growth and
68   development;
69
70   b. Use the results of these tests to assess strengths and weaknesses within the curriculum and across
71   schools to reallocate funds and resources towards weak subjects and struggling schools;
72
73   c. Use the results to track trends regarding national literacy rates and competency in specific subjects to
74   ensure growth is achieved, by utilizing:
75   i.   Standardized state tests that provide a valid, external measure that can be compared across
76   schools and districts;
77   ii. Multiple-choice tests that are graded by machine and therefore not subject to human bias by
78   teachers;
79   iii. Results as a resource for teachers to know where individual students and classes need
80   improvement;
81
82 4. *Encourages* Member States and civil society groups to allocate funding to facilitate strong educational
83   environments in Member States and provide education at minimal cost to families in order to reach the
84   standards of increased retention and literacy rates by:
85
86   a. Funding afterschool and weekend programs that allow children to help their families while attending
87   school;
88
89   b. Funding access to books and academic supplies;
90
91   c. Providing need-based funds to economically disadvantaged students based on their parent's income,
92   debt, and assets;
93
93 5. *Promotes* accountability and competition among schools and regional school districts by recommending that
94   Member States:
95
96   a. Take note of the success of ASCANIO to promote competition and local accountability of educational
97   institutions, as well as assuring further development and public participation in education;
98
99   b. Adhere to local issues that the state cannot fully address;
100

101   c.   Continue to submit Voluntary National Reviews to ensure educational transparency and uphold
102   sufficient quality education standards, with the VNRs serving as the means of UN oversight that they
103   were intended to serve as.

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 *Recognizing* article 4 of the *Charter of the United Nations* (UN) for peaceful collaboration among nations,
4
5 *Reaffirming* article 26 of the *Universal Declaration of Human Rights* of 1948, which guarantees the right to
6 education for everyone,
7
8 *Acknowledging Agenda 21* while striving to meet the objectives of General Assembly resolution 70/589 of 2016 on
9 the follow-up and review of the 2030 Agenda for Sustainable Development at the global level with the aim of
10 collaboration and cooperation among developed Member States and developing Member States,
11
12 *Reminding* all Member States of Sustainable Development Goal (SDG) 4 and the importance of quality education,
13
14 *Further recognizing* the commitment of Member States and the financial efforts that have been made so far for the
15 achievement of SDG 4 as shown in the point 38 of the United Nations Economic and Social Council (ECOSOC)
16 Report on the Progress towards the SDGs from 2016,
17
18 *Guided by* the opportunity to achieve SDG 5 to promote gender equality and the empowerment of all women and
19 girls within the context of this work to achieve SDG 4,
20
21 *Introducing* the Plan Gabon Emergent which aims to create a network between schools to guarantee access to New
22 Technologies for Information and Communication for all and to improve communication between schools so that
23 they can share programs and opinions,
24
25 *Remembering* that the United Nations defines youth, as these persons between the ages of 15 and 24 years, without
26 prejudice to other definitions by Member States,
27
28 *Recalling* the efforts to promote Education for Sustainable Development (ESD) and to bring together global partners
29 through the UN Educational, Scientific and Cultural Organization (UNESCO)'s Education for All Movement.
30
31 *Noting* the *Incheon Declaration* as a framework towards inclusive and equitable education and lifelong learning for
32 all, which ensures the progress of SDG 4,
33
34 *Appreciating* the UN Development Programme Youth Strategy 2014-2017 to "support youth development as a
35 major contribution to sustainable human development"
36
37 *Bearing in mind* innovative initiatives, such as the UNESCO Youth Programme, which seek to empower young
38 people to assume responsibility for creating a sustainable future with creativity,
39
40 *Emphasizing* the need for further funding of programs that provide equal access to education for all children,
41
42 *Stressing* the importance of equal access to knowledge and information to assist the continuing professional
43 development of educators, who include not only teachers but also trainers, volunteers, and private companies
44 offering professional training across the globe, especially in Member States lacking the human resources,
45
46 *Bearing in mind* the United Nations Research Institute for Social Development (UNRISD) Strategy 2016-2020,
47 oriented to study inequalities, conflict and unsustainable practices, in that sense this document analyze and explore
48 the innovations and pathways that can lead towards more inclusive development outcomes,
49

50 *Noting* that the European Union (EU) Action Scheme for the Mobility of University Students + (ERASMUS+) is a
51 program enabling teachers to teach abroad and in line with that enhancing international knowledge transfer and
52 intercultural communication,
53
54 *Drawing attention to* El Salvador's One Boy, One Girl, One Computer program, which is giving teachers and
55 students computers to increase access to curriculum especially in rural regions,
56
57 *Also drawing attention* to the Global Education First Initiative (GEFI) of the UN, which emphasizes quality
58 education, fosters global citizenship and allows each person the right to an education to ensure the SDGs are met,
59
60 *Emphasising* the need to promote a new curriculum of education, that emphasizes promotion of the SDGs within
61 schools and other educational institutions, to achieve the 2030 Agenda,
62
63 *Taking note of* programs in Member States such as Liechtenstein's "environments days," which encourages
64 environmental awareness among youth through providing students with outside of the classroom learning
65 opportunities about the environment,
66
67 *Appreciating* legal initiatives that mainstream environmental education in school curricula and thereby spread the
68 ideas of sustainable development like the Organic Law of the Education System of Spain (Ley Orgánica General del
69 Sistema Educativo de España),
70
71 *Further appreciating* the commitment of non-governmental organizations (NGOs) in ESD such as The Nature
72 Conservancy (TNC) that focuses on conserving land and species around the world and Conservation International
73 (CI) that works with local scientists and communities in order to protect nature, promote sustainable business, foster
74 effective governance and spread knowledge,
75
76 *Fully aware of* the need for helping Member States smoothen the transition between school and work, ensuring their
77 youth are well-rounded individuals that can adapt to new work trends,
78
79 *Recalling* the work of the Children's Rights International Network to ensure education for all children, including
80 those with disabilities,
81
82 *Recalling* aptitude assessments which are done by NGOs such as the Johnson O'Connor Research Foundation to
83 help the youth to recognize which field will fit them,
84
85 *Acknowledging* Bahamas' Youth Empowerment Program, an afterschool program that aims at developing a holistic
86 group of skills by exposing the youth to business and life skills, mentorship, policy making workshops and critical
87 thinking,
88
89 1. *Calls on* UNESCO to consider implementing an International Exchange Programme for both students and
90   educators that focuses on ESD as an inclusive programme to all Member States:
91
92   a.   With particular regard to the assistance that developed Member States could provide to developing
93   Member States to establish exchange program for young people;
94
95   b.   Bearing in mind the need to follow up on implementation of this program, the UNESCO should strive
96   to ensure rigorous standard of education;
97
98   c.   Participating students could work under the university and local supervision partly as a teacher and
99   partly as a community development worker, which would help young people develop leadership skills;
100
101   d.   Educators, focusing on knowledge-sharing, capacity-building locally adapted education techniques;
102
103   e.   Promoting sharing of all types of knowledge such as scientific, intellectual and literature ones;
104

105 2. *Encourages* within these exchange programs further work to implement the *Incheon Declaration*, with
106 particular regard to:
107
108   a. Ensuring equal access for all men and women quality and affordable education;
109
110   b. Increasing the number of youths and adults that have vocational and technical skills to empower the
111   youth;
112
113   c. Eliminating gender disparities in education and ensure equal access to all levels of education;
114
115   d. Substantially expanding globally the number of scholarships available to developing Member States, in
116   particular least developed countries (LDCs);
117
118   e. Increasing the supply of qualified teachers through international cooperation for teacher training in
119   developing countries, in particular LDCs;
120
121 3. *Encourages* UNESCO to give particular consideration to international youth exchange opportunities for
122 students of rural regions by:
123
124   a. Forming partnerships based on exchange of faculty between Member States to recruit, select and
125   monitor students to participate in exchange programs;
126
127   b. Focusing these exchange programs on SDGs and the 2030 Agenda;
128
129   c. Providing support for conditional grant programs that bring educators from developed Member States
130   to developing Member States for purposes of training and instructor development;
131
132 4. *Suggests* that Member States join programs similar to ERASMUS +;
133
134 5. *Recommends* that established and future exchange programmes review their selection criteria so as to be certain
135 that young women are given a chance to participate in these programmes by:
136
137   a. Considering the use of gender inclusive language;
138
139   b. Considering whether the criteria is restrictive with regard to successful applications by young women
140   who have career responsibilities;
141
142   c. Preventing discriminatory acts on the basis of gender or family responsibilities;
143
144 6. *Advises* the promotion of sustainable development education within the international exchange programme in
145 accordance with UNDP in order to instigate social campaigns aiming for the encouragement of community
146 development programs to:
147
148   a. Mobilize communities in order to address social development issues;
149
150   b. Develop sanitation and waste disposal plans for cleaner communities;
151
152   c. Generate awareness about ecological practices;
153
154   d. Facilitate capacity building and skill development of community-based local institutions;
155
156   e. Encourage civic and environmental education;
157
158 7. *Appeals* to UNDP to further pursue follow up of its advice developed in its Youth Strategy 2014-2017, with a
159 specific focus on the implementation of this strategy within youth exchange programs;
160

161 8. *Recommends* that UNESCO, ECOSOC, and Members States responsible for implementing the SDGs, cooperate
162   for the formation of a technology-enabled, knowledge-sharing platform that would:

164   a. Fall under the responsibility of UNESCO within the organization's development knowledge platform;

166   b. Be financed by a steady and reliable engagement by Member States, private organizations and relevant
167   NGOs on a voluntary basis;

169   c. Aid individual educators to share best practices, knowledge, course content and general experience;

171   d. Define the knowledge-sharing platform as:
172   i. Providing decentralized information sources for teachers in remote areas,
173   ii. Allowing teachers in different areas to get access to self-training resources,
174   iii. Enabling teachers to align with worldwide advanced knowledge and best practices to promote
175   a universal and good quality education,
176   iv. Providing educational training material to integrate SDGs and youth leadership projects;

178 9. *Encourages* all willing and able Member States to introduce aptitude tests in high schools in collaboration with
179   the Johnson O'Connor Research Foundation;

181 10. *Stresses* the importance to improve the access to education in developing Member States in order to accomplish
182   the 2030 Agenda by:

184   a. Promoting global cooperation in tertiary education, teachers' education and Technical and Vocational
185   Training (TVET), which will be necessary to transform and diversify developing Member States on the
186   path towards a sustainable future;

188   b. Fostering administrative and financial support from developed Member States to enable developing
189   Member States to build up efficient educational systems and to spread knowledge of sustainability,
190   especially in rural areas;

192   c. Allowing private entities, preferably local, that are considered to be part of the green economy, to
193   educate youths who have completed primary education, by offering educational programs such as
194   apprenticeships;

196 11. *Encourages* the spread of knowledge about sustainable lifestyles to all people around the world through the
197   incorporation of sustainability into school curricula by legal initiatives of Member States and through the
198   commitment of non-governmental stakeholders on the international and the global level;

200 12. *Appeals to* Member States to acknowledge the UNRISD report on the research for social change on the
201   Transformations to Equity and Sustainability by:

203   a. Promoting Member States, political organizations, NGOs and governments to work in collaboration
204   with the Institute of Global Women Leaders (IGWL) and the Global Fund For Women in order to:
205   i. Revolutionize youth leadership through investing in girls and young women across the world
206   to not only eradicate sexual bias,
207   ii. create an atmosphere that promotes equal opportunities for women globally aiding them to
208   better endorse the SDGs;

210   b. Emphasizing the imperativeness of integrating the social, environmental and economic dimensions in a
211   unified and holistic approach through educational reforms in Less Economically Developed Countries
212   (LEDCs) in order to:
213   i. Overcome social barriers and effectively achieve the SDGs,
214   ii. Include people from various backgrounds in order to promote effective youth leadership;
215

c. Focusing on the often neglected social context and impacts of development processes and the role of social institutions, relations and actors in shaping leadership development policies and pathways through the World Leadership Foundation (WLF);

13. *Suggest* Member States to utilize Information and Communication Technologies (ICTs) in education to:

   a. Develop their curricula, modeled after El Salvador's "A Boy, A Girl, A Computer" program;

   b. Support the creation of a network of schools in order to provide information and support to Member States, similarly to the Plan Gabon Emergent;

14. *Recommends* Member States utilize frameworks such as UNESCO's Teacher's Guide to Disaster Risk Reduction to implement sustainable development into school curriculums and begin sustainable development education from a young age;

15. *Calls for* Member States to ensure the equal access to education for all children and youth, between the ages of five and 24, through expansion of alternative learning opportunities for students in rural and impoverished areas by:

   a. Providing educational assistance in forms such as scholarships and relief from school fees;

   b. Expanding distance learning opportunities with local Community Multimedia Centers and ICTs;

16. *Recommends* that the Ministry of Education, or the relevant body, of Member States develop programs such as Friendly Schools for Children Living in Difficult Circumstances, and The Bahamas' Youth Empowerment Program to provide adequate education to street and working children, while respecting local culture, laws, and national sovereignty, and jointly collaborate with:

   a. UNESCO, which will:
      i. Design the project at the technical level and supervise the implementation,
      ii. Furnish and equip the classrooms,
      iii. Provide pre- and in- service training for teachers;

   b. The World Food Program, which will:
      i. Provide the children participating in the project with meals,
      ii. Offer to take home rations to some of the families of the street children in order; to motivate them to send their children to schools and regularly attend;

   c. NGOs, which will:
      i. Provide the emplacement of the schools and maintain them,
      ii. Encourage the local community to join the project,
      iii. Provide the project with technical assistance whenever needed and possible;

17. *Proposes* that UNESCO develop partnerships with the private sector to fund low-cost technologies that facilitate the exchange of information.

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   *Bearing in mind* the importance of education as a fundamental right that must be protected, as stated by the
4   *Universal Declaration of Human Rights* and the *Regional Declarations of Human Rights*, including the Cooperation
5   Council for the Arab States of the Gulf (GCC) *Human Rights Declaration*,
6
7   *Reaffirming* target 4.5 of Sustainable Development Goal (SDG) 4, which asserts that an inclusive and quality
8   education must be upheld for all vulnerable people, including people with disabilities, migrants, refugees,
9   economically impoverished people, and other marginalized groups,
10
11   *Recognizing* informal employment as an integral part of the economic and social reality in countries where
12   traditional or informal apprenticeships are dominant,
13
14   *Recalling* General Assembly resolution 70/127 of 2015, which highlights the importance of providing access to
15   employment skills for youth entering the workforce,
16
17   *Viewing with appreciation* the adoption of the Human Rights Council resolution 32/20 of 2016 "Realizing the Equal
18   Enjoyment of the Right to Education by Every Girl," which ensures that no female students are left behind based on
19   their gender,
20
21   *Reconfirming* Security Council resolution 2250 of 2015, which emphasizes the importance of youth leadership and
22   inclusion in achieving global peace and security, particularly within regions affected by conflict and violent
23   extremism,
24
25   *Noting* the importance of both the *UN Convention on the Elimination of All Forms of Discrimination Against*
26   *Women,* as well as SDG 5*,* which asserts that the primary obstacles limiting access to education for women and girls
27   include: discrimination, violence, harmful practices, unequal opportunity for leadership, and unequal access to
28   healthcare services,
29
30   *Further recalling* the World Health Organization's (WHO) Global Health Workforce Alliance, which enhances the
31   accomplishment of the *Global Strategy on Human Resources for Health: Workforce 2030*, by pursuing the
32   fulfillment of SDG 3, and calls for the promotion of health and wellness for all,
33
34   *Referring* to UNESCO's International Institute for Education Planning, which helps Member States to design, plan
35   and manage their education systems by training institutions and individuals,
36
37   *Recognizing* UNESCO's specialized Centre for technical and vocational education and training (UNESCO-
38   UNEVOC) efforts in integrating technical and vocational education and training,
39
40   *Viewing with appreciation* UNESCO's world movement, the Capacity Development for Education for All
41   Programme (CapEFA) to meet the educational needs of all individuals through the enhancement of National
42   Ministries and public agencies strategies to improve Member States national education systems,
43
44   *Noting* the need to increase youth participation in civil society, as highlighted by African Union's (AU) *Young*
45   *People's Participation in Peacebuilding Report (2016)*,
46
47   *Recalling* the Self Learning Tool Kit, which has been established by UNESCO in rural areas through the
48   implementation of volunteer programs under the scope of NGOs such as Care Education, in order to eradicate
49   illiteracy and further promote education for sustainable development,
50

51   *Acknowledging* the WFP's Purchase for Progress Programme (P4P) efforts to deliver emergency assistance, and
52   food delivering following natural and manmade disasters,
53
54   *Affirming* Article 24 of the *Convention on the Rights of Persons with Disabilities*, which states that all Member
55   States should recognize the rights of persons with disabilities to education and UNESCO's *Convention against*
56   *Discrimination in Education* as key pillar in the Education for All (EFA) process,
57
58   *Bearing in mind* that 59% of illiterate youth are females, according to the results of the 2014 annual survey, as
59   conducted by the UNESCO Institute of Statistics,
60
61   *Highlighting* the implementation of the 2016 *Mediterranean Action Plan for Education for Sustainable*
62   *Development,* the World Bank-sponsored *School Access and Improvement Program*, which successfully enhanced
63   gender parity in both developed and developing nations,
64
65   *Bearing in mind* that the Organization for the Islamic Corporation's Education Exchange Program only contemplates
66   the educational focuses of finance, computer science, computer education and instructional technology, drilling
67   petroleum and natural gas, organic chemistry, thermodynamics and heat transfer,
68
69   *Supporting* the Association for the International Exchange of Students in Economics and Commerce to empower
70   young leaders to proactively shape their environment through international exchange programs to face challenging
71   experiences, oriented towards the achievement of the 2030 Agenda,
72
73   *Expressing its appreciation* of the World Innovation Summit for Health (WISH) where connections can help action
74   driven programs mature within knowledge based communities, in order to solve the most important healthcare
75   challenges,
76
77   *Highlighting* UN Children's Fund (UNICEF) *Rights, Education, and Protection Project (REAP) Report*, which
78   identifies resource centers to train clusters of schools about inclusivity for disabled students as more effective than
79   school-specific training,
80
81   *Recalling* UNESCO's partnership with GEMS Education to bolster teacher training, which implements teacher
82   training programs to promote girls' and women's access to education,
83
84   Acknowledging the efforts of UNESCO sponsored Rights to Education Project to promote the Right to Education
85   for All, especially for marginalized groups together with National Initiatives like Kenya National initiative to reduce
86   gender inequalities and discrimination against all; women, the disabled, the youth, children, minorities and
87   marginalized communities, linked to UNDP and UN Women,
88
89   *Recognizing* the success of the Qatari-sponsored programs Reach Out To Asia (ROTA) and Safe Areas for
90   Emergency Education (SAFEE) in guaranteeing and promoting the engagement of youth in primary and secondary
91   education in conflict-affected areas,
92
93   *Fully aware* of the creation of Botswana's Tertiary Education Council (TEC), which reviews all national education
94   programs in the nation from quality to fund allocation and thus creates accountability within the national education
95   community,
96
97   *Recalling* the World Bank-sponsored *From Millions to Trillions: Transforming Development Finance Post 2015*
98   *Financing for Development: Multilateral Development Finance,* which has allocated funds based on multilateral
99   cooperation between itself, the International Monetary Fund, and international organizations, such as the African
100   Development Bank, to provide funds to both NGOs and Member States,
101
102   *Alarmed by* the fact that radical groups are taking advantage of uneducated youth of 26 years of age, so as to recruit
103   them for the perpetation of terrorists acts according to *George Washington University's Report on Terrorism for*
104   *2016,*
105

106 *Noting with* appreciation the innovative efforts of exposing terrorist ideologies through digital mechanisms of the
107 Counter Terrorism Education Learning Lab (CELL) in preventing youth from joining terrorist groups,
108
109 *Noting* the work of the *Johannesburg Declaration and the Beijing Declaration* and United Nations Office of Project
110 Services and United Nations Human Settlements Programme, in developing resilient sustainable educational
111 facilities,
112
113 *Promoting* the appropriate accommodations such as infrastructures, based on the needs of specific marginalized
114 groups,
115
116 *Recognizing* the results from the application of rebuilding infrastructure programs such as the "Stabilization Facility
117 Program" designed by the Libyan Government along with United Nations Development Programme in 2016,
118
119 *Noting* the work of the *Johannesburg Declaration* and the *Beijing Declaration* and United Nations Office of Project
120 Services and United Nations Human Settlements Programme, in developing resilient sustainable educational
121 facilities,
122
123 *Cognizant of* the progress of UNDP's objectives through the empirical benefits of the Stabilization Facility Program*,*
124
125   1. *Calls upon* Secretary General Antonio Guterres to further support and expand the National Collegiate
126   Conference Association (NCCA) National Model United Nations Conferences (NMUN), with the aim to:
127
128   a. Expand the availability of MUN conferences worldwide, so as to increase participation of youth
129   from both developing and developed Member States, through cooperation of regional
130   commissions such as the:
131   i. Economic Commission for Africa;
132   ii. Economic and Social Commission for Asia and the Pacific;
133   iii. Economic Commission for Europe;
134   iv. Economic Commission for Latin America and the Caribbean;
135   v. Economic and Social Commission for Western Asia;
136
137   b. Expand scholarship opportunities for economically disadvantaged prospective participants with
138   vulnerable identities through the cooperation with NGOs and civil society organizations and other
139   UN organizations and funds such as UNICEF and UNDP;
140
141   2. *Encourages* willing and able Member States to promote youth leadership and participation in Youth
142   International Conferences such as the WISH, the Youth Agricultural Summit and the WISE expand
143   strategies established by WFP's P4P, the UNESCO's CapEFA Program, the WHO Workforce Alliance, as
144   well as in political decision-making processes by increasing representation of young adults within
145   governmental structures in accordance with national population distribution;
146
147   3. *Recommends* NGOs such as the International Youth Action Against Terrorism by generating awareness
148   among youth about the threat radicalization poses towards peace and achievement of the SDGs, as well as
149   the empowerment initiatives of the The Counterterrorism Education Learning Lab (CELL);
150
151   4. *Suggests* that Member States, especially in post-conflict regions, collaborate with UNESCO's International
152   Institute for Education Planning to conduct a survey on a national basis that will:
153
154   a. Evaluate and establish:
155   i. the number, age, as well as the permanent location of children in need of schooling;
156   ii. the number and location of school buildings still being used or in usable conditions;
157   iii. the number of teachers available and their qualifications;
158   iv. the number and advisable location of new school buildings to be built;
159   v. the number of teachers to be trained;
160

161   b. Engage and mobilize international funds and programs, NGOs, the private sector, and interested
162   stakeholders, such as the UN Peace Building Fund, in the design and promotion of the
163   aforementioned programs above;
164

165 5. *Encourages* the reactivation, reform and implementation of programs such as the Reach Out To Asia
166   (ROTA) Safe Areas for Emergency Education (SAfEE) which guarantee and promote the engagement of
167   youngsters in primary and secondary education in conflict-affected areas by:
168

169   a. Establishing the education areas near to those where educational institutions were placed, as a way
170   to facilitate the accessibility of students to the aforementioned areas;
171

172   b. Involving and training teachers according to national curricula and basic security-management
173   skills, in order to provide students education that follow national standards and safeguard in the
174   case of any situation;
175

176   c. Promoting the important role that education and youth involvement has on peacekeeping and
177   peacemaking processes, as well as in the achievement of sustainable development;
178

179 6. *Calls upon* Member States to promote an international education strategy similar to the *Continental
180   Education Strategy for Africa*, to provide equitable access of resources for teacher preparation programs;
181

182 7. *Suggests* developing Member States to partner with UNESCO through the International Teacher Task
183   Force and NGOs like the Advanced Training Program, which have helped increase education for
184   sustainability for educators through training and seminars;
185

186 8. *Recommends* UNESCO to consider offering an international exchanging program to increase teacher
187   education by:
188

189   a. Increasing cooperation with Member States, NGOs and International Organizations partnering
190   with programs such as:
191   i. The Association for the International Exchange of Students in Economics and
192   Commerce;
193   ii. Rotary International;
194   iii. Youth for Understanding;
195

196   b. Providing expertise and information exchange in the fields of teaching to further promote youth
197   entrepreneurship and quality of Technical and Vocational Educational Training (TVET);
198

199 9. *Recommends* Member States to extend initiatives such as UNESCO's and GEMS's Education partnership
200   to bolster teacher training which would ensure that gender roles do not preclude girls and women from
201   access to equal education by:
202

203   a. Providing educational curriculum that portrays females in positive roles, like the African Studies
204   Program to give out grants to buy new books to various countries to supply women with role
205   models throughout history and across nationality;
206

207   b. Providing gender-responsive school management training for teachers, in order to reduce
208   discrimination against female students;
209

210   c. Raising awareness and educating on safety and health concerns for girls;
211

212   d. Facilitating empowerment training for girls through seminars with trained experts to promote
213   female participation in education;
214

215   e. Emphasizing the need to recruit female teachers to create active role-models and to build a more
216   resilient society;

217
10. *Encourages* all Member States to ensure more inclusivity in regards to marginalized peoples populations through further implementation of SDG 4 in the educational field by:

    a. Including minority groups with respect to each Member State's' priority, such as people with disabilities, migrants, refugees, women, internally displaced people, persons in detention and indigenous people;

    b. Creating further and appropriate infrastructures and improving already existing infrastructures to increase minorities' level of social inclusion;

    c. Ensuring that marginalized groups' needs are met through:
        i. Access to qualified teachers;
        ii. Access to educational supplies;
        iii. Access to Information, Communication and Technology (ICT) for educational purposes;

    d. National and international programs like the National Gender and Equality Commission of Kenya, partnered with the United Nations Development Programme and the United Nations Entity for Gender Equality and the Empowerment of Women, and UNESCO's Right to Education Project for Marginalized Groups;

11. *Suggests* the cooperation between Member States and NGOs to implement academic policies that will accommodate students of all abilities and disabilities, for example via the financial collaboration of Member States with the UNESCO's special needs education and community-based programs and the Serving People with Disabilities Organization's Programme to Complement Schools in Integrating Students with Physical Disabilities for the creation of physically accessible educational infrastructures;

12. *Encourages* Member States to cooperate with the private sector to expand upon the *2016 Mediterranean Action Plan for Education for Sustainable Development* and the World Bank-sponsored School Access and Improvement Program, so as to enhance gender parity by allocating financial resources to fulfill Maslow's Hierarchy of Needs within the educational environment;

13. Encourages public-private partnerships (PPPs) between relevant public entities of education and the civil society as well as relevant private companies to provide education opportunities for everyone by:

    a. Supporting the Global Partnership for Education Organization and their efforts to ensure the basic human right to education in developing Member States;

    b. Embracing the establishment of local schools in areas in need according to evaluation by each individual Member State, following the example of the Hobsonville Point Schools' Contract in New Zealand;

14. *Recommends* Member States to emulate and expand the UN Development Program (UNDP)-sponsored Transfer of Knowledge Through Expatriate Nationals project by not only incentivizing the voluntary return of educated expatriates, but also by establishing employment opportunities of a consulting capacity so that they can transfer their expertise to their local communities while abroad;

15. *Fully supports* integrating technical and vocational educational and training within education systems, as it is vital to equip youth with the necessary skills of the marketplace, so that they may be able to take advantage of employment opportunities through:

    a. Incorporating internships with employers into academic curricula for developed countries with high shares of university graduates;

    b. Recognizing informal employment as part of the economic and social reality in countries where traditional or informal apprenticeships are dominant;

16. *Calls* for the Organization of Islamic Cooperation (OIC) to reactivate and reform its Education Exchange Programme by:

    a. Expanding the number and type of educational institutions involved beyond universities and schools from the region, as a way to make the program available for students at every instructional level from every Member State;

    b. Widening the academic fields of the program in order to attract more students and professors interested in classes and courses different from those already included in the program;

    c. Diversifying the program's funding by including financial aid provided by institutions such as the Arab Monetary Fund, along with the one provided by Member States as a way to make the program available in most of the Member States across the whole region;

    d. Opening the applications for secondary school and undergraduate students for the program as a method to involve youth from ages 15 and 35, in order to further improve their capabilities and knowledge;

    e. Designing the curricula such as the ¨Distance Learning¨ courses of the program by the hand of content-and-web developers in order to promote the usage of ICTs as methods to make the information available for those students who are unable to attend to classes for distance-related problems while also making it available to those who present any disability;

17. *Suggests* the World Bank to further expand the funds already allocated in this program "From Billion to Trillions: Transforming Development Finance" to implement the aforementioned actions and programs of Distance Learning;

18. *Encourages* United Nations Office for Project Services (UNOPS) to work with United Nations Human Settlements Programme (UN-Habitat) and Member States, to reform, design and implement rebuilding infrastructure programs, such the as the Stabilization Facility Program, which will serve as platforms to repair educational infrastructure that were destroyed or degraded by conflicts, by:

    a. Mobilizing financial resources from PPP and existing UN programs such as the UN-Habitat's Youth Fund in order make the program available to those states who are financially restricted due to the reestablishment of their economic and social stability;

    b. Engaging specialized educational institutions such as universities with architecture, engineering and urbanism schools through the UN-Habitat's *Habitat-Uni* program in order to further involve students from the aforementioned careers and grant them with experience;

    c. Promoting the implementation of appropriate accommodations based on the needs of marginalized groups, such as disabled people, as a means through which to make the new facilities accessible for all youth.

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 *Emphasizing* that there are currently 1.8 billion young people worldwide who represent approximately one quarter
4 of the world population and the importance of involving youth in achieving the *2030 Agenda for Sustainable*
5 *Development*,
6
7 *Guided by* positive youth participation in the General Assembly and Economic and Social Council (ECOSOC)
8 through the United Nations (UN) Youth Delegate Programme,
9
10 *Deeply concerned by* the lack of youth representation in the sustainable development process within Member States
11 and the necessity for youth to be part of decision-making at the local, regional, national and international level,
12
13 *Confident* in the work of the 17 Sustainable Development Goal (SDG) Advocates assisting the UN Secretary-
14 General in promoting the *2030 Agenda for Sustainable Development*,
15
16 *Emphasizing* the former UN Secretary-General Ban Ki-Moon's Envoy on Youth in bringing the UN into harmony
17 with the efforts of youth development, representing youth needs, addressing the development needs and rights of
18 young people and bringing the work of the UN closer to youth,
19
20 *Appreciating* the success of the Vocational Educational Program, such as the UN International Children's
21 Emergency Fund (UNICEF)'s Pratham Program, which improves national education systems through the teaching
22 of advanced computing skills through work-based learning and skill competitions,
23
24 *Applauding* Member States who have implemented local, national, and regional youth councils and programs that
25 connect youth with relevant governmental and nongovernmental institutions,
26
27 *Recognizing* the successes of the UN Development Programme (UNDP)'s Youth Empowerment and Employment
28 Programme (YEEP) in assisting 200 youth-led businesses and successfully training 850 youths with entrepreneurial
29 skills in Sierra Leone,
30
31 *Recalling* paragraph 85 of General Assembly resolution 66/288 of 2012, which calls upon the HLPF to improve
32 cooperation and coordination and to promote and facilitate the sharing of best practices and experiences on
33 sustainable development initiatives,
34
35 *Reaffirming* General Assembly resolution 70/1 of 2015 on Transforming our World: 2030 Agenda for Sustainable
36 Development, specifically SDG 17, Promoting Partnerships for the Implementation of the Sustainable Development
37 Goals, and SDG 4, Ensure Inclusive and Equitable Education and Promote Lifelong Learning Opportunities for All,
38
39 *Recalling* the 2017 annual conference hosted by the Global Public Policy Network (GPPN) organized by the Paris
40 Institute of Political Studies (Sciences Po) which offered students opportunities to work together in teams in order to
41 develop innovative and practical solutions for achieving the SDGs,
42
43 1. *Encourages* every Member State to create annual local, regional, national and international forums on
44   sustainable development, supported by each Member State's government, where youth will gather with other
45   relevant stakeholders in a tri-sectoral partnership between civil society, government and business, and
46   recommends that these forums have the goals of:
47

48   a.   Facilitating a two-way exchange of information and ideas between youth representatives and
49   representatives of established organizations whose actions impact the sustainable development process;
50
51   b.   Involving youth as partners and leaders in improving the sustainable development process;
52
53
54   c.   Responding to the concerns of youth regarding sustainable development;
55
56   d.   Including partnerships with civil society organizations, the private sector, and the public sector;
57
58   2.   *Encourages* each Member State to invite participation of youth delegates to all HLPF forums, discussions and
59   meetings through the UN Youth Delegate Programme to:
60
61   a.   Better enable linkages between the HLPF and local youth peer groups;
62
63   b.   Better enable representation of the values of youth within separate Member States;
64
65   c.   Better enable discussions among youth about topics pertaining to the SDGs;
66
67   d.   Better enable development of critical thinking skills through mentored experience within HLPF;
68
69   e.   Better enable input and youth perspective into the voluntary national reviews that contain experiences,
70   successes, challenges and lessons learned and are contributed annually by Member States to the HLPF;
71
72   f.   Better enable the provision of a platform to share best practices between youth delegates on already
73   existing national programs and initiatives to promote the SDGs;
74
75   g.   Better enable advocacy by youth delegates upon return to Member State within their national education
76   system and encourage peers to engage in a sustainable approach within their daily lives and raise
77   awareness of the *2030 Agenda on Sustainable Development*;
78
79   3.   *Calls for* increased online availability of HLPF forum materials to better enable participation by youth delegates
80   of the UN Youth Delegate Programme from Member States who may not possess the economic means to
81   physically attend;
82
83   4.   *Further invites* the Secretary General to task the SDG Advocates with promoting the involvement of youth in
84   the implementation of the *2030 Agenda on Sustainable Development* to promote the UN Youth Delegate
85   Program and improve the program's visibility;
86
87   5.   *Recommends* Member States to select representatives for the UN Youth Delegate Programme while ensuring
88   that historically marginalized groups such as women and indigenous youth are represented, who would:
89
90   a.   Be taught in leadership skills and expertise by delegate mentors on HLPF;
91
92   b.   Gain a working knowledge of the *2030 Agenda for Sustainable Development* through in-session
93   experience;
94
95   c.   Provide advocacy to peers upon return to Member State within their national education system and
96   encourage peers to engage sustainable approaches and raise awareness of the *2030 Agenda on
97   Sustainable Development* as SDG Ambassadors;
98
99   d.   Be accompanied by educators who will learn to construct a comprehensive curriculum in accordance
100   with the SDGs and build relationships between youth leaders and educators regarding SDGs;
101
102   e.   Attend all forums, negotiations and meetings that are held in conjunction with annual HLPF meetings;
103

104   f.   Work with the other youth of the UN Youth Delegate Programme from all Member States to promote
105   inclusion and ensure that no one is left behind;
106
107 6. *Recommends* the implementation in each Member State of a Model Youth Parliament, or similarly named
108   programs, to:
109
110   a.   Encourage youth leadership in local communities;
111
112   b.   Encourage the learning of soft skills that are not readily taught in public education such as public
113   speaking, interpersonal communication and leadership;
114
115   c.   Allow youth to create and participate in political parties;
116
117   d.   Allow youth to create or participate in caucusing, competitive elections;
118
119   e.   Implement such programs by:
120   i.   Allowing each Member State to implement the program as deemed fit by the Member States'
121   government;
122   ii.   Allowing each Member State to decide how to fund such a program;
123   iii.   Allowing each Member State to decide under what governmental jurisdiction the program;
124
125 7. *Recommends* that Member States strengthen programs that increase vocational education and training
126   opportunities for youth by considering implementing:
127
128   a.   Programs with the goal of informing youth ages 15-24 on all levels about vocational and technical
129   education opportunities, such as UNICEF's Pratham Program;
130
131   b.   Programs, such as international program called "Technical and Vocational Education and Training"
132   (TVET), that create nation-wide networks promoting excellence in skills development to equip young
133   people with the management and technical skills necessary to compete in modern economic
134   environments and give young people the opportunity to become more aware about their capacity and
135   their role in the future improvement of society;
136
137 8. *Recommends* Member States support the work of the UNDP YEEP, which focuses on providing youth in
138   underdeveloped Member States with:
139
140   a.   The teaching of job-seeking skills;
141
142   b.   Comprehensive career services;
143
144   c.   Technical coaching and advising through management skills and entrepreneurial training;
145
146   d.   Graduate internship programs to assist youth graduates without job experience;
147
148 9. *Encourages* the UN Global Compact to follow up on its Investing in Youth Entrepreneurship and Employment
149   report and include youth in already existing forums on entrepreneurship with a specific focus on increasing
150   youth leadership opportunities;
151
152 10. *Encourages* universities to promote the program of GPPN through scholarships to train future public
153   administration representatives to form an attentive youth leadership able to implement sustainable policies with
154   the aim of a future based on a vision of common well-being and balance.

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   *Aware* of the situation of 225 million youth in the developing world that are not in education, employment, or
4   training according to the World Bank and the International Labour Organization (ILO),
5
6   *Fulfilling* General Assembly resolution 70/1 of 2015 which established 17 Sustainable Development Goalss and 169
7   targets presented as a plan of action for people, planet and prosperity that will stimulate action over the next 15
8   years,
9
10   *Recalling* the report of the Secretary-General 2016/75 of 2016, which presents the first overview of the current
11   global situation relative to the 17 SDGs of the 2030 Agenda,
12
13   *Highlighting* the King Hamad Schools of the Future Project, the Africa for Excellence Project, and Youth
14   Commission on Science, Engineering & Technology for the Sustainable Development Goals, so as to provide access
15   to technology for under-resourced youth in developing Member States as well as addressing the technological needs
16   and progression of more developed Member States,
17
18   *Emphasizing* the research and training programs that take place in educational research facilities like the National
19   Institute for Occupational Safety and Health (NIOSH) Extramural Research and Training Programs and National
20   Center for Special Education Research (NCSER) within developing nations,
21
22   *Recognizing* the success of the ILO past labor training programs such as the Vocational Teachers and Trainers in a
23   Changing World, as a key to continued education and opportunity and innovative teaching programs,
24
25   *Having studied* the previous framework of cooperative mechanisms suggested through the Aichi-Nagoya
26   Declaration on Education for Sustainable Development (2013), The Muscat Agreement (2014), and Global Action
27   Programme (2015), and fully believing in projects already made by agencies in 2015 by implementation of the *Addis*
28   *Ababa Action Agenda* from UN Development Programme (UNDP), UN Educational, Scientific and Cultural
29   Organization's (UNESCO) Institute for Statistics, and the Global Educational Monitoring (GEM) from UNESCO,
30
31   *Bearing in mind* the Incheon Declaration (2015) which attempts to achieve the ten targets of the program for
32   Education 2030, Framework for Action,
33
34   *Observing* SDG 4 about ensuring inclusivity and equitable quality education and promoting lifelong learning
35   opportunities by promoting steady improvements in living conditions and Science, Technology, and Innovation
36   (STI), with specific target on ensuring that all youth and a substantial proportion of adults, both men and women,
37
38   *Deeply conscious* of the Global Education First Initiative (GEFI) as useful in the matter of fostering cooperation
39   with support of its Youth Advocacy Group as a key program within, and the work of the United Nations Girls
40   Education Initiative as stellar examples of transformative education,
41
42   *Guided by* the improvement of current international methods such as the Career Technical Education (CTE),
43   UNESCO´s Technical Vocational Educational Training Strategy (TVET) as well as the Better Life for Girls
44   Initiative by the Republic of Korea of educating educators to better allow those who are capable of teaching to more
45   effectively convey knowledge to their students and strengthen the right to education,
46
47   *Welcoming* the contribution of all relevant stakeholders, including the private sector, non-governmental organization
48   and civil society, to the implementation of the outcomes of the United Nations conferences and summits and their
49   reviews in the economic, social, and related fields,
50

51   *Believing* in the importance of promoting development-oriented policies that support job creation and
52   entrepreneurship, including social entrepreneurship, creativity and innovation, and encourage the formalization and
53   growth of micro, small, and medium-sized enterprises, including through access to financial resources,
54
55   *Having considered* SDG Target 17.9 is the dedicated target to capacity-building and aims to enhance international
56   support for implementing effective and targeted capacity-building in developing countries to support national plans
57   to implement all the sustainable development goals,
58
59   *Realizing* that not every Member State has the same areas of expertise but supporting the idea of transfers of
60   educators in order to solve deficiencies in knowledge and skill and to accomplish the SDG's,
61
62   *Fully aware* of the Human Rights Council resolution 32/L.20 from 2016 "The promotion, protection and enjoyment
63   of human rights on the internet," which recalls the right to internet access,
64
65   *Recognizing* the work of organizations such as the International Institute for Democracy and Electoral Assistance
66   (IDEA) which holds regional and global workshops focused on enhancing the civic abilities and opportunities of the
67   world's youth,
68
69   *Recognizing* programs such as the International Association of Students in Economic and Commercial Sciences
70   (AIESEC) which mobilize and develop youth leadership by providing multicultural learning experiences and
71   cultivating international business skills,
72
73   1. *Calls for* increased efforts to promote youth engagement through:
74
75   a. Economic engagement to support youth entrepreneurship and ensure decent employment opportunities
76   by:
77   i.   Improving the collaboration of governments, academic institutions, and the civil society in
78   enhancing the delivery of entrepreneurship skills;
79   ii.   Providing soft support to young entrepreneurs such as mentoring by the domestic private
80   sector to facilitate networking;
81   iii. Encouraging public and financial sectors to adopt better funding policies such as low-rate
82   loans to increase access to capital and incentivize youth-led initiatives and small businesses;
83   iv.   Raising awareness of labor rights regarding exploitation and discrimination through
84   government institutions;
85   v.   Encouraging governments to adopt national employment policies that facilitate the creation of
86   decent jobs for young workers and supporting the role of unions in safeguarding young
87   workers' rights;
88
89   b. Political engagement for impacting socioeconomic status and political participation by:
90   i.   Enhancing the collaboration of the domestic private sector with municipal and federal
91   governments to establish programs to spark youth interest in political activities through
92   scholarships, internships, and jobs;
93   ii.   Improving youth representation through the introduction of youth quotas in national
94   parliaments and other bodies such as the International Institute for Democracy and Electoral
95   Assistance (IDEA);
96   iii. Stepping up efforts to support greater access to a reliable and open internet, particularly in
97   least developed countries (LDCs);
98   iv.   Creating institutional channels that provide direct interaction between elected government
99   officials and youth by sparking dialogue between a UN team of experts holding seminars to
100   disseminate information about political engagement on local, state, and global levels;
101   v.   Strengthening student-led organizations such as AIESEC through the creation of an
102   ambassador program in addition to their internship and volunteer opportunities;
103   vi.   Encouraging dialogue between such student led organizations;
104   vii. Requesting that all private sector partners follow state sovereignty and respect the ultimate
105   authority of the State over domestic entrepreneurship;
106

107   c. Community engagement for youth to add more value to the development of their communities by:
108   i. Bolstering positive, nurturing environments in schools, community centers, and other
109   education spaces;
110   ii.   Implementing of programmes for marginalized youth, including young girls, youth with
111   disabilities and refugees;
112   iii.   Encouraging and facilitating youth dialogue with their communities and youth engagement
113   through volunteering activities;
114
115   d. Partnership engagement with programmes such as the UN Youth-Swap directed by the UN System-
116   wide Action Plan on Youth in order to strengthen entrepreneurship by:
117   i. Broadening the cooperation between privately-own companies, public institutions and
118   government;
119   ii. Holding more webinars to enhance function of the education system;
120   iii. Ensuring access to capital and resources in rural and underdeveloped communities;
121
122 2. *Considers* that improvement in quantity and quality of funding is an essential mean for any form of education
123   initiatives, and thus recommends:
124
125   a. Reinforcing the role of International Commission in the National Education Accounts for proper
126   financial planning by:
127   i. Systemizing the data collection of the Net Education Account (NEA) for tracking financial
128   flows;
129   ii. Employing data collection abilities of the NEA in financial planning by analyzing the nation's
130   funding needs and thereby effectively distributing the available funds in a more efficient way;
131
132   b. Utilizing UNESCO, The Public Expenditure and Financial Accountability (PEFA) programme, and the
133   Commission on the Financing of Global Education Opportunities more efficiently in school-to-work
134   programs to:
135   i. Advise to create a network of global companies as the main incubator of youth education and
136   leadership in all Member States;
137   ii. Generate funding from global companies through the provision of a platform that allows easy
138   access to local education infrastructures;
139
140   c. Facilitating partnerships between states, private companies, and NGOs, and the generation of further
141   funds through alternative channels like crowd-funding;
142
143   d. Creating a technical expert pool, accessible through the same platform, private companies and NGO's
144   can be supported in their efforts to establish a school-to-work program in a participating state;
145
146   e. Providing funding by the United Nations as a possibility for programs which have either shown
147   exceptional success in engaging the youth in educational and leadership topics or displayed a strong
148   urge to deploy a school-to-work program but are lacking either the full funding or the necessary
149   expertise to carry the program on their own;
150
151 3. *Invites* the General Assembly to review Member States education development based on the already in place
152   SMART Criteria (Specific, Measurable, Attainable, Relevant, and Time-bound) of UNDP to streamline UN
153   communication;
154
155 4. *Encourages* governments to create fund-raising platforms both online and offline for civil societies,
156   organizations, and individuals to donate money voluntarily;
157
158 5. *Suggests* that Member States establish tertiary education councils to oversee all post-secondary education as a
159   way to:
160
161   a. Guarantee that youth's opportunities to university are not stripped;
162

163   b. Formulate consolidated and comprehensive university policies in order to prevent school crime and
164   drug abuse among students;
165
166   c. Take the SDGs as a priority and initiating sustainable development knowledge competitions and
167   activities within and among universities;
168
169 6. *Encourages* the Global Partnership for Education (GPE) to enhance its social accountability through expanding
170   its functions through measures such as but not limited to:
171
172   a. Incorporating the domestic private sector of teacher organizations and the local civil society into LEGs
173   (Local Education Groups) through discussion of advisory boards, mainly for the purpose of:
174   i. Providing adequate education according to the nation's' local needs;
175   ii. Enhancing the capacity of the private sector to participate in evidence-based policy dialogue;
176   iii. Promoting equality between genders in access to all sectors of employment;
177   iv. Providing adequate training for teachers and educators;
178
179   b. Empowering multi-stakeholder collaborations which ensures opportunities for nations to discuss and
180   learn from each other's experience, mainly on inclusive education and teacher training;
181
182   c. Promoting ESD in state policies, by:
183   i. Establishing new programs and initiatives supporting SDGs;
184   ii. Supporting and reviewing existing policies and programs which support the various SGDs;
185
186   d. Developing numerical and other indicators in order to guide them in the aforementioned efforts;
187
188 7. *Expresses its hope* that all Member States will work toward assisting developing states increase their access to
189   Internet, as well as respect the UN Human Rights Council's condemnation of states disrupting their citizen's
190   access to the Internet;
191
192 8. *Further invites* all Member States to be involved in the HLPF-sponsored Sustainable Development Knowledge
193   Platform that has expanded capabilities to foster information sharing among states and civil societies to:
194
195   a. Provide communities with access and knowledge of how to navigate technology and use new cyber
196   technologies effectively in order to get access to the information networks;
197
198   b. Information and communication technologies (ICT) to strengthen education systems, knowledge
199   dissemination, information access, quality and effective learning, and more effective service
200   provisions;
201
202 9. *Recommends* UNESCO to expand the mandate of its Information and Communication Technology (ICT)
203   programs, not only for Member States purposes but also for NGO's and CSO's, to ease the access through
204   worldwide education system;
205
206 10. *Invites* all Member States to consider the broader use of technology knowledge focusing on the ease of access
207   to ICTs through worldwide education systems mainly to share knowledge to facilitate the Education on
208   Sustainable Development (ESD);
209
210 11. *Welcomes* Member States to emulate and expand the UNDP's Transfer of Knowledge Through Expatriate
211   Nationals (TOKTEN) initiative, which incentivizes the voluntary return of technologically educated expatriate
212   nationals and establishes employment opportunities of a consulting capacity so that they can transfer their
213   expertise to their local communities;
214
215 12. *Strongly hopes* that all Member States will integrate public awareness and training for sustainable development
216   into their national educational curriculum in order to make it more effective, responsible and sustainable, by:
217
218   a. Integrating ESD at all levels of education throughout:

219		i.	Policy reform initiatives;
220		ii.	Accreditation standards;
221		iii.	Encouraging the efforts of current programs that train and form educational actors, such as the
222			State of Washington Environmental and Sustainability Learning Standards, the International
223			Youth Database or the Global RCE Youth Network;
224			
225	b.		Developing models of ESD programs for teachers, formal, and non-formal educators by;
226		i.	Creating training programs and forums to form teachers and educators in the various SDGs;
227		ii.	Implementing periodic reviews of the said programs and forums to ensure the present
228			knowledge they have is up to date and in harmony with the current practices;
229		iii.	Integrating students' knowledge of ESD and skills into educational standards and academic
230			performance measurements;

231

13. *Encourages* Member States to strengthen the school to work transition of youth by:

234   a.   Establishing or enhancing transparent, national civil employment service systems with no
235   discrimination on the basis of class, ethnicity, and gender in order to link prospective youth to potential
236   employers and strengthen human resources mobilization;

238   b.   Incorporating market oriented vocational training in the upper secondary education curriculum to
239   prevent high dropout rates among youths, as well as specialized curriculum of vocational courses to be
240   adaptable to regional economic climate by inviting local vocational institute representatives to discuss
241   what skills should be given priority;

243 14. *Suggests* that all Member States should recognize, observe and report the various local and international trends,
244   actors, and practices, at all levels of governance in the field of ESD in order to record progress in sustainable
245   development by:

247   a.   Implementing government established development programs that would strengthen the competencies
248   of educators of all sorts and at all levels of education;

250   b.   Creating potential guidelines and frameworks regarding the development of ESD materials, or re-
251   evaluating existing ones;

253 15. *Further recommends* that all Member States address the high dropout rate in secondary education by:

255   a.   Using the previously proposed indicators as a way to understand the issue;

257   b.   Conducting periodical reviews of their national education curriculum, to:
258   i.   Update, if necessary, said curriculum to make it up to ESD standards;
259   ii.   Ensure the education of teachers and educators is up to date and fit to ESD standards;
260   iii. Assure that the courses provided are relevant to the workforce and allow them to integrate
261   into the workforce in the most rapid and efficient way;

263 16. *Calls upon* the reorientation of education in the direction of sustainable development by:

265   a.   Supporting the initiatives and programs of the United Nations Commission on Sustainable
266   Development (CSD) and:
267   i.   Taking into account the suggestions of the 10-Member Group to support Technology
268   Facilitation Mechanism that advises the HLPF;
269   ii.   Understanding the importance of incorporating all sciences from STEM to social, behavioral,
270   and management sciences to support in sustainability teachings;

272   b.   Teaching students' basic topics and competencies while also encouraging students to develop soft
273   skills that they may benefit from in their later adult lives;

274

275   c.   Teaching youths the meaning of truly sustainable practices and implementations based on all forms of
276   sciences;
277   d.   Empowering youths to think creatively to solve solutions within their communities;
278
279   e.   Encouraging youths to work not only locally or domestically but when possible to work on
280   international approaches to sustainable practices by:
281   i.   Providing Member States the opportunity to facilitate such efforts by providing access to
282   technology to aid in the learning and problem solving carried out by youths;
283   ii.   Allowing access to international forums of discussion to encourage youth to view themselves
284   as global citizens in addition to members of their community;
285
286   f.   Exchanging knowledge and technologies between cooperating countries as well as joining a
287   volunteered-base group of mentors with young entrepreneurs to provide:
288   i.   Empowering youth and their mentors to work not only economically but sustainably;
289   ii.   Sharing by technological tools recognized as being successful and efficient for school
290   programs and educators' trainings;
291
292   g.   Recommending member states and NGOs to create training programs and to offer scholarships to all
293   teachers about the importance of the sustainable development;
294
295 17. *Congratulates* the Global Education First Initiative (GEFI) for its past success in gathering funding and support
296   from various actors to bolster quality widespread education and encourages the reestablishment of the GEFI to:
297
298   a.   Reaffirm the goals of the GEFI and support their mission statement of: placing every child in school,
299   improving global citizenship, and improving the quality of learning;
300
301   b.   Foster cooperation among member states to allow for more global understanding and a more varied
302   education;
303
304   c.   Organize bilateral and multilateral exchange programs of educators to better promote education and
305   knowledge in specific fields, specifically in science and mathematics;
306
307   d.   Focus on the priority area of fostering the global citizen in the GEFI to allow students to achieve a
308   better understanding of current events and to create more educated individuals;
309
310   e.   Increase educational success among individual students specifically in areas of STEM education and
311   the trades;
312
313   f.   Allow educators in specialized fields to travel to countries that lack their area of expertise and teach so
314   that all member states mutually benefit and receive better education;
315
316   g.   Offer the specialized education to students who can benefit from secondary education and trade jobs;
317
318   h.   Offer member states with expert educators to exchange their teachers to other nations to better increase
319   the general welfare of all students, specifically in STEM fields;
320
321   i.   Support a partnership with the UN Girls Education Initiative to promote girl leaders in international
322   and domestic program designed to limit discrimination and prejudice that prevents women from
323   attending school;
324
325   j.   Strengthening the Youth Advocacy Group to mobilize young people to become more involved with
326   global education and international partnerships through the GEFI conferences and forums;
327
328 18. *Invites* Member States to adopt a multi-stakeholder approach in the process of implementing model policies for
329   the integration ESDs by;
330

331   a.   Promoting ESD in state policies, by:
332   i.   Establishing innovative programs and initiatives supporting SDGs in the various branches of
333   Member States;
334   ii.   Periodically reviewing existing policies and programs supporting the various SGDs in those
335   branches;
336   iii. Engaging with different members of society, such as private enterprises, non-profit
337   organizations and non-governmental organizations, to coordinate efforts in establishing
338   SDGs;
339
340   b.   Establishing programs and initiative that support SDGs, by;
341   i.   Increasing, if possible, the inclusion of citizens, youth and members of the civil society,
342   notably through discussion and advisory boards and;
343   ii.   Developing numerical and other indicators in order to guide them in those efforts;
344
345   c.   Broadening the sharing of knowledge and technologies, in accordance with states laws and state
346   sovereignty, between:
347   i.   Member States;
348   ii.   Member States and private enterprises;
349   iii. Various private enterprises;
350
351   d.   Empowering youth and their mentors to participate in the process of implementation of ESDs;
352
353   e.   Recommending Member States and NGOs to create training programs and to propose seminars to all
354   teachers about the importance of the sustainable development.

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   *Taking into consideration* the previous efforts of both developing and developed Member States in tackling the issue
4   of skilled workers migrating from Least Developed Countries (LDCs) to developed Member States leaving a lack of
5   qualified staff and employees on the national labor market,
6
7   *Realizing* the need for an international effort in education expansion across borders, leadership and mentoring
8   collaboration globally, as recorded in General Assembly resolution 70/472 of 2015 on the United Nations (UN)
9   Decade of Education for Sustainable Development (ESD),
10
11 *Affirming* Sustainable Development Goal (SDG) 4 to ensure inclusive and quality education for all and promote
12 lifelong learning, and the importance of making quality primary education accessible to empower youth and address
13 poverty , especially in areas of education inequality such as rural or post-disaster areas within Member States where
14 school dropout rate is relatively high,
15
16 *Approving* the Global Partnership for Education (GPE) who since 2002 has helped to place 22 million more children
17 in schools, and has helped increase literacy rates worldwide to 81 and who also helped increased primary school
18 completion to 75%,
19
20 *Reaffirming* the joint effort lined out within the *Addis Ababa Action Agenda* (AAAA) to create a global framework
21 for financing SDGs, and the targeted 0.7% of Gross National Income share of the Official Development Assistance
22 (ODA) outlined in the AAAA,
23
24 *Observing* the demand for monetary aid and government budgeting in the expansion of primary and secondary
25 school's infrastructure as well as environmentally sustainable mechanisms of transportation such as alternative fuel
26 buses that will allow all students access to education,
27
28 *Supports* the ODA laid out by the Development Assistance Committee (DAC) within the Organization for Economic
29 Co-operation and Development (OECD) on their efforts to provide economic relief on Member States to better
30 reflect the SDGs,
31
32 *Having examined* the living standard and the inclination of the youth to enter the labor force in developing Member
33 States as indicated by Monitoring Program on Child Labor which reported 18% of children between 5-14 years of
34 age are in the working force and not pursuing education,
35
36 *Emphasizing* the disparities that exist in the quality and access to education across gender and socioeconomic status,
37 as it was the intention of the Republic of Guinea-Bissau *Three-Year Plan for the Development of Education: 2011-*
38 *2013*,
39
40 *Observing* the growth of technological innovation and conviction that digitalization has an enormous potential to
41 facilitate the learning process,
42
43 *Recalling* the endorsement of the Global Action Program (GAP) by the 37th session of the General Conference of
44 UN Educational, Scientific and Cultural Organization (UNESCO) in 2013,
45
46 *Observing* the Global Universities Partnership on Environment for Sustainability (GUPES),
47

48 *Recognizing* the significance of the implementation of the rights of the indigenous peoples and their efforts to
49 promote the *UN Declaration on the Rights of Indigenous Peoples* (2007),
50
51 *Approving* the progress achieved through the *Dakar Framework for Action* (2000) and promoting the need for
52 Education for All (EFA),
53
54 *Desiring* to strengthen the efficiency of the Global Education Monitoring Report (GEM) and its reporting
55 mechanisms, data availability as well as the exchange of individual country information and experience,
56
57 1. *Recommends* the UN Development Programme (UNDP) create a plan for developing educational infrastructure,
58   focusing on sustainable development that is prepared for the future by suggesting Member States to:
59
60   a. Provide and evaluate research on the development of sustainable infrastructure made and maintained
61   by alternative means;
62
63   b. Consider the individual and unique needs of each Member State by using the data and advice of in-
64   state organizations to correctly allocate materials to target areas that are in need;
65
66 2. *Emphasizes* the necessity of equitable, quality education on a regional scale, leading to the deepening of the
67   educational well to empower the leadership and decision-making skills of youth through:
68
69   a. The multiplication of public educational institutions Member States by UN Universities in an area
70   lacking of high-level public universities in developing Member States;
71
72   b. The implementation of vocational trainings for educators and teachers to improve the educational
73   system by knowledge exchanges through international partnerships;
74
75   c. Encouraging UNESCO on the establishment of a common evaluation system for every Member State
76   throughout unique credits that represent the study level on a regional scale;
77
78   d. By undertaking an accreditation system after the principle of the European Credit Transfer and
79   Accumulation System (ECTS) as a grading scale in order to have a similar way to evaluate the
80   education level of students with clarity and evenness;
81
82   e. Thanks to the evaluation of the learning outcome deriving from the specific courses taken the teachers
83   and institutions, the students will be given accordingly a fair amount of credits;
84
85 3. *Recommends* the Global Education Forum (GEF) to be supported by Member States and interested stakeholders
86   in their efforts for exchanging ideas and experiences in the field of educational access for teachers and students
87   such as:
88
89   a. Improved techniques for lesson planning, relevant homework assignments and student
90   organization for public school teachers in order to facilitate the attainment of secondary,
91   postsecondary diplomas and technical formation in agricultural sectors, and provide a quality
92   education for all youth;
93
94   b. Updated curriculums that address the progress and changes made in the fields of sciences, mathematics
95   and social sciences of more developed Member States;
96
97 4. *Highly recommends* establishing an annual side event "Sharing is Caring" held under the auspices of the GEMR
98   in the HLPF to share expertise in successful educational strategies for children in the spirit of SDG 4, and to:
99

| | a. | Ensure that this conference invites Member States, private education initiatives and non-governmental organizations to share data and expertise on educational progress and strategies as well as demographic characteristics; |

a. Ensure that this conference invites Member States, private education initiatives and non-governmental organizations to share data and expertise on educational progress and strategies as well as demographic characteristics;

b. Assure that raised education data is efficiently used to develop successful education strategies providing access to school for every child and exchange those across national borders by comparison and evaluation;

c. Extend the data of the Global Monitoring Report commissioned by UNESCO by submitting the results of the conference;

d. Facilitate knowledge and experience exchange to approve methods in different systems and provide guidance for the international community;

5. *Proposes* to provide a secure learning environment for students of all ages and encourages the access to decent school materials in rural areas by:

a. Promoting school material that relates to the culture, values and tradition of the communities in order to decrease the number of school drop-outs;

b. The continuation and extension of the successful UN Children's Fund (UNICEF) project "School-in-a-Box" which includes learning materials for students in need;

c. Encouraging UNESCO to establish a framework to facilitate effective translation processes for school books and other school materials;

d. Recommending the establishment of technological education tools in rural areas to facilitate learning of students, seizing the opportunities of our time;

e. Providing free, high-quality meals for students in need through the World Bank Fund to Member States governments;

f. Establishing and extending public libraries in which all students can pursue their educational objectives;

6. *Proposes* to decrease the educational gap between rural and urban areas, through aid that will be utilized for the purpose of:

a. Extending the Graduation Approach which offers conditional cash incentives for people of rural areas and indigenous peoples to keep youth in school;

b. Continuing and extending of the noteworthy Barefoot College initiatives which teach women skills that they can later bring to their rural communities by:

i. Bringing together minorities who are affected in rural areas and ensuring capacity building for said groups,
ii. Teaching skills necessary that will enable them to act as multipliers and later on teach others in their original respective rural areas;

c. Encouraging UN committees to support programs sending teachers aware of the realities of local students challenges in rural area;

d. Ensuring that present educators contribute to the training of future educators by:

i. Expanding programs which make it possible for educators to reach out for trainees;

155   ii. Providing internship opportunities, in areas with need, for upcoming teachers;

156

157   e. Providing teachers with the opportunity to live in rural areas where they work;

158

159   f. Promoting rural area posts for teachers by encouraging Member States to require a certain time of
160   work in exchange for educational and training services;

161

162 7. *Encourages* developing Member States to urge their respective government to increase budgeting for education,
163   and recommends:

164

165   a. Expanding education budget beyond the minimum requirement to staff;

166

167   b. An outreach to global organizations such as BuildOn which operates in developing Member States to
168   drive monetary aid to nations in most need;

169

170   c. Increasing the number of educational institutions on a regional scale, thus reaching remote areas;

171

172   d. Directing foreign aid towards basic necessities such as transportation, paving roads and limiting on
173   foot commutes of great distances;

174

175   e. Broadening the access to funding towards education and youth development in our desire to see an
176   improvement in reaching and exceeding the targeted percentages of Gross National Income share of
177   the ODA;

178

179 8. *Expresses* its hope for Member States to collaborate internationally to foster progression of the youth in
180   leadership roles while attaining quality education through study abroad programs between developing and
181   developed Member States in order to:

182

183   a. Enrich understanding of cultural values and ideas among Member State;

184

185   b. Fosters favorable relations;

186

187   c. Increases international collaboration amongst the youth;

188

189   d. Creates opportunities to assume leadership roles;

190

191 9. *Recommends* Member States to recognize the necessity of education and create a propulsion towards child and
192   youth education and discourage entry into labor at a paramount age by:

193

194   a. Creating community awareness through organizations such as Center for Global Development
195   (CGDEV) as to the delicate matter of education;

196

197   b. Advises setting a standardized age for labor, as defined by each Member State through regulations
198   such as the Chilean Code which additionally ensures the protection of child labor victims through the
199   Chilean National Minor's Service (SENAME);

200

201 10. *Promotes* GAP sponsored by UNESCO through:

202

203   a. Recognizing the second priority area of the GAP, namely transforming learning and training
204   environments, the HLPF advocates increasing the quality of education;

205

206   b. Referring to the third priority area of the GAP, namely building capacities of educators and trainers,
207   the HLPF upholds the increase of quantity of education;

208
209   11. *Encourages* committees and other crucial stakeholders to promote already existing educational initiatives
210   facilitating educational collaboration, on the local, national and global level.

1 *The High-Level Political Forum on Sustainable Development,*
2
3 *Reminding* that all multi-stakeholder partnerships need to respect the sovereignty of Member States as stated in
4 article 2.1 of the *Charter of the United Nations*,
5
6 *Reaffirming its belief* that all people have the right to education as stated in article 26 of the *Universal Declaration*
7 *of Human Rights*, and that education should be equally accessible,
8
9 *Realizing* that effective youth leadership influences education, while competent education can promote youth
10 leadership and the implementation of the Sustainable Development Goal (SDG) 4, which is to ensure inclusive and
11 equitable education and promote lifelong learning opportunities for all,
12
13 *Recalling* General Assembly resolution 56/116 of 2001, which underlines the importance of basic education in
14 achieving gender equality and all human rights, ensuring sustainable development, peace and democracy in respect
15 to SDG 4, and quality education to promote the reduction of persistent disparities in respect to SDG 5,
16
17 *Recalling* Security Council resolution 2250 of 2015 and the importance of youth representation in decision-making
18 at sub-national and international levels,
19
20 *Reminding* that SDG 17 acknowledges the importance of global partnerships bringing together governments, civil
21 societies, the private sector and other actors to enhance the support of other Member States, in particular Least
22 Developed Countries (LDCs) and Small Island Developing States (SIDS), by means of targeted capacity-building,
23 knowledge sharing, financial support, policy coordination, and multilateral trading systems,
24
25 *Bearing in mind* the importance of monitoring global progress toward the implementation of the Education 2030
26 Framework for Action as referenced in the *Incheon Declaration*, and further expressing its hope in the inclusion of
27 data collection, analysis and reporting at the national level,
28
29 *Guided by* the collaboration of multiple stakeholders in the formation of the Education 2030 Framework for Action,
30 and encouraging the implementation agenda to include strong global and regional collaboration, cooperation,
31 coordination and monitoring of the implementation of the education agenda,
32
33 *Noting* the objectives of the Education 2030 Framework for Action initiated by the UN Educational, Scientific and
34 Cultural Organization (UNESCO) in 2015 are to be used as key performance indicators to measure the success of
35 implementing SDG 4 and further encouraging Member States to adopt the implementation tools outlined in the
36 *Incheon Declaration*,
37
38 *Keeping in mind* the need to extend the same level of education and leadership opportunities to developing Member
39 States at the international level as stated in UNESCO's 2014 Roadmap for Implementing the Global Action
40 Programme (GAP) on Education for Sustainable Development (ESD), and the importance to recognize and foster
41 stakeholder commitments,
42
43 *Believing in* the work of Global Partnership for Education (GPE) as a funding platform that works to strengthen
44 education systems in developing Member States for the purpose of increasing attendance in schools as well as
45 bringing developing Member States, international organizations, civil society, foundations and the private sector
46 through the funding of basic education in low income Member States,
47

48 *Noting with satisfaction* the UNESCO World Conference on ESD and the World Education Forum, and their work
49 of coordinating education policy makers, education experts and educators to develop outstanding education
50 programs for youths worldwide,
51
52 *Having reviewed* the World's Largest Lesson Initiative which promotes the education of the SDGs to LDCs and
53 developed Member States to ensure that youths are aware of the efforts the UN is making to protect their future and
54 empower them to help implement these goals within their own community,
55
56 *Recognizing* the European Union (EU)'s Erasmus Program, in which students participate in study or internship
57 exchange programs to further develop their knowledge and practical skills,
58
59 *Viewing with appreciation* the success of the Global University Partnership on Environment for Sustainability
60 (GUPES) aimed at escalating collaboration among universities in promoting and developing sustainable practices
61 and technologies which drive social change both locally and globally, by integrating sustainability and
62 environmental concerns into teaching, community engagement, and student engagement, through programs like
63 ACLUE-Net, which facilitates science and technological innovation for the purposes of furthering societal
64 transformation toward more sustainable lifestyles, and the European Master in Migration and Intercultural Relations
65 program, which is the first African-European partnership program where delegates from Eastern and Western
66 European universities, along with universities in Africa to develop, research, documentation, and educational
67 innovation,
68
69 *Further recalling* the Human Rights Council resolution 32/20 of 2016, and the work of ECOSOC, the Commission
70 on the Status of Women (CSW), as well as the United Nations Entity for Gender Equality and the Empowerment of
71 Women (UN-Women) to ensure equal access to education, eliminating gender disparities, and the launching of the
72 "Global Coalition for Young Women Entrepreneurs" to promote leadership among young women and involving
73 them in the economic process further promoting SDG targets 4.4 and 5.5,
74
75 *Appreciating* the work of the UN Children's Fund (UNICEF) Voices of Youth program, and the *Gyeongju Youth*
76 *Declaration* adopted at the 66th UN Department of Public Information (DPI)/Non-Governmental Organization
77 (NGO) Conference "Education for Global Citizenship: Achieving the Sustainable Development Goals Together",
78 which encourage the participation of youth in leadership by providing online platforms for youth driven content
79 creation and integrating youth in formal decision making,
80
81 *Emphasizing* the need for concrete advancements in the mainstreaming of ESD permitted by multi-stakeholder
82 partnerships like the United States of America's U.S. Partnership for ESD as a convener, a catalyzer, and a
83 communicator partnership for ESD through national associations, partner organizations and networks promoting
84 systemic change, and the Republic of Korea's Saemaul Undong civil movement which promoted rural development
85 model to adapt education for each community,
86
87 *Recalling* the UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) scholarship
88 program, created through General Assembly resolution 51/127 of 1996, which provides youth from all over the
89 world with opportunities to study abroad,
90
91 1. *Promotes* the GPE and its work to implement quality education in developing Member States while inviting
92   Member States to engage into their multi-stakeholder partnerships;
93
94 2. *Encourages* Member States to implement programs that support accessibility for youth to engage in
95   opportunities abroad, allowing them to build the necessary skills, knowledge and experiences that build the
96   foundation of strong leadership by:
97
98   a. Promoting study abroad programs, opening the door to global understanding;
99
100   b. Encouraging youth to participate in internship and mentorship programs, allowing for them to view
101   and experience different leadership styles and formulate their own;

    c.   Recommending Member States to offer language training programs allowing youth the opportunity to acquire adept cross-cultural communication skills;

    d.   Encouraging the UNRWA and NGOs to consider expanding scholarship programs to help fund youth participation in these programs;

3. *Welcomes* the expansion of youth empowerment with UNICEF Voices of Youth through:

    a.   Increasing their professional and educational opportunities that open dialogues between developing and developed Member States, as well as citizens and their governments;

    b.   Furthering youth impact on global and local leadership by improving online platforms;

    c.   Recognizing the emergence of learning as a legitimate form of education and a transnational qualification;

4. *Encourages* all Member States to consider creating or reinforcing already existing national multi-stakeholder partnerships to foster ESD and to tackle the UNESCO Roadmap for Implementing the GAP on ESD:

    a.   Including in these national partnerships members from formal education, such as primary and secondary education, higher education, youth engagement organizations and networks, and professional educator associations, non-formal education, such as civil society and NGOs, faith based educators, local community associations, public sector, and private sector, and informal education such as the media and public awareness campaigns;

    b.   Coordinated by two implementation committees that serve to expand the partnership to more stakeholders, in international outreach and national outreach respectively, as well as 5 sectoral action groups on communities and civil societies, faith communities, primary and secondary schooling, higher education and the private sector, each serving to identify and promote best possible initiatives in ESD within their respective sector;

    c.   Proposing that all participating members commit to acting on specific GAP roadmap priority action areas, such as advancing policy by mainstreaming ESD, transforming learning and training environments through whole-institution approaches, building capacities of educators and trainers, empowering and mobilizing youth, and accelerating sustainable solutions at the local level, while taking into account prioritization in these action areas as defined by individual Member States;

    d.   Considering that these partnerships should prioritize engagement with international organizations that address ESD including UNESCO, the UN Development Programme, regional organizations and other national multi-stakeholder partnerships;

    e.   Welcoming developed Member States to implement similar programs to the United States of America's U.S. Partnership for Education for Sustainable Development, and developing Member States to implement programs similar to the Republic of Korea's Saemaul Undong civil movement to help align these partnerships to their specific needs;

5. *Expresses its hope* that partnerships with civil society, industry, business, and any other relevant stakeholders will lead to the creation of needed programs and initiatives or the improvement of already existing ones tackling SDG 4 and its objectives as well as the policy implications of the UNESCO World Conference on ESD and the World Education Forum by:

    a.   Sharing best practices in ESD with all relevant stakeholders, specifically governmental institutions, and promoting research on the subject;

156
157   b.   Establishing workshops, modules, and various trainings for formal and non-formal educators on ESD;
158
159   c.   Improve reporting on ESD and SDG 4 for the Voluntary National Reviews of Member States to the
160   HLPF as well as establishing a stronger collaboration with UNESCO;
161
162   d.   Helping Member State progress in the matter of ESD and the specific GAP roadmap priority action
163   areas in all ways possible;
164
165 6. *Invites* Member States to collaborate with civil society, industry, business and any other relevant stakeholders to
166   offer technical help, such as best practices, consultancy, and technical frameworks, to Member States needing
167   assistance in the matter of creating multi-stakeholder partnerships or such initiatives and suggests UNDP
168   consider implementing them in Member States that lack the capacity to build them themselves;
169
170 *7.* *Urges* the strengthening of gender equality and therefore the elimination of all kind of discrimination in the
171   field of youth leadership and access to education, geared towards the empowerment of young women and
172   specifically to provide them with skills for leadership positions by:
173
174   a.   Promoting cooperation with CSW to encourage young women's entrepreneurship and innovation to
175   increase the number of women in leadership positions worldwide;
176
177   b.   Analyzing the work of the "Global Coalition of Young Women Entrepreneurs" by CSW and giving
178   frequent reports to ECOSOC to recognize the initiative's accomplishments and weaknesses;
179
180 8. *Encourages* Member States to create partnership programs with one another, especially between LDCs and
181   developed Member States, to ensure everyone accesses equal opportunities to build leadership skills and feel
182   empowered:
183
184   a.   Acknowledging the equality for women, in conjunction with both their access to education and their
185   involvement in the educational system;
186
187   b.   Insists on ensuring the inclusion of every social bracket so that all have equal opportunities for
188   educational and leadership experiences;
189
190 9. *Suggests* an increase in global youth education with regards to:
191
192   a.   Advocating the SDGs, by means of the expansion of the World's Largest Lesson initiative;
193
194   b.   Promoting the various lessons learned, research, and action plans of UN bodies in the implementation
195   of the SDGs, and the opportunities they afford to youth through Project Everyone;
196
197   c.   Informing the process of seeking vocational training, internship placement, and connecting youths to
198   NGOs to be able to apply the SDGs on a local and global platform;
199
200 10. *Recommends* the establishment of partnerships between institutions of higher education resembling the GUPES
201   for the purposes of cooperative innovation and knowledge transfer through programs such as the ACLUE-Net
202   program and the European Master in Migration and Intercultural Relations program;
203
204 11. *Reaffirms* SDG 17 and encourages Member States to develop and strengthen programs with organizations that
205   incorporate work, training, or educational opportunities that encourage active youth participation amongst one
206   another:
207

208   a.   Through Member States' active participation in the UN Youth Delegate Programme, allowing youth to
209   gain practical and gainful experience that will enhance their abilities to be effective leaders for the
210   future;
211
212   b.   Through efforts to open networking between youth and governments in order to create a collaborative
213   professional relationship;
214
215 12. *Emphasizes* the importance for Member States to promote the involvement of youth in decision-making
216   positions at local, national, and international levels, allowing them to build knowledge and skills required to
217   become strong future leaders.