Conference A
High-Level Political Forum on Sustainable Development (HLPF)

Committee Staff

<table>
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<tr>
<th>Role</th>
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<tr>
<td>Director</td>
<td>Pauline Marcou</td>
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Agenda

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

Resolutions adopted by the Committee

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<th>Code</th>
<th>Topic</th>
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<td>117 votes in favor, 9 votes against, 12 abstentions</td>
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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.
The High Level Political Forum on Sustainable Development,

Recognizing Sustainable Development Goal (SDG) 4, which aims to ensure inclusive, equitable, and quality education, promote lifelong learning opportunities for all, and provide education and vocational training that inspires a sense of leadership and sustainable values within students,

Appreciating the General Education Quality Analysis/Diagnosis Framework (GEGAF), developed in 2011 by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which adopts a systematic approach towards quality education to effectively facilitate education systems,

Keeping in mind that many developing Member States lack instructional opportunities, access to educational institutions, and skilled teaching force necessary to put into practice many of the principles that are traditionally taught in developed Member States, such as advancements in science, technology, engineering, and mathematics (STEM) as well as language and arts,

Referring to the Dakar Framework for Action, adopted in 2000 by the World Education Forum (WEF), which aims to ensure education for all and cooperation with both regional and international agencies as well as institutions as necessary,

Recalling the Global Universities Partnership on Environment and Sustainability (GUPES) and its current commitment from over 500 universities to equip youth with knowledge regarding sustainability through both South-South and North-South partnerships established by the Global Action Programme (GAP) on Education for Sustainable Development (ESD), and UNESCO resolution 15, adopted by the General Conference at its 36th session,

Noting the United Nations (UN) Literacy Decade: Education for All, and General Assembly resolution 56/116 of 2001, which seeks to find alternative forms of both primary and career-focused education, in accordance to the needs and concerns of each individual Member State,

Considering the International Development Strategy for the Second UN Development Decade, and General Assembly resolution 25/26 of 1970, which encourages the Member States of the Development Assistance Committee (DAC) to allocate a minimum of 0.7 per cent of their gross national income to developing Member States, and realizing more development assistance is needed as this target is not yet achieved,

Drawing attention to SDG 2, which discusses ending world hunger by means of the implementation of sustainable agricultural practices, specifically the role that education of youth plays in the fight against world hunger,

Commending the success of community farm and garden projects in developing Member States, such as AgriCorps, which sends American farmers to developing Member States in order to establish farms that teach sustainable agricultural practices, and the Kigali Conceptual Master Plan, developed by the UN Food and Agricultural Organization (FAO), which designates land for the establishment of community gardens in Rwanda’s capital,

1. Encourages the integration of educational gardens, farms, and aquaculture farms in the curricula of developing Member States, with the objective of:
   a. Teaching sustainable agricultural practices, including soil enrichment, appropriate local fishing levels, and natural pest predators;
   b. Promoting prudent agricultural waste management;
c. Familiarizing students with the benefits of vitamin-rich crops as it pertains to proper nutrition;

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

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

4. Recommends the diffusion of existing agricultural programs, potentially funded by a coalition of domestic private sector initiatives, civil societies, local governments, and the SDGs Fund, that promote social action towards improving the lives of those in impoverished rural areas, specifically programs which:
   a. Create sustainable and reliable food sources;
   b. Resolve the international issue of world hunger;
   c. Promote proper nutrition worldwide;
   d. Educate communities on sustainable agriculture;

5. Encourages the HLPF to include a supplemental event to create a periodic forum tailored to education, in which states can exchange information and ideas for sustainable education, with the purpose of:
   a. Facilitating the gathering of Member States in one locale to exchange information and ideals on sustainable education;
   b. Amplifying the volume of information shared between Member States to encourage the global perspective on sustainable education for youth;
   c. Sharing progress on sustainability and education within Member States to promote growth within the community;
   d. Promoting growth in education on a global platform to encourage global networking.
The High Level Political Forum on Sustainable Development,

Concerned by the decreasing youth political participation at all levels, while also understanding that youth leadership is key to shaping the planet’s future and ensuring sustainable development,

Emphasizing the need for a quality education for every child regarding matters of sustainability,

Recalling the Millennium Development Goals Report from 2015, compiled by the United Nations Inter-Agency and Expert Group on Millennium Development Goal Indicators, highlighting the significant progress that has been made over the years with regards to the increased primary school enrolment and literacy rate in developing countries,

Taking note of the United Nations World Youth Report from 2016, which explores participation in economic, political and community life by youth, and the need to provide information to encourage discussion between youth and Governments,

Emphasizing the importance of the Global Sustainable Development Report (GSDR) as a major accomplishment of this body, which reflects the current status of the 17 Sustainable Development Goals (SDGs),

Recognizing the importance of United Nations Research Institute for Social Development (UNRISD) in terms of using cross-country, multidisciplinary research to effectively understand the level of youth participation in social and political contexts within Member States,

Noting with appreciation the large-scale assessments in education carried out by the International Association for the Evaluation of Educational Achievements (IEA), the findings of which are utilized to evaluate, understand and improve education of youth worldwide,

Further recalling the endorsement of the Global Action Programme (GAP) on Education for Sustainable Development (ESD) by United Nations Educational, Scientific and Cultural Organization (UNESCO) as per resolution 12 adopted by the General Conference at its 37th session,

Appreciating non-governmental organizations (NGOs), such as the Paryvaran Mitra, which seek to improve the young generation’s mindset regarding a sustainable development and knowledge of the environment,

Expressing its appreciation to the Global Partnership for Education (GPE) for the funding and dedication to provide education in developing countries,

1. Recommends Member States to create a cross-country research program that assesses youth leadership, by utilizing the data obtained by UNRISD to:
   a. Gain a deeper insight into the youth leadership in the countries surveyed;
   b. Analyze the factors responsible for a strong or considerable weak youth leadership;
   c. Find regularities in the factors that influence the youth’s political participation;
   d. Include the results of this program as part of 2019’s GSDR;

2. Encourages all Member States to increase their voluntary funding to UNRISD so that its research can continue to share data about Member States on where youth leadership participation is flourishing;
3. Proposes a study carried out by the IEA, given their long-time experience and assessment of both the educational input and output, in order to review the global progress that has been made in the field of environmental education, especially focusing on the work of the GAP on ESD, by:

   a. Assessing the current situation and by determining shortcomings to seek out possibilities to enhance the global environmental education and the work of the GAP on ESD;

   b. Continuing the study until the year 2030 to align with the 2030 Agenda for Sustainable Development and to monitor the progress in the field of education;

4. Invites UNESCO to provide the necessary funding for this study, as it will offer opportunities for the organization to make adaptations to its program;

5. Calling upon UNESCO to work with programs, such as Paryvaran Mitra, to provide a framework for other developing countries, through the instruments provided by its GAP on ESD by:

   a. Creating a cooperation between the GAP on ESD and developing countries who hold an interest in improving their student’s environmental education or general knowledge of sustainability through student programs;

   b. Helping developing countries to establish their own student programs that educate on the 17 SDGs which can be built into their existing school system and by considering country-specific needs regarding matters of sustainability;

6. Appeals to the GPE to assist in funding the existing GAP programs that are being implemented in Member States.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

1. Recommends that Member States use dynamic curriculum for children of vulnerable groups that focuses on educating students to be successful:
   a. By utilizing vocational education that focuses on training students to enter their regional and/or local workforce;
   b. By addressing nutrition, hygiene, and sexual health issues to ensure students are equipped to be healthy enough to attend school;
   c. And as a global citizen:
      i. By using multilingual curriculum to facilitate cross-cultural communication between Member States;
      ii. By training students to become productive global citizens through environmental and international education to prevent cultural friction and to ensure a global population willing to collaborate to solve the global problems of the future;
2. **Responds** to educational institutions in developing Member States failing to see growth in literacy rates and primary school completion rates by preparing all students to succeed in our current global economy and society, by recommending Member States to:

   a. Mirror the actions and role of the Italian and Luxembourg Statistical Institutes to ensure that educational bodies are held accountable to meet standards, as well as affirm the need to increase educational equality for all;

   b. Consider the ideas within LOMCE to inform policy that addresses youth dropout rates and deficient performance in standardized testing and:
      i. To introduce early tests on school performance to detect special learning difficulties;
      ii. To increase the flexibility of the system to allow for adaptation to students' preferences and educational trajectories;
      iii. To extend the scope of external evaluation by UNESCO to a larger part of the education system to increase quality;

3. **Endorses** the use of standardized tests, by recommending that Member States:

   a. Administer annual tests to all primary education students in a state to gauge educational growth and development;

   b. Use the results of these tests to assess strengths and weaknesses within the curriculum and across schools to reallocate funds and resources towards weak subjects and struggling schools;

   c. Use the results to track trends regarding national literacy rates and competency in specific subjects to ensure growth is achieved, by utilizing:
      i. Standardized state tests that provide a valid, external measure that can be compared across schools and districts;
      ii. Multiple-choice tests that are graded by machine and therefore not subject to human bias by teachers;
      iii. Results as a resource for teachers to know where individual students and classes need improvement;

4. **Encourages** Member States and civil society groups to allocate funding to facilitate strong educational environments in Member States and provide education at minimal cost to families in order to reach the standards of increased retention and literacy rates by:

   a. Funding afterschool and weekend programs that allow children to help their families while attending school;

   b. Funding access to books and academic supplies;

   c. Providing need-based funds to economically disadvantaged students based on their parent’s income, debt, and assets;

5. **Promotes** accountability and competition among schools and regional school districts by recommending that Member States:

   a. Take note of the success of ASCANIO to promote competition and local accountability of educational institutions, as well as assuring further development and public participation in education;

   b. Adhere to local issues that the state cannot fully address;
c. Continue to submit Voluntary National Reviews to ensure educational transparency and uphold sufficient quality education standards, with the VNRs serving as the means of UN oversight that they were intended to serve as.
The High-level Political Forum on Sustainable Development,

Recognizing article 4 of the Charter of the United Nations (UN) for peaceful collaboration among nations,

Reaffirming article 26 of the Universal Declaration of Human Rights of 1948, which guarantees the right to education for everyone,

Acknowledging Agenda 21 while striving to meet the objectives of General Assembly resolution 70/589 of 2016 on the follow-up and review of the 2030 Agenda for Sustainable Development at the global level with the aim of collaboration and cooperation among developed Member States and developing Member States,

Reminding all Member States of Sustainable Development Goal (SDG) 4 and the importance of quality education,

Further recognizing the commitment of Member States and the financial efforts that have been made so far for the achievement of SDG 4 as shown in the point 38 of the United Nations Economic and Social Council (ECOSOC) Report on the Progress towards the SDGs from 2016,

Guided by the opportunity to achieve SDG 5 to promote gender equality and the empowerment of all women and girls within the context of this work to achieve SDG 4,

Introducing the Plan Gabon Emergent which aims to create a network between schools to guarantee access to New Technologies for Information and Communication for all and to improve communication between schools so that they can share programs and opinions,

Remembering that the United Nations defines youth, as these persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States,

Recalling the efforts to promote Education for Sustainable Development (ESD) and to bring together global partners through the UN Educational, Scientific and Cultural Organization (UNESCO)’s Education for All Movement.

Noting the Incheon Declaration as a framework towards inclusive and equitable education and lifelong learning for all, which ensures the progress of SDG 4,

Appreciating the UN Development Programme Youth Strategy 2014-2017 to “support youth development as a major contribution to sustainable human development”

Bearing in mind innovative initiatives, such as the UNESCO Youth Programme, which seek to empower young people to assume responsibility for creating a sustainable future with creativity,

Emphasizing the need for further funding of programs that provide equal access to education for all children,

Stressing the importance of equal access to knowledge and information to assist the continuing professional development of educators, who include not only teachers but also trainers, volunteers, and private companies offering professional training across the globe, especially in Member States lacking the human resources,

Bearing in mind the United Nations Research Institute for Social Development (UNRISD) Strategy 2016-2020, oriented to study inequalities, conflict and unsustainable practices, in that sense this document analyze and explore the innovations and pathways that can lead towards more inclusive development outcomes,
Noting that the European Union (EU) Action Scheme for the Mobility of University Students + (ERASMUS+) is a program enabling teachers to teach abroad and in line with that enhancing international knowledge transfer and intercultural communication,

Drawing attention to El Salvador's One Boy, One Girl, One Computer program, which is giving teachers and students computers to increase access to curriculum especially in rural regions,

Also drawing attention to the Global Education First Initiative (GEFI) of the UN, which emphasizes quality education, fosters global citizenship and allows each person the right to an education to ensure the SDGs are met,

Emphasising the need to promote a new curriculum of education, that emphasizes promotion of the SDGs within schools and other educational institutions, to achieve the 2030 Agenda,

Taking note of programs in Member States such as Liechtenstein’s “environments days,” which encourages environmental awareness among youth through providing students with outside of the classroom learning opportunities about the environment,

Appreciating legal initiatives that mainstream environmental education in school curricula and thereby spread the ideas of sustainable development like the Organic Law of the Education System of Spain (Ley Orgánica General del Sistema Educativo de España),

Further appreciating the commitment of non-governmental organizations (NGOs) in ESD such as The Nature Conservancy (TNC) that focuses on conserving land and species around the world and Conservation International (CI) that works with local scientists and communities in order to protect nature, promote sustainable business, foster effective governance and spread knowledge,

Fully aware of the need for helping Member States smoothen the transition between school and work, ensuring their youth are well-rounded individuals that can adapt to new work trends,

Recalling the work of the Children’s Rights International Network to ensure education for all children, including those with disabilities,

Recalling aptitude assessments which are done by NGOs such as the Johnson O'Connor Research Foundation to help the youth to recognize which field will fit them,

Acknowledging Bahamas’ Youth Empowerment Program, an afterschool program that aims at developing a holistic group of skills by exposing the youth to business and life skills, mentorship, policy making workshops and critical thinking,

1. Calls on UNESCO to consider implementing an International Exchange Programme for both students and educators that focuses on ESD as an inclusive programme to all Member States:

   a. With particular regard to the assistance that developed Member States could provide to developing Member States to establish exchange program for young people;

   b. Bearing in mind the need to follow up on implementation of this program, the UNESCO should strive to ensure rigorous standard of education;

   c. Participating students could work under the university and local supervision partly as a teacher and partly as a community development worker, which would help young people develop leadership skills;

   d. Educators, focusing on knowledge-sharing, capacity-building locally adapted education techniques;

   e. Promoting sharing of all types of knowledge such as scientific, intellectual and literature ones;
2. **Encourages** within these exchange programs further work to implement the *Incheon Declaration*, with particular regard to:

a. Ensuring equal access for all men and women quality and affordable education;

b. Increasing the number of youths and adults that have vocational and technical skills to empower the youth;

c. Eliminating gender disparities in education and ensure equal access to all levels of education;

d. Substantially expanding globally the number of scholarships available to developing Member States, in particular least developed countries (LDCs);

e. Increasing the supply of qualified teachers through international cooperation for teacher training in developing countries, in particular LDCs;

3. **Encourages** UNESCO to give particular consideration to international youth exchange opportunities for students of rural regions by:

a. Forming partnerships based on exchange of faculty between Member States to recruit, select and monitor students to participate in exchange programs;

b. Focusing these exchange programs on SDGs and the 2030 Agenda;

c. Providing support for conditional grant programs that bring educators from developed Member States to developing Member States for purposes of training and instructor development;

4. **Suggests** that Member States join programs similar to ERASMUS +;

5. **Recommends** that established and future exchange programmes review their selection criteria so as to be certain that young women are given a chance to participate in these programmes by:

a. Considering the use of gender inclusive language;

b. Considering whether the criteria is restrictive with regard to successful applications by young women who have career responsibilities;

c. Preventing discriminatory acts on the basis of gender or family responsibilities;

6. **Advises** the promotion of sustainable development education within the international exchange programme in accordance with UNDP in order to instigate social campaigns aiming for the encouragement of community development programs to:

a. Mobilize communities in order to address social development issues;

b. Develop sanitation and waste disposal plans for cleaner communities;

c. Generate awareness about ecological practices;

d. Facilitate capacity building and skill development of community-based local institutions;

e. Encourage civic and environmental education;

7. **Appeals** to UNDP to further pursue follow up of its advice developed in its Youth Strategy 2014-2017, with a specific focus on the implementation of this strategy within youth exchange programs;
8. **Recommends** that UNESCO, ECOSOC, and Members States responsible for implementing the SDGs, cooperate for the formation of a technology-enabled, knowledge-sharing platform that would:

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

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

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

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

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

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

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

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

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

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

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

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

    b. Emphasizing the imperativeness of integrating the social, environmental and economic dimensions in a unified and holistic approach through educational reforms in Less Economically Developed Countries (LEDCs) in order to:
       
       i. Overcome social barriers and effectively achieve the SDGs,
       
       ii. Include people from various backgrounds in order to promote effective youth leadership;
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.
The High-level Political Forum on Sustainable Development,

Bearing in mind the importance of education as a fundamental right that must be protected, as stated by the Universal Declaration of Human Rights and the Regional Declarations of Human Rights, including the Cooperation Council for the Arab States of the Gulf (GCC) Human Rights Declaration,

Reaffirming target 4.5 of Sustainable Development Goal (SDG) 4, which asserts that an inclusive and quality education must be upheld for all vulnerable people, including people with disabilities, migrants, refugees, economically impoverished people, and other marginalized groups,

Recognizing informal employment as an integral part of the economic and social reality in countries where traditional or informal apprenticeships are dominant,

Recalling General Assembly resolution 70/127 of 2015, which highlights the importance of providing access to employment skills for youth entering the workforce,

Viewing with appreciation the adoption of the Human Rights Council resolution 32/20 of 2016 “Realizing the Equal Enjoyment of the Right to Education by Every Girl,” which ensures that no female students are left behind based on their gender,

Reconfirming Security Council resolution 2250 of 2015, which emphasizes the importance of youth leadership and inclusion in achieving global peace and security, particularly within regions affected by conflict and violent extremism,

Noting the importance of both the UN Convention on the Elimination of All Forms of Discrimination Against Women, as well as SDG 5, which asserts that the primary obstacles limiting access to education for women and girls include: discrimination, violence, harmful practices, unequal opportunity for leadership, and unequal access to healthcare services,

Further recalling the World Health Organization’s (WHO) Global Health Workforce Alliance, which enhances the accomplishment of the Global Strategy on Human Resources for Health: Workforce 2030, by pursuing the fulfillment of SDG 3, and calls for the promotion of health and wellness for all,

Referring to UNESCO’s International Institute for Education Planning, which helps Member States to design, plan and manage their education systems by training institutions and individuals,

Recognizing UNESCO’s specialized Centre for technical and vocational education and training (UNESCO-UNEVOC) efforts in integrating technical and vocational education and training,

Viewing with appreciation UNESCO’s world movement, the Capacity Development for Education for All Programme (CapEFA) to meet the educational needs of all individuals through the enhancement of National Ministries and public agencies strategies to improve Member States national education systems,

Noting the need to increase youth participation in civil society, as highlighted by African Union’s (AU) Young People’s Participation in Peacebuilding Report (2016),

Recalling the Self Learning Tool Kit, which has been established by UNESCO in rural areas through the implementation of volunteer programs under the scope of NGOs such as Care Education, in order to eradicate illiteracy and further promote education for sustainable development,
Acknowledging the WFP’s Purchase for Progress Programme (P4P) efforts to deliver emergency assistance, and food delivering following natural and manmade disasters,

Affirming Article 24 of the Convention on the Rights of Persons with Disabilities, which states that all Member States should recognize the rights of persons with disabilities to education and UNESCO’s Convention against Discrimination in Education as key pillar in the Education for All (EFA) process,

Bearing in mind that 59% of illiterate youth are females, according to the results of the 2014 annual survey, as conducted by the UNESCO Institute of Statistics,

Highlighting the implementation of the 2016 Mediterranean Action Plan for Education for Sustainable Development, the World Bank-sponsored School Access and Improvement Program, which successfully enhanced gender parity in both developed and developing nations,

Bearing in mind that the Organization for the Islamic Corporation’s Education Exchange Program only contemplates the educational focuses of finance, computer science, computer education and instructional technology, drilling petroleum and natural gas, organic chemistry, thermodynamics and heat transfer,

Supporting the Association for the International Exchange of Students in Economics and Commerce to empower young leaders to proactively shape their environment through international exchange programs to face challenging experiences, oriented towards the achievement of the 2030 Agenda,

Expressing its appreciation of the World Innovation Summit for Health (WISH) where connections can help action driven programs mature within knowledge based communities, in order to solve the most important healthcare challenges,

Highlighting UN Children’s Fund (UNICEF) Rights, Education, and Protection Project (REAP) Report, which identifies resource centers to train clusters of schools about inclusivity for disabled students as more effective than school-specific training,

Recalling UNESCO’s partnership with GEMS Education to bolster teacher training, which implements teacher training programs to promote girls’ and women’s access to education,

Acknowledging the efforts of UNESCO sponsored Rights to Education Project to promote the Right to Education for All, especially for marginalized groups together with National Initiatives like Kenya National initiative to reduce gender inequalities and discrimination against all; women, the disabled, the youth, children, minorities and marginalized communities, linked to UNDP and UN Women,

Recognizing the success of the Qatari-sponsored programs Reach Out To Asia (ROTA) and Safe Areas for Emergency Education (SAFE) in guaranteeing and promoting the engagement of youth in primary and secondary education in conflict-affected areas,

Fully aware of the creation of Botswana’s Tertiary Education Council (TEC), which reviews all national education programs in the nation from quality to fund allocation and thus creates accountability within the national education community,

Recalling the World Bank-sponsored From Millions to Trillions: Transforming Development Finance Post 2015 Financing for Development: Multilateral Development Finance, which has allocated funds based on multilateral cooperation between itself, the International Monetary Fund, and international organizations, such as the African Development Bank, to provide funds to both NGOs and Member States,

Alarmed by the fact that radical groups are taking advantage of uneducated youth of 26 years of age, so as to recruit them for the perpetration of terrorists acts according to George Washington University’s Report on Terrorism for 2016,
Noting with appreciation the innovative efforts of exposing terrorist ideologies through digital mechanisms of the Counter Terrorism Education Learning Lab (CELL) in preventing youth from joining terrorist groups,

Noting the work of the Johannesburg Declaration and the Beijing Declaration and United Nations Office of Project Services and United Nations Human Settlements Programme, in developing resilient sustainable educational facilities,

Promoting the appropriate accommodations such as infrastructures, based on the needs of specific marginalized groups,

Recognizing the results from the application of rebuilding infrastructure programs such as the “Stabilization Facility Program” designed by the Libyan Government along with United Nations Development Programme in 2016,

Noting the work of the Johannesburg Declaration and the Beijing Declaration and United Nations Office of Project Services and United Nations Human Settlements Programme, in developing resilient sustainable educational facilities,

Cognizant of the progress of UNDP’s objectives through the empirical benefits of the Stabilization Facility Program,

1. Calls upon Secretary General Antonio Guterres to further support and expand the National Collegiate Conference Association (NCCA) National Model United Nations Conferences (NMUN), with the aim to:

   a. Expand the availability of MUN conferences worldwide, so as to increase participation of youth from both developing and developed Member States, through cooperation of regional commissions such as the:  
      i. Economic Commission for Africa;  
      ii. Economic and Social Commission for Asia and the Pacific;  
      iii. Economic Commission for Europe;  
      iv. Economic Commission for Latin America and the Caribbean;  
      v. Economic and Social Commission for Western Asia;  

   b. Expand scholarship opportunities for economically disadvantaged prospective participants with vulnerable identities through the cooperation with NGOs and civil society organizations and other UN organizations and funds such as UNICEF and UNDP;

2. Encourages willing and able Member States to promote youth leadership and participation in Youth International Conferences such as the WISH, the Youth Agricultural Summit and the WISE expand strategies established by WFP’s P4P, the UNESCO’s CapEFA Program, the WHO Workforce Alliance, as well as in political decision-making processes by increasing representation of young adults within governmental structures in accordance with national population distribution;

3. Recommends NGOs such as the International Youth Action Against Terrorism by generating awareness among youth about the threat radicalization poses towards peace and achievement of the SDGs, as well as the empowerment initiatives of the The Counterterrorism Education Learning Lab (CELL);

4. Suggests that Member States, especially in post-conflict regions, collaborate with UNESCO’s International Institute for Education Planning to conduct a survey on a national basis that will:

   a. Evaluate and establish:
      i. the number, age, as well as the permanent location of children in need of schooling;  
      ii. the number and location of school buildings still being used or in usable conditions;  
      iii. the number of teachers available and their qualifications;  
      iv. the number and advisable location of new school buildings to be built;  
      v. the number of teachers to be trained;
5. **Encourages** the reactivation, reform and implementation of programs such as the Reach Out To Asia (ROTA) Safe Areas for Emergency Education (SAfEE) which guarantee and promote the engagement of youngsters in primary and secondary education in conflict-affected areas by:

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

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

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

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

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

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

   a. Increasing cooperation with Member States, NGOs and International Organizations partnering with programs such as:

      i. The Association for the International Exchange of Students in Economics and Commerce;

      ii. Rotary International;

      iii. Youth for Understanding;

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

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

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

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

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

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

   e. Emphasizing the need to recruit female teachers to create active role-models and to build a more resilient society;
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 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.
The High-level Political Forum on Sustainable Development,

Emphasizing that there are currently 1.8 billion young people worldwide who represent approximately one quarter of the world population and the importance of involving youth in achieving the 2030 Agenda for Sustainable Development,

Guided by positive youth participation in the General Assembly and Economic and Social Council (ECOSOC) through the United Nations (UN) Youth Delegate Programme,

Deeply concerned by the lack of youth representation in the sustainable development process within Member States and the necessity for youth to be part of decision-making at the local, regional, national and international level,

Confident in the work of the 17 Sustainable Development Goal (SDG) Advocates assisting the UN Secretary-General in promoting the 2030 Agenda for Sustainable Development,

Emphasizing the former UN Secretary-General Ban Ki-Moon’s Envoy on Youth in bringing the UN into harmony with the efforts of youth development, representing youth needs, addressing the development needs and rights of young people and bringing the work of the UN closer to youth,

Appreciating the success of the Vocational Educational Program, such as the UN International Children’s Emergency Fund (UNICEF)’s Pratham Program, which improves national education systems through the teaching of advanced computing skills through work-based learning and skill competitions,

Appraising Member States who have implemented local, national, and regional youth councils and programs that connect youth with relevant governmental and nongovernmental institutions,

Recognizing the successes of the UN Development Programme (UNDP)’s Youth Empowerment and Employment Programme (YEEP) in assisting 200 youth-led businesses and successfully training 850 youths with entrepreneurial skills in Sierra Leone,

Recalling paragraph 85 of General Assembly resolution 66/288 of 2012, which calls upon the HLPF to improve cooperation and coordination and to promote and facilitate the sharing of best practices and experiences on sustainable development initiatives,

Reaffirming General Assembly resolution 70/1 of 2015 on Transforming our World: 2030 Agenda for Sustainable Development, specifically SDG 17, Promoting Partnerships for the Implementation of the Sustainable Development Goals, and SDG 4, Ensure Inclusive and Equitable Education and Promote Lifelong Learning Opportunities for All,

Recalling the 2017 annual conference hosted by the Global Public Policy Network (GPPN) organized by the Paris Institute of Political Studies (Sciences Po) which offered students opportunities to work together in teams in order to develop innovative and practical solutions for achieving the SDGs,

1. Encourages every Member State to create annual local, regional, national and international forums on sustainable development, supported by each Member State’s government, where youth will gather with other relevant stakeholders in a tri-sectoral partnership between civil society, government and business, and recommends that these forums have the goals of:
a. Facilitating a two-way exchange of information and ideas between youth representatives and representatives of established organizations whose actions impact the sustainable development process;

b. Involving youth as partners and leaders in improving the sustainable development process;

c. Responding to the concerns of youth regarding sustainable development;

d. Including partnerships with civil society organizations, the private sector, and the public sector;

2. **Encourages** each Member State to invite participation of youth delegates to all HLPF forums, discussions and meetings through the UN Youth Delegate Programme to:

   a. Better enable linkage between the HLPF and local youth peer groups;
   
   b. Better enable representation of the values of youth within separate Member States;
   
   c. Better enable discussions among youth about topics pertaining to the SDGs;
   
   d. Better enable development of critical thinking skills through mentored experience within HLPF;
   
   e. Better enable input and youth perspective into the voluntary national reviews that contain experiences, successes, challenges and lessons learned and are contributed annually by Member States to the HLPF;
   
   f. Better enable the provision of a platform to share best practices between youth delegates on already existing national programs and initiatives to promote the SDGs;
   
   g. Better enable advocacy by youth delegates upon return to Member State within their national education system and encourage peers to engage in a sustainable approach within their daily lives and raise awareness of the 2030 Agenda on Sustainable Development;

3. **Calls for** increased online availability of HLPF forum materials to better enable participation by youth delegates of the UN Youth Delegate Programme from Member States who may not possess the economic means to physically attend;

4. **Further invites** the Secretary General to task the SDG Advocates with promoting the involvement of youth in the implementation of the 2030 Agenda on Sustainable Development to promote the UN Youth Delegate Program and improve the program's visibility;

5. **Recommends** Member States to select representatives for the UN Youth Delegate Programme while ensuring that historically marginalized groups such as women and indigenous youth are represented, who would:

   a. Be taught in leadership skills and expertise by delegate mentors on HLPF;
   
   b. Gain a working knowledge of the 2030 Agenda for Sustainable Development through in-session experience;
   
   c. Provide advocacy to peers upon return to Member State within their national education system and encourage peers to engage sustainable approaches and raise awareness of the 2030 Agenda on Sustainable Development as SDG Ambassadors;
   
   d. Be accompanied by educators who will learn to construct a comprehensive curriculum in accordance with the SDGs and build relationships between youth leaders and educators regarding SDGs;
   
   e. Attend all forums, negotiations and meetings that are held in conjunction with annual HLPF meetings;
f. Work with the other youth of the UN Youth Delegate Programme from all Member States to promote inclusion and ensure that no one is left behind;

6. Recommends the implementation in each Member State of a Model Youth Parliament, or similarly named programs, to:

   a. Encourage youth leadership in local communities;
   b. Encourage the learning of soft skills that are not readily taught in public education such as public speaking, interpersonal communication and leadership;
   c. Allow youth to create and participate in political parties;
   d. Allow youth to create or participate in caucusing, competitive elections;
   e. Implement such programs by:
      i. Allowing each Member State to implement the program as deemed fit by the Member States’ government;
      ii. Allowing each Member State to decide how to fund such a program;
      iii. Allowing each Member State to decide under what governmental jurisdiction the program;

7. Recommends that Member States strengthen programs that increase vocational education and training opportunities for youth by considering implementing:

   a. Programs with the goal of informing youth ages 15-24 on all levels about vocational and technical education opportunities, such as UNICEF’s Pratham Program;
   b. Programs, such as international program called “Technical and Vocational Education and Training” (TVET), that create nation-wide networks promoting excellence in skills development to equip young people with the management and technical skills necessary to compete in modern economic environments and give young people the opportunity to become more aware about their capacity and their role in the future improvement of society;

8. Recommends Member States support the work of the UNDP YEEP, which focuses on providing youth in underdeveloped Member States with:

   a. The teaching of job-seeking skills;
   b. Comprehensive career services;
   c. Technical coaching and advising through management skills and entrepreneurial training;
   d. Graduate internship programs to assist youth graduates without job experience;

9. Encourages the UN Global Compact to follow up on its Investing in Youth Entrepreneurship and Employment report and include youth in already existing forums on entrepreneurship with a specific focus on increasing youth leadership opportunities;

10. Encourages universities to promote the program of GPPN through scholarships to train future public administration representatives to form an attentive youth leadership able to implement sustainable policies with the aim of a future based on a vision of common well-being and balance.
The High-level Political Forum on Sustainable Development,

Aware of the situation of 225 million youth in the developing world that are not in education, employment, or training according to the World Bank and the International Labour Organization (ILO),

Fulfilling General Assembly resolution 70/1 of 2015 which established 17 Sustainable Development Goals and 169 targets presented as a plan of action for people, planet and prosperity that will stimulate action over the next 15 years,

Recalling the report of the Secretary-General 2016/75 of 2016, which presents the first overview of the current global situation relative to the 17 SDGs of the 2030 Agenda,

Highlighting the King Hamad Schools of the Future Project, the Africa for Excellence Project, and Youth Commission on Science, Engineering & Technology for the Sustainable Development Goals, so as to provide access to technology for under-resourced youth in developing Member States as well as addressing the technological needs and progression of more developed Member States,

Emphasizing the research and training programs that take place in educational research facilities like the National Institute for Occupational Safety and Health (NIOSH) Extramural Research and Training Programs and National Center for Special Education Research (NCSER) within developing nations,

Recognizing the success of the ILO past labor training programs such as the Vocational Teachers and Trainers in a Changing World, as a key to continued education and opportunity and innovative teaching programs,

Having studied the previous framework of cooperative mechanisms suggested through the Aichi-Nagoya Declaration on Education for Sustainable Development (2013), The Muscat Agreement (2014), and Global Action Programme (2015), and fully believing in projects already made by agencies in 2015 by implementation of the Addis Ababa Action Agenda from UN Development Programme (UNDP), UN Educational, Scientific and Cultural Organization’s (UNESCO) Institute for Statistics, and the Global Educational Monitoring (GEM) from UNESCO,

Bearing in mind the Incheon Declaration (2015) which attempts to achieve the ten targets of the program for Education 2030, Framework for Action,

Observing SDG 4 about ensuring inclusivity and equitable quality education and promoting lifelong learning opportunities by promoting steady improvements in living conditions and Science, Technology, and Innovation (STI), with specific target on ensuring that all youth and a substantial proportion of adults, both men and women,

Deeply conscious of the Global Education First Initiative (GEFI) as useful in the matter of fostering cooperation with support of its Youth Advocacy Group as a key program within, and the work of the United Nations Girls Education Initiative as stellar examples of transformative education,

Guided by the improvement of current international methods such as the Career Technical Education (CTE), UNESCO’s Technical Vocational Educational Training Strategy (TVET) as well as the Better Life for Girls Initiative by the Republic of Korea of educating educators to better allow those who are capable of teaching to more effectively convey knowledge to their students and strengthen the right to education,

Welcoming the contribution of all relevant stakeholders, including the private sector, non-governmental organization and civil society, to the implementation of the outcomes of the United Nations conferences and summits and their reviews in the economic, social, and related fields,
Believing in the importance of promoting development-oriented policies that support job creation and entrepreneurship, including social entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small, and medium-sized enterprises, including through access to financial resources,

Having considered SDG Target 17.9 is the dedicated target to capacity-building and aims to enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals,

Realizing that not every Member State has the same areas of expertise but supporting the idea of transfers of educators in order to solve deficiencies in knowledge and skill and to accomplish the SDG’s,

Fully aware of the Human Rights Council resolution 32/L.20 from 2016 “The promotion, protection and enjoyment of human rights on the internet,” which recalls the right to internet access,

Recognizing the work of organizations such as the International Institute for Democracy and Electoral Assistance (IDEA) which holds regional and global workshops focused on enhancing the civic abilities and opportunities of the world’s youth,

Recognizing programs such as the International Association of Students in Economic and Commercial Sciences (AIESEC) which mobilize and develop youth leadership by providing multicultural learning experiences and cultivating international business skills,

1. Calls for increased efforts to promote youth engagement through:

   a. Economic engagement to support youth entrepreneurship and ensure decent employment opportunities by:

      i. Improving the collaboration of governments, academic institutions, and the civil society in enhancing the delivery of entrepreneurship skills;
      ii. Providing soft support to young entrepreneurs such as mentoring by the domestic private sector to facilitate networking;
      iii. Encouraging public and financial sectors to adopt better funding policies such as low-rate loans to increase access to capital and incentivize youth-led initiatives and small businesses;
      iv. Raising awareness of labor rights regarding exploitation and discrimination through government institutions;
      v. Encouraging governments to adopt national employment policies that facilitate the creation of decent jobs for young workers and supporting the role of unions in safeguarding young workers’ rights;

   b. Political engagement for impacting socioeconomic status and political participation by:

      i. Enhancing the collaboration of the domestic private sector with municipal and federal governments to establish programs to spark youth interest in political activities through scholarships, internships, and jobs;
      ii. Improving youth representation through the introduction of youth quotas in national parliaments and other bodies such as the International Institute for Democracy and Electoral Assistance (IDEA);
      iii. Stepping up efforts to support greater access to a reliable and open internet, particularly in least developed countries (LDCs);
      iv. Creating institutional channels that provide direct interaction between elected government officials and youth by sparking dialogue between a UN team of experts holding seminars to disseminate information about political engagement on local, state, and global levels;
      v. Strengthening student-led organizations such as AIESEC through the creation of an ambassador program in addition to their internship and volunteer opportunities;
      vi. Encouraging dialogue between such student led organizations;
      vii. Requesting that all private sector partners follow state sovereignty and respect the ultimate authority of the State over domestic entrepreneurship;
c. Community engagement for youth to add more value to the development of their communities by:
   i. Bolstering positive, nurturing environments in schools, community centers, and other
      education spaces;
   ii. Implementing programmes for marginalized youth, including young girls, youth with
       disabilities and refugees;
   iii. Encouraging and facilitating youth dialogue with their communities and youth engagement
       through volunteering activities;

d. Partnership engagement with programmes such as the UN Youth-Swap directed by the UN System-
   wide Action Plan on Youth in order to strengthen entrepreneurship by:
   i. Broadening the cooperation between privately-own companies, public institutions and
      government;
   ii. Holding more webinars to enhance function of the education system;
   iii. Ensuring access to capital and resources in rural and underdeveloped communities;

2. Considers that improvement in quantity and quality of funding is an essential mean for any form of education
   initiatives, and thus recommends:

a. Reinforcing the role of International Commission in the National Education Accounts for proper
   financial planning by:
   i. Systemizing the data collection of the Net Education Account (NEA) for tracking financial
      flows;
   ii. Employing data collection abilities of the NEA in financial planning by analyzing the nation’s
       funding needs and thereby effectively distributing the available funds in a more efficient way;

b. Utilizing UNESCO, The Public Expenditure and Financial Accountability (PEFA) programme, and the
   Commission on the Financing of Global Education Opportunities more efficiently in school-to-work
   programs to:
   i. Advise to create a network of global companies as the main incubator of youth education and
      leadership in all Member States;
   ii. Generate funding from global companies through the provision of a platform that allows easy
      access to local education infrastructures;

c. Facilitating partnerships between states, private companies, and NGOs, and the generation of further
   funds through alternative channels like crowd-funding;

d. Creating a technical expert pool, accessible through the same platform, private companies and NGO’s
   can be supported in their efforts to establish a school-to-work program in a participating state;

e. Providing funding by the United Nations as a possibility for programs which have either shown
   exceptional success in engaging the youth in educational and leadership topics or displayed a strong
   urge to deploy a school-to-work program but are lacking either the full funding or the necessary
   expertise to carry the program on their own;

3. Invites the General Assembly to review Member States education development based on the already in place
   SMART Criteria (Specific, Measurable, Attainable, Relevant, and Time-bound) of UNDP to streamline UN
   communication;

4. Encourages governments to create fund-raising platforms both online and offline for civil societies,
   organizations, and individuals to donate money voluntarily;

5. Suggests that Member States establish tertiary education councils to oversee all post-secondary education as a
   way to:

   a. Guarantee that youth’s opportunities to university are not stripped;
b. Formulate consolidated and comprehensive university policies in order to prevent school crime and
drug abuse among students;

c. Take the SDGs as a priority and initiating sustainable development knowledge competitions and
activities within and among universities;

6. **Encourages** the Global Partnership for Education (GPE) to enhance its social accountability through expanding
its functions through measures such as but not limited to:

   a. Incorporating the domestic private sector of teacher organizations and the local civil society into LEGs
   (Local Education Groups) through discussion of advisory boards, mainly for the purpose of:
      i. Providing adequate education according to the nation's' local needs;
      ii. Enhancing the capacity of the private sector to participate in evidence-based policy dialogue;
      iii. Promoting equality between genders in access to all sectors of employment;
      iv. Providing adequate training for teachers and educators;

   b. Empowering multi-stakeholder collaborations which ensures opportunities for nations to discuss and
   learn from each other's experience, mainly on inclusive education and teacher training;

   c. Promoting ESD in state policies, by:
      i. Establishing new programs and initiatives supporting SDGs;
      ii. Supporting and reviewing existing policies and programs which support the various SGDs;

   d. Developing numerical and other indicators in order to guide them in the aforementioned efforts;

7. **Expresses its hope** that all Member States will work toward assisting developing states increase their access to
Internet, as well as respect the UN Human Rights Council’s condemnation of states disrupting their citizen’s
access to the Internet;

8. **Further invites** all Member States to be involved in the HLPF-sponsored Sustainable Development Knowledge
Platform that has expanded capabilities to foster information sharing among states and civil societies to:

   a. Provide communities with access and knowledge of how to navigate technology and use new cyber
technologies effectively in order to get access to the information networks;

   b. Information and communication technologies (ICT) to strengthen education systems, knowledge
dissemination, information access, quality and effective learning, and more effective service
provisions;

9. **Recommends** UNESCO to expand the mandate of its Information and Communication Technology (ICT)
programs, not only for Member States purposes but also for NGO’s and CSO’s, to ease the access through
worldwide education system;

10. **Invites** all Member States to consider the broader use of technology knowledge focusing on the ease of access
to ICTs through worldwide education systems mainly to share knowledge to facilitate the Education on
Sustainable Development (ESD);

11. **Welcomes** Member States to emulate and expand the UNDP’s Transfer of Knowledge Through Expatriate
Nationals (TOKTEN) initiative, which incentivizes the voluntary return of technologically educated expatriate
nationals and establishes employment opportunities of a consulting capacity so that they can transfer their
expertise to their local communities;

12. **Strongly hopes** that all Member States will integrate public awareness and training for sustainable development
into their national educational curriculum in order to make it more effective, responsible and sustainable, by:

   a. Integrating ESD at all levels of education throughout:
i. Policy reform initiatives;
ii. Accreditation standards;
iii. Encouraging the efforts of current programs that train and form educational actors, such as the State of Washington Environmental and Sustainability Learning Standards, the International Youth Database or the Global RCE Youth Network;

b. Developing models of ESD programs for teachers, formal, and non-formal educators by;
   i. Creating training programs and forums to form teachers and educators in the various SDGs;
   ii. Implementing periodic reviews of the said programs and forums to ensure the present knowledge they have is up to date and in harmony with the current practices;
   iii. Integrating students’ knowledge of ESD and skills into educational standards and academic performance measurements;

13. **Encourages** Member States to strengthen the school to work transition of youth by:
   
   a. Establishing or enhancing transparent, national civil employment service systems with no discrimination on the basis of class, ethnicity, and gender in order to link prospective youth to potential employers and strengthen human resources mobilization;
   
   b. Incorporating market oriented vocational training in the upper secondary education curriculum to prevent high dropout rates among youths, as well as specialized curriculum of vocational courses to be adaptable to regional economic climate by inviting local vocational institute representatives to discuss what skills should be given priority;

14. **Suggests** that all Member States should recognize, observe and report the various local and international trends, actors, and practices, at all levels of governance in the field of ESD in order to record progress in sustainable development by:
   
   a. Implementing government established development programs that would strengthen the competencies of educators of all sorts and at all levels of education;
   
   b. Creating potential guidelines and frameworks regarding the development of ESD materials, or re-evaluating existing ones;

15. **Further recommends** that all Member States address the high dropout rate in secondary education by:
   
   a. Using the previously proposed indicators as a way to understand the issue;
   
   b. Conducting periodical reviews of their national education curriculum, to:
      i. Update, if necessary, said curriculum to make it up to ESD standards;
      ii. Ensure the education of teachers and educators is up to date and fit to ESD standards;
      iii. Assure that the courses provided are relevant to the workforce and allow them to integrate into the workforce in the most rapid and efficient way;

16. **Calls upon** the reorientation of education in the direction of sustainable development by:
   
   a. Supporting the initiatives and programs of the United Nations Commission on Sustainable Development (CSD) and:
      i. Taking into account the suggestions of the 10-Member Group to support Technology Facilitation Mechanism that advises the HLPF;
      ii. Understanding the importance of incorporating all sciences from STEM to social, behavioral, and management sciences to support in sustainability teachings;
   
   b. Teaching students’ basic topics and competencies while also encouraging students to develop soft skills that they may benefit from in their later adult lives;
c. Teaching youths the meaning of truly sustainable practices and implementations based on all forms of sciences;
d. Empowering youths to think creatively to solve solutions within their communities;
e. Encouraging youths to work not only locally or domestically but when possible to work on international approaches to sustainable practices by:
   i. Providing Member States the opportunity to facilitate such efforts by providing access to technology to aid in the learning and problem solving carried out by youths;
   ii. Allowing access to international forums of discussion to encourage youth to view themselves as global citizens in addition to members of their community;
f. Exchanging knowledge and technologies between cooperating countries as well as joining a volunteered-base group of mentors with young entrepreneurs to provide:
   i. Empowering youth and their mentors to work not only economically but sustainably;
   ii. Sharing by technological tools recognized as being successful and efficient for school programs and educators’ trainings;
g. Recommending member states and NGOs to create training programs and to offer scholarships to all teachers about the importance of the sustainable development;

17. Congratulates the Global Education First Initiative (GEFI) for its past success in gathering funding and support from various actors to bolster quality widespread education and encourages the reestablishment of the GEFI to:
   a. Reaffirm the goals of the GEFI and support their mission statement of: placing every child in school, improving global citizenship, and improving the quality of learning;
   b. Foster cooperation among member states to allow for more global understanding and a more varied education;
   c. Organize bilateral and multilateral exchange programs of educators to better promote education and knowledge in specific fields, specifically in science and mathematics;
   d. Focus on the priority area of fostering the global citizen in the GEFI to allow students to achieve a better understanding of current events and to create more educated individuals;
   e. Increase educational success among individual students specifically in areas of STEM education and the trades;
   f. Allow educators in specialized fields to travel to countries that lack their area of expertise and teach so that all member states mutually benefit and receive better education;
   g. Offer the specialized education to students who can benefit from secondary education and trade jobs;
   h. Offer member states with expert educators to exchange their teachers to other nations to better increase the general welfare of all students, specifically in STEM fields;
   i. Support a partnership with the UN Girls Education Initiative to promote girl leaders in international and domestic program designed to limit discrimination and prejudice that prevents women from attending school;
   j. Strengthening the Youth Advocacy Group to mobilize young people to become more involved with global education and international partnerships through the GEFI conferences and forums;

18. Invites Member States to adopt a multi-stakeholder approach in the process of implementing model policies for the integration ESDs by;
a. Promoting ESD in state policies, by:
   i. Establishing innovative programs and initiatives supporting SDGs in the various branches of Member States;
   ii. Periodically reviewing existing policies and programs supporting the various SDGs in those branches;
   iii. Engaging with different members of society, such as private enterprises, non-profit organizations and non-governmental organizations, to coordinate efforts in establishing SDGs;

b. Establishing programs and initiative that support SDGs, by;
   i. Increasing, if possible, the inclusion of citizens, youth and members of the civil society, notably through discussion and advisory boards and;
   ii. Developing numerical and other indicators in order to guide them in those efforts;

c. Broadening the sharing of knowledge and technologies, in accordance with states laws and state sovereignty, between:
   i. Member States;
   ii. Member States and private enterprises;
   iii. Various private enterprises;

d. Empowering youth and their mentors to participate in the process of implementation of ESDs;

e. Recommending Member States and NGOs to create training programs and to propose seminars to all teachers about the importance of the sustainable development.
The High-level Political Forum on Sustainable Development,

Taking into consideration the previous efforts of both developing and developed Member States in tackling the issue of skilled workers migrating from Least Developed Countries (LDCs) to developed Member States leaving a lack of qualified staff and employees on the national labor market,

Realizing the need for an international effort in education expansion across borders, leadership and mentoring collaboration globally, as recorded in General Assembly resolution 70/472 of 2015 on the United Nations (UN) Decade of Education for Sustainable Development (ESD),

Affirming Sustainable Development Goal (SDG) 4 to ensure inclusive and quality education for all and promote lifelong learning, and the importance of making quality primary education accessible to empower youth and address poverty, especially in areas of education inequality such as rural or post-disaster areas within Member States where school dropout rate is relatively high,

Approving the Global Partnership for Education (GPE) who since 2002 has helped to place 22 million more children in schools, and has helped increase literacy rates worldwide to 81 and who also helped increased primary school completion to 75%,

Reaffirming the joint effort lined out within the Addis Ababa Action Agenda (AAAA) to create a global framework for financing SDGs, and the targeted 0.7% of Gross National Income share of the Official Development Assistance (ODA) outlined in the AAAA,

Observing the demand for monetary aid and government budgeting in the expansion of primary and secondary school’s infrastructure as well as environmentally sustainable mechanisms of transportation such as alternative fuel buses that will allow all students access to education,

Supports the ODA laid out by the Development Assistance Committee (DAC) within the Organization for Economic Co-operation and Development (OECD) on their efforts to provide economic relief on Member States to better reflect the SDGs,

Having examined the living standard and the inclination of the youth to enter the labor force in developing Member States as indicated by Monitoring Program on Child Labor which reported 18% of children between 5-14 years of age are in the working force and not pursuing education,

Emphasizing the disparities that exist in the quality and access to education across gender and socioeconomic status, as it was the intention of the Republic of Guinea-Bissau Three-Year Plan for the Development of Education: 2011-2013,

Observing the growth of technological innovation and conviction that digitalization has an enormous potential to facilitate the learning process,

Recalling the endorsement of the Global Action Program (GAP) by the 37th session of the General Conference of UN Educational, Scientific and Cultural Organization (UNESCO) in 2013,

Observing the Global Universities Partnership on Environment for Sustainability (GUPES),
Recognizing the significance of the implementation of the rights of the indigenous peoples and their efforts to promote the *UN Declaration on the Rights of Indigenous Peoples* (2007),

Approving the progress achieved through the *Dakar Framework for Action* (2000) and promoting the need for Education for All (EFA),

Desiring to strengthen the efficiency of the Global Education Monitoring Report (GEM) and its reporting mechanisms, data availability as well as the exchange of individual country information and experience,

1. **Recommends** the UN Development Programme (UNDP) create a plan for developing educational infrastructure, focusing on sustainable development that is prepared for the future by suggesting Member States to:

   a. Provide and evaluate research on the development of sustainable infrastructure made and maintained by alternative means;

   b. Consider the individual and unique needs of each Member State by using the data and advice of in-state organizations to correctly allocate materials to target areas that are in need;

2. **Emphasizes** the necessity of equitable, quality education on a regional scale, leading to the deepening of the educational well to empower the leadership and decision-making skills of youth through:

   a. The multiplication of public educational institutions Member States by UN Universities in an area lacking of high-level public universities in developing Member States;

   b. The implementation of vocational trainings for educators and teachers to improve the educational system by knowledge exchanges through international partnerships;

   c. Encouraging UNESCO on the establishment of a common evaluation system for every Member State throughout unique credits that represent the study level on a regional scale;

   d. By undertaking an accreditation system after the principle of the European Credit Transfer and Accumulation System (ECTS) as a grading scale in order to have a similar way to evaluate the education level of students with clarity and evenness;

   e. Thanks to the evaluation of the learning outcome deriving from the specific courses taken the teachers and institutions, the students will be given accordingly a fair amount of credits;

3. **Recommends** the Global Education Forum (GEF) to be supported by Member States and interested stakeholders in their efforts for exchanging ideas and experiences in the field of educational access for teachers and students such as:

   a. Improved techniques for lesson planning, relevant homework assignments and student organization for public school teachers in order to facilitate the attainment of secondary, postsecondary diplomas and technical formation in agricultural sectors, and provide a quality education for all youth;

   b. Updated curriculums that address the progress and changes made in the fields of sciences, mathematics and social sciences of more developed Member States;

4. **Highly recommends** establishing an annual side event “Sharing is Caring” held under the auspices of the GEMR in the HLPF to share expertise in successful educational strategies for children in the spirit of SDG 4, and to:
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;
ii. Providing internship opportunities, in areas with need, for upcoming teachers;

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

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

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

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

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

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

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

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

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

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

b. Fosters favorable relations;

c. Increases international collaboration amongst the youth;

d. Creates opportunities to assume leadership roles;

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

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

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

10. Promotes GAP sponsored by UNESCO through:

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

b. Referring to the third priority area of the GAP, namely building capacities of educators and trainers, the HLPF upholds the increase of quantity of education;
Encourages committees and other crucial stakeholders to promote already existing educational initiatives facilitating educational collaboration, on the local, national and global level.
The High-Level Political Forum on Sustainable Development,

Reminding that all multi-stakeholder partnerships need to respect the sovereignty of Member States as stated in article 2.1 of the Charter of the United Nations,

Reaffirming its belief that all people have the right to education as stated in article 26 of the Universal Declaration of Human Rights, and that education should be equally accessible,

Realizing that effective youth leadership influences education, while competent education can promote youth leadership and the implementation of the Sustainable Development Goal (SDG) 4, which is to ensure inclusive and equitable education and promote lifelong learning opportunities for all,

Recalling General Assembly resolution 56/116 of 2001, which underlines the importance of basic education in achieving gender equality and all human rights, ensuring sustainable development, peace and democracy in respect to SDG 4, and quality education to promote the reduction of persistent disparities in respect to SDG 5,

Recalling Security Council resolution 2250 of 2015 and the importance of youth representation in decision-making at sub-national and international levels,

Reminding that SDG 17 acknowledges the importance of global partnerships bringing together governments, civil societies, the private sector and other actors to enhance the support of other Member States, in particular Least Developed Countries (LDCs) and Small Island Developing States (SIDS), by means of targeted capacity-building, knowledge sharing, financial support, policy coordination, and multilateral trading systems,

Bearing in mind the importance of monitoring global progress toward the implementation of the Education 2030 Framework for Action as referenced in the Incheon Declaration, and further expressing its hope in the inclusion of data collection, analysis and reporting at the national level,

Guided by the collaboration of multiple stakeholders in the formation of the Education 2030 Framework for Action, and encouraging the implementation agenda to include strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda,

Noting the objectives of the Education 2030 Framework for Action initiated by the UN Educational, Scientific and Cultural Organization (UNESCO) in 2015 are to be used as key performance indicators to measure the success of implementing SDG 4 and further encouraging Member States to adopt the implementation tools outlined in the Incheon Declaration,

Keeping in mind the need to extend the same level of education and leadership opportunities to developing Member States at the international level as stated in UNESCO’s 2014 Roadmap for Implementing the Global Action Programme (GAP) on Education for Sustainable Development (ESD), and the importance to recognize and foster stakeholder commitments,

Believing in the work of Global Partnership for Education (GPE) as a funding platform that works to strengthen education systems in developing Member States for the purpose of increasing attendance in schools as well as bringing developing Member States, international organizations, civil society, foundations and the private sector through the funding of basic education in low income Member States,
Noting with satisfaction the UNESCO World Conference on ESD and the World Education Forum, and their work of coordinating education policy makers, education experts and educators to develop outstanding education programs for youths worldwide,

Having reviewed the World’s Largest Lesson Initiative which promotes the education of the SDGs to LDCs and developed Member States to ensure that youths are aware of the efforts the UN is making to protect their future and empower them to help implement these goals within their own community,

Recognizing the European Union (EU)’s Erasmus Program, in which students participate in study or internship exchange programs to further develop their knowledge and practical skills,

Viewing with appreciation the success of the Global University Partnership on Environment for Sustainability (GUPES) aimed at escalating collaboration among universities in promoting and developing sustainable practices and technologies which drive social change both locally and globally, by integrating sustainability and environmental concerns into teaching, community engagement, and student engagement, through programs like ACLUE-Net, which facilitates science and technological innovation for the purposes of furthering societal transformation toward more sustainable lifestyles, and the European Master in Migration and Intercultural Relations program, which is the first African-European partnership program where delegates from Eastern and Western European universities, along with universities in Africa to develop, research, documentation, and educational innovation,

Further recalling the Human Rights Council resolution 32/20 of 2016, and the work of ECOSOC, the Commission on the Status of Women (CSW), as well as the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) to ensure equal access to education, eliminating gender disparities, and the launching of the “Global Coalition for Young Women Entrepreneurs” to promote leadership among young women and involving them in the economic process further promoting SDG targets 4.4 and 5.

Appreciating the work of the UN Children’s Fund (UNICEF) Voices of Youth program, and the Gyeongju Youth Declaration adopted at the 66th UN Department of Public Information (DPI)/Non-Governmental Organization (NGO) Conference “Education for Global Citizenship: Achieving the Sustainable Development Goals Together”, which encourage the participation of youth in leadership by providing online platforms for youth driven content creation and integrating youth in formal decision making,

Emphasizing the need for concrete advancements in the mainstreaming of ESD permitted by multi-stakeholder partnerships like the United States of America’s U.S. Partnership for ESD as a convener, a catalyst, and a communicator partnership for ESD through national associations, partner organizations and networks promoting systemic change, and the Republic of Korea’s Saemaul Undong civil movement which promoted rural development model to adapt education for each community,

Recalling the UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) scholarship program, created through General Assembly resolution 51/127 of 1996, which provides youth from all over the world with opportunities to study abroad,

1. Promotes the GPE and its work to implement quality education in developing Member States while inviting Member States to engage into their multi-stakeholder partnerships;

2. Encourages Member States to implement programs that support accessibility for youth to engage in opportunities abroad, allowing them to build the necessary skills, knowledge and experiences that build the foundation of strong leadership by:

   a. Promoting study abroad programs, opening the door to global understanding;

   b. Encouraging youth to participate in internship and mentorship programs, allowing for them to view 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;
b. Establishing workshops, modules, and various trainings for formal and non-formal educators on ESD;

c. Improve reporting on ESD and SDG 4 for the Voluntary National Reviews of Member States to the HLPF as well as establishing a stronger collaboration with UNESCO;

d. Helping Member State progress in the matter of ESD and the specific GAP roadmap priority action areas in all ways possible;

6. **Invites** Member States to collaborate with civil society, industry, business and any other relevant stakeholders to offer technical help, such as best practices, consultancy, and technical frameworks, to Member States needing assistance in the matter of creating multi-stakeholder partnerships or such initiatives and suggests UNDP consider implementing them in Member States that lack the capacity to build them themselves;

7. **Urges** the strengthening of gender equality and therefore the elimination of all kind of discrimination in the field of youth leadership and access to education, geared towards the empowerment of young women and specifically to provide them with skills for leadership positions by:

   a. Promoting cooperation with CSW to encourage young women’s entrepreneurship and innovation to increase the number of women in leadership positions worldwide;

   b. Analyzing the work of the “Global Coalition of Young Women Entrepreneurs” by CSW and giving frequent reports to ECOSOC to recognize the initiative’s accomplishments and weaknesses;

8. **Encourages** Member States to create partnership programs with one another, especially between LDCs and developed Member States, to ensure everyone accesses equal opportunities to build leadership skills and feel empowered:

   a. Acknowledging the equality for women, in conjunction with both their access to education and their involvement in the educational system;

   b. Insists on ensuring the inclusion of every social bracket so that all have equal opportunities for educational and leadership experiences;

9. **Suggests** an increase in global youth education with regards to:

   a. Advocating the SDGs, by means of the expansion of the World’s Largest Lesson initiative;

   b. Promoting the various lessons learned, research, and action plans of UN bodies in the implementation of the SDGs, and the opportunities they afford to youth through Project Everyone;

   c. Informing the process of seeking vocational training, internship placement, and connecting youths to NGOs to be able to apply the SDGs on a local and global platform;

10. **Recommends** the establishment of partnerships between institutions of higher education resembling the GUPES for the purposes of cooperative innovation and knowledge transfer through programs such as the ACLUE-Net program and the European Master in Migration and Intercultural Relations program;

11. **Reaffirms** SDG 17 and encourages Member States to develop and strengthen programs with organizations that incorporate work, training, or educational opportunities that encourage active youth participation amongst one another:
a. Through Member States’ active participation in the UN Youth Delegate Programme, allowing youth to gain practical and gainful experience that will enhance their abilities to be effective leaders for the future;

b. Through efforts to open networking between youth and governments in order to create a collaborative professional relationship;

12. Emphasizes the importance for Member States to promote the involvement of youth in decision-making positions at local, national, and international levels, allowing them to build knowledge and skills required to become strong future leaders.