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

Committee Staff

<table>
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<tr>
<td>Director</td>
<td>Maximilian Jungmann</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>
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<td>113 votes in favor, 11 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   a. Endorsing the addition of a social networking aspect that allows the connection of youth all over the globe and to share opinions and ideas on Sustainable Development (SD) and the most effective Education for Sustainable Development (ESD) practices;
b. Providing international and regional information of sustainable development in all its facets in cooperation with respective UN organs;

c. Suggesting the expansion of the United Nations Technology Bank for Least Developed Countries to facilitate the access to internet;

2. **Emphasizes** the need of the international community to promote youth capacity, through private investment in education via public-private partnerships (PPPs) that:

   a. Contribute to in-school activities by establishing scholarships to distinguish leaders in schools that promote sustainable development;

   b. Provide necessary loans through the privately sourced micro-financing of entrepreneurial ventures;

   c. Encompass basic entrepreneurship skills, such as management, business planning, fundraising, legal skills, relevant industry networking, negotiation skills, public speaking and Information Technology;

   d. Create volunteering opportunities for young people around the globe to get personally involved in sustainable development;

   e. Encourage government-private relationships to collaborate on common goals in promoting ESD, inspired by the Green Economy Council’s success in effectively synchronizing public and private interests in the green economy, which will serve as a useful model in the field of sustainable youth education;

3. **Urges** all Member States to focus on achieving gender equality in education systems by concentrating on the empowerment of women, through:

   a. Incentivizing and encouraging collaboration between multiple Member States, Non-Governmental Organizations (NGOs), and the private sector with government infrastructure to produce international discussion on gender equality;

   b. Including the UNWomen’s monitoring of system wide progress within educational institutions, such as data based flagship reports;

   c. Fostering female representation in administrative political roles, including official UN organs, to contribute to future education policies and initiatives;

   d. Encouraging opportunities for women to exercise leadership in education and political roles, such as women leadership in Ministries for Youth Affairs, allowing for further arbitration between the government and female youth;

4. **Recommend**s an annual youth contest, facilitated by the United Nations Economic Scientific and Cultural Organization (UNESCO), which should:

   a. Reward outstanding ideas in the fields of infrastructure development, technology, health, education, agriculture, energy, environment, and social commitment;

   b. Establish a quota on the inclusion of regions and gender to ensure representative equality within the contest;

   c. Ensure the further development of the awarded ideas by the assistance of the UNESCO and the funding through cooperation with the private sector to ensure implementation in all countries;

   d. Focus on perpetuating the progress generated by participants of the contest by investing in the winning ideas to continue their innovative solutions;
5. *Suggests* encouraging the excellent youth leaders who will emerge from the Sustainable Development Curriculum and expanded e-learning platform to contribute insight into specific relevant domestic ministries for the process of Voluntary National Reviews (VNR) within the HLPF to mobilize their knowledge, review the implementation of SDGs, and:

   a. Encourages Member States to submit VNRs to HLPF in the following years with more concrete contents at the first place;

   b. Promotes the recognition of excellent youth leaders with outstanding academic records among peers in an international, regional, and domestic level, by:
      
      i. Promoting leadership skills and capacities to actively participate in democratic practices especially including young women;
      
      ii. Enabling environment promoted for youth participation in electoral and parliamentary processes, public administration and local governance including in peacebuilding environments;

6. *Suggests* the youth contribute to the appropriate process of information collection for Member State’s VNRs, via relevant domestic government’s ministry representatives, including various aspects for youth development, such as:

   a. Indicators for basic human needs such as levels of education, health, well-being, civic engagement and political participation;

   b. Indicators for human development such as employment and opportunity, civic engagement and political participation;

7. *Encourages* the effective monitoring of all funding contributed by existing funds, including the Youth Solidarity Fund coordinated by the United Nations Alliance of Civilizations (UNAOC), the Sustainable Development Fund coordinated by the United Nations Development Program (UNDP), and any funding provided by PPPs to fund the Sustainable Development Curriculum as indicated by UNESCO’s Teaching and Learning for a Sustainable Future, by:

   a. Pursuing results-based financing that is both effective and logical;

   b. Expanding UNESCO’s monitoring operations, transparency and capabilities to ensure education objectives are met in every country where funding is allocated;

   c. Further recommending the consideration of the pilot assessment by the Organization for Economic Cooperation and Development’s (OECD) Measuring Distance to the SDGs Targets, as well as the Unit on Economic Cooperation and Integration among Developing Countries, as a complementary and accountable source of data analysis;

   d. Utilizing individual United Nations missions across the globe to report the current progress made with existing funding to provide transparency and accountability;

8. *Further suggests* Member States to further invest in the field of higher education to train youth to cover leading roles through the support of the Global Partnership for Education (GPE), and through the renewal of their commitment to the UNESCO guidelines, by encouraging workshops and seminars, guided by state-specific NGOs and financially supported by UNESCO, to give young people the chance to share their concerns.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

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

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

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

Guided by the realignment and support of short term strategies conceived and enacted annually by the Global Education 2030 Steering Committee,
Having examined the recommendations of United Nations Children’s Fund’s (UNICEF) Evaluation Towards the “World We Want” (EVALSDGs),

Having studied the suggestions and findings in United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Global Education Monitoring Report: Education for people and planet: Creating sustainable futures for all,

Approving of the progress made by Member States to implement the policy suggestions of UNESCO’s Education 2030 Framework for Action through country-specific processes,

Keeping in mind the 103 million youth worldwide who lack basic literacy skills and that 60 percent of the illiterate population are women according to the SDGs,

Deeply concerned that 50 percent of out-of-school children of primary age are living in conflict-affected areas according to UNESCO’s EFA Global Monitoring Report,

Aware of the issue of brain drain causing Member States to lose their best workers and their smartest students to more developed countries and the need to promote trade, education, and human resources in developing countries to prevent brain drain and improve employment among youth,

Understanding good education does not guarantee economic growth and prosperity and education must focus on raising awareness for the need to implement the SDGs,

1. **Endorses** the strengthening of the Global Education Monitoring Report, Education 2030 Steering Committee, and the Collective Consultation of NGOs by improving information sharing networks between Member States;

2. **Highlights** the importance for Members States to consider and implement strategies from the Education 2030 Framework for Action into policies enabling Member States to achieve the target goals of SDG4, specifically the strategies recommended for:

   a. Implementing target goals 4.a by:

      i. Ensuring every educational institution is secure and has water, electricity, adequate and safe classrooms, and appropriate learning materials and technology;

      ii. Ensuring valuable resources are allocated equitably between socio-economically advantaged and disadvantaged schools and learning centers;

      iii. Making learning spaces and environments for adult learning and education widely available, including networks of community learning centers and provisions for access to ICT resources, which are essential elements of lifelong learning;

   b. Implementing target goals 4.b by:

      i. Ensuring that mechanisms, programs and policies for international scholarship programs reflect national development contexts, priorities and plans;

      ii. Focusing on strengthening human resources in the areas where they are most needed;

      iii. Targeting all scholarship opportunities for young men and women from disadvantaged backgrounds;

      iv. Ensuring scholarship opportunities for disadvantaged youth are transparent and promoted, so as to allow young people to make informed choices, and designed to protect their legal status and rights;

      v. Developing joint programs between domestic and foreign universities to motivate students to return home, as well as other mechanisms preventing ‘brain drain’ – the emigration of highly trained people – and promote ‘brain gain’;

   c. Implementing target goals 4.c by:
i. Reviewing, analyzing and improving the quality of teacher training (pre-service and in-service) and providing all teachers with quality pre-service education and continuous professional development and support;

ii. Developing a national qualifications framework for teachers, teacher trainers, teacher supervisors and inspectors;

iii. Providing teachers with adequate technological skills to manage ICT and social networks, as well as with media literacy and source criticism skills, and providing training on how to address challenges of pupils with special education needs;

iv. Developing and implementing effective feedback systems to support good teaching and teachers’ professional development, ensuring training has a positive impact on teachers’ work, and strengthens school leadership to improve teaching and learning;

3. Encourages UNESCO’s Global Education 2030 Steering Committee to provide frequently updated information regarding implementation and effectiveness of UN efforts regarding SDG4, to allow Member States to express their specialized needs to improve education, to invite education ministers from each Member State to participate in each annual meeting, and to improve its methods for monitoring the progress made toward target goals of the SDG 4 and 5;

4. Recommends UN monitoring bodies to address the following challenges for developing national evaluation capacities as addressed by UNICEF through their review program, EVALSDGs, with those challenges being developing a National Evaluation Policy that ensures adequate evaluation capabilities, strengthens institutional processes, and engages with wide-ranging partners;

5. Further recommends Member States to implement the following policy suggestions published in UNESCO’s Global Education Monitoring Report to improve the effectiveness of education systems contribution to sustainable development, primarily toward SDG 4, such as:

a. Supporting collaboration and synergies regarding issues related to sustainable development across all sectors and partners since systemic problems require multiple actors and diverse perspectives;

b. Integrating formal and non-formal education and training into government efforts to tackle complex problems;

c. Making primary and secondary education of good quality widely accessible in order to enable large numbers of individuals and their families to raise their incomes above the poverty line;

d. Ensuring Member States reach their goals education system financing providing adequate quality primary and secondary education;

e. Promoting further investment in educational policies and practices regarding following themes:

   i. The Earth; lessen environmental degradation and the impact of climate change;

   ii. Financial prosperity; reduce poverty and increase the standard of living;

   iii. Peace; nurture peaceful, just and inclusive societies that are free from fear and violence;

   iv. Urban areas; foster sustainable, inclusive and prosperous cities and other human settlements;

   v. Public and private partnerships; ensure adequate financing, policy coherence capacity;

6. Recommends Member States fill its vacant Youth Delegate positions and ensure they represent diversity and participate in Permanent Missions, UN processes, and Civil Society organizations;

7. Urges for the collection of Higher Education for Sustainable Development (HESD) news, assessment tools, research, declarations, initiatives, and reports worldwide to showcase them, link them, and facilitate exchange and partnerships under the aegis of UNESCO;

8. Encourages Member States to allocate the SDG-Education Steering Committee’s recommended 4 to 6 percent of Gross Domestic Product (GDP) to fund and improve education domestically;
9. **Suggests** Member States to promote cross-sectoral cooperation as the underlying principle integral of youth policy exchanging good practices on social inclusion of young people;

10. **Recommends** NGOs and Member States to identify teacher’s needs through survey methods, data collecting, or other necessary means and create programs that retrains teachers to better serve youth in primary and secondary education;

11. **Supports** further priority support to regional education development programs involving dialogue between municipalities of small towns and villages;

12. **Emphasizes** the importance to develop local initiatives in rural areas that include job creation schemes;

13. **Encourages** the training of young professionals living in rural areas for marketable positions in the private sector to enhance youth leadership beyond governance;

14. **Invites** Member States to develop youth information centers where young people can find out more information about education, health, and social welfare;

15. **Welcomes** Member States to establish or strengthen UNESCO programs that educate young people in cultural heritage of their own and other societies and institute in cooperation with NGOs, student/teacher travel and exchange programs, and youth camps to help young people understand cultural diversity at national and international levels;

16. **Emphasizes** the involvement of young people in all stages of policy and decision-making that affects them or their communities to ensure SDGs are effective in the future;

17. **Endorses** mainstream Education for Sustainable Development (ESD) in both education and sustainable development policies to create an enabling environment for ESD and bring about systemic change further advancing leadership skills necessary to meet the goals of the 2030 Agenda.
The High-level Political Forum on Sustainable Development,

Reaffirming General Assembly resolution 70/1 (2015) establishing the 2030 Agenda for Sustainable Development (2015) consisting of the 17 Sustainable Development Goals (SDGs) and 169 targets dedicated towards a sustainable future,

Recognizing that General Assembly resolution 70/1 (2015) cannot be amended and the General Assembly has no process for the adaptation of SDG targets,

Fully Supporting Article 2 and Article 26 of the 1948 Universal Declaration of Human Rights (UDHR), which emphasize inclusive education for all as a basic human right,

Considering the interconnectedness of the SDGs and the field of education, especially focusing on SDGs 3, 5, 8, 9, and 17 in connection to SDG 4 which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,

Guided by the indicators measuring the implementation of the Sustainable Development Goals (SDGs) as set in the Incheon Declaration and Framework for Action (2015) and the specific evaluation that has been done through the Voluntary National Review,

Alarmed by the hardships of youth concerning the lack of opportunities, access and/or monetary means to achieve the skills needed to be future leaders of change and strong participants of their communities,

Mindful of Assembly General Assembly resolution 66/288, The Future We Want (2012) paragraphs 229 through 244 that reaffirms Member States commitment to education and female empowerment,

Taking into account the importance of technology in educating the youth and creating a sustainable economy which encourages youth empowerment and involvement associated with self-sufficiency,

Expressing its concern about the lack of access that populations of Developing Nations have to utilize innovative approaches in the field of science, technology engineering, and math (STEM) fields of study,

Recognizing the role of technology as powerful drivers for Education and Economy as proclaimed in the 2015 Addis Ababa Action Agenda (AAAA) of the third international conference on financing for development,

Acknowledging the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Convention against Discrimination in Education (1960) which aims to provide all children educational access,

Commends the initiative mentioned in the UNESCO on World Education Report (2000) on open education as a form of flexible learning that allows vulnerable and rural youth to pursue education and proper opportunity of employment,

Guided by existing national programs Swedish International Development Agency (SIDA) which emphasizes the capacity for quality education and the International Education Testing Services (ETS) efforts to improve educators’ knowledge and preparation to educate students,

Fully aware that youth need to be provided with the skills and technical training to enter into the modern workforce,
Appreciating the Global Partnership for Education (GPE) which funds basic education in developing countries, and has developed a new global goal for education to provide an equalized educational experience across the globe,

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

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

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

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

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

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

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

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

Reaffirming the UN Women’s Fund for Gender Equality launched in 2009,

Taking note of the UN Women’s Flagship Program established in 2015 to remove barriers women face in society including education,

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

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

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

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

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

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

   a. Inviting Member States to add and expand the fields of STEM in curriculum and education-policy;
b. Encouraging universities and governments to provide an increase of public access to scientific research journals as a means to encourage innovation and knowledge sharing;

3. **Calls upon** furthering the efforts of the SIDA to strengthen the capacity for quality education and the ETS efforts for improving the capabilities of teachers by suggesting the implementation of the Youth Organization Guaranteeing Uniformed Reformation of Teaching (YOGURT) which will:

   a. Provide technology access in developing low-income countries through the support of private technology companies through advertisement and publicity as well as to students by providing them with access to technology which will expand their knowledge via the Internet;

   b. Enhance public transportation for youth attending schools therefore granting equal opportunity and access to receiving an education;

   c. Endorse additional teacher training and classes ensuring that all educators are prepared and knowledgeable enough to spread their wisdom to their students and community;

4. **Additionally encouraging** trans-border expansion of the European Erasmus Scholarship into an international system such as the Program of Advancement in Research and Technology (PART), a stimulation program under discretion of the ECOSOC which helps the circulation of knowledge through giving youth, especially from least developed countries, the opportunity to be granted scholarships, internships, and traineeships with companies, universities and governments by advising:

   a. Governments and non-governmental organizations (NGOs) to grant companies that comply with PART subsidiaries;

   b. The GPE to utilize assistance funds to support developing countries with the implementation of PART;

   c. Member States to expand access to information about PART to citizen in rural areas;

   d. Governments to increase cooperative efforts for systems designed to provide proper access to tools and ample time for trans-border members under PART as a means to prevent brain drain and ensure success of pillar 1;

5. **Encourages** Member States to implement pillar Two Skills for Youth Entrepreneurship and promote programs, such as S4YE, Promoting and empowering Creative Resourceful, Enterprising Youngsters in Europe (C.R.E.ativE), and the Loden Entrepreneurship Programme, which supports and facilitates the entrepreneurship spirit of the youth by:

   a. Promoting youth entrepreneurship symposiums and conferences on every level, including local, national, regional, and global levels, which would allow youth to share ideas and methods of starting and running an enterprise;

   b. Recommending the establishment of entrepreneurship-based technology transfers between public, private, and civil sectors across Member States and multinational corporations to assist youth to access the necessary tools and information to successfully run a business;

   c. Suggesting Member States to implement entrepreneurship courses in secondary schools and universities to teach youth the basics of entrepreneurship and encourage them to pursue this level of leadership;
6. Additionally encourages furthering the work of the Achievers, Collaborators, and Innovators the implementation of Working Opportunities for Reinforcing Completion, which will provide job opportunities for students and decrease the number of students who do not complete school to work by:

a. Providing students with incentives by stipends as well as education credit to advance their school experiences and better prepare them for life after graduation;

b. Supporting the expansion of more Learning Initiative for Entrepreneurs training centres provided by the United Nations Industrial Development Organization together with select private partnerships in which a large percentage of its beneficiaries are youth and women;

7. Further recommends Member States to develop pillar three by expanding implementation of the Development of Infrastructure for Education (DIFE) which will utilize advancing internet capabilities for virtual education and mobilize teachers while physical infrastructure is in development by:

a. Recommending promoting online educational resources and academies to facilitate effective and inclusive education opportunities in rural areas;

b. Further inviting Member States to collaborate with partnerships, such as the Global Program for Safer Schools, to emphasize the need for more resilient educational structures in developing areas;

c. Encouraging Member States to partner with the International Infrastructure Support System to provide online project blueprints for building and upgrading infrastructure;

d. Recommending building schools in populous areas as well as improving current school buildings and creating more adequate environments for educational success;

e. Encouraging Member States to further instruct educators in understanding how to teach virtually to expand the reach of students in different learning environments and gain digital intellectual experiences;

8. Stresses the importance of pillar four Reducing Gender Parity due to the issues and the hardships youth experience living in less fortunate circumstances, such as lack of adequate education and access to technology, and how that affects their educational experience, by:

a. Recommending Member States train youth on vocational and career skills and to assist female youths in vulnerable communities to engage them in educational programs advocating for literacy and higher education;

b. Inviting developing Member States to utilize assistance funds from the GPE in providing the 65 countries in poverty to improve their public education systems with providing more qualified teachers;

c. Encouraging Member States to expand their efforts in providing access to education for girls and women and female empowerment, especially those living in impoverished and rural regions, through the success and modelling of the Girls Education Challenge, as proposed by the United Kingdom, to achieve gender parity;

d. Welcoming Member States to further donate to regions in desperate need of classrooms and educational aid to ensure all learners have the resources they need;

e. Suggesting Member States support NGOs invested in gender inequalities such as but not limited to Women for Women International;

f. Inviting developing Member States to utilize support from UN Women’s Fund for Gender Equality to participate in programs that educate on the urgent need to inform the youth of women empowerment and women’s rights for decision-making and education such as the UN Women’s Flagship program.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supporting the work previously done by programs such as the Global Action Programme and the Aichi-Nagoya Declaration on the issue of implementing the Sustainable Development Goals within vocational training.
Recognizing the lack of necessary educational programs that addresses vocational training and job readiness, and the need to increase skill competency in the workforce through vocational training and experiential learning,

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

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

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

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

1. **Encourages** Member States to consider within their national sustainable development plans, participatory community development initiatives such as Morocco’s National Initiative for Human Development by:
   
   a. Emphasizing the inclusion of residents within targeted communities, such as youth in conflict areas, women and girls, etc.;

   b. Internalizing the needs local communities deem necessary for the achievement of SDG 4 target 5 Focusing mainly on:
      
      i. Young women and girls;
      ii. Youth facing economic disparities in both rural and urban areas;

2. **Invites** relevant non-governmental organizations to attend a multi-stakeholder conference on International Development of Educational Assured Success (IDEAS) in order to promote youth entrepreneurship facilitated by the High-Level Political Forum to discuss how Member States can best integrate sustainable development goal 4 and its related targets into the work of their NGOs by:
   
   a. Suggesting this conference be held at the United Nations headquarters to coincide with International Youth Day: August 12, 2017;

   b. Encouraging stakeholders to identify possible logistical and technological gaps in ongoing operations by utilizing the SMART criteria in the evaluation process;

   c. Encouraging stakeholders to consider the outcomes of the 2017 Economic and Social Council Youth Forum: Youth2030, which focuses on innovative approaches and multilateral solutions to achieving sustainable development in their deliberations;

3. **Endorses** using the APEID program as a framework to expand upon international exchange programs and established standards designed to increase the flow of students and faculty/researchers by:
   
   a. Focusing on giving youth a sense of empowerment by enabling university students to tackle real world issues by applying to requested international involvement internships;

   b. Enhancing practical education aimed towards problem solving within their field of study;

   c. Fostering the exchange of knowledge between foreign interns and their hosting community to stimulate innovative solutions for these issues;

4. **Suggests** the expansion of AIESEC internship platform to host the solicitation process for fostering these international involvement internships regarding all fields of study, accessible to any and all Member States
willing to accommodate students and teachers from around the world and guide them in their practical training
towards concrete solutions that address real world issues as well as encouraging the HLPF publish reports
through member states that will include:

a. Data about the disparities in educational exchanges;
b. Identification of sustainable solutions to bridge disparities;
c. Personal reviews of participants at all levels of education to generate policy recommendations to
enhance exchanges and internships;

5. *Invites* Member States to consider applicants of varied cultural origins to facilitate exchange of knowledge and
experience through cultural diversity that will later benefit Member States when internship students return from
this multilateral cooperation program;

6. *Further recommends* all Member States to implement programs similar to Palestine’s PEACE program, which
gave scholarships to graduate students so that they could afford to study abroad and facilitated the exchange of
staff and students;

7. *Encourages* all Member States that provide incentives for any higher education institution that participates in
the IDEAS framework to achieve a globally successful exchange platform;

8. *Calls upon* Member States to strengthen efforts to decrease the amount of educated individuals that leave their
country of origin by:

a. Sponsoring, through UNESCO, the previously stated internship program, contingent on the intern
returning to his or her country of origin upon completion of the program;
b. Welcoming interns to return and remain in their country of origin for a period of time beneficial to
their Member State upon completion of their program;
c. Inviting private-sector businesses investing in developing countries to offer minority stakeholder-ship
to those working in developing countries in order to incentivize people to stay in their country of
origin;

9. *Encourages* the exploration of alternative educational settings such as correspondence courses and vocational
skills training in order to accommodate communities and improve opportunities to gain practical and
transferable experience for the workforce;

10. *Recommends* that Member States partner with targeted NGO’s like EI and Pratham to strengthen the
connections between Member States in improving education and training on a global scale;

11. *Recommends* the expansion of the Education for Competitiveness E4C initiative as a global framework for
Member States to utilize for youth development through methods of participatory community development and
sharing best practices to:

a. Build foundations for innovative approaches to improve governance while taking into account the
individual sovereignty of Member States, and:

i. Allowing Member States to adjust participatory community development to their own specific
needs;
ii. Inviting the United Nations Development Programme, World Bank, and all other willing and
able UN bodies and Member States to fund the expansion of the initiative as they see fit with
a focus on implementing SDGs;
b. Strengthen the school-to-work transition by providing youth with more relevant skills to prepare them for the labor market by:
   
i. Encouraging youth to cultivate and strengthen relevant and practical skills through vocational training programs, fostered by the International Vocational Education and Training Association;

   ii. Mentoring youth throughout the process of pursuing higher education and entering the workforce;

   iii. Encouraging local governments to acknowledge and improve employment and educational needs in their prospective communities;

c. Develop skills that will promote creativity for wider social awareness and engagement to reduce social exclusion and create a cohesive environment.
\textbf{The High-level Political Forum on Sustainable Development,}

\begin{itemize}
\item \textit{Acknowledging} the United Nations \textit{Universal Declaration of Human Rights} article 26, which states that everyone has the right to free education at least in the elementary and fundamental stages and that elementary education shall be compulsory,
\item \textit{Recognizing} the great strides the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the UN General Assembly (GA) have made in the education sector,
\item \textit{Taking note also of} the \textit{Rio Declaration} Principles 10, 21, and 22, the key to solving any problem is to promote educated and concerned citizen youths that will learn how to address, discuss, analyze, and solve their community’s conflicts at a local level,
\item \textit{Adhering to} Sustainable Development Goal (SDG) 4, especially target 4.7, striving to promote knowledge of sustainable development and appreciation of cultural diversity, as well as culture’s contribution to education of sustainable development,
\item \textit{Realizing} the need to expand existing youth leadership programs to better facilitate the achievement of the 2030 Agenda for Sustainable Development,
\item \textit{Fulfilling} GA resolution 68/220 (2014) that realized the vital importance of the role of Science, Technology, and Innovation in the successful fulfillment of the SDGs, specifically SDG 4,
\item \textit{Fully aware} of the lack of available and adequate teachers in the world, the detrimental effects of the lack of education-specific plans,
\item \textit{Also considering} the ability of Member States to share resources regarding the education of teaching professionals,
\item \textit{Deeply conscious} of the challenges that can arise when educating diverse populations,
\item \textit{Emphasizing} the need for a universal teaching certificate, so Member States have the ability to share human capital in order to ensure that youth have the best quality of education possible,
\item \textit{Bearing in mind} the \textit{Declaration of Saltillo} that is currently being endorsed in UNESCO’s Global Action Programme (GAP) specifically the priority area of building teacher and trainer capacities,
\item \textit{Observing} organizations which fund innovative education systems such as UNESCO, United States Agency for International Development (USAID) and Inter-American Development Bank,
\end{itemize}

1. \textbf{Suggests} the creation of a subcommittee within UNESCO which models existing Non-Governmental Organizations (NGO) like Global Partnership for Education, Fulbright Teacher Exchange Program and Teachers Without Borders called Teach With Us, Learn With Us which:
\begin{itemize}
\item a. \textit{Expands upon} existing frameworks, the subcommittee Member States shall be able to send perspective teachers to be trained in a comprehensive curriculum;
\item b. \textit{Includes} a curriculum which can be applied internationally and will focus on providing:
i. Access to learning resources in the native languages of prospective teachers and students and the students they wish to teach, in order to facilitate teacher-student communication;

ii. Lessons that address the sustainable development and how they apply to students’ everyday lives and their own country’s situations;

iii. Science, technology, engineering, and mathematics (STEM) literacy as it can be applied to sustainable development;

iv. Expanded volunteer based programs that have already been implemented in Member States on an international level which will work with program participants to train them on how to educate youth on water, sanitation, health and other basic local services provided by town councils;

v. A United Nations teaching certificate, which upon the completion of the training programs shall allow them to teach in UN Sponsored schools located in any participant state as well as provide opportunities for local non-UN affiliated schools to hire them following guidelines and requirements set forth by individual Member States, this certificate must be renewed annually via a systematic evaluation of their competencies;

2. Emphasizes the need, within Teach With Us, for sensitivity trainings that focus on the differing educational needs of varying populations, paying special attention to youth who have been historically marginalized by:

   a. Reiterating the mission of the UN Commission on the Status of Women to provide all women, especially young women, with a voice by granting equal access to education and leadership programs;

   b. Organizing annual conferences on inclusivity in education in the setting of the Inclusive Education in Action Project;

   c. Recommending Member States to develop specific social welfare programs, aimed at including disabled youth within mainstream society;

   d. Helping the implementation of incentives for hiring youth with disabilities through fiscal exonerations, public-private partnerships and national preference policies;

   e. International teaching standards should include requirements for teachers to be inclusive of students from vulnerable groups, including women, ethnic minorities, persons with disabilities, those who are historically marginalized, and of all socioeconomic classes;

   f. Recommending an assessment, under the auspices of the HLPF, of the effectiveness of this program would require a review board composed of representatives from each participating Member State where:

      i. Participating Member States should submit a bi-yearly report of how they are addressing these standards;

      ii. The HLPF should be active in the review of this program as it relates to the achievement of SDG 4;

3. Endorses the Organisation for Economic Co-operation and Development (OECD) and their work in evaluating education practices internationally, and suggests an expansion of their program so that:

   a. The Programme for International Student Assessment (PISA) should be expanded in order to include evaluation of more countries, paying special attention to youth in developing nations;

   b. Monitoring cultural immersion and training in native languages of host community, and emphasize sustainable development practices as mandated by the SDGs, should also be included in assessments;
c. The program should expand to incorporate UNESCO’s International Standard Classification of Education (ISCED) framework in order to determine levels and fields of education in different Member States and implement education programs accordingly;

d. Annual assessments will be developed for all countries participating to ensure that the “Teach With Us” standards are uniformly followed and accepted by the regional community which should:

i. Require a review board made up of an Education for Sustainable Development (ESD) Expert Network from a variety of participating Member States to limit bias;

ii. Include requirements for teachers to be inclusive of students from vulnerable groups, including women, ethnic minorities, persons with disabilities, those who are historically marginalized, and of all socioeconomic classes;

iii. Have the involvement of regional innovation labs and multi stakeholder agencies to assess and review the implementation of quality education cognizant with the 2030 Global Agenda on Education similar to the Latin American Laboratory of Assessment of the Quality of Education;

4. Supports the expansion of the “Young Leaders for Sustainable Development” program by the United Nations that will work on the national and regional level by:

a. Encouraging young people to embark on ambitious projects that work on sustainable development targets, including;

b. Allowing Member States to expand upon local chapters of the program for the purpose of being led by students or existing youth organizations;

c. Encouraging national or regional subsidies to these organizations in order to finance specific local and regional projects, conceived by universities, non-governmental organizations, businesses, and youth organizations within participating Member States;

d. Promoting the Young Researchers on Climate Change and Sustainable Development by providing private or public study grants;

e. Encouraging Universities, Youth Organizations, and Young Entrepreneurs to participate in online sustainable development programs such as SDG Academy;

f. Increasing advertising about youth leadership and their involvement in the sustainable development goals by encouraging governments to share information via social media, school programs, and other sources of socialization;

g. Encourages a program within the Envoy on Youth that brings youth delegates from every Member State to represent their country and supports the creation of a Model United Nations Summit, that discuss the issues of SDGs and current global issues and models the framework of the United Nations;

5. Suggests to fund this program through multiple vehicles including:

a. A voluntary fund set up by the United Nations to support the programs suggested in this resolution which Member States and other organizations contribute to voluntarily;

b. Individual participants who seek out funding through organizations such as USAID with the HICD Initiatives focusing on performances and assessments for technical support and increasing transparency;
NGOs such as Teachers Without Borders and Room To Read, and United Nations agencies such as UNESCO, UN-HABITAT, United Nations Development Program (UNDP), and the Inter-American Development Bank (IDB);

d. A similar framework to the “Teacher Education Improvement Project” established in conjunction with the World Bank through various procurements and endorsements on the international level;

6. Recommends restarting and expanding UNESCO’s Education for All Program to include a grassroots level initiative will pair university graduate students from STEM fields with youths from developing countries through UN Internships in order to:

   a. Promote a direct connection between individual nations and ease the transition from education to job opportunities by:

      i. Focusing on educating youth on infrastructure for sustainable development such as green energy sources;

      ii. Training citizens on technology relating to the cyber market including web design and programming;

   b. Foster a dialogue between youth from both developed and developing countries in an effort to allow the flow of knowledge and promote opportunities afforded by education.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

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

Referring to the Global Partnership for Education’s Guideline for Education Sector Plans (ESPs), which address the challenges faced by respective education systems,

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

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

1. Draws attention to the need for an expanded unit of the Global Education 2030 Steering Committee that is specifically responsible for monitoring and measuring the progress of SDG four;

2. Encourages Member States to create individualized ESPs;

3. Supports the expansion of the Expert Group Meeting on Voluntary National Reviews for HLPF to include discussions on the topic of ESPs, in order to share successful implementation practices and annual progress
Further recommends that each ESP evaluates progress on its objectives, including but not limited to:

- Maintaining school enrollment and retention rates;
- Promoting gender parity;
- Providing a safe and inclusive environment for all students;
- Creating equal opportunities to education for vulnerable populations, including those with disabilities, indigenous groups, and children in crisis situations;
- Ensuring adequate teacher/instructor qualifications;

Encourages the expansion of the Piloting Solutions for Alleviating Brain Drain program, which is a private-public partnership between UNESCO and Hewlett-Packard, aimed towards mitigating the effects of brain drain in emerging economies;

Promotes the expansion of the Piloting Solutions for Alleviating Brain Drain program to aid universities and private sector companies in accomplishing the following goals:

- Improve workforce readiness through localized professional development programs;
- Train educators to disseminate technology and leadership-based curriculum through both online and traditional in-class teaching;
- Provide students with professional development skills, including but not exclusive to, English language proficiency, communication, technology and presentation skills;
- Offer scholarship endowments for students studying in the fields of science, technology, engineering, and mathematics;

 Calls upon financial support from the private sector, through the Piloting Solutions for Alleviating Brain Drain program, to invest in vocational training and the strengthening of technological capabilities within schools, including but not limited to:

- Audiovisual assistive technology;
- Broadband, high-speed internet;
- Telecommunication services;
- E-learning materials, such as laptops, tablets and projectors;

Further calls upon all stakeholders, such as private employers and trade organizations, to adopt the framework presented by the International Centre for Technical and Vocational Education and Training (TVET), which aims to improve vocational and skills-based training.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

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

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

   a. Stability oriented education reform that encourages participatory youth leadership roles in a safe, voluntary and non-economical environment, with applicable opportunities in accordance with each country's current youth education improvement goals;
b. Increasing social expenditure and investment to improve quality of education, the review of which will be in partnership with the voluntary commitment of Member States and required under existing IMF and World Bank fraud prevention programs, directly conducted by monitoring the status of the use of funds during other regular missions and consultations;

3. Encourages the United Nations High Commissioner for Refugees (UNHCR) to assist with the expansion and revision of the Educate a Child (EAC) programme to include nations that are lacking the infrastructure essential for high levels of educational enrollment and leadership involvement of youth:

   a. With a focus on implementing more education protection for youth in post-conflict countries, like the Safe Schools Declaration, signed by Afghanistan and other countries emphasizing on exempting education infrastructure from military use;

   b. Highlighting the importance of accurate statistical databases dealing with the numbers of refugee youth in host countries;

   c. Providing national governments with suggestions which promote developments towards self-reliance;

4. Expresses its hope that Member States introduce improved national curricula throughout all levels of education that emphasizes the importance of sustainability and development, and that these curricula are both keeping with the Sustainable Development Goals and the cultural, religious, traditional practices, and beliefs of their state;

5. Encourages Member States to identify best practices and key areas of opportunity for greater synergy between sustainable development initiatives and regional and cultural practices, and to compile these findings and submit them to the High-Level Political Forum for Sustainable Development as part of their Voluntary National Reviews;

6. Calls for a greater emphasis to be placed on engaging refugee youth by:

   a. Increasing collaboration between entities involved in assisting refugees, such as the United Nations Refugee Agency, and entities that empower youth to help craft sustainable policies, programs, and practices, like the United Nations Sustainable Development Solutions Network so that refugee youth can be actively involved in sustainability efforts in their host countries;

   b. Investing in the long-term success of refugee youth by using such collaborations to train youth in sustainable development so that they may utilize this training regardless of which Member State they find themselves in;

7. Draws attention to the cooperation displayed by UNESCO of sustainable Member States, to reflect on successful education operations which create a strategic plan on transferable education from nation to nation, held at a conference that recognizes the development of the nation as a whole, advertised with the slogan for the success “One for All” and further:

   a. Recommends an additional UNESCO forum, to acknowledge and review the successful implementation within topics relating specifically to mathematics, literacy, and science, which should:

      i. Express its hope to work with teachers to create an exchange program with educators from developed nations that will be the advocates of the new sustainable curriculum that was created by experts within developed nations and approved by the United Nations;

      ii. Further invite the cooperation of creating an additional UNAOC conferences as well as suggesting this program will be active for three years and available for a limited amount of nations as to create an overall baseline for qualitative data;
b. Encourages Member States to provide input regarding education, however implementation powers are given to nations themselves to dictate procedures and policies;

c. Expresses its hopes that Member States will participate by either including proposals and concepts that are considered to be successful;

d. Encourages the involvement of all Member States, but also keeping in mind that nations are allowed to choose adaptations to all three topics, which depending on the need of the nation, may be decided by participating nations themselves;

8. Expresses its hope that Member States will consider the creation of a sub-secretarial position within national board of educations in order to:

a. Review all curriculums approved by the board of education to assure the preservation of culture and history in schools;

b. Allow the sub-secretary to consult with the Association for Childhood Education International (ACEI), to improve leadership development nationally;

9. Further recommends the innovation of existing educational programs respecting the nation's methods of teaching, and facilitating the representation and incorporation of women within the curriculum as stated in SDG 5 to:

a. Further expand the UN Women Leadership Flagship programs by reducing obstacles for women to achieve leading position;

b. Foster the United Nations Girls Education Initiative by encouraging women in education and ensuring the decrease in gender gap in schooling for girls;

c. Allow organizations such as OSCE to monitor a secure environment for these programs, to ensure safety for all women.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

1. Expresses its hope that Member States implement educational programs to include sustainable education;

2. Encourages Member States to invest in their educational systems to reach all people by:
   a. Expanding educational facilities to rural areas;
   b. Providing strong incentives for attendance to schools, such as government sponsored scholarships;
   c. Supporting access to education by applying government subsidized child care services, which enable parents to contribute financially to household finances without the need for children’s economic input;

3. Advocates for holistic government initiatives and conducive legislative framework for the improvement of collaboration between existing non-governmental organizations related to development in education and leadership initiatives, modeling after the Foundation for Sustainable Development, which currently operates in 6 countries;

4. Endorses the implementation of educational mechanisms specifically aiming for social inclusion of ethnic minorities to promote the representation of their respective cultures in the educational, corporate, and political
landscape of the member states where these minorities are found, empowering them to fully partake in society;

5. Proposes special initiatives for the inclusion and integration of indigenous populations through education, such as:

a. Providing education in multiple languages, taking into consideration the diversity of nations;

b. Offering language classes, designed to streamline communication between all peoples of a nation;

c. Creating and providing incentives for these select groups to obtain higher education;

6. Suggests that Member States develop or strengthen programs to educate young people in the culture and heritage of their own and other societies around the world by:

a. Using a local governmental approach to promote awareness of different cultural practices in individual communities;

b. Utilizing multicultural community centers as a tangible location to facilitate cultural events and gatherings aimed at educating the community the benefits of inclusion;

7. Encourages the development of a program for accommodating displaced persons, such as refugees, in the educational systems of their respective hosting states, modeling after the Czech Republic’s National Act number 561/2004, which aids in cultural literacy and integration;

8. Recommends that the Save the Children program expand its efforts in Member States of conflict in order to provide safe educational zones for youth, which include:

a. Character building sessions in schools, targeting youth dealing with sensitive issues or post traumatic experience due to prevailing conflicts;

b. Counselling section offered by professionals in educational institutions mitigating the impact of the crisis on university students;

c. Teacher trainings, accelerated learning, and catch-up classes to help adolescents and young adults in areas of conflict;

9. Recommends that Member States empower people with disabilities by:

a. Establishing specialized accommodations for persons with disabilities, through:

i. Facilities designed to improve accessibility to educational spaces;

ii. Services that ensure equal opportunity for learning alongside abled persons, such as access to interpreters, note-takers, and others as deemed necessary;

b. Implementing apprenticeship programs, such as those outlined by the International Disability Alliance (IDA), to encourage and support vocational training of persons with disabilities.
The High-level Political Forum on Sustainable Development,

Guided by the Charter of the United Nations (UN),

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

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

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

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

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

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

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

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

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

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

Noting the efforts of Intergovernmental Organizations (IGOs) and Member States to encourage youth participation in decision-making processes, including but not limited to, the work of Bhutan’s Youth Parliament that allows youth to have a voice in government, The European Youth Forum, a European program aimed at creating more youth involvement, The International Youth Leadership Academy, a UN partner program that specifically fosters the growth of leadership in youth around the world, American Serbia and Montenegro Youth Leadership Exchange, a program allowing for the exchange of students to learn more about policy and culture in another Member State, as
well as Morocco’s National Initiative for Human Development as a preceptory communities development program which aims to reduce poverty and exclusion in rural areas and enhances integration and social cohesion in urban areas,

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

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

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

1. **Encourages** Member States to embrace the significance of civically engaged youth in policy making initiatives to expanding educational curriculums that will encompass civic engagement courses that work to develop social awareness and global accountability;

2. **Further encourages the** expansion of the participatory community development framework put forth within the National Sustainable Development Plan of Morocco: The National Initiative for Human Development (INDH) as a strategy to ensure access to education particularly to rural areas to:
   a. Promote social cohesion amongst the youth in both rural and urban areas;
   b. Encourage inclusiveness and transparency in local decision making processes regarding educational and professional needs in the community;

3. **Directs attention to the** United Nations’ *A Guide for Youth Advocates* report, which highlights the fundamental rights of all young people, to be connected between their respective geographical communities particularly, linking urban areas to deprived areas;

4. **Promotes** public-private partnerships (PPPs) between Member States and private companies such as the UNESCO’s Making A Difference’ PPP initiative, which encourages countries and private enterprise to combine financial efforts to fund the development of educational infrastructure such as schools, libraries, and learning centers;

5. **Further encourages** more developed Member States to acknowledge the global responsibility to ensure the development of less developed neighboring countries and, as such, combine financial efforts to fund development projects that seek to fortify educational curriculums and frameworks in impoverished area;

6. **Supports** expansions of assistance services to local farmers to help them introduce sustainable technologies consistent with the SDGs and the expansion of programs like Agri-business Consultancy and Technical Service which promotes the development of management initiatives to support youth agricultural and rural entrepreneurship;

7. **Further supports** the integration of young leaders in sustainable agriculture within rural and developing areas by:
   a. Working alongside non-government organizations such as The Ford Foundation to implement sustainable growing programs that will aid to teach youth sustainable agriculture practices most specifically related to hydroponics and aeroponics;
   b. Encouraging Member States to influence youth to focus on entrepreneurship by implementing programs like fresh farmer’s markets;
8. **Encourages** the integration and expansion of technology and digital platforms such as the UN Sustainable Development Solutions Network in all Member States as crucial elements in aiding youth empowerment in both urban and rural urban by:

   a. Developing and increasing global access to the World Wide Web by implementing innovative and sustainable methods to provide internet access to the world by;

   b. Emphasizing the example of PPPs like the Telecom Infra Project (TIP), which consists of Information Communication Technology companies like Intel, Microsoft, and Cisco in providing broadband access to the world, especially rural and otherwise disconnected areas;

   c. Encouraging Member States to promote and expand collaboration with such programs, by supporting PPPs like the TIP’s Open Cellular, that allow wireless voice and internet communication;

   d. Enhancing youth empowerment by implementing digital innovation hubs, such as The Edge Computing Working Group which focuses on developing library software, to further expose youth to public education, computer sciences, and entrepreneurship services across all Member States;

   e. Invest in digital communication platforms, including but not limited to, programs like the UN Junior Summit that inspire and mobilize the youth to act towards building a more sustainable and socially-conscious world;

9. **Acknowledges** science, technology, and innovation as transformative elements in the sustainability of educational curriculum and fast a key feature in educating rural communities by:

   a. Integrating advanced courses such as technology management, into all levels of education with efforts to stimulate young populations in developing the technical and communication skills;

   b. Using science, technology, and innovation platforms such as the Digital Youth Leader’s Exchange Program to connect students from developed and developing Member States by discussion forums and international webinars to develop youth leadership and globalization of civic engagement;

   c. Implementing workshops for teachers in developing countries, that which increase knowledge and awareness on using technological learning systems through the UNESCO;

10. **Advises** Member States to fill all their Youth Delegate positions to the UN and positions in the UN Youth Ambassadors Program to promote:

   a. SDGs as part of the Youth Ambassadors Education Program placing an extra emphasis on:

      i. 4.c of the SDGs and targets - By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States;

      ii. 4.5 of the SDG - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations;

   b. A greater access to the youth delegate positions to the UN, giving more opportunities for youth engagement through the Youth Ambassadors Program for youth in more rural settings;

11. **Suggests** that developed Member States with resources that grant access to educational learning tools and assist in bridging the opportunity gap between urban and rural students within developing nations by:

   a. Investing in the development of national education registries that will ensure equal access to:
i. Educational resources, which include, but are not limited to: online tutoring, source material, e-library services, and research advisement;

ii. National application services, that will allow youth to acquire more information on, and apply for, various national and regional internships, employment, and scholarship opportunities;

b. Adopting initiatives that resemble the UNDP Asia-Pacific Innovation Fund, which provides funding to countries and organizations that provide youth an opportunity to implement innovative and creative ideas that address a range of pressing issues, most specifically, youth unemployment in rural areas;

c. Facilitating youth symposiums within developing nations which aim to spread awareness on topics concerning tertiary education and occupational advisement;

d. Acknowledging and acting upon the mantle set forth by the sustainable development goals, most specifically The Knowledge Platform, which signifies the importance of promoting learning opportunities for all and developing youth with the technical and vocational skills needed to succeed in the rapidly advancing world;

12. **Recommends** that to encourage youth participation in policy-making and to ensure voices of youth are heard each Member State create a youth advisory council at the national level, taking programs such as Bhutan's Youth Parliament and the National Youth Council of Switzerland as a model, and reaching out to the UN and other Member States to help in this endeavor;

13. **Emphasizes** the importance of reaching out and engaging rural youth populations by bridging the gap through further implementing the comments made in the 2016 Youth Agribusiness, Leadership, and Entrepreneurship Summit on Innovation (YALESI 2016), who often have more limited access to resources and leadership opportunities relative to their urban youth counterparts with a special emphasis on engaging indigenous youth in rural areas and women in rural areas;

14. **Further suggests** the implementation of existing Youth Leadership Forums such as the 2016 ECOSOC youth forum in areas where education and leadership tools are limited and where organizations such as the UN Children’s Fund (UNICEF) provide opportunities for young individuals to get involved in sustainable development projects;

15. **Invites** Member States to build upon programs already in place, like the principles set forth in the Youth Ambassadors Program, which provides students and adult leaders alike an opportunity to develop leadership and problem-solving skills that enable them to act as leaders in their communities by:

a. Promoting a mutual understanding between the citizens of Member States;

b. Preparing youth leaders to become responsible citizens and contributing members of their communities;

c. Significantly influencing the attitudes of the leaders of the upcoming generation;

d. Fostering relationships among youth from different ethnic, religious, and national groups and creating networks of youth innovators;

16. **Prompts** Member States to adopt the mandate set forth in the *Safe Schools Declaration*, which acknowledges the threat war-induced conflict poses on educational systems by:

a. Promoting widespread awareness on conflict 'safe zones' such as schools and community centers, which should be exempt from being targeted by militaristic actions;

b. Further expanding Conflict and Disaster Management aid initiatives which act to prevent the disruption of curricula during times of regional and international anarchy;
Encourages all Member States to utilize the HLPF’s Voluntary National Reporting system to document annual reports detailing the allocation of financial resources related to education in urban and rural areas, to encourage international transparency.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

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

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

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

Further believing in the importance of cultural immersion of youth to improve leadership ethic and, consequently, empathy in a continuously globalizing world by providing opportunities to experience perspectives, religions, and leadership styles different from the native country,
Acknowledging the unique needs of different Member States in advancing the fulfillment of the 2030 Agenda for Sustainable Development (2015) as well as the different capacities that guide the varied approaches needed to address the different concerns presented by Member States,

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

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

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

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

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

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

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

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

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

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

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

1. Emphasizes the need for creating universities of higher learning, in Member States where necessary preconditions have been met, to reduce incidence of permanent emigration of educated youth when opportunities for pursuing higher education are not available locally;
2. **Suggests** an expansion of the official definition of youth by the United Nations, including people up to the age of 35, in order to mainstream the definition by the African Member States to address further needs for vocational training of young professionals who have completed higher education;

3. **Endorses** the agreements made in the Addis Ababa Action Agenda (AAAA) and its purpose to finance an effective implementation of the SDGs, especially in those Member States that have difficulty providing adequate education to vulnerable groups such as children living in extreme poverty, children with disabilities, migrant and refugee children, and those in conflict and post-conflict environments;

4. **Invites** Member States to collaborate with the UN Inter-Agency Task Team on Education and focus towards the achievement of SDG 4 by providing incentives for private investment in innovative education systems and instruments to achieve security in education infrastructure;

5. **Encourages** non-governmental organizations (NGOs) to hold awareness programs in Member States that currently limit access to education for young women to help them realize the importance of involving women in education as women play a vital role in development;

6. **Calls upon** all Member States to ratify the International Labor Organization (ILO) *Minimum Age Convention* adopted in 1973 and the *Worst Forms of Child Labour Convention* (1999);

7. **Supports** on-the-ground coordination by strengthening national interagency collaboration and public-private partnerships to expedite review and assessment of existing programs and policies directed towards the SDGs 4, 5, and 10;

8. **Endorses** the active participation of multiple stakeholders in contributing to a multidisciplinary review and assessment of current initiatives, such as the Global Education First Initiative and the United Nations Girls Education Initiative specifically in the areas of youth leadership and education for sustainable development by the key actors and stakeholders such as, but not limited to; Member States; civil society; think tanks, expert networks, and academia; non-governmental organizations; other relevant stakeholders;

9. **Encourages** other countries to participate in expanding domestic programs such as the 4-H & Ventures in Haiti program, which promotes youth leadership by offering youth leadership opportunities through local projects such as The Goat Project and community service programs, which have had positive outcomes in leadership education as well as development of economically beneficial vocational skills;

10. **Encourages** the implementation of the *Worst Forms of Child Labour Convention* by approaching the Inter-Agency Network on Youth Development to facilitate collaboration between member states, UN agency and other similar minded organizations such as the International Programme on the Elimination of Child Labour (IPEC) which will provide the increases of leadership skills and education because of school attendance, the positive effects on national economies through increase of income and competitiveness, assistance to families with training and employment;

11. **Urges** Members States to work towards reducing child labour by implementing financial sanctions, as deliberated and designated by the General Assembly through the Security Council with a foundational respect for state sovereignty, for private individuals and large multi-national corporations that violate the rights granted to all sovereign peoples within the UDHR including, but not limited to, the rights of the child;

12. **Supports** the utilization of the International Data Charter, a set of principles and best practices for the release of open data, that consolidates and provides a single-window platform that allows intergovernmental and multi-stakeholder collaboration to support the Global Partnership for Sustainable Development of the United Nations Development Program, UNESCO, United Nations Entity on Gender Equality and Empowerment of Women (UN Women), United Nations Industrial Development Organization (UNIDO), and United Nations Environment Programme (UNEP) to use information that is geared towards Education for Sustainable Development and Youth Leadership to:
a. Advocate for a systematic and comprehensive set of principles stipulated by national governments and civil societies;

b. Expand the protections and inclusion of vulnerable groups, including, but not limited to, child laborers, women, forced recruits of armed groups, refugees and migrants, people with disabilities, domestic workers, and indigenous peoples;

13. **Highlights** the significance of establishing an aid program that pertains to SDG 4 in shaping the youth leadership development in the form of scholarships and specific leadership programs such as the Monash International Leadership Scholarship through funds and grants from willing Member States to extend their contribution to societies facing a restrictive financial situation and to promote the aspiring youth leaders;

14. **Endorses the call** for the establishment of further regional initiatives in the model of the International Initiative to End Child Labor (IIECL) to ensure that child labor is no longer prevalent by:

   a. Holding bi-annual conferences hosted and funded by ECLAC membership on a trade-off rotational basis to further forge regional cooperation on tracking the progress being made in Member States in the effort to eradicate child labor;

   b. Arranging workshops hosted on a voluntary individual basis among members of ECLAC to foster discussion between policy makers and youth on the value of education and leadership aimed at preventing the incidence of child labor;

15. **Endorses** the implementation of leadership academia into standard curricula in secondary education to provide the youth with an understanding of leadership techniques, circumstantial leadership methods, and historical successes and failures as a result of leadership roles, similar to the Finnish model endorsed by their National Curriculum Council;

16. **Recommends** that Member States establish and strengthen scholarship opportunities for students, particularly those among vulnerable groups, to participate in national and international programs with a focus on leadership, education, and increasing cultural awareness, such as Model United Nations, the International Air Cadet Exchange, study-abroad programs, or student councils in local school districts and governments, and continue to establish such programs as needs require;

17. **Encourages** the international community to implement programs similar to the Latin American regional policies such as Brasos a Brasos and Youth Empowerment Society (YES) that use a variety of international organizations such as Oxfam International, Save the Children, and Ceres to accomplish a set of goals that seek to encourage Member States to adopt local policy that address a series of issues such as:

   a. Increasing youth participation in their local communities by:

      i. Utilizing grassroots organizations such as the Open Society Foundation to create a locally focused community involvement program that will be led by local business, political, scientific, and community leaders to teach the benefits of investing in your community;

      ii. Holding open house Q&A’s between political and young leaders similar to that of Mexico’s Youth Acts which will focus on how to best to get involved with local policy, increase the awareness of problems young people face, and increase closer bonds between the local government and the youth;

   b. Directly involving youth with leadership programs sponsored by UNESCO and the United Nations Secretary-General’s Envoy on Youth to imbed UN representatives such as graduate students from local universities, interns, and ambassadors into local communities to promote leadership that will be:

      i. Hosted in neighborhood community centers where curriculum will be taught that focuses on the guidelines established by UNESCO with coordination of host Member States on how to
organize a local group, planning and implementation of community projects, and how youth can use lessons learned in the international setting for helping their own society;

ii. Used to spread knowledge of leadership and organization to neighboring towns and cities from where the program is hosted to increase cooperation and a sense of community among regions in addition to local communities;

c. Expanding the Youth Radio Program internationally, and regionally that are implemented by using the frameworks of UNESCO and the Peace Development Program of USAID, that focus on youth education on sustainable development which will;

i. Have participants taught and led at both a regional and international level;

ii. Focus on the importance of health, education, violence, environment, and family issues with a prominence on how youth are affected by these issues;

iii. Be voluntarily instituted on a national level which specifically targets developing countries,

18. **Urges** the international community to further efforts for the education of all on matters of sustainable development, especially as it pertains to climate change by utilizing established mechanisms such as the Saltillo Declaration: Educating Resilient Societies (2015) to increase cooperation between Member States and their respective regional organizations with an emphasis on multi-stakeholder approaches by:

a. Enacting regional educational policies in primary, secondary, and tertiary school settings that encompass a wide variety of sustainable development ideas such as, but not limited to, eco-friendly building processes, alternative energies similar to solar and wind, and practical ways to live a sustainable life through games, research, and leadership seminars hosted in formal school settings based on the regional needs of Member States;

b. Using educational mass media that will promote the role of civic engagement of youth leaders in an informal setting to involve:

i. The use of adapted ways of communication for youth and children akin to social media, cartoon, television, and influential leaders with the goal of increasing passive awareness of environmental issues;

ii. Strengthening current international campaigns that raise awareness on youth roles in society such as the International Youth Leadership Council to incorporate lessons on sustainability;

19. **Endorses** the establishment of national educational programs such as the Educational Development Strategy of the Kyrgyz Republic and the Prospera Program as implemented in Mexico, which has led to a primary education rate of 98 percent, and encourages other LDCs to adopt similar strategies through:

a. Assistance by developed Member States in the process of formulating educational and leadership programs, and funded as seen appropriate by local governments through resources provided by the AAAA;

b. Ensuring the sustainable success of each national strategy by concentrating on a number of fields, such as;

c. Primary education by including people of all genders, ethnicities and classes in all Member States across the globe through encouraging all Member States to assist their people who lack the resources to access education;

d. Vocational education that specifically focuses on the sectors that are required by the national labor market situation of the country based on an assessment of the domestic situation of each country through government reports;

e. The integration of Science, Technology and Innovation into education by proposing all Member States to integrate these topics into their curriculums;
20. **Recommends** Member States to extend education to areas that lack security and to guarantee education for vulnerable groups by using an Inter-Agency Task Force for coordination between the UN Department of Peacekeeping Operations (UNDPKO) to provide the necessary amount of security for youth & refugees trapped in warzones and UNESCO to supply the foundation of a steady education, therefore preventing the possible lapse of stability and loss of human life in already unstable regions, all through the General Assembly and Security Council to:

   a. Promote educational programs that focus on populations affected by conflict such as refugees and internally displaced people (IDPs) that will diminish the recruitment efforts of non-state actors or criminal organizations that participate in human trafficking;

   b. Integrate NGOs such as Save the Children and Teachers Without Borders in the education sector when the State is not capable of providing such necessities as an additional means of empowering youth and promoting regional stability;

   c. Expanding Youth Development Centers under the United Nations Inter Agency Network on Youth Development in order to provide after-school educational programs, meals for children in food insecure areas, and access to resources for the creation of said programs;

   d. Provide sanctuary, empowerment opportunities, and accessibility to basic needs, including primary education, refugees and migrants, along with support to countries hosting such peoples as called for by The New York Declaration for Refugees and Migrants;

21. **Urges** Member States to take steps to end child sex trafficking and ensure their human rights by providing victims with opportunities towards recognizing the ends of SDG goals 5 and 10 for education and leadership through:

   a. Incorporating the tracking of child sex trafficking into established frameworks for SDG tracking such as the International Data Charter;

   b. Encouraging Customs and Border Protection agencies of Member States to utilize such mechanisms as advanced and/or thorough scanning of cargo, verification of traveling documents, and on the ground lookout for any potentials victims of trafficking;

   c. Forming direct one-to-one information and security partnerships in cases where source and destination countries of child sex slaves are clear, established, and evident as defined by organizations such as the Global Slavery Index or the Polaris Project, to foster direct source-to-destination country efforts that eliminate child sex slavery through international and/or regional arrangements of which both Member States are a part of, such as the United Nations Office on Drugs and Crime (UNODC) or Organization of American States.
The High-level Political Forum on Sustainable Development,

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

Having considered that certain countries have a national language,

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

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

Alarmed by the loss of indigenous languages,

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

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

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

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

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

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

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

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

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

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

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

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

6. Further recommends, that in the case that there are more than one dominant languages, there would be language “swap,” and each group would be taught in their native or first language and the mandatory language would then be that of the other group;

7. Draws the attention to the economic development that will result from the use of indigenous or first languages as more people will be able to communicate in their indigenous and be more effective in their workplace;

8. Further suggests that sign language in indigenous or first languages be developed and used to include those who cannot verbally communicate;

9. Expresses its hope that Member States increase educational opportunities towards indigenous and first languages and sustainable development by:
   a. Introducing education system to teach about sustainable development goals, even in primary schools;
   b. Building classes of global sustainable development awareness;
   c. Giving children and teenagers more responsibilities at school;
   d. Emphasizing the importance of the rights of indigenous people;

10. Expresses its hope to include young people with language disabilities in the global society, by:
    a. Urging Member States to recognize a specific statute for people who are not able to speak, or who have difficulties to speak, and to ensure that these people have access to education, to university, to associations as they should do;
    b. Encouraging States to develop the sign language at school, university, in social medias, and other public sources of information;
    c. Promoting the implementation of incentives for hiring persons with language disabilities through fiscal exoneration, public-private partnerships, national preference policies;

11. Further recommends that Member States to recognize the needs of minorities and indigenous groups by ensuring that they have equal access to education, which includes authorizing schools to teach courses in the native or first language of these groups;

12. Recommends that financial and material resources be directed to the social integration amongst groups by developing more social media in native or first languages;

13. Encourages governments to share information on sustainable development, in native or first languages, through social media, social networks, school programs, and other sources of socialization;

14. Encourages States to implement school exchange programs, in order to allow young people from different countries to discuss each other on SDGs and to be actors of the establishment of the 2030 Agenda;

15. Expresses that the Language of Teaching and Learning initiative will be funded by a seed fund started by South Africa;

16. Recommends that the role of the Language of Teaching and Learning initiative would be to:
    a. Find educators and translators that speak both the dominant and native/first language;
b. Connect local textbook publishers with those educators in order to produce learning materials in the
native or first language;

17. Encourages Member States to co-operate with non-profit laptop donor organizations which fill classrooms with
laptops in rural and urban areas and further recommends that the laptops be programmed in the native languages
relevant to the rural and urban areas to bridge the gap between citizens of different parts of the country.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Recognizes the need for cultural and regional relevance when applying education and leadership agendas;
2. **Expresses hope** for the coordination and cooperation between UN bodies that specifically deal with youth, education, and leadership, such as the UN Educational, Scientific, and Cultural Organization (UNESCO) and UN Children’s Fund (UNICEF), in order to reduce overlap of existing programs, projects, and initiatives, with aims at utilizing limited resources and funding;

3. **Further encourages** Member States to engage with their youth by including them in discussions regarding sustainable development in terms of the relationship between economic, social, political, and cultural elements of sustainable development to improve the youth’s understanding and confidence in dealing with future development;

4. **Invites** Member States to collaborate with UN Institutions such as the World Bank or the International Monetary Fund, (NGOs), and to build public-private partnerships in sponsoring and subsidizing students, similar to programs such as the Youth Prop Up Program, through scholarship programs and hands-on training through internships in private companies;

5. **Recommends** local and international cooperation in forming connections between scientific research and sustainability in the respective fields of study that may provide transparent communication and efficient collaboration;

6. **Invites** Member States to integrate science, technology, engineering, and mathematics (STEM) education into their national curricula, through bilateral cooperation such as the Strengthening Mathematics and Science in Secondary Education between Rwanda and Japan, which optimizes the environment where the youth will be able to address and act on issues of sustainable development;

7. **Encourages** Member States to provide an adaptive training program, with the assistance of NGOs, such as Barefoot College and Cultivating Awareness and Resilience in Education (CARE), aimed at improving the quality of teachers, as well as giving youths living in urban and rural areas more opportunities to access quality education;

8. **Further encourages** the development of youth competitions to promote and reward innovation and entrepreneurship aimed at promoting idea sharing between the international community, through organizations such as the International Labor Organization, The Global Compact, and all relevant stakeholders that may create and promote such events;

9. **Encourages** UNICEF and UN High Commissioner for Refugees (UNHCR) to focus their efforts on the education of youth in camps for refugees and internally displaced persons due to the lack of education for displaced youths in the case of national crises and natural disasters;

10. **Suggests** the strengthening of UNESCO’s involvement and contribution to the education of youth in areas afflicted by terrorist and extremist groups on the principles of human rights, as well as encouraging the development of critical thinking skills in order to prevent youth recruitment to aforementioned organizations;

11. **Encourages** Member States to actively promote youth in local political or stakeholder groups by building local, national, or international programmes, in order to empower youth from a young age by giving them responsibilities, learning opportunities, and an attachment to their community and its constituent’s well-being as proposed in the World Action Programme for Youth;

12. **Proposes** that Member States continue to implement the UNESCO’s Global Action Programme on Education for Sustainable Development, in line with its priority area of advancing policy, to ensure that youths are equipped with the knowledge to advocate for and construct policy that will contribute to the achievement of the SDGs;

13. **Encourages** UN-Women to expand and increase its Fund for Gender Equality, currently operating in Latin America, to all regions and give young women the opportunity to access the necessary tools to become involved in their local communities and their national governments;
14. **Suggests** the expansion of the UN System Wide Action Plan on Youth to cooperate with Member States to develop institutional frameworks that establish an enabling environment for youth entrepreneurship, with the hope of promoting youth self-employment and increasing inclusivity, in order to reduce the youth unemployment rate throughout the world;

15. **Recommends** that UNESCO and UN Development Programme (UNDP) develop standards for active literacy, thus encouraging Member States to develop literacy programs that go beyond passive literacy standards towards active literacy goals aimed at preparing youth for entrance into, and success in, both public and private sectors;

16. **Invites** the UNDP, through its Human Development Index, to collect statistics annually on both passive and active literacy rates, designed to monitor the success and development of the aforementioned clause and allow for the adaptation of said clause to best meet its goals;

17. **Fully supports** youth representation and presence in politics through social networks by using peer-to-peer contact and youth networks to promote and facilitate youth engagement, particularly to ensure a more equal presence for women and other vulnerable groups in national government institutions;

18. **Encourages** stimulating and supporting of the financial sector in order to design appropriate services that are consistent with the Smart Campaign and principles of Youth Friendly Banking in order to increase financial literacy among youths;

19. **Recommends** that Member States develop appropriate domestic policies and regulations to support the development of innovative means channels that promote access to financial services, especially for youths;

20. **Encourages** the development of regional programs, similar to that of the United Nations Youth Assembly, designed to provide youth with the opportunity to represent their country at regional conferences, and to collectively report back to the aforementioned assembly, expanding the involvement of youth on the global scale;

21. **Encourages** the improvement of education environments by adopting the use of public-private partnerships, collecting funds from both government and private sectors, to build and upgrade education facilities such as libraries and labs, where studying materials can be provided for free.
The High-level Political Forum on Sustainable Development,

Recalling General Assembly resolution 70/1 (2015) which created the Sustainable Development Goals (SDGs) and placing specific emphasis on Goal 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all,

Recognizing that information and communications technology (ICT) throughout the world is rapidly advancing and that incorporating technology into education will contribute to meeting the SDGs by reducing developmental disparities among Member States and promoting sustainable economic growth,

Emphasizing General Assembly resolution 66/211 (2012) which urges Members States to invest in Science and Technology research and development as well as collaborate with other nations to improve their own strategies for innovations such as Turkey and other OECD members to properly allocate funds for developing nations to enhance educational technologies in nations that do not satisfy standards,

Acknowledging that the implementation of information technology is crucial to the modern educational environment by providing access to the vast amount of information contained on the internet,

Being aware of the lack of technological infrastructure communication and the technological gap between developing and developed countries which hinders communications and advancements in developing Member States, and additionally, regions within Member States, having a negative effect on youth education and unity,

Emphasizing the importance of connecting the international community through innovative communication infrastructure developed on many internet-based technologies for mitigating inequalities and providing additional opportunity for advancement for citizens of all Member States,

Seeking to promote equality by ensuring that youth have access to modern educational tools such as computers technology, laboratory equipment, and other essential educational and innovation infrastructure and programs that encourage the future development of that nation,

Welcoming the Eurasia Foundation’s Youth Participation Program (YPP), which promoted the involvement of youth in debate, education, and within the community in the Republic of Moldova,

Suggesting the implementation of an International Information and Technology (IIT) trade framework that will offer resources such as computers, books, and curriculum based information needed for education to those Member States without those education capabilities,

Supporting connecting the international community through communication infrastructure such as the Internet via the efforts of nonprofit nongovernmental organization (NGO) programs aimed at providing underdeveloped countries with these capabilities such as, Google Fiber, and Internet.com as proposed by Google and Facebook,

Approving the creation and promotion of more institutions for leadership education, such as model UN, debate programs, and student government associations, which are important for activating the minds of future leaders, and engaging prospective students in developing a passion for leadership,
1. **Suggests** the enhancement of education through regional capacity building and the need for educational programs directly linking to job opportunities and the welfare of each Member State;

2. **Encourages** the implementation of proper technology standards that would act as a key component to SDG 4 to facilitate equal educational environments in the most appropriate manner by;

3. **Requesting** that Member States consider the underrepresented groups of youths in science and technology by implementing programs such as Intermittent;

4. **Further encourages** Member States to voluntarily promote inclusive campaigns such as General Assembly resolution 70/212 which recognizes Women in Science and Technology;

5. **Endorses** SDG 5, which targets enhancing the use of enabling technology and communications technology to promote overall technology;

6. **Suggests** that youth go beyond the textbook to study complex topics based on real world issues, such as the water quality and the poverty level in their communities, and work together on project teams and guided by trained teachers to learn the skills of collaborating, managing emotions, and resolving conflicts in groups;

7. **Invites** further projects that will revitalize communications such as the Pan-African e-Network Project, which focuses on providing technological foundations for easier access to education and medicine research;

8. **Intends** to mitigate the lack of access to education for the youth by promoting youth leadership that will help with the overall society by:
   a. Calling upon the incorporation of more internship and incentive programs such as the awarding of educational grants to those who remain in their perspective countries of origin;
   b. Noting issues that directly affect the youth by increasing social media interaction between the government and youth to retain higher employment rates of native citizens;

9. **Supports** the promotion of youth parliaments to provoke a mutually beneficial exchange between the government and youth by:
   a. Designating that youth might become a partner of the government regarding planning strategies for lasting change;
   b. Establishing internship quotas for youth citizens of each Member State on a per capita basis to international bodies, such as the European Union (EU), Association of Southeast Asian Nations (ASEAN), and the African Union (AU);

10. **Encourages** the General Assembly consider resolving the issue of immigration of well-trained and highly skilled professionals moving from one nation to another with higher-wages, which places detrimental barriers to development by:
    a. Providing incentives for citizens to return and remain to the country of origin such as;
    b. Ensuring the availability of jobs once education term is complete through company sponsorship partners that offer job opportunities upon graduation;
    c. Guaranteeing proper pay rates for individuals that pursue higher education degrees, placing emphasis on the wellbeing of developing nations such as Small Island Developing States (SIDS);

11. **Encourages** the expansion of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Youth Partnership Program, which funds youth development programs with the goal of retaining educated individuals to create stronger economies;
12. **Recommends** global funding for programs that promote SDG 4 as Member States will equally benefit from future trade and economy stimulation by:

a. Encouraging the support of programs such as Intermittent;

b. Inviting the Eurasia Foundation and other NGOs, in conjunction with public-private partnerships with both federal and local governments, to fund youth education programs that highlight the importance of promoting government involvement, increasing inclusivity, and expanding connections between urban and rural areas;

13. **Further recommends** the implementation of the Youth Empowerment Society (YES initiative), overseen by UNESCO, to create a holistic approach to promote youth education, youth participation, and an increase of a more inclusive party within the science, technology, engineering, and mathematics (STEM) field, a local level initiative that pairs international graduate students from ranging STEM fields to teach within specific communities of corresponding nations implementing the program; moreover, ensuring that the education program being implemented is directly linked to job opportunities through two phases with:

a. Phase one focusing on vocational training and teaching their communities how to build basic infrastructures and green mechanisms, i.e. education centers, water purifiers, bio-digesters, solar powered mini grids;

b. Phase two focusing on modernized education such as math, computer training, green infrastructure, lowering dropout rates, promoting educated and concerned citizens with community involvement, i.e. volunteering in cleanup projects, attending political debates hosted in community;

c. Monthly youth opinion polls and referendums to analyze effective and ineffective aspects of the program, including the introduction of national and regional Youth Forums that are increasingly providing the youth a platform to identify and express their opinions about issues that affect their lives;

14. **Encouraging** Member States to voluntarily participate in the annual SDG Conference to recommend ways to improve the program.
The High-level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

Acknowledging the sovereignty of Member States,

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

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

   a. Online learning opportunities;
b. Vocational and skill based trade schools;

c. Special needs institutions for lifelong learning;

3. Invites Member States to mainstream a culture of children and youth councils in their community to be able to
identify variables such as, but not limited to, culture, availability of resources, access to and levels of education,
and exposure to conflict that can specifically hinder youth involvement and any type of forward movement on
sustainable development by:

a. Expanding the existing systems for capacity building whereby Civil Society Organizations (CSOs),
private sector entities, and governing bodies can identify the type of resources they are able to offer
and whether or not they require assistance or additional resources from fellow affiliates;

4. Recommends enhancement of statistical capabilities of the member states to monitor the implementation of the
Sustainable Development Goals (SDGs) focused on youth via:

a. Continuing and expanding upon the Voluntary National Reviews annually to ensure that there is a
consistent and inclusive review of progress at the national and local levels which are country-led and
country-driven while enabling global networking and collaboration to ensure that each country's needs
are being addressed and the SDGs;

b. Further harmonizing and streamlining the process of data-reporting methodologies, classifications, and
definitions as well as fostering technical cooperation with the European Commission’s Statistics
Agency Eurostat;

c. International exchange of SDG related data by national statistical offices under auspices of The United
Nations Statistics Division (UNSD) and help the United Nations Children’s Fund’s (UNICEF)
programme, Out-of-School-Children-Initiative;

d. Supporting programmes for collaboration such as the European Union’s (EU) Framework Programme
for Research and Innovation (Horizon 2020) which focuses on providing competitive grants to
respective initiatives, so that youth have opportunity for research innovation;

5. Invites the International Telecommunications Union (ITU), in collaboration with UNESCO’s Institute for
Statistics, to aid Member States in accessing technology to collect data on existing educational programs within
developing regions to better facilitate the sharing of best practices, professional and educative knowledges, such
as annual literacy rates, in order to expand the pool of expertise locally, regionally and globally;

6. Encourages the United Nations Education, Science, and Cultural Organization (UNESCO) and the Capacity
Development for Education for All (CapEFA) Technical and Vocational Education and Training (TVET)
programme to increase their work with Member States in building policy development and strategic planning
capacity, especially among vulnerable populations, as to aid in the school to work transition, thus providing
vulnerable population, such as youth, with the ability to participate in leadership roles;

7. Expresses its hope for universal schooling and vocational training to be accessible through inclusive domestic
and international mass transit programmes within the framework of the UN-Habitat New Urban Agenda by
incorporating financial plans, such as the Joint European Support for Sustainable Development Investments in
City Areas and the UN Sustainable Development Goal Fund to:

a. Expand upon the existing educational facilities which are situated within domestic mass transit
development schemes inclusive of rural and illiterate youth populations;

b. Expand pre-existing urban social safety nets configured by allocating health services and sustainable
urban housing projects within proximities of urban to rural mass transit systems supporting educational
opportunities and governmental institutions alongside its development;
c. Continue efforts made to mainstream curriculums influenced by sustainable ideals and youth leadership opportunities aimed at the incorporation of students through grassroots-participation in sustainable urban development projects by expanding a technical curriculum intended to foster green entrepreneurship;

8. Recommends the further incorporation of agricultural best-practices, through geographic specific educational curriculum, to ensure adequate supply of food for marginalized and impoverished youth populations, utilizing programs such as the Integrated Small Ruminant Crop Program and the International Combined Sheep Production with Reforestation Program of the Food and Agricultural Organization (FAO), designed to expand the training of impoverished citizens using sustainable planting tactics, particularly the efficient agro-sylvopastoral land-use schemes that condense and enhance the quality of rural landscapes while connecting products to export markets, allowing for marginalized populations to be within proximities of sustainable and profitable food production in addition to incentivizing technological and financial investments and employment opportunities in distribution, tourism, marketing, public transportation, and development industries;

9. Further recommends that the Global Partnership for Education should expand their role internationally through the continuation of microfinancing loans to young innovators in emerging economies in order to:

a. Support additional funding for the Erasmus Programme+ from the Global Partnership for Education funds to be used for scholarships directed to students, especially those engaged in sustainable development efforts and leadership from emerging countries;

b. Further reaffirm the incentive based opportunities of students to enable their pursuit of professions in the field of education therefore addressing the lack of educators globally;

c. Help governments finance resources destined towards school quality pre-primary, primary, and secondary educational institutions;

d. Adhere to high standards of transparency in regards to governance, policies, financing, and program funding with the objective of being a clear and honest NGO;

e. Have data and economic statistics published in the International Aid Transparency Initiative (IATI) registry to better streamline development efforts;

f. Incentivize professors seeking to teach abroad, mostly in developing countries, to accomplish global literacy and a just distribution of knowledge;

g. Encourage the expansion of the World Food Programme’s School Meal Initiative, to young people in developing countries, for the purpose of improving the quality of education to youth through providing meals in school to better help overall health and wellbeing of youth, especially those with food insecurities;

10. Suggests the United Nations Conference on Trade and Development (UNCTAD) to encourage multi-stakeholders and public private partnerships, particularity with universities to include youth within developing regions, and encourage youth leadership and entrepreneurship through seed finance, to promote the economic growth through the development of small businesses, an economic barrier to a higher standard of living;

11. Encourages UNICEF’s Voices of Youth (VOY) Programme partner with the Office of the Secretary-General’s Envoy on Youth, through educational seminars, to ensure that the voices of youth are heard and that policy-makers are focusing on access to education and decent work through the formation of policies that benefit and protect young people in order to help youth to become leaders in their local governments;

12. Further encourages the United Nations Girls Education Initiative through the UNICEF to expand the areas in which it operates to include developing countries, in which it is not currently operating, in order to promote access to equal education for vulnerable populations, especially female youth;
13. **Supports** the inclusion of understanding sexual health, such as short term and long term HIV/AIDS prevention, and relationships, building education into education systems through the collaboration, including forums, of the World Health Organization (WHO), UN AIDS, and regional organization in order to ensure a culturally sensitive approach and empower youth, including young women, to have freedom over the healthcare available to them:

   a. Supporting voluntary educational programmes regarding HIV/AIDS and other sexually transmitted Diseases for those most at risk, while being sensitive to the cultures of participating Member States;

   b. Encouraging the distribution the HIV/AIDS medication to help normalize lives of these affected by diseases;

   c. Endorsing sensitivity training for medical professional in dealing with youth, including non-discriminatory treatment of HIV/AIDS individuals and respect for youth-patient privacy and confidentiality within the medical system;

   d. Asks governments, civil society, the private sector, and the Global Fund to fight AIDS, Tuberculosis, and Malaria to work together in funding the continuation of these efforts;

14. **Emphasizes** the need of alternatives to traditional learning structures in conflict and disaster prone areas and risk management is strongly required for further development:

   a. Suggests the expansion of the scale of action of UNESCO disaster risk reduction education programme as a first step to addressing this issue;

   b. Recognizes the potential of technology, telecommunications, and Open Distance Learning (ODL) to address the lack of access to education centers;

15. **Suggests** Member States to teach and encourage youth on HIV/AIDS prevention through protecting their integratory by ensuring that their confidential information with national;

16. **Recommends** UN Office on Drugs and Crime to work with Member States in training local government leaders, especially young leaders, through peace education in order to promote integrity within local governments and promote anti-corruption measures especially with religious and cultural sensitivity;

17. **Acknowledges** the role of education in promoting peace by formulating curriculums capable of fostering conducive learning environment which could be implemented through:

   a. Fostering intellectual understanding, nonviolence and peace as parts of school’s’ vision, missions and values;

   b. Encouraging a learning environment that is supportive, respectful, enjoyable, equitable and safe;

   c. Promoting learner-oriented curriculums in terms of enabling beneficiaries to have their voice heard in culturally diverse communities;

   d. Fosters the idea of a role model teacher and a facilitator who demonstrates peace and nonviolence through consistent behavior and actions;

   e. Integrating intercultural understanding, peace, and nonviolence in scholar materials;

   f. Adherence to the Safe School Declaration signed by Afghanistan, Costa Rice, and several other Member States to exempt educational infrastructure from military use;

18. **Suggests** the High-level Political Forum to support Member States’ efforts through the issuance of monitoring reports and achievement progresses, to educate their citizens on matters of climate change and its effects such as
waste and pollution, clean water accessibility, and renewable energy technologies in order to achieve the Sustainable Development Goals by 2030.
The High-Level Political Forum on Sustainable Development,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Taking into consideration Mongolia’s National Program on Adolescents and Youth Development and the ASEAN’s Youth Leadership Association (AYLA),
Taking note of past and present projects such as, but not limited to: the United Nations Development Program (UNDP), the Young Professional Programme (YPP), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Incheon Declaration and Framework for Action linked to the 2030 agenda to initiate programs regarding youth empowerment in several developing Member States.

1. Urges Member States to embrace the mandate set forth in the 2030 Agenda, which highlights the importance of equal prosperity and inclusivity in education across all Member States by:
   a. Initiating further discussion amongst Member States, to assess the standards of learning within developing nations, and to outline ways in which collaborative efforts amongst developed countries, can provide financial support to provide sound foundations for the development of advanced educational infrastructure in rural areas;
   b. Developing initiatives that will provide equal access to educational and employment opportunities, irrespective of social class in both urban and rural communities;

2. Reminds intergovernmental and regional organizations, international financial institutions, partners, and stakeholders to fulfill the requirements of sustainable development as stated in The Future We Want;

3. Suggests the implementation of educational mechanisms specifically aiming for social inclusion of minorities according to the United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities and the further recommendations of the Forum on Minority Issues, to promote the representation of their respective cultures in the educational, corporate, and political landscape of the Member States as to create more inclusive decision-making processes in contemporary societies;

4. Proposes the promotion of open learning as an alternative source of education, through the means of:
   a. Knowledge exchange within local communities between the local youth;
   b. Encouragement the involvement of local minorities, refugees, and uneducated youth as an opportunity to get out of poverty;
   c. Incorporating youth engagement and perspective in local and regional conflict resolution;

5. Recommends the development of initiatives by Member State governments to ensure equal access to educational and employment opportunities, irrespective of social class, gender, religious background, race or other personal orientation so that overarching social hierarchies do not inhibit impoverished individuals from accessing equal opportunities by calling upon various UN bodies like UN Women, UNICEF, and UNHCR to take further initiative to collaborate with Member States through:
   a. Encouraging Member States to cooperate through UNICEF to share innovative technologies to improve the educational system of developing Member States;
   b. Inviting outside entities such as, but not limited to NGOs, to provide both financial and humanitarian aid to further the goals of youth leadership and education for sustainable development in both rural and urban areas;

6. Encourages the expansion of the UN program Young Leaders for Sustainable Development at the regional and national level to further promote the program amongst “young leaders”:
   a. Recognizing ambitious projects on combatting climate change, reducing inequalities and poverty led by young students or youth organizations;
   b. Helping them through national or regional subsidies to finance specific local and regional projects, conceived by Member States universities, non-governmental organizations, businesses, and youth organizations;
c. Promoting the granting of Young Researchers on all topics related to Sustainable Development including climate change;

d. Emphasizing private or public study grants to support various initiatives of those above mentioned Young Researchers;

e. Encouraging universities, youth organizations, and young entrepreneurs to participate to the Sustainable Development Solution Network Youth;

7. **Recommend**s United Nations Educational, Scientific and Cultural Organization (UNESCO) to expand the scope of their Youth Forum Programme in order to include a Regional Emerging Leaders Conference (RELC) in collaboration with United Nations Children’s Fund (UNICEF), which will provide funding, consisting of a regional summit immersing youth representatives in leadership based roles and responsibilities which will discuss Sustainable Development Goals implementation problems, through:

a. Establishing National Leadership Development Courses (NDLC) within Member States of the regional bloc for youth, consisting of workshops, classes, seminars, and summits, similar to the World Conference on Youth, in order to promote leadership skills and consequently select participants of the RELC based upon the results of the courses, criteria may include grades, level of civic engagement, experience within the topic of discussion;

b. Creating the regional conference which will encourage and enhance collaboration skills within the selected youth from the national courses in order to discuss SDG implementation problems within the regional bloc and creating a resolution/call of action which will be delivered to the competent ministry or organ of each participating Member State in charge of the implementation of the SDG;

8. **Further suggests** UNESCO’s Education for All Steering Committee to promote Commodities for Education Funds (CEFs) into their Education for All Programme in order to efficiently mobilize resources into the educational sector, hence, improving access and quality for education by:

a. Extracting a fraction of the revenue from industrialization in ways such as, but not limited to:

   i. Imposing taxes on private industrial stakeholders;
   
   ii. Imposing royalties on production of materials that come from the commodity;

b. Considering the reallocating the aforementioned fraction into a National Fund, supervised by a The International Organization of Supreme Audit Institutions (INTOSAI), which will be solely used for the purpose of improving access and quality for education;

c. Redistribute the fund’s income every 5 years into the educational sector of the Member State;

9. **Further recommends** the expansion of the scope of the Office of the Secretary-General’s Envoy on Youth in order to build communication between young leaders by:

a. Using social networks and other online platforms to enable networking where young leaders can meet together to come up with solutions for the local needs within a global network;

b. Selecting professionals and experts in different fields to meet with aforementioned local leaders in order to gain pertinent knowledge and gain real life experiences with those experts using the assistance of UNESCO’s Young Professionals Programme and the financial participation of Public Private Partnerships (PPP);

c. Further recommends the expansion on existing programs to allow regional efforts to collaborate into an inclusive international platform for youth to address issues domestically; the youth conference candidates shall be chosen based on academic merit, civic engagement, and other qualifications to be
determined at a later date using applications created by UN bodies specializing in education such as the UNESCO, addressing topics of the conference which will change annually to address all 17 Sustainable Development Goals;

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

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

   i. Computer engineering;
   
   ii. Business administration;
   
   iii. Entrepreneurship;

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

   a. Actual work experience opportunity that fosters leadership growth within the individual;
   
   b. Opportunity for growth in said leadership positions and gaining hands on experience;
   
   c. An application process provided by the educational program mentioned above candidates will be chosen based on:

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

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

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

   a. Establishing teaching, research and community extensions as the three functions of tertiary education;
   
   b. Adapting educational programs to the specific needs of students based on their cultural and socio-economic background;
   
   c. Encouraging Member States to adhere to the Teacher Education Programme of Asia Pacific Programme of Educational Innovation for Development (APEID);

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

   a. Evidence-based policy research, analytical studies and the collection and dissemination of best practices on the use of ICTs in education;
   
   b. Technical assistance, knowledge, and information sharing with Member States on the application of ICTs in education, with particularly emphasis on teachers;
c. Advisement on policy and expanding scope in order to effectively utilize technologies in areas, in particularly education, especially in areas such as, but not limited to mobile learning;

d. Recommends that Member States collaborate with programs sponsored by the UNDP, UNICEF, and UNESCO to create and implement policies that will enable Member States to achieve the goals of SDGs;

15. Reminds Member States of the urgency and importance to include educational policy and practices that are equally beneficial to rural areas in terms of their effectiveness and equability;

16. Proposes the promotion of current events focused programs that allow youth the opportunity to actively contribute to solving problems within their communities and regions by engaging them in discourse regarding issues that plague their respective communities;

17. Calls for the increase of current International exchange programs between countries and the increase in funds directed towards them by informing Member States through UN Database of the existing programs and their successes such as the Young African Leaders Initiative, Fulbright, and Chevening;

18. Recommends Member States to direct financial and material resources on the implementation of SDGs by:

a. Encouraging partnerships with NGO’s, IGO’s, and the private sector; assistance from regional and sustainable development banks such as the World Bank; and assurances of aid from developed nations to their fellow lesser developed Member States;

b. Promoting major international conferences discussing sustainable development goals for youth, especially those in developing States, to attend;

c. Encouraging governments to share educational resources, through social medias, social networks, school programs, and other sources of marketing.