



**Code:** UNDP/1/1

**Committee:** The United Nations Development Programme

**Topic:** Empowering Youth Through Sustainable Development

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1 *The United Nations Development Programme,*

2  
3 *Recognizing* the need to empower youth through means of sustainable development to improve the overall economic  
4 and social welfare of Member States,

5  
6 *Reaffirming* the Sustainable Development Goals (SDGs) (2015) 4, 8, 15, and 17,

7  
8 *Encourages* Member States to implement youth training programs in farm mechanization technologies as these  
9 technologies are an integral part of the sustainable development process,

10  
11 *Guided by* the Chinese Technical Task Force Initiative, a collaboration between China and Ethiopia to create a new  
12 model of agricultural extension services to promote the training of youth farmers by skilled professionals within  
13 agricultural technology,

14  
15 *Deeply concerned by* the lack of youth representation within the transportation boards of Member States as  
16 including these youths will provide a means toward enhancing infrastructure, increasing sustainability as it relates to  
17 a low carbon future, and building youth employment,

18  
19 *Recalling* General Assembly resolution 69/204 (25 November 2014) highlighting Information Communication  
20 Technology (ICT) programs as a primary facilitator of socio-economic changes through their ability to advance and  
21 increase the competitiveness of knowledge-based economics with broadband as the basis for local IT service  
22 industries,

23  
24 *Deeply convinced* that ICTs are a key enabler of youth empowerment through its capacity to decrease youth  
25 unemployment in civil societies, offsetting challenges that 15 to 24 year olds face in specialized training  
26 opportunities to set forth effective and innovative ways to promote service and development for youth,

27  
28 *Guided by* the Internet Initiative for Africa (IIA), the Asia Pacific Development Internet Programme (APDIP), and  
29 the Sustainable Development Networking Programme (SDNP) which have established internet service providers,  
30 internet nodes, free nets, and other components of ICT infrastructure as well as developing ICT skills trainings for  
31 youth,

32  
33 *Emphasizing* the effectiveness of SDNP telecommunication centers in Bhutan and other Member States at  
34 successfully providing internet training and skills development for youth,

35  
36 *Reaffirming*, the 2003 World Summit on the Information Society as it relates to the heavy emphasis on  
37 telecommunication as a leading means for bridging the “Digital Divide” and further promoting access by all  
38 Member States to information, knowledge, and communication technologies for development,

39  
40 *Bearing in mind* that an increase in available ICTs will allow a growth in the number of youth to become civically,  
41 economically, and environmentally involved,

42  
43 *Recognizes* the need for the implementation of programs such as the *Youth Strategy Program 2014-2017* that  
44 partners with the International Youth Foundation to provide youth with access to business skills and  
45 entrepreneurship opportunities,

46  
47 *Further recognizes* the Make a Connection, New Employment Opportunities, Sustainable Development Networking  
48 Programme, the Asia-Pacific Development Internet Programme, and the Internet Initiative for Africa, all of whom  
49 focus upon ensuring that young professionals are given the necessary skills needed to implement sustainable  
50 development methods within their communities,

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*Encourages* nations to collaborate with preexisting partnership programs such as the Youth Education Ambassador Program (YEAP), which promotes youth in education and vocational training,

*Noting* that collaborations among Member States, private companies, non-governmental organizations, and UNDP programs in providing educational and vocational training for youth will also give companies access to valuable interns and future employees,

1. *Encourages* Member States to emphasize skills training for youth within technological areas of agriculture, public transportation, and ICTs, to ensure that youth are being taught new sustainable methods to better enhance their community's practices;
2. *Recommends* Member States emphasize strengthening food security and poverty reduction, as well as promoting agriculture-based enterprise development and commercial farming opportunities through the adoption of agricultural programs that include youth technological training by:
  - a. Working to increase food security through expanding youth knowledge of edible fungi and to diminish food loss through the building of post-harvest technology;
  - b. Improving forestry by building wood machinery and enhancing sectors within bamboo processing;
  - c. Incorporating advancements in farming techniques such as expansion of machinery in seed drilling, cultivation, and plowing;
3. *Promotes* the establishment of youth associations and committees to advise local and federal transport authorities in planning, building, and maintaining a public transportation network that is sustainable, accessible, affordable, and inclusive;
4. *Encourages* Member States to spread the reach of ICTs, through the use of open data, volunteer ships and youth internships, to developing and remote areas in which youth have limited access, specifically focusing on communication to further enable sustainability in an interconnected world;
5. *Encourages* Member States working to increase ICT infrastructure and capacity development to implement policies that will further educate youth in how to utilize ICTs and other technology by inviting bodies like the Internet Initiative for Africa (IIA), Asia Pacific Development Internet Program (APDIP), and Sustainable Development Program (SDNP), as well as NGOs and businesses to provide basic skills training to youth to further develop their effective use of technology;
6. *Advocates* for all Member States to implement technological actions similar to the Nepal Programme and the expansion of e-trade in Fiji and Malaysia to further emphasize the importance of ICTs in youth civic and economic engagement through:
  - a. Increasing local, state, and international government networking with young professionals through the implementation of workshops that are hosted by leaders who are experts within the field of ICTs;
  - b. Expanding the amount of information available to youth with internet access by working with other Member States to build IT infrastructure, as well as, promoting an increase in literature, such as the use of pamphlets on local web hosting's and online portals, as it relates to ICTs;
7. *Further* invites Member States to implement and expand programs that prioritize helping youth gain the necessary skills needed for the workforce through the allowance of youth participation in internships, therefore improving employment and social opportunities for youth throughout the world.



**Code:** UNDP/1/2

**Committee:** The United Nations Development Programme

**Topic:** Empowering Youth through Sustainable Development

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1 *The United Nations Development Programme,*

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3 *Calling attention* to the 2030 Agenda for Sustainable Development, specifically Goals 4 and 9 which stress the need  
4 for equitable quality education and lifelong learning opportunities for all, in conjunction with the construction of a  
5 resilient infrastructure that will foster innovation,

6  
7 *Guided by* previous programs such as Youth Global Programme for Sustainable Development and Peace (Youth-  
8 GPS) and the International Labor Organization's (ILO) Global Initiative on Decent Jobs for Youth that address  
9 youth unemployment and promote youth entrepreneurship and access to markets,

10  
11 *Aware of* the need to address youth empowerment at a time when the youth poverty rate is at 37.7% by increasing  
12 employment opportunities and infrastructural development,

13  
14 *Seeking* to utilize existing programs, such as the European Union's (EU) Vocational Education and Training (VET)  
15 program as well as the Skills for Jobs and Competitiveness Project partnership between France and Senegal which  
16 increases youth employment through partnerships between developing or developed countries,

17  
18 *Emphasizing* the need to promote lasting agricultural security by supporting and training youths in sustainable  
19 farming practices, through programs like the United State's National Institute for Food and Agriculture (NIFA) 4-H  
20 that assists over 6 million children nationwide each year and other agricultural extension programs that have  
21 alleviated poverty in countries like Benin, Ethiopia, Ghana, Mali, Nigeria, Uganda and Zambia,

22  
23 *Noting* the conclusions of article 8 of General Assembly resolution 68/130 (18 December, 2013), which stresses the  
24 importance of volunteerism as it is conducive to building the skills and capacities required for employment and  
25 entrepreneurship, as well as the benefits of existing volunteer programs like the United Nations Volunteer Program,  
26 African Union Youth Volunteer Corps, the World Bank Youth Professionals Program, and the United States Peace  
27 Corps,

28  
29 *Lauding* the benefits of pre-existing national employment programs, such as the European Union's Youth  
30 Guarantee, which has reduced the average E.U. youth unemployment rate from 24.4% to 18.9% in 3 years by  
31 ensuring that people under the age of 25 are offered a job placement upon graduation or leaving their former jobs,

32  
33 *Realizing* the importance of basic infrastructure, specifically environmentally sustainable or 'green' infrastructure, in  
34 improving living standards and quality of life and the successes of the ILO's Employment Intensive Investment  
35 Programme (EIIP) in reducing poverty through employment, creating infrastructure, promoting enterprise, and  
36 adapting to climate change,

37  
38 *Commending* the work of the United Nations University Water Learning Center as a means of employing youths in  
39 the water management sector through the creation of community centers to train youths in integrated water resource  
40 techniques, such as harvesting and filtering rainwater,

41  
42 *Promoting* urban regeneration of slum neighborhoods through employment-intensive infrastructural development,  
43 like that of the Participatory Slum Upgrading Programme (PSUP), which provides a framework for the betterment of  
44 slums across Africa, to engender a safe, sustainable environment for youths to grow and thrive,

45  
46 1. *Encourages* the expansion of vocational training programs through:

- 47  
48 a. Technical and leadership workshops in order to equip youths with the relevant skills and talents  
49 necessary to find employment;

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- 51           b. Providing youths with necessary knowledge and expertise to further develop infrastructural projects in  
52           their respective communities as a means of elevating the collective society;  
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- 54           c. Training regarding sustainable development as this provides rural areas with further opportunities;  
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- 56 2. *Appeals* to Member States to incorporate and encourage agricultural extension programs that work with experts  
57 of various fields and utilizes their expertise in rural areas to make progress in sustainable development and  
58 educate better agricultural practices through:  
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- 60           a. The expansion of financial assistance will provide the necessary support for continued success and  
61           growth of these programs to increase the capacity and potential of technological education of youth;  
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- 63           b. Exploration of advance payment programs in agriculture, loans will provide youth producers with a  
64           cash advance on the value of their agriculture product enabling them to increase their independent and  
65           autonomous production;  
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- 67           c. Expansion the employment of educated and specialized agents to provide the most researched and  
68           proven techniques of improving yields and incomes for farmers;  
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- 70           d. The further development of these programs to improve agricultural, economic, and social conditions  
71           while breaking the cycle of poverty, encouraging healthful lifestyles, and preparing youth for  
72           responsible adulthood;  
73
- 74           e. Partnership between both states and other organizations to help develop;  
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- 76           f. More innovative and cost effective solutions for sustainable agriculture to help bridge the gap in youth  
77           education in rural areas;  
78
- 79 3. *Recommends* increased use and expansion of volunteer opportunities, especially through already existing  
80 programs such as the United Nations Volunteer Program (UNV) and its youth movement, the African Union  
81 Youth Volunteer Corps, the United States Peace Corps, and the World Bank Youth Professionals Program using  
82 methods such as:  
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- 84           a. Designing programs that coordinate with secondary schools;  
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- 86           b. Developing and expanding upon programs that will encompass outreach from developed countries to  
87           developing countries;  
88
- 89 4. *Supports* the facilitation of partnerships between Member States and the UNDP to develop and expand national  
90 youth employment programs by:  
91
- 92           a. Creating pilot programs in Member States to counter youth unemployment by guaranteeing youths job  
93           placement within 4 months of graduation or leaving a previous job as a way to build economies,  
94           prevent loss of human capital, and engender a national identity;  
95
- 96           b. Expanding upon pre-existing programs to ensure youths remain employed and are productive citizens  
97           of society;  
98
- 99 5. *Suggests* Member States create and expand upon national youth employment programs by:  
100
- 101           a. Developing a pilot program in developing nations to employ youths within 4 months after leaving a  
102           job, graduation from formal education or vocational schooling as a way to build economies, prevent  
103           loss of human capital, and engender a national identity;  
104
- 105           b. Expanding upon pre-existing programs, such as the Youth Guarantee, to ensure youths remain  
106           employed and are productive citizens of society;

- 107  
108 6. *Encourages* Member States to utilize unemployed and underemployed youth populations in basic employment-  
109 intensive infrastructural development projects to:  
110  
111 a. Combat the youth unemployment rate by employing youths in infrastructure projects, such as:  
112  
113 i. Improving water management strategies through job creation;  
114 ii. Providing further access to communication technologies, specifically telephone and internet;  
115 iii. Developing clean energy sources and extend power grids to rural and urban communities;  
116 iv. Providing access to water for irrigation especially in developing countries that depend on rain to  
117 produce crops, employing youth in agriculture;  
118  
119 b. Provide youths with technical skills while employed in infrastructural development projects;  
120  
121 c. Foster the creation of social connections within a neighborhood, by including social institutions such  
122 as parks and recreation centers;  
123  
124 d. Limit environmental impact and promote environmental sustainability with ecologically friendly  
125 solutions, such as solar panels, proper insulation of buildings;  
126  
127 7. *Calls upon* Member States to invest into the water management industry as a means to:  
128  
129 a. Create job opportunities for youths;  
130  
131 b. Improve water sanitation, resulting in improved health and quality of life and therefore, youth  
132 productivity;  
133  
134 c. Foster youth engagement through the creation of community centers to educate the populace of water  
135 management practices;  
136  
137 8. *Expresses its hope* for Member States to undertake urban regeneration projects to make the transition from  
138 urban slum neighborhoods to sustainable cities to:  
139  
140 a. Open employment opportunities for youths to become productive working members of society;  
141  
142 b. Forge safe, sustainable environments for young people to thrive while alleviating poverty and crime;  
143  
144 9. *Reaffirms* that youth unemployment must be addressed, through creation and expansion of infrastructure  
145 including vocational training, sustainable agricultural practices, and national youth employment programs in  
146 order to produce a sustainable economy;  
147  
148 10. *Emphasizes* that the methods addressed above, specifically international cooperation, job acquisition, civic  
149 engagement, and volunteer opportunities are crucial to promoting youth empowerment.



**Code:** UNDP/1/3

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**Topic:** Empowering Youth Through Sustainable Development

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1 The United Nations Development Programme,  
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3 *Guided* by the principles of the *Charter of the United Nations* (1945), declaring the importance of the maintenance  
4 of international peace and security amongst member states, setting the foundations of a more peaceful, prosperous  
5 and just world, and emphasizing our determination to foster strict respect of its principles,  
6  
7 *Acknowledging* the factors like the lack of access to academic institutions, electrical connectivity, and inadequate  
8 social infrastructure contributing to the lack of education in many populations,  
9  
10 *Taking into consideration* the continued need for economic growth through sustainable development in several  
11 Member States,  
12  
13 *Reaffirming* the need to improve the wellbeing of youth all over the world,  
14  
15 *Underscoring* the commitment of Member States on the *Declaration of the Rights of the Child* (1955),  
16  
17 *Recognizing* that youth can be empowered through intergenerational equity, civic engagement, and democracy  
18 building to improve their access to resources and transform their consciousness,  
19  
20 *Recalling* the 2030 UN Sustainable Development Goals (2015) 4, 5, 8, 7, and 11, which emphasize quality  
21 education, gender equality, affordable and clean energy, decent work and economic growth, and sustainable cities  
22 and communities,  
23  
24 *Recognizing* the need for empowerment of young women in the Science, Technology, Engineering, and  
25 Mathematics (STEM) fields on both national and international levels,  
26  
27 *Having examined* the policies and impacts of World Pulse, which is a growing social network of people from over  
28 190 countries who advocate for the creation of a world where all women can thrive,  
29  
30 *Commending* the efforts of the United Nations Industrial Development Organization (UNIDO) in creating shared  
31 prosperity, advancing economic competitiveness, and safeguarding the environment,  
32  
33 *Reaffirming* the idea that education is a basic human right and must be offered to all youth, including displaced  
34 peoples and refugee youths as mentioned in the *1951 Refugee Convention*,  
35  
36 *Emphasizing* the importance of programs such as the “Our New School” program, a program implemented in Russia  
37 to educate youth concerning environmental and economic literacy, and to create and expand similar programs to  
38 include refugees,  
39  
40 *Acknowledges* the successful diligent efforts of the International Youth Internship Program (IYIP) and the Quality  
41 Systems for Quality Teachers Program in educating educators on effective teaching techniques,  
42  
43 *Recognizing* the successes of the Community Radio in Laos PDR, which allows radio access for the purpose of  
44 news, updates, language teaching, and sustainable development through education for youth in remote  
45 underdeveloped areas and employs youth to run the program,  
46  
47 *Recognizing* the need for civic engagement of youth as they consist of more than 40% of the global population,  
48  
49 *Noting also* the undertaking of various United Nations programs, governmental programs, and the relevant  
50 nongovernmental organizations in measuring and reporting progress in large development goals,

51  
52 *Recalling* Security Council Resolution 2250 (2015), which urges member states to increase youth representation in  
53 policy-making,  
54  
55 *Emphasizing* the Commission on Population and Development, which reaffirms the key role of young people in a  
56 member state's development,  
57  
58 *Acknowledging* the Economic and Social Council resolution 18 (24 July 2008), which stresses that policies for  
59 achieving full employment and decent work for all should include specific measures to promote gender equality and  
60 foster social integration,  
61  
62 *Recognizing* the importance of the Convention on the Elimination of All Forms of Discrimination Against Women  
63 (CEDAW), especially in women's empowerment,  
64  
65 *Having considered* the General Assembly resolution 70/219 (22 December 2015), which addresses and promotes  
66 women in sustainable development in order to solve the causes of inequalities and, consequently, the exclusion of  
67 women and youth in everyday life,  
68  
69 *Taking into consideration* the UN Business Action Hub, in which the UN and businesses connect and partner to  
70 advance the Sustainable Development Goals,  
71  
72 *Drawing attention* to the importance of diplomatic relations and Member State cooperation, as embodied in the 2005  
73 World Summit Outcome,  
74  
75 *Fully aware* that distance education and online learning is limited around the world due to only 40% of the  
76 population having access to the Internet, keeping in mind the importance of Information Communication  
77 Technologies in bridging education gaps across social classes, cultures, and international boundaries,  
78  
79 *Maintaining awareness* of the effective use of information technology literacy as a useful tool for youth engagement  
80 and mobilization at large,  
81  
82 *Reaffirming* the need for increased international funding for multi-faceted educational programs, data reporting and  
83 management, refugee education, information communication technologies, and international ambassador exchange  
84 programs,  
85  
86 *Recognizing* the successes of international education and teaching organizations such as Teachers Without Borders,  
87  
88 *Acknowledging* that the empowerment of youth will create an improved, sustainable future for all,  
89  
90 1. *Recommends* that member states establish international educational partnerships, wherein educators and  
91 diplomats from one nation are encouraged to share their knowledge with each other, which can be established  
92 through:  
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94 a. Partnerships with non-profit educational organizations;  
95  
96 b. The encouragement of Foreign Ambassadors who represent nation states to visit various international  
97 social institutions and schools to inspire youth and educate them in a global perspective, noting the  
98 potential for Member States to improve relations between each other through the ambassador exchange  
99 program as a show of goodwill;  
100  
101 2. *Calls* for increased access of youth that are also marginalized populations, especially girls, to quality education,  
102 through means such as:  
103  
104 a. Partnerships with NGOs that target women's education;  
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- 106 b. Grants and scholarships to improve access to higher education for marginalized populations funded  
107 via;  
108  
109 i. Private university funds;  
110 ii. Partnerships with educational NGO programs to expand their reach throughout the international  
111 community;  
112  
113 c. The encouragement of using alternative education methods that would allow easier access to  
114 educational programs for all youth;  
115  
116 d. Improved transportation within Member States in order to allow youth in lower income areas and  
117 slums to attend schools and training programs;  
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- 119 3. *Urges* Member States to specifically give attention to empowering young women, who are often even less  
120 empowered than their male counterparts, and promote gender equality, one of the 2030 Sustainable  
121 Development Goals, by:  
122
- 123 a. Partnering with and providing funding assistance to non profit organizations that aim to empower  
124 young girls by providing them with the opportunity to build skills and knowledge, understand and  
125 exercise their rights and develop support networks, safe space programs and a varied curriculum  
126 covering life skills, health and financial literacy skills;  
127
- 128 b. Expanding BRAC's Social and Financial Empowerment for Adolescents (SoFEA) project to Member  
129 States that call upon its assistance, which provides girls basic life skills such as:  
130
- 131 i. Social and economic development opportunities for girls through group-based, peer-led  
132 programming;  
133 ii. Life skills training on topics such as child marriage dowry;  
134 iii. Reproductive health, HIV/AIDS, and GBV;  
135 iv. Livelihood training in vocations such as poultry or dairy cow raising;  
136 v. Education around savings, credit, and how to access loans, and financial literacy training;  
137
- 138 c. Using volunteers of the Peace Corps and UN Women, which travel to schools throughout the global  
139 community to speak about women's history, feminine health, and address specific and relevant  
140 questions from girls;  
141
- 142 4. *Calls upon* the expansion of the UNV program to organize volunteer groups that work mainly in developing  
143 nations that call upon their assistance to:  
144
- 145 a. Deliver local education to youth;  
146
- 147 b. Train educators in the local communities that they volunteer in, which will increase the number of  
148 educators available in these communities overall and therefore increase the number of classes taught  
149 and students reached and;  
150
- 151 c. Pass on their skills to future volunteers through UNV fellowship projects, so that the education  
152 programs can continue to exist;  
153
- 154 5. *Recommends* member states to initiate a youth education ambassador program through a national agenda by  
155 providing international education job opportunities for post- graduate secondary education students, specifically  
156 those under the age of 24, to engage youth in intergenerational issues by providing a basic education to employ  
157 those unemployed youth and to educate youth while simultaneously gaining meaningful work experience while  
158 contributing to various Member States' livelihoods;  
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- 160 6. *Requests* that Member States attend to the specific needs of educational programs by providing support in  
161 supplies, teachers, and instruction, and funding among other things through:

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- a. Providing instruction, professional learning for teachers and district leaders, curriculum resources, assessment, collaboration, networks, partnerships, policies, and communication;
  - b. Calling upon regional and local education leaders to establish and communicate a concise vision;
  - c. Encouraging improvement upon regional sub committees designed to properly allocate and distribute educational resources such as relevant technologies that are needed by Member States by assigning each region a board of representatives whom are from neighboring counties that are similar in academic performance and information technology to preparing the youth for the future;
7. *Calling upon* the expansion of nation-based teacher training programs such as Quality Systems for Quality Teachers, QSQT, as developed by the United Nations Educational, Scientific, and Cultural Organization, to advance educational success and opportunities for refugee youths and displaced youths by:
- a. Recommending services for refugee youth including mental health counseling programs like psychoeducation and post- traumatic stress support groups, as well as cultural integration programs;
  - b. Encouraging teachers to provide case-by-case, nation-based assessments to gauge the level of academic proficiency amongst refugee youth by:
    - i. Assessing different strengths and weaknesses of refugee youth, based on their age, to assess the youth's academic level, based on the International Standard Classification of Education system as relegated in the United Nations Educational, Scientific and Cultural Organization, and;
    - ii. Employing an independent commission to monitor and assess academic progress;
8. *Requests* the expansion of vocational training in educational systems using regional programs and international cooperation and by encouraging member states to work with the UNIDO to create projects that help alleviate poverty while remaining environmentally sustainable;
9. *Promotes* additional education in the Science, Technology, Engineering, and Mathematics (STEM) academic specialties for youth for the betterment of the member state with special focus in job fields such as environmental science, computer infrastructure and technology, agriculture and sustainable farming, and civil and mechanical engineering;
10. *Expresses* its hope that Member States will expand or establish STEM education, particularly for marginalized youth such as women, a group that is underrepresented in scientific fields;
11. *Emphasizing* the unique infrastructure of Information Communication Technology programs that can be applied to all Member States through the various implementations of the three main goals of Information Communication Technology which are:
- a. Recognizing the first ICT goal of provision and integration of essential telecommunication infrastructure within schools;
  - b. Ensuring access to broadband connectivity in education systems;
  - c. Endorsing the continual professional development of teachers and the usage of relevant digital content software, to the highest technological ability of relevant states;
12. *Further requesting* the expansion of the United Nations Sustainable Development Goals database to include relevant data pertaining to youth, such as employment statistics and education programs in Member States;
13. *Calls upon* each member state for the introduction or enhancement of business education and youth entrepreneurship, particularly aimed towards youth, which could take the form of:

- 218 a. The establishment or improvement of college programs teaching business, such as seminars or  
219 workshops sponsored by public or private higher education institutions;  
220
- 221 b. Education that would focus primarily on areas such as the process for starting a business, tax code for  
222 small businesses, and the management and operation of a business;  
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- 224 14. *Recommending* that universities and colleges in Member States provide quality distance education in the form  
225 of technology, books, and school supplies, in order to ensure that students, regardless of their location or  
226 occupation, can have access to education;  
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- 228
- 229 15. *Emphasizes* that all Member States should support nation-based initiatives that allow for youth entrepreneurship  
230 in establishing new jobs and modernizing the economy, which might include:  
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- 232 a. Low interest loans of roughly 2-4% from organizations such as the World Bank for small business  
233 start-ups;  
234
- 235 b. Further financial assistance from regional banks and organizations, including bankruptcy mitigation;  
236
- 237 16. *Urging* the implementation of “Jump-Start Opportunities for Brilliance”, J.O.B., to prevent youth exploitation  
238 as well as promote their educational, social, and financial well-being, and to recognize that today’s youth are  
239 tomorrow’s future through:  
240
- 241 a. Engaging youth in opportunities in peacemaking and conflict resolution through relevant local and  
242 international agencies;  
243
- 244 b. Providing universal healthcare education to youth like disease prevention and hygiene maintenance;  
245
- 246 17. *Encourages* sustainable farming practices such as efficient crop irrigation in order to support agricultural  
247 sustainability and ease future production of crops, which will allow for youth to secure and progress their  
248 environmental future through developments;  
249
- 250 18. *Is fully conscious* that greater access to the internet in developing countries is necessary to promote civic  
251 involvement of youth by:  
252
- 253 a. Allowing access to global information and broadening the worldview of the upcoming generation;  
254
- 255 b. Providing online networks to facilitate global involvement of youth in the current political systems of  
256 the international community;  
257
- 258 19. *Invites* the creation of programs that put youth in direct contact with governments to expand into both  
259 developed and developing nations, giving them the power to be involved in the decision-making of policies that  
260 will affect them by:  
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- 262 a. Utilizing joint programs with UNDP to advance the role of youth-led advocacy groups through  
263 training;  
264
- 265 b. Encouraging Member States to create programs in their national governments that allow for youth  
266 participation, following the examples that other nations have done in the past, such as the creation of  
267 the Libyan Youth Observatory, which would allow youth to meet directly with the Constitutional  
268 Drafting Assembly, and the youth council in the Netherlands, which allows youth to be involved in  
269 policy-making and promotes youth participation in national and local levels as well as advocating for  
270 the best interests of youth people and youth organizations;  
271
- 272 c. Civic education through which the youth would gain the capability to influence policies;  
273

- 274 20. *Calls for* the expansion and increased availability of programs that are inclined with the development and  
275 empowerment of the youth through education in all Member States such as:  
276
- 277 a. Youth Empowerment Seminar (YES!), which involves the youth through local and international  
278 organizations that are youth-led and youth-based that will promote for sustainable living;  
279
  - 280 b. The Norwegian Youth Council (LNU), which aims to provide knowledge for the youth through  
281 courses within a variety of subjects to ensure enhanced and increased youth representation;  
282
  - 283 c. Stromme Foundation East Africa (SFEA):  
284
    - 285 i. Vocational skill training program that aims to help disadvantaged youth to attain life at vocational  
286 and occupational skills;
    - 287 ii. “Act Now” Youth Exchange Program, wherein the youth sent from Member States to volunteer  
288 among partner organizations for 7 months, and return home to local organizations to share;  
289
  - 290 d. The efforts made by the Japan Prize, which advocates for the advancement of scientific, cultural, or  
291 literary contributions that improve the human condition, and aiming to implement a similar  
292 incentivizing program within various Member States’ borders;  
293
- 294 21. *Commends* public-private collaboration through expansion of programs such as:  
295
- 296 a. The Microcredit Summit Campaign, which brings together investors and beneficiaries with the goal of  
297 alleviating poverty through microfinance;  
298
  - 299 b. The Non-Governmental Organization, BRAC (Bangladesh Rural Advancement Committee), which has  
300 used micro-finance to fund five million projects worldwide;  
301
  - 302 c. Regional organizations, which have their own annual budget funded by its members;  
303
  - 304 d. Continued work with national banks and policies to reach trade and economic agreements;  
305
  - 306 e. Philanthrocapitalism, which is a type of philanthropy which mirrors capitalist interests;  
307
  - 308 f. Multinational corporations, for donating money to non-profit programs;  
309
  - 310 g. Individual countries in the form of aid and scientific as well as technological resources and logistics;  
311
- 312 22. *Further applauds* and advocates for the expansion of philanthrocapitalism from for-profit entities that foster  
313 youth empowerment by advocating for education in the communities that they conduct business in, such as  
314 Marathon Oil Company, which in 2015, spent \$1.2 million to rehabilitate the Rilaja Primary School and  
315 Enrique Nvo Primary School on Bioko Island in Equatorial Guinea;  
316
- 317 23. *Encouraging* Member States to match the efforts made by the Japan Prize, which advocates for the  
318 advancement of scientific, cultural, or literary contributions that improve the human condition, and aiming to  
319 implement a similar incentivizing program within various Member States’ borders;  
320
- 321 24. *Affirms* that the initiatives taken in this resolution further the 2030 Sustainable Development Goals and allow  
322 for the empowerment of all youth throughout the international community.