



Code: UNDP/1/1

Committee: The United Nations Development Programme

Topic: Empowering Youth Through Sustainable Development

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,

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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,

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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

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,

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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,

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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;
53
- 54 c. Training regarding sustainable development as this provides rural areas with further opportunities;
55
- 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:
59
- 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;
62
- 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;
66
- 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;
69
- 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;
85
- 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;
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- 96 b. Expanding upon pre-existing programs to ensure youths remain employed and are productive citizens
97 of society;
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- 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;
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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

Committee: United Nations Development Programme

Topic: Empowering Youth Through Sustainable Development

1 The United Nations Development Programme,
2
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;
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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;
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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;
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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:
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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;
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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:
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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;
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- 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:
231
- 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;
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- 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:
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- 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:
261
- 262 a. Utilizing joint programs with UNDP to advance the role of youth-led advocacy groups through
263 training;
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- 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;
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- 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):
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 - 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.