



Code: ECOSOC/1/1

Committee: Economic and Social Council

Topic: Engaging Youth in Building Partnerships for Sustainable Development

1 *The Economic and Social Council,*

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3 *Acknowledging* a state's sovereign right to either consider, and if appropriate, implement initiatives and
4 programs within its own borders,

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6 *Reiterating* that comprehensive reports from all Member States receiving United Nations (UN) funds for
7 previously implemented programs are required annually, in order to keep the allocation of monetary aid
8 dispersed by UN organizations transparent, as stated by Article 64 within the *UN Charter*,

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10 *Recalls* General Assembly resolution 60/288 "The United Nations Global Counter-Terrorism Strategy,"
11 which promotes the vocational training program for youth as higher rates of youth unemployment can be
12 linked to engagement in terrorism,

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14 *Understands* that there is variation in the socio-economic status of every Member State that needs to be
15 addressed in order to improve their sustainability,

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17 *Affirming* General Assembly Resolution 68/130 "Policies and programmes involving youth," which urges
18 Member States to address youth unemployment and integrate inclusive employment policies by including
19 the recognition of the importance of youth participation and involvement in important decision-making and
20 policies,

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22 *Acknowledging* that youth lack access to technological resources that can empower them to have greater
23 impacts on sustainable consumption and production practices within their nations,

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25 *Recognizing* the impact of involving youth-led programs and their ability to improve the UN Development
26 Programme's (UNDP) Human Development Index scores and business climates,

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28 *Recalling* the World Programme of Action for Youth, which provides a framework for improving young
29 people's quality of life by providing goals and fostering initiatives that aid the successful implementation
30 and participation of youth-led programs and organizations,

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32 1. *Recommends* an amendment of the Economic and Social Council (ECOSOC) Youth Forum powers
33 as currently specified in the mandate, in order to foster increased direct youth participation in policy
34 building by:

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36 a. Providing a delegation appointed by the permanent youth forum to have consultative status
37 within ECOSOC and its subsidiary bodies;

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39 b. Providing the Youth Forum the authority to define youth-led and youth-focused NGOs;

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41 c. Empowering the Youth Forum to allocate funds from voluntary member contributions to
42 youth-led and youth focused NGOs;

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44 2. *Recommends* the integration of youth training programs, created by the United Nations Institute for
45 Training and Research into the ECOSOC Youth Forum to impart key skills that will adequately
46 prepare youth representatives to discuss policy issues, including:

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48 a. Political fluency and understanding;

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- b. Practical and intellectual skills;
 - c. Understanding of international public policy and its execution;
 - d. Soft skills such as public speaking, communication, decision-making, and compromising;
 - e. Cultural competency;
3. *Endorses* increased involvement of youth-led non-governmental organizations (NGOs) within ECOSOC in order to ensure that an appropriate portion of youth led or focused organizations are represented as consulting bodies by:
- a. Instituting a minimum of 20 percent of youth-led NGO consultants for ECOSOC and recommending the same for all UN branches;
 - b. Moving the ECOSOC Youth Forum to no more than one month before the opening of the United Nations General Assembly;
 - c. Designating contributions by youth-led and youth-focused NGOs as formal contributions to ECOSOC and its subsidiary bodies;
4. *Calling upon* NGOs, inter-governmental organizations, and other Member States to fund participation for underrepresented and/or impoverished youth to finance their attendance of the ECOSOC Youth Forum;
5. *Advocates* the use of the Technical and Vocational Education and Training program under the auspices of the United Nations Office of Counter-Terrorism (UNCCT) by:
- a. Expanding Sustainable Development Goal partnership projects to be used on an international scale as well as domestic cases;
 - b. Prioritizing training in the areas of sustainable energy technologies to both provide youth with skills in a growing industry and encourage economic growth in member countries by promoting the growth of the sustainable energy industry;
 - c. Providing for the sharing of technical knowledge between states to successfully implement programs;
 - d. Increasing vocational training that focuses on sustainable agricultural output to prevent youth from entering a cycle of poverty, perpetuated by the practice of removing youth from school prematurely to work in the agricultural industry;
 - e. Requiring that Member State delegations to report to the UNCCT on the progress made implementing these initiatives;
6. *Encourages* Member States to invest in skill development programs, including national vocational training such as the BRAC Institute of Skills Development, as well as establish online portal systems across nations such as World Programme of Action for Youth to help ease practical education process for young people regardless of their socioeconomic circumstances, which include but are not limited to students from rural areas or school drop-outs;
7. *Emphasizes* the need for increased UN inter-agency dialogue with the United Nations Industrial Development Organization, the UNDP, and other UN agencies in addressing digital education initiatives to inform and encourage active participation of youth in sustainably improving their communities both rural and urban, including topics such as:

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- a. Expanding already existing e-government programs;
 - b. Increasing access to university educational resources, academia, and internet connectivity;
 - c. Involving disenfranchised youth in inclusionary political practices;
 - d. Emphasize curriculum development in accordance with the cultural values of Member States and the shared values enshrined in the *Universal Declaration of Human Rights*;
8. *Recommends* the strengthening of existing regional and international frameworks that focus on the vocational exchange of personnel and training programs between member states, such as the UN Habitat Youth Fund, in order to promote increased youth participation in the private sector;
9. *Strongly encourages* Member States to strengthen their collaboration through programs that guide youth who are seeking to actively participate in sustainable development efforts by expanding the Youth Leadership Programme to marginalized communities by forming a coalition with NGOs and business partnerships that provide the guidance and support that youth need to become actively involved in their communities;
10. *Encouraging* governments to utilize pre-existing national task forces to address the sustainability needs of every Member State by:
- a. Reaffirming the importance of the annual ECOSOC Youth Forum, which serves as a platform for youth to share ideas on possible solutions on existing issues within their represented Member State;
 - b. Mobilizing experts in their respective fields to conduct research specific to Member States and their prioritized needs in order to achieve the UN's Sustainable Development Goals;
 - c. Educating developing countries and to promote partnerships that provide knowledge and resources for sustainable growth through:
 - i. Providing guidance for state governments to implement and establish youth empowerment programs focusing on political activism;
 - ii. Encouraging the inclusion of STEM, public policy, and teamwork building educational practices that are adapted to specific conditions within member states by member states;
 - iii. Securing resources from non-profit organizations and voluntary funding;
11. *Calls for* furthering youth employment initiatives to bolster economic sectors of sustainable development through:
- a. Advancing access to entrepreneurial mentoring and opportunities by encouraging youth involvement;
 - b. Increasing the use of outside funding from regional multilateral development banks as a supplementary means to improve access to entrepreneurship opportunities;
 - c. Creating jobs through assisting national youth entrepreneurs, following the example of the International Labor Organization;
12. *Emphasizes* the expansion of the *UN System-wide Action Plan on Youth* as a means to boost inter-agency collaboration on a regional basis, and to increase youth involvement through data collection in order to annually support the ECOSOC Youth Forum.



Code: ECOSOC/1/2

Committee: Economic and Social Council

Topic: Engaging Youth in Building Partnerships for Sustainable Development

1 *The Economic and Social Council,*
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3 *In consideration of the 2030 Agenda for Sustainable Development's 17 Sustainable Development Goals*
4 *(SDGs), specifically the goals of quality education (4), decent work and economic growth (8), and*
5 *partnerships for the goals (17),*
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7 *Recalling that the World Youth Report refers to the 1.8 billion youth in today's world as the "torchbearers"*
8 *of sustainable development as they are both partners and beneficiaries in the 2030 Agenda,*
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10 *Applauds the efforts of the World Health Organization with their program Engaging Young People for*
11 *Health and Sustainable Development, which has been successful in providing youth the ability to engage*
12 *in discourse and act as partners in the efforts of achieving health equity without discrimination,*
13
14 *Commending the United Nations Children's Fund's (UNICEF) efforts in rehabilitating and providing*
15 *disaster relief for youth affected by natural disasters around the world and its efforts in responding to 285*
16 *humanitarian crises within 90 Member States in 2018,*
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18 *Having considered the accomplishment of enrolling more than 86,000 students in the United Nations*
19 *Education, Scientific and Cultural Organization's Technical Vocational Education and Training (TVET)*
20 *program, which works towards sustainable development through SDG 4, quality education, the principles*
21 *of equity and inclusiveness, and the importance of lifelong learning in the hopes of an increase in the*
22 *number of youth with relevant skills for employment, decent jobs and entrepreneurship,*
23
24 *Further endorsing General Assembly resolution 73/225 (2018), "Entrepreneurship for Sustainable*
25 *Development," which emphasizes entrepreneurship as one of the key ways to rapidly promote economic*
26 *growth and development through the implementation of SDG 8, decent work and economic growth, in*
27 *order to create economic opportunities through combating factors such as poverty, economic and social*
28 *inequalities, and a lack of influence for youth, which hinders opportunity among the youth,*
29
30 *Noting Economic and Social Council (ECOSOC) resolution 53/1 (2015), "Policies and Programmes*
31 *Involving Youth," which urges Member States to promote the full and effective participation of young*
32 *people and youth organizations in relevant decision-making processes due to the vital roles they hold in*
33 *promoting sustainable development practices,*
34
35 *Emphasizing the goals of strengthening dialogue and participation among youth, and furthering youth*
36 *entrepreneurship as stated in ECOSOC Resolution 2018/5, "Strategies for eradicating poverty to achieve*
37 *sustainable development for all," which acknowledges the importance of creating inclusive institutions that*
38 *contribute to training youth in skills that ready them for employment for a more educated, well-equipped*
39 *adult populace,*
40
41 *Acknowledging the five regional bodies of ECOSOC, the United Nations Economic Commission of Africa,*
42 *the United Nations Economic and Social Commission for Asia and the Pacific, the United Nations*
43 *Economic Commission for Europe, the United Nations Economic Commission for Latin America and the*
44 *Caribbean, and the United Nations Economic and Social Commission for Western Asia, and the*
45 *knowledge they have of regionally specific beliefs and issues to build comprehensive regional initiatives*
46 *involving the increasingly vulnerable youth populous,*
47

48 *Taking into account* the United Nations Development Programme's (UNDP) *Youth Global Programme for*
49 *Sustainable Development and Peace* (Youth-GPS), which sets aside guidelines to promote youth
50 involvement in sustainable development issues such as healthcare systems and infrastructure,
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- 52 1. *Encourages* Member States to engage with youth-led United Nations (UN) agencies and non-
53 governmental organizations (NGOs) through actively involving students in SDG awareness programs
54 and allocating sufficient resources to support regional and global youth summits, which provide
55 platforms for negotiations between youth-led UN agencies and NGOs;
56
- 57 2. *Promotes* the creation or continuation of NGO and UN agency programs that offer vocational training
58 for youth intended to allow them to assist with community-based initiatives and innovations directly
59 related to SDGs 4 and 8, to promote youth education and employment opportunities;
60
- 61 3. *Commits* to increased bilateral cooperation between UNICEF and ECOSOC and those Member
62 States affected by natural disasters to expand upon UNICEF's disaster relief programs by:
63
 - 64 a. Ensuring the employment and utilization of youth-led organizations in order to establish
65 partnerships between global youth leaders and UNICEF;
66
 - 67 b. Incorporating youth affected by natural disasters within the recovery and rehabilitation
68 process in order to ensure that local youth are involved in the decision-making process;
69
 - 70 c. Consulting with UNICEF to expand upon existing programs intended to rebuild infrastructure
71 in order to promote and design a sustainable future for those individuals within Member
72 States struck by natural disasters;
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- 74 4. *Endorses* the expansion of the implementation of TVET across participating Member States in order
75 to better enable youth with the skills and resources necessary to engage in consultations and forums
76 on the development and implementation of SDGs while also further assisting with preparing youth for
77 a competitive labor market by:
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 - 79 a. Supporting Member States in ensuring that TVET is accessible to all youth in rural areas;
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 - 81 b. Developing TVET quality assurance, accreditation systems, and qualification frameworks;
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 - 83 c. Standardizing TVET across all participating states by developing mutually recognized
84 qualifications in areas of need of information technology due to the rapid change of
85 technology and its importance to sustainability and competitiveness in the job market;
86
- 87 5. *Encourages* developing countries to invest in programs that benefit youth such as:
88
 - 89 a. Promoting organizations that endorse youth entrepreneurship and innovation to give further
90 upward economic mobility for the youth of poverty-stricken states, provide economic
91 incentives, and create equal opportunities in job creation, which result in the accumulation of
92 capital in the coming generations;
93
 - 94 b. Creating educational programs that focus on teaching work-related skills and financial literacy
95 implemented in school curriculums that boost youth involvement and innovation within their
96 communities;
97
 - 98 c. Inviting Member States to assist those who do not have access to stable financial institutions
99 to encourage youth involvement in entrepreneurship through professional programs and
100 training;
101
- 102 6. *Advocates* for Member States to actively involve students and young professionals in SDG
103 awareness projects and support the development and implementation of youth-created sustainable

- 104 solutions and collect and distribute these ideas using established methods of communication for
105 youth, including the ECOSOC Youth Forum, the International Youth Forum, and the World Youth
106 Forum by:
- 107
- 108 a. Encouraging Member States to facilitate and participate in global youth forums to enable
109 young people to collaborate and share solutions and global concerns;
- 110
- 111 b. Presenting the opportunity for all youth to participate regardless of economic circumstances,
112 such as facing extreme poverty, that may prevent them from normally engaging in discussion;
- 113
- 114 7. *Promotes* the international community to commit resources toward regional and global youth summits
115 that showcase the active creation of entrepreneurial advancements and propositions from the world
116 youth populace by:
- 117
- 118 a. Establishing annual regional youth summits held by willing Member States in partnership with
119 existing regional ECOSOC bodies where young entrepreneurs can present and showcase
120 their own sustainable development inventions, innovations, and technology;
- 121
- 122 b. Inviting international youth from ECOSOC's multiple regions to engage in an international
123 summit that meets every four years and is hosted by willing Member States;
- 124
- 125 c. Advocating for Member States to encourage youth to attend the summit in order to build
126 connections with potential other youth entrepreneurs;
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- 128 d. Advocating for the private sector's participation with youth at these summits to foster
129 connections between educated, unemployed youth and potential job and profitable
130 investment opportunities;
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- 132 8. *Encourages* the commitment of willing Member States to align national policy to the Youth-GPS in
133 order to allow youth to become directly involved in sustainable development initiatives in order to:
- 134
- 135 a. Educate and train youth in political literacy within developing Member States to be able to
136 effectively work within their domestic policy to promote sustainable development;
- 137
- 138 b. Encourage the cooperation of NGOs and youth within developing communities to expand
139 employment opportunities for youth interested in working toward sustainable development;
- 140
- 141 c. Promote consultation between those Member States willing to adopt Youth-GPS, the UNDP,
142 and ECOSOC in order to better align domestic policy within the framework set aside in
143 Youth-GPS.



Code: ECOSOC/1/3

Committee: Economic and Social Council

Topic: Engaging Youth in Building Partnerships for Sustainable Development

1 *The Economic and Social Council,*

2
3 *Acknowledges* the importance of protecting youth as reflected both in the *Universal Declaration of Human*
4 *Rights* of 1948 and General Assembly resolution 1572 (XV) of 1960 “Measures Designed to Promote
5 Among Youth the Ideals of Peace, Mutual Respect and Understanding Between Peoples,”

6
7 *Alarmed* by the severity of climate change and its threat to various economies and international
8 development, which is a change today’s youth will see in their lifetimes,

9
10 *Aware* that 90% of the world’s youth reside in developing nations, which often lack the adequate tools
11 necessary to approach the effects of climate change with thorough solutions; because of this lack of
12 resources, the youth of these developing nations, who are the majority of those populations, often resort
13 to activism in an attempt to make their voices heard,

14
15 *Bearing in mind* the Sustainable Development Goals (SDG), such as No Poverty (1), Zero Hunger (2),
16 Climate Action, (13) and Partnerships for the Goals (17), which go in hand with combating climate
17 change,

18
19 *Appreciating* the emerging presence of youth activists who are at the forefront of the fight against climate
20 change,

21
22 *Deeply concerned* about the general disregard of indigenous youth climate activists and their efforts
23 towards fighting climate change, which disproportionately impacts their communities that often reside in
24 areas prone to devastation to disasters,

25
26 1. *Decides* to create an international bloc that would consist of youth climate activists seeking to raise
27 awareness of their concerns and reach solutions regarding the issues that affect them the most
28 where:

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30 a. This body will meet every six months under the administration of the Economic and Social
31 Council (ECOSOC), in order to respond properly to urgent matters and to implement a
32 consistent number of solutions;
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34 b. Each delegation will be appointed one climate scientist to work in collaboration so that each
35 issue is approached in a factual and scientific matter;
36
37 c. It will provide a report annually to ECOSOC to ensure accountability through a rotating board
38 of volunteer Member States, which meet every six months to oversee resolution
39 implementations and adoptions, and report annually on their progress, where meetings will
40 conclude with one passed resolution;

41
42 2. *Encourages* each participating member to appoint four youth activists to this youth climate body
43 where:

- 44
45 a. Each youth activist or youth ambassador from each respective nation must represent a
46 different area of the nation with a specific climate concern;
47
48 b. Two out of four youth ambassadors from each nation will attend each meeting, where a
49 rotation process will be implemented every two years for new youth ambassadors, who work

- 50 in conjunction with climate scientists, can ensure a diverse range of concerns are expressed
51 to reflect the frequently changing effects of climate change;
52
- 53 3. *Proclaims* that each meeting must conclude with at least one passed resolution to ensure that proper
54 measures are being taken by which:
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- 56 a. Each resolution must consist of specific framework that outlines a process of thorough
57 implementation for that specific resolution board to oversee;
58
- 59 b. If a consensus is not reached on one or more resolutions, the body must conduct a follow-up
60 meeting after a month to discuss possible courses of action, and will conduct monthly follow-
61 up meetings until at least one resolution is reached;
62
- 63 4. *Urges* all Member States to nominate youth ambassadors to this bloc so that a diverse range of
64 issues are addressed.



Code: ECOSOC/1/4

Committee: Economic and Social Council

Topic: Engaging Youth in Building Partnerships for Sustainable Development

- 1 *The Economic Social Council,*
2
3 *Emphasizing* Articles 3 and 19 of the *Universal Declaration of Human Rights*, which give youth the right to
4 freely prosper as people,
5
6 *Acknowledging* the *2030 Agenda for Sustainable Development*, specifically Sustainable Development
7 Goal (SDG) 4: Quality Education, which emphasizes providing young people with the necessary political
8 and economic resources in order to increase the education of youth in vocational and professional fields,
9 providing a world with more equitable and universal access to quality education at all levels,
10
11 *Recognizing* the importance of SDG 8, Decent Work and Economic Growth, SDG 11, Sustainable Cities
12 and Communities, and SDG 17, Partnerships for the Goals for the progress of the international
13 community towards sustainability,
14
15 *Applauding* General Assembly resolution 1572 (XV) “Measures Designed to Promote Among Youth the
16 Ideals of Peace, Mutual Respect and Understanding Between Peoples,” which highlights the importance
17 of mutual respect and understanding among individuals,
18
19 *Acknowledging* the General Assembly resolution 58/133 of 2003 “Policies and Programmes Involving
20 Youth,” which addresses the importance of youth involvement in decision-making at all levels of
21 governance, as well as implements the youth employment network for youth job opportunities, at the
22 local, national, and international levels, in an effort to achieve the SDGs,
23
24 *Affirming* General Assembly resolution 70/209 “United Nations Decade of Education for Sustainable
25 Development (2005–2014),” and emphasizing appreciation for its positive effort over Education for
26 Sustainable Development in regards to quality education, equitability, and inclusivity around the world,
27
28 *Recognizing* the importance of youth representation as a means of achieving the SDGs highlighted in
29 Security Council resolution 2250 “Youth, Peace, and Security,” which emphasizes the incorporation of the
30 youth in key decision-making positions by involving them in their local, regional, and national
31 governments,
32
33 *Taking into consideration* studies such as the World Development Indicators (WDI), which compiles
34 internationally comparable statistics on global development including the education and well-being of
35 youth populations,
36
37 *Recalling* General Assembly resolution 50/81 “World Programme of Action for Youth to the Year 2000
38 and Beyond,” and General Assembly resolution 62/126 “Promoting Youth Participation in Social and
39 Economic Development,” which adopted the World Programme of Action for Youth and ensures the full
40 enjoyment of human rights and freedoms for young people to prosper as citizens,
41
42 *Affirming* the 1989 *United Nations Convention on the Rights of The Child*, which expresses that education
43 is a vital human right,
44
45 *Keeping in mind* existing programs that grant education, specifically in rural areas, to help people build a
46 variety of skills,
47
48 1. *Encourages* partnerships with non-governmental organizations (NGOs) to establish better
49 representation of youth in politics and policy-making on a local, regional, and global scale, which will:

- 50
- 51 a. Recommend Member States to implement youth forums and councils to give a platform for
- 52 youth from diverse background in order to encourage a more active role in politics;
- 53
- 54 b. Ensure proper educational programs that bring equal opportunities in professional careers for
- 55 all young individuals regardless of physical or mental disabilities;
- 56
- 57 c. Encourage Member States to work towards greater civil literacy through educating youth on
- 58 their governmental processes and including the youth in policy-making on issues that pertain
- 59 to them and their Member States;
- 60
- 61 d. Advance political representation with the use of advocacy groups and NGOs to empower
- 62 youth and encourage civic participation as well as facilitate dialogue among governmental
- 63 bodies;
- 64
- 65 2. *Recommends* providing youth a cross-ministerial status, which would maximize youth engagement in
- 66 the policy-making process by expanding the scoping of potential youth policy;
- 67
- 68 3. *Invites* the further implementation of SDG 8 to promote sustained, inclusive, and sustainable
- 69 economic growth and the full and productive employment and decent work for all in sustainable
- 70 development by executing more environmental projects and motivating youth through the suggestion
- 71 and avocation of:
- 72
- 73 a. New eco-friendly methods for the extraction of natural resources;
- 74
- 75 b. The installation of sustainable power plants for alternative energy sources such as solar
- 76 panels, wind turbines, hydropower, and micro-grids;
- 77
- 78 c. Cooperation with Member States to invest in training youth so they will be able to cope with
- 79 the new sustainable energies to ensure they will not have to go abroad to find new
- 80 employment opportunities;
- 81
- 82 4. *Further recommends* creating better transitions for youth entering the work environment by working
- 83 with governments and NGOs to provide better vocational training, which will:
- 84
- 85 a. Educate youth through specialized vocational training to seize employment opportunities
- 86 growing in industries transitioning toward renewable energy and connecting unemployed
- 87 youth with the private sector to target the growing concerns of youth unemployment;
- 88
- 89 b. Recommends the allocation of resources towards developing human capital among youth
- 90 through technical education and vocational training programs tailored towards industries
- 91 transitioning toward renewable resources, allowing them to remain competitive against
- 92 industrial veterans;
- 93
- 94 5. *Expresses hope in* expanding partnerships with NGOs that are not present in least developed
- 95 countries (LDCs) focused on building resilience and better literacy skills among students by helping to
- 96 raise awareness on the benefits of using technology and media, but more specifically, technology to
- 97 improve knowledge retention, which encourages individual learning and collaboration;
- 98
- 99 6. *Encourages* the expansion of surveys, studies, and data collection on the educational frameworks for
- 100 the youth of developing nations and their global progress in achieving the SDGs by:
- 101
- 102 a. Facilitate data collection on global and sustainable development with a specific focus on
- 103 youth engagement and education standards in these developing nations to work towards
- 104 achieving SDG 17, Building Partnerships for the Goals;
- 105

- 106 b. Analyze where these nations may benefit from support from other nations in the
107 implementation of education and vocational training programs in an effort to achieve the
108 SDGs with a specific focus on SDG 4, Quality Education;
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- 110 7. *Stresses the importance of* communicative media, primarily print and broadcast media, to raise
111 awareness of issues in society such as education, unemployment, and healthcare by:
112
- 113 a. Ensuring that youth have access to reliable technology and have an adequate internet
114 connection in the newly constructed educational institutions to help develop new skills and
115 build new opportunities;
116
- 117 b. Using technology as a base to help further develop opportunities and ensure good health by:
118
- 119 i. Enhancing educational goals that can help youth further develop skills that can be
120 used to bridge problems such as unemployment;
121 ii. Acknowledging unemployment amongst youth and try to provide vocational training
122 that can help youth build some kind of income;
123 iii. Using technology to help improve healthcare services, encompassing physical
124 health, mental health, and aiding youth with disabilities by introducing technologies
125 such as blood pressure cuffs, MRI scanners, heart monitors, EKG machines, and
126 more to necessary Member States;
127 iv. Helping youth connect across the world through networking to extend further
128 opportunities that can be achieved through the internet and other forms of media
129 communication;
130 v. Assisting in identifying unknown learning disabilities in youth;
131 vi. Bridging the gap between the Member States in times of crisis or promoting
132 awareness through the use of communicative media;
133
- 134 8. Encourages Member States to uphold the efforts by the 1989 *Convention on the Rights of the Child*,
135 which advises Member States to be aware of the economic barriers faced by nations facing high
136 unemployment rates, as well as developing nations, who might not have the means of implementing
137 effective education programs by providing:
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- 139 a. The development of an effective, transparent security body that addresses the cases of child
140 traffickers in regards to labor effectively so that youth may prosper and be better engaged in
141 their communities and government without the concern of their safety on the line;
142
- 143 b. Methods of collecting and sharing data with Member States to build a stronger security
144 system that protects the rights of children and students through the United Nations Office on
145 Drugs and Crime;
146
- 147 c. Guidelines for an educational assembly in schools to involve youth activism in support
148 against child trafficking and spreading awareness on its long-lasting effect in their educational
149 careers;
150
- 151 9. *Encourages* Member States to mobilize their political and legislative resources to actively involve and
152 engage the youth in an economy transitioning towards sustainability and renewable energy, which
153 will:
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- 155 a. Recommend government contributions to institution of higher learning to bolster education
156 attainment rates in science, technology, engineering, and mathematics fields relating to
157 employment on the transition toward renewable in energy, in compliance with SDG 4 and 7;
158
- 159 b. Invite the Member States to use the Pigovian system within their respective legislatures,
160 placing the financial burden of youth-empowerment programs such as political engagement

161 forums on the parties that bring about negative externalities, which are economic costs
162 brought about in a transaction by a third party;

163
164 c. Remind Member States to actively consider the role of private partnerships to bolster the
165 participation of the youth in accordance with SDG 17, sustainable development through
166 global partnerships, highlighting the importance of removing economic barriers which have
167 proven to be a hindrance for the engagement of youth;

168
169 10. *Encourages* NGOs and Member States to increase investment in public educational institutions, such
170 as vocational and secondary schools that provide a strong foundation for youth to acquire knowledge
171 and lifelong learning by:

172
173 a. Ensuring equitable and environmentally friendly educational institutions suitable for youth
174 between the ages of fifteen and twenty-four;

175
176 b. Developing financing requirements will be based on a scheme, developed by a selective
177 humanitarian committee formed by a corporation with the United Nations General Assembly,
178 stating that Member States must have an active status as a LDC, as defined by the United
179 Nations Conference on Trade and Development (UNCTAD) where:

180
181 i. Additional Member States not classified as LDCs may be eligible for funding, only if
182 population rates in Member States fall below thirty percent;

183 ii. Member States who recently entered the category will also be considered for
184 eligibility;

185
186 c. Designating the United Nations Educational, Scientific and Cultural Organization to form an
187 educational committee which will oversee the improvement of educational opportunities in
188 various Member States;

189
190 d. Encouraging NGOs and international companies to train local medical professionals to be
191 employed in the new vocational and secondary educational institutions;

192
193 e. Constructing new vocational and trade facilities sponsored by international institutions such
194 as the World Bank to foster the creation of employment opportunities in both rural and urban
195 areas, which establishes new employment markets within each Member State;

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197 f. Collaborating with NGOs whose focus is mainly safety, to provide security training and a
198 secure environment to the educational facilities, the youth, and the employees.



Code: ECOSOC/1/5

Committee: Economic and Social Council Plenary

Topic: Engaging Youth in Building Partnerships for Sustainable Development

1 *The Economic and Social Council,*

2

3 *Recalling* General Assembly resolution 70/1 “Transforming our world: the 2030 Agenda for Sustainable
4 Development,” in which the Assembly recognized youth as agents of transformation,

5

6 *Acknowledging* Goal 17 of the 2030 Agenda for Sustainable Development to strengthen the means of
7 implementation and to revitalize the Global Partnership for Sustainable Development, in which
8 partnerships between youth and sustainable development are essential,

9

10 *Highlighting* the United Nations (UN) Youth Strategy Youth 2030: “Working With and For Young People”
11 in promoting non-traditional education and fostering a just transition to a low-carbon and green economy,

12

13 *Fulfilling* General Assembly resolution 70/127 “Policies and Programs Involving the Youth” on quality
14 employment and having nations recognize the necessity for giving a platform to youth, in order to develop
15 innovative ideas on increasing the efficiency of current energy sources such as oil and natural gas,

16

17 *Believing in* the Youth Commission on Science, Engineering and Technology for the Sustainable
18 Development Goals (SDGs), launched by the UN Major Group for Children and Youth, which provides a
19 platform for youth perspectives on the use of science, technology and innovation for the SDGs,

20

21 *Guided by* the utilization of science, technology and innovation from youth to identify barriers and provide
22 solutions for sustainable development challenges, carbon sequestration is a technology that will reduce
23 carbon emissions and protect future generations from climate change,

24

25 *Having examined* the 2015 Paris Agreement from the United Nations Framework Convention on Climate
26 Change (UNFCCC), which provided a framework for collective action between all Member States towards
27 a shared objective of mitigating global warming by reducing harmful greenhouse gases,

28

29 *Acknowledging* the necessity for a platform for youth to bring innovative ideas on efficiently and
30 sustainably harnessing energy resources by mitigating sources of pollution, such as carbon emissions
31 and greenhouse gases,

32

33 1. *Encourages* all Member States to educate young people worldwide through the use of technological
34 processes, such as carbon sequestration, as a channel to instruct the youth on how science and
35 technology contributes to sustainable development through collaborations with each Member State to
36 develop science and technology curriculums that actively engages the youth in academia through
37 workshops, conventions, and science fairs;

38

39 2. *Recommends* all Member States to fund educational training for curriculum at the regional, local and
40 state level by focusing on science and technology and supporting reforms in science and technology
41 courses which include Life Science, Physics, Biology, Environmental Science, and Chemistry;

42

43 3. *Invites* all Member States to build partnerships with the private energy sector in the region to educate
44 youth on how local companies contribute to science, technology and sustainable development;

45

46 4. *Endorses* the need for further youth integration in innovative projects that encourage advancements
47 to current fossil fuels technology and provide youth the visibility for private sector investments;

48

- 49 5. *Supporting* expansion in innovative technologies such as carbon sequestration to lower carbon
50 emissions and promote social responsibility;
51
- 52 6. *Advancing* entrepreneurship mentoring and expanding The Youth Entrepreneurship for the South
53 program worldwide and encouraging youth involvement by:
54
- 55 a. Expanding the outreach program to make it more inclusive of all regions of the world and
56 defined by the set regional blocs established by the UN;
57
- 58 b. Specifically promoting entrepreneurship in the energy sector by allowing youth innovators to
59 present sustainable projects and technological advancements in existing fuel technologies;
60
- 61 7. *Draws attention* to the deleterious effects climate change has on youth populations worldwide and the
62 significance of pointed education to improve current energy sector technologies and create jobs in the
63 fossil fuel sector via:
64
- 65 a. Engaging youth indigenous populations in the development of technologies such as carbon
66 sequestration;
67
- 68 b. Youth training programs to increase forest protection awareness resulting in reforestation and
69 promoting necessary emphasis on the importance of the ecosystem;
70
- 71 c. Suggesting platforms for Member States youth leaders and organizations to discuss
72 sustainable management regarding current energy needs advancing long-time employment
73 opportunities while reducing the negative impacts of current fossil fuel usage;
74
- 75 d. Creating employment opportunities in developing areas that have the fastest rate of growth
76 for young people by de-stigmatizing fossil fuel technology, thereby providing economic
77 stability and prosperity;
78
- 79 8. *Emphasizes* the use of science, technology and innovation to educate the youth regarding the use of
80 fossil fuels and carbon sequestration through:
81
- 82 a. The use of science, technology and innovation policies strengthens the linkage of knowledge
83 between the youth and our ecosystem, identifying barriers and providing solutions for
84 sustainable development challenges from the local to the global level;
85
- 86 b. Inspiring future scientists, advocates, developmental action plans and programs through
87 further educational practices, increasing evidence-based sustainable development by policy
88 design, implementation, follow-up, and reviews.



Code: ECOSOC/1/6

Committee: The Economic and Social Council

Topic: Engaging Youth in Building Partnerships for Sustainable Development

1 *The Economic and Social Council,*

2

3 *Recalling* the 2015 General Assembly resolution 70/1 “Transforming Our World: the 2030 Agenda for
4 Sustainable Development,” which for the first time recognized children and youth as agents of change,

5

6 *Noting with deep concern* that many youth fail to graduate from traditional education due to personal
7 economical concerns and lack of quality educational institutions, which demotivates students and results
8 in increased dropouts,

9

10 *Fully believing* that there should always be the second option of vocational institutions for students that
11 cannot make it through traditional education and should still have the option of pursuing a reputable
12 career,

13

14 *Emphasizing* that education and training promote equity and social inclusion through the development of
15 values such as peace, promotion of human rights and security,

16

17 *Confident* in the sense of needs to increase the number of youth and adults who have specialized skills,
18 including technical and vocational skills, for employment, decent jobs, and entrepreneurship to ensure
19 young people a stable future,

20

21 *Acknowledging* the importance of adopting science, technology, and innovation strategies as integral
22 elements of national sustainable development strategies,

23

24 *Affirms* the usage of collaborative efforts of Member States through the utilization of technology with
25 perspective United Nations (UN) organs and non-governmental organizations (NGOs),

26

27 *Welcoming* Member States to provide equal educational opportunities to everyone regardless of race,
28 religion, or economic constraints,

29

30 1. *Declares accordingly* the Member States to provide equal opportunities of education to youth,
31 reinforcing General Assembly resolution 70/209 “United Nations Decade of Education for Sustainable
32 Development (2005–2014),” on equal educational opportunity for women and education for all;

33

34 2. *Reminding* Member States to emphasize these opportunities and that educational resources should
35 be equally distributed;

36

37 3. *Concurring* that the 2030 Agenda of Sustainable Development should be practically implemented;

38

39 4. *Urges* Member States to commit the necessary resources and promote accountability to fulfill the
40 *2030 Agenda for Sustainable Development*, specifically highlighting the importance of funding for
41 SDG 4;

42

43 5. *Encourages* Member States to advocate for youth education through funding educational facilities;

44

45 6. *Encourages* youth population to matriculate in traditional or vocational educational by offering them
46 the incentive of scholarships and offering them options that are flexible to their circumstances through
47 coordination with NGOs and UN-based organizations, to help allocate funding for educational

- 48 facilities in countries or regions that are in desperate need of educational funding based on the UN
49 poverty scale;
50
- 51 7. *Invites* the international community to provide inclusive and equitable quality education at all levels
52 early childhood, primary, secondary and tertiary, including technical and vocational training so that all
53 people may have access to lifelong learning opportunities that help them to acquire the knowledge
54 and skills needed to exploit opportunities to participate fully in society and contribute to sustainable
55 development;
56
- 57 8. *Draws attention* to the importance of exchange programs in regard to diversifying education and
58 styles in which education can be acquired by:
59
- 60 a. Creating UN-based forums to discuss exchange programs amongst the Member States;
 - 61
 - 62 b. Developing exchange programs that consider the different cultural approaches surrounding
63 the seventeen SDGs and utilize those as solutions;
64
- 65 9. *Encourages* Member States to work in contribute funds to NGOs and the United Nations Educational,
66 Scientific and Cultural Organization (UNESCO) to provide funding for future educational programs
67 where:
68
- 69 a. Members States will collaborate with UNESCO and NGOs to discuss the allocation of
70 funding;
71
 - 72 b. NGOs, UNESCO, and Member States can work together to evaluate the effectiveness of
73 these programs and how to optimize the effectiveness.



Code: ECOSOC/1/7

Committee: Economic and Social Council Plenary

Topic: Engaging Youth in Building Partnerships for Sustainable Developments

1 *The Economic Social Council,*

2

3 *Desiring* to promote the development of foundational infrastructure within the energy sectors of
4 developing nations,

5

6 *Emphasizing* the importance of allowing access to domestic resources in order to construct a platform for
7 youth engagement,

8

9 *Fully believing* in the promotion of global partnerships in collaboration with international organizations and
10 the Economic and Social Council (ECOSOC) to urge an economic safety net for educational resources
11 that would benefit youth,

12

13 *Recognizing* a diverse range of citizens which exists within the youth population,

14

15 *Draws attention* to the economic importance of non-governmental organization (NGO) involvement and
16 implementing suggestions to broaden regional income and gender inequality issues,

17

18 *Affirming* the existent need to track the Sustainable Development Goals (SDGs) to ensure that limited
19 resources are being adequately distributed to address their progression,

20

21 *Noting further* the need to track the SDGs to ensure that limited resources are being adequately
22 distributed to address their progression,

23

24 *Guided by* the need for transparency and accountability in the implementation of programs and policies to
25 ensure that limited resources are being allocated and used responsibly towards their intended goals,

26

27 *Emphasizing* Security Council resolution 2250 “Youth, Peace and Security,” and its main premise as the
28 need for the youth to be part of the political process,

29

30 *Taking* into account regionally established partnerships and the necessity of global partnerships between
31 Member States’ youth and NGOs and intergovernmental organizations within the international
32 community,

33

34 1. *Affirms* the sustainable development of international alliances of developed and developing nations
35 that asserts *economic* infrastructure which would attract foreign investors by:

36

37 a. Allowing developing nations to be inclusive within economic partnerships and result in
38 economic independence for those developing nations;

39

40 b. Encouraging the World Trade Organization (WTO) and the International Monetary Fund (IMF)
41 to cohesively work together with the United Nations to result in a global economic policy by
42 ensuring consistent funding for educational programs and promoting aid for economic
43 infrastructure to be built in developing nations;

44

45 c. Urging international alliances to have a level playing field in monetary terms, allowing for all
46 nations to focus on educational development for their youth;

47

- 48 d. Supporting educational programs that the WTO and the IMF would support, including skill set
49 training programs;
50
- 51 e. *Establishing* definitions to include, but not limited to, youth with disabilities, chronic illnesses,
52 those living in locations of social disruption, and those marginalized because of sexual
53 orientation, gender identity, and ethnicity;
54
- 55 2. *Further requests* coalitions between NGOs to encourage youth leadership to provide organizations
56 with the assistance and the necessary financial support to conduct fundraising events and
57 campaigns;
58
- 59 3. *Calls upon* Member States to setup a mechanism to track the sustainable development goals to
60 ensure *limited* resources are adequately distributed by:
61
- 62 a. Encouraging Member States to work with the private sector, academia, and any public sector
63 to create a mechanism that is functional and practical;
64
- 65 b. Promoting the need for said mechanism to have multiple indicators that are correlated to the
66 SDGs;
67
- 68 c. Suggesting the tracking of goals to allow for greater efficiency and coordination in the
69 implementation of policy;
70
- 71 d. Suggesting that said mechanism monitor the progression of the goals on a regional basis to:
72
- 73 i. Ensure that each region gets the appropriate resources needed to address the issue
74 affecting the region itself;
75
- 76 ii. Allow for specialization and efficiency;
77
- 77 iii. Assure that specific issues that are plaguing areas be adequately addressed;
- 78 4. *Calls upon* Member States to formulate a strategic and comprehensive plan to establish partnerships
79 in pursuit of engaging youth in inviting Member States to create a national strategy and implementing
80 said strategy through a council or body within their sovereign state, for the achievement of the 2030
81 Agenda for Sustainable Development which would:
82
- 83 a. Be composed of state leaders with the necessary power to create change;
84
- 85 b. Encompasses the legislature of Member States to ensure that funding is being appropriated
86 for programs;
87
- 88 c. Create a plan of coordination with the federal, state, and local governments of Member
89 States for efficiency purposes;
90
- 91 d. Set priorities targets, public policies, concrete action, and indicators in achieving the
92 sustainable development goals;
93
- 94 e. Work with civil society, academia, and the private sector actors and any other relevant actors
95 that could be help of help;
96
- 97 5. *Further invites* Member States to allow youth to be part of the political process by actively promoting
98 initiatives to invite their participation through:
99
- 100 a. Working with the United Nations Development Programme (UNDP) to establish affiliates of
101 the UNDP within their own borders to work on a cohesive strategy;
102

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- b. With the help of the UNDP, Member States have a reliable partner in implementing policies that would ensure that the youth are incorporated in political processes by:
 - i. Encouraging youth to be part of the government, Member States could propose to youth that they seek out a problem within their own communities and propose a solution that is viable and practical;
 - ii. Creating partnerships with Member States and the UNDP, the financial burden of implementing such policy could be shared;
 - iii. Providing supplemental training and education to help the youth refine their solutions and make them actionable;
 - iv. Addressing problem as they arise solutions can be geared towards sustainable development as well;
 - c. Encourage coalitions between NGOs in enabling youth leadership to provide organizations with the necessary financial allocation by:
 - i. Conducting fundraising events and campaigns;
 - ii. Assisting with networking efforts in bringing together local NGOs with their closest municipalities to increase community involvement;
 - iii. Focusing on contributors such as United States Agency for International Development (USAID);
 - iv. Legitimizing community leadership roles in further support of the management and oversight of seminars, team-building exercises, and developmental programs to increase general acceptance;
6. *Further affirms* the sustainable development of international alliances of developed and developing nations that asserts economic infrastructure to be built in order to attract foreign investors by:
- a. Allowing developing nations to be inclusive within the economic partnership with goal of economic independence for those developing nations;
 - b. The WTO and the IMF can work cohesively together with the United Nations in pursuit of a global economic policy by encouraging consistent funding for educational programs and promoting aid for economic infrastructure to be built in developing nations;
 - c. International alliances a leveled plane field could be established, in monetary terms, promoting that all nations focus on educational development for their youth;
 - d. Encouraging various job opportunities as well;
7. *Encourages* the private sector and NGO involvement in educational research and technological development provided with the needed resources by:
- a. Urging a proposal by ECOSOC for private companies to maximize educational program services by donating inclusive funds:
 - i. Private sector would heavily benefit developing nations;
 - ii. Donations would build their human capital and skill sets needed to thrive in an educational environment;
 - b. Allowing private sector education programming to provide students in underdeveloped countries to gain advanced educational and career-based skills as the programming focuses on building a bigger network by encouraging the private sector's involvement in the technological development within the educational development of Member States;

- 158 c. Working with private sector businesses to boost economic development, which will lead to
159 citizens to actively participate in domestic economies;
160
- 161 d. Encouraging alliances of aid agencies, private businesses, economic and humanitarian relief
162 could be secured by furthering the ability for youth to attain and maintain a job after receiving
163 their education;
164
- 165 8. *Encourages* Member States to contribute to the access of natural resources in underdeveloped
166 nations by:
167
- 168 a. Pushing for infrastructure to be built for the purpose of allowing nation states to access
169 domestic resources by allowing underdeveloped nations to more easily contribute to their
170 domestic economic growth;
171
- 172 b. Mobilizing investors within the private sector to regions where there is a need for inventive
173 jobs and economic opportunities;
174
- 175 c. Recognizing the efforts of private financing for over 100,000 entrepreneurs around the world
176 through partners such as USAID's Development Credit Authority:
177
- 178 i. Utilizing partial credit guarantees to mobilize domestic financing and back both
179 private lenders and NGOs to extend financing into sectors that will best benefit
180 essential platforms for youth development;
181 ii. Offering the opportunity for nations access to have engagement within domestic
182 markets and create the opportunity for youth populations to engage within a
183 culminating economic system;
184
- 185 d. Calling to attention SDG 9.2, which promotes the inclusive and sustainable industrialization
186 by raising industry's share of employment and gross domestic product:
187
- 188 e. Acknowledging the need for investment within the technological sector as a means for
189 achieving progress in a multitude of imperative sectors associated to youth engagement:
190
- 191 i. Incorporating approaches of private sector enterprises such as the Overseas Private
192 Investment Corporation, the World Bank, and equity funds;
193 ii. Incorporating approaches of national governmental organizations such as United
194 States Agency for International Development and Power Africa;
195
- 196 9. *Strongly encourages* governments to promote programs that empowers the Youth and their families
197 which will, in effect, diminish global inequality by:
198
- 199 a. Calling to attention SDG 10, which exclusively aims to diminish global inequality;
200
- 201 b. Encouraging the promotion of a variety of human capital development components that would
202 benefit the youth and their families by:
203
- 204 i. Suggesting a conditional cash transfer program is a model of which Member States
205 can exemplify to meet the needs of individual states;
206 ii. Recognizing that similar programs are present in over 50 countries and have
207 produced positive outcomes;
208 iii. Evaluation systems are encouraged to manage data updates to identify real-time
209 progression and areas of emphasis;
210
- 211 c. Proposing allowing beneficiaries to receive access to social programs that promote labor
212 inclusion, financial inclusion, and social inclusion;
213

- 214 10. *Establishes* definitions to include, but not limited to, individuals with disabilities, chronic illnesses,
215 those living in locations of social disruption, and those marginalized because of sexual orientation,
216 gender identity, and ethnicity by:
217
- 218 a. Being inclusive in respect to our marginalized youth in communities such as: lesbian, gay,
219 bisexual, transgender, and questioning (LGBTQ) individuals, indigenous and minority
220 populations, survivors of human trafficking, refugees, and the cognitively and physically
221 impaired, to which these definitions would be established through the United Nations;
222
 - 223 b. Calling the Secretary General in order to conduct a diversity report and a study commission
224 to bring awareness of the isolation of these groups within our youth;
225
 - 226 c. Encouraging ECOSOC to collaborate with the United Nations National Women Committee for
227 an inclusive gender training;
228
- 229 11. *Promotes* coalitions between NGOs to encourage youth leadership to provide organizations with the
230 assistance and the necessary financial support to conduct fundraising events and campaigns by:
231
- 232 a. Assisting with networking efforts in bringing together local NGOs with their closest
233 municipalities to increase community involvement;
234
 - 235 b. Calling upon contributors such as USAID;
236
 - 237 c. Legitimizing community leadership roles in further support of the management and oversight
238 of seminars, team-building exercises, and developmental programs to increase general
239 acceptance.