



American Model United Nations

Economic and Social Council

ECOSOC/I/5

SUBJECT OF RESOLUTION: High Level Segment: Coordination Segment:
Sustained Economic Growth for Social
Development Including the Eradication of Poverty
and Hunger

SUBMITTED TO: The Economic and Social Council

SUBMITTED BY: Cuba, Benin, Colombia, Costa Rica, Democratic
Republic of the Congo, Guinea, Guinea-Bissau,
Haiti, Madagascar, Mauritius, Mexico, Namibia,
Nigeria, Pakistan, Paraguay, South Africa, United
Republic of Tanzania

The Economic and Social Council

1 *Remembering* the Millennium Development Goals and their usefulness as a
2 guiding influence in all policies to encourage improvements in world hunger in least
3 developed countries as well as developing countries,
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5 *Further acknowledging* that a key component of economic development and
6 sustainability is the efficient incorporation of advanced technology through the practical
7 vocational education of the populace,
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9 *Realizing* the importance of primary and vocational education as the cardinal
10 aspects of grassroots development policies and plans in developing states,
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12 *Noting with approval* the progress of UNESCO regarding the Decade of
13 Education for Sustainable Development (DESD), especially the sub-regional efforts such
14 as Ibero-American Conference on Sustainable Development,
15

16 *Further noting with approval* the strides made by South Africa in their primary
17 compulsory education programs as South Africa has reduced hunger and poverty levels
18 by one half in the last five years,
19

20 *Affirming* the Report of the Secretary-General E/2006/56, which establishes the
21 ties between economic growth and social development based on current trends,
22

23 1. *Recommends* that the international community implements compulsory primary
24 education;
25

26 2. *Invites* the international community to better utilize existing resources allocated
27 to developing states that provide the instruments and educational training necessary to

28 local communities emphasizing the collaboration with regional cultures and languages:

29

30 (a) Building schools in rural as well as urban communities;

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32 (b) Aligning vocational training towards the areas enterprise most needed for the
33 growth of a specific state, such as technological development and agriculture;

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35 (c) Emphasizing primary educational initiatives to provide universal,
36 indiscriminant, gender-indifferent education such as developing parental communities
37 and modest incentives for parents to send children to school;

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39 3. *Urges* states with developmental technology to invest in other economic
40 sectors, such as telecommunications, rather than solely agriculture and energy;

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42 4. *Strongly* suggests that in the interest of all developing economies, regional
43 NGO's, local private institutions, business people, and academic communities cooperate
44 to provide technological expertise in sectors imperative to sustaining economic growth by
45 educating each state's human capital to its full potential.

Passed by consensus, with 11 abstentions: China, Pakistan, Haiti, United States, United Kingdom, Canada, Chad, Indonesia, Iceland, Italy, Tunisia