



American Model United Nations

Commission on Social Development

Report to the General Assembly from the Economic and Social Council on the Status of the World Programme of Action for Youth

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Executive Summary

1 The Commission for Social Development is pleased to present to the Economic and
2 Social Council its final report on the Status of the World Programme of Action for Youth
3 (WPAY). The final report includes a selection of topics based on WPAY chosen by the
4 Commission as representative of challenges facing youth today. The body brought seven
5 draft resolutions to the floor and approved six for recommendation. These topics include
6 youth education, employment, health, civic engagement and the future of women and
7 girls.

9 The first resolution centers on the need for programs that provide equal access to
10 education. This is encouraged through the development and utilization of information
11 technology, the encouragement of financial aid for youth to pursue all levels of education
12 and the inclusion of technical skills in education. Draft resolution I/3 builds upon the
13 these sentiments, expanding upon worldwide education by shifting from an enrollment-
14 based goal to a system based on quality instruction, performance assessment and
15 opportunities of tertiary education.

17 Draft resolution I/2 advocates for increased measures to maintain a presence of young
18 women in primary and secondary schools so as to ensure they receive an education equal
19 to their male counterparts. This resolution also suggests States make information on
20 family planning more available as a means of creating a more sustainable population, and
21 it also encourages that Member States make pre- and post-natal care more safe and
22 accessible to expectant mothers across the world.

24 Draft resolution I/4 discusses health in regards to mental and emotional status and well-
25 being of youth. The focus of the paper is on research by the Working Group on Children
26 in the areas of recreational activities, mental support services and stability related to
27 regional and political conflicts.

29 The fifth draft resolution seeks to address the pervasive issue of youth unemployment by
30 proposing a system of improvements to economic infrastructure, youth involvement and
31 education. This system includes micro-financing for youth entrepreneurial endeavors;
32 public works projects that build on a nation's physical infrastructure while offering youth
33 employment; and vocational training.

35 Draft resolution I/6 discusses the importance of participation of youth in society. It
36 emphasizes a youth role in economic and social development of nations. Participation is
37 encouraged by creating youth ministries and volunteer programs, using government or
38 non-government platforms.

40 The Commission discussed the continued consideration of the empowerment of young
41 women by encouraging notable female figures in the international community, possibly
42 by initiating a Global Summit that brings together influential women from every nation to
43 discuss the challenges facing young women today.

Matters calling for action by the Economic and Social Council and brought to its attention

Draft resolutions for adoption by the Economic and Social Council

44 The Commission on Social Development recommends to the Economic and Social
45 Council the adoption of the following draft resolutions:

Draft resolution I/1

The Commission on Social Development,

46 *Upholding* the codified right of children to access to adequate education as stated
47 in the Convention of the Rights of the Child (A/RES/44/25),
48

49 *Reaffirming* the adoption of the World Programme of Action for Youth by the
50 General Assembly in 1995,
51

52 *Affirming* the importance of an international acknowledgment of youth access to
53 education,
54

55 *Emphasizing* that the right to education is contingent on equal access to education,
56

57 *Fully aware* of the necessity to enact programs targeted at educating and
58 empowering youth in order to:

- 59 (a) Combat crime and corruption;
60 (b) Provide economic and employment opportunities;
61 (c) Render technical skills;
62 (d) Benefit those that are consistently marginalized and discriminated against;
63

64 *Keeping in mind the importance of developing country specific programs to*
65 *respect the autonomy and differing economic and social statuses of member states,*
66

67 *1. Encourages* the creation of and the equal access to educational programs
68 implemented by government programs, non-governmental organizations and international
69 organizations for individuals in the rural and non-rural sectors to:

- 70 (a) Ensure all individuals benefit from education regardless of diverse economic
71 and social conditions;
72 (b) Increase literacy rates;
73 (c) Advance technical skills, particularly in rural agricultural practices;
74

75 *2. Draws attention* to the importance of educating youth before entering the
76 economy, so as to lead a more knowledgeable and success-oriented workforce;

- 77
78 3. *Encouraged* increased access to and development of infrastructure within
79 developing and underdeveloped countries for information technologies so as to:
80 (a) Provide access to advancing modes of communication, including internet,
81 broadband, satellite and radio;
82 (b) Open up the scope of information flow into educational systems;
83 (c) Allow for collaboration among members of a global youth action network;
84
85 4. *Suggests* incentivizing educational programs already in place so as to maximize
86 their educational and outreach potential among youth, including:
87 (a) Incentives through scholarships, additional resources and internships, which
88 would further help to eradicate corruption by keeping youth out of the streets and limiting
89 their involvement in gang and drug related activities;
90 (b) Emphasis on the importance of a safe and supportive educational
91 environment;
92
93 5. *Supports* the establishment of dual-education programs, which serve to both
94 educate and teach technical skill application, in developing countries and those
95 combating youth unemployment; these programs will provide youth with a marketable
96 skill set as well as a general knowledge base, setting them up for economic and
97 employment success, and would:
98 (a) Seek to incorporate technology and technological distribution to educational
99 facilities to close the knowledge gap and connect youth internationally;
100 (b) Broaden opportunities for vocational education.

Draft resolution I/2

The Commission on Social Development,

101 *Noting with regret* the various strains that large and increasing populations place
102 on the economies and social welfare of certain developing States,
103

104 *Recalling* that States have differing stances on types of permissible reproductive
105 rights,
106

107 *Recognizing* that too large a number of women, young girls and infants perish in
108 childbirth,
109

110 *Emphasizing* the socio-economic barriers to education young women face as they
111 experience the processes of puberty,
112

- 113 1. *Encourages* States to make information on family planning more available to
114 their citizens, including information about:
115 (a) Advantages of the smaller family unit;
116 (b) Socio-cultural benefits of a society when its population is at a sustainable
117 level;
118
119 2. *Advises* States with disproportionally low representations of young women/girls
120 in primary and secondary education to promote increased attendance by making hygienic
121 and sanitary utilities more accessible to these young women/girls;
122
123 3. *Calls upon* States to amplify measures to procure pre and postnatal care for
124 women and girls.
125

126 **Draft resolution I/3**

The Commission on Social Development,

127 *Applauding* the gains made in the pursuit of happier, healthier, and more fulfilling
128 lives for the world's youth,
129

130 *Recognizing* the importance of education for creating opportunities, moving
131 nations forward and expanding horizons,
132

133 *Aware* of the breadth and depth of initiatives undertaken and associated data
134 collected, since the World Programme of Action for Youth was last updated,
135

136 *Recognizing* the right of States to conduct their own affairs,
137

138 1. *Congratulates* innovative efforts made by a diverse group of stakeholders and
139 non-governmental organizations to expand enrollment, including but not limited to the
140 following:

141 (a) Work done by Brac in Bangladesh, which used feedback from local
142 communities to target and overcome barriers to enrollment;

143 (b) Work done by Duke University to send promising students to assist in
144 developing innovative, durable solutions to small problems that create barriers to
145 education in developing nations;

146 (c) Work done by the Global Partnership for Education to target tangential issues
147 that may increase enrollment, such as the provision of school meals in Laos;
148

149 2. *Emphasizes* the need to reallocate resources to improving the quality of
150 education worldwide, including instruction, performance assessment and opportunities
151 for tertiary education;
152

153 3. *Recognizes* the progress made around the world in improving the quality of
154 education, such as the Russian Federation's push to provide access to tertiary education to

those who would not normally have access to it;

4. *Recommends* that the non-governmental organizations consider implementation of the following principles in building education systems:

- (a) Commitment to openness;
- (b) Devolution of accountability mechanisms to local bodies;
- (c) Increased pressure with regard to performance;
- (d) Expanded professional networking among educators;
- (e) Ensuring that appropriate technology is utilized;
- (f) Ensuring the flexibility of the finance systems;

5. *Strongly supports* efforts to expand data collection and analysis among all nations, particularly those with developing education systems.

Draft resolution I/4

The Commission on Social Development,

Recognizing the lack of support for the mental and emotional health of youth,

Noting the impressionable nature of ages 15-24 in human development,

Taking into consideration the unequal distribution of youth support services,

1. *Encourages* The Working Group on Children, Youth and Mental Health to assess areas that are lacking in:

- (a) Recreational activities and community groups targeted at youth;
- (b) Mental support services available within a community;
- (c) Stability related to regional and political conflicts that have the potential to impact local youth;

2. *Recommends* the publishing of the body's findings to the United Nations website and the formation of youth programs in these areas of critical need.

Draft resolution I/5

The Commission on Social Development,

Recalling that Member States have a crucial role in addressing the needs and aspirations of youth,

Addressing that youth employment is important to the abolition of global economic crises,

193 *Taking into account* the potential for global youth to contribute to their
194 respective economies by working for appropriate compensation and participating as a
195 consumer,

196
197 *Considering* that such jobs and economic participation also benefit the individual
198 youth, their family, and the entire community and nation,

199
200 *Acknowledging* that youth aged 15-24 are the largest age demographic on the
201 globe and thus warrant attention to their collective economic needs,

202
203 *Recognizing* that youth development as quantified by the Youth Development
204 Index correlates distinctly and precisely with a nation's income, as well as with overall
205 human development as measured by the Human Development Index,

206
207 *Believing*, based on the aforementioned established clauses, that youth
208 employment will further state development and the quality of life for all peoples,

209
210 *Fully aware* of the challenges affecting countries of various degrees of economic
211 development,

212
213 *Based upon* recent United Nations precedent, including the internationally
214 agreed upon Millennium Development Goals and the World Program of Action for Youth,

215
216 1. *Supports* the short-term existence of domestic public works projects to rapidly
217 decrease unemployment while building infrastructure to allow future domestic growth,
218 while:

219 (a) Labor jobs are available through public works projects to youth of any skill
220 level in order to provide real job experience;

221 (b) Public works projects allow for the construction of physical infrastructure
222 including roads, parks, and other necessary public goods;

223
224 2. *Looks favorably upon* the implementation of domestic micro-financing to fund
225 youth entrepreneurial endeavors to foster long-term job growth;

226
227 3. *Recommends* the creation of domestic governmental organizations focused on
228 youth job placement to alleviate both unemployment and underemployment by
229 connecting youth to potential employers based on their individual skill sets, as seen in
230 similar systems such as that in place in Germany including the:

231 (a) Micro-financing relating to the giving of loans to youth willing and able to
232 create their own businesses;

233 (b) Focus on domestic funding to avoid loss of state sovereignty;

234 (c) Inclusion of valuable skill sets to be taught in the classroom;

235 (d) Vocational education to provide direct job training, apprenticeships, and
236 internships and allow youth to proceed directly into the work force.

238 **Draft resolution I/6**

The Commission on Social Development,

239 *Recalling* the importance of priority area number 10 as listed in the World
240 Programme of Action for Youth that encourages full and effective participation of youth
241 in the life of society and decision-making,

242
243 *Recognizing* the integral role that youth can play in the economic and social
244 development of nations,

245
246 *Fully aware* that today's youth will one day be in charge of their respective
247 nations and it is thus important to provide them with opportunities for leadership
248 development,

249
250 *Convinced* that the better integration of youth into society through the
251 involvement of positive engagement leads to a feeling of self-worth, ability to more
252 effectively express concerns and the overall improvement of their nation,

253
254 *Emphasizing* the need to provide youth with positive ways to spend their time in
255 order to prevent involvement in detrimental activities,

256
257 *Noting* a lack of avenues for political representation of youth as a potential
258 instigator of violent protests,

259
260 *Strongly believing* that empowering the youth to be more politically and socially
261 active in their communities will contribute to a more sustainable peace and deter the
262 number of violent youth protests previously seen,

263
264 1. *Emphasizes* the effectiveness of national youth ministries composed of
265 government officials dedicated to address youth issues;

266
267 2. *Further recommends* the implementation of governmental or non-
268 governmental platforms for youth representation to inform both the youth ministry and
269 national policies affecting young people;

270
271 3. *Further invites* the creation of an archive of effective practices implemented by
272 member states to encourage civic engagement amongst the youth so other Member States
273 have the opportunity to replicate these initiatives;

274
275 4. *Encourages* the implementation of a local volunteering program through
276 improvement of natural areas and infrastructure to give youth skills and knowledge that
277 would be useful for future employment.

Consideration of the Status of the World Programme of Action for Youth

At its November 2014 session, the Commission considered agenda item one, the Status of the World Programme of Action for Youth.

Deliberations

In recognizing the fifteen overarching goals of the World Programme of Action for Youth, the commission divided itself into five separate committees covering the topics deemed most important to address. Five proposals were approved for the establishment of the:

1. Committee on Education
2. Committee on Employment
3. Committee on Health
4. Committee on the Future of All Girls and Women
5. Committee on Youth Civic Engagement

Subsection 1: Education

Representatives of the the Commission of Social Development expressed concern with the specific focus within the World Programme's Action for Youth Development (WPAY) in the topic of education. From this concern, the Committee of Education was established with the intent of focusing the debate upon assisting, empowering and providing educational opportunities to youth. The committee highlighted promoting access to education that best benefited each Member State's specific social and economic needs, contingent on the idea that the right to education relies directly on access to education.

The representatives' primary objectives were to address country and regionally specific concerns through a larger and more representative resolution. The representatives' hope to encourage future member states to use this resolution and existing programs as a model for the development and enhancement of educational programs. The body stressed the importance of addressing the representatives' specific concerns: educating youth before their entrance into the economy through applicable technical knowledge and resources and incentivizing educational programs to attract and maintain youth within these programs to maximize to youth benefits and their opportunity to reach full potential. The basis for the bodies deliberation was the WPAY proposal for action in which education, youth in life of society, decision making and information and communication technologies are three of the 15 identified important fields of focus. Being mindful of the call within the WPAY for self-governance of violations of these rights and freedoms. From this, the Committee on Education recommends programs with respect for diversity of various religious, ethnic, socioeconomic differences and the security and equality of opportunity for all youth.

The general concern of the body was to stress the sovereignty of all nations in addressing the plights of various member states and to respect the differing levels of economic and

social development. The committee created a Resolution to promote equal access to education. The committee acknowledges the additional difficulties in addressing accessible education within rural communities internationally. The representatives advocated for the creation of educational programs that relate directly to the economic capacity and needs of each country and to develop programs that will best benefit each individual country. Nepal and Mexico stressed the importance of rural and agriculturally based programs to educate and maintain sustainable and educated workforces in their agricultural sectors and to create specialized and skilled labor forces to create a country-wide sustainable economy. The Republic of Korea has seen successes in programs emphasizing partnerships between the rural sectors and national governments.

Germany reminded the commission of their successful dual-education program which coordinates general education with the application of technical skills. These programs create skill sets for youth so they can enter the workforce with an increased economic value and opportunities for success. This program increases the engagement of youth within the workforce and educational system. Mexico has acknowledged the success of a similar program within their country. Mexico's apprenticeship program teaches both apprenticeship skills and general education within the *Preparatoria* high school, following a three year curriculum.

Furthermore, Mexico called the body to emphasize the importance of developing infrastructure for information technologies in countries, which serves to broaden access to education, opens the flow of communication between countries and connects youth on an international scale to combat discrepancies in levels of education. The United States of America supports this idea through their chapter of the Global Campaign for Education, through which the International Youth Foundation--in partnership with over 60 organizations – works towards education in some capacity. The United States of America works to provide resources, curriculum, training guidelines and technological infrastructure across the nationwide, seeing success in many of their states. The United States of America supports a variety of organizations with similar objectives which are successful education access within the country and the broader international community. Furthermore, the Global Youth Action Network allows for the collective power of youth to make change through web-based technologies. Not only does this transnational collaboration increase visibility and awareness, but it also empowers youth to better their situation by providing them enhanced educational opportunities, thus addressing problems and combating inadequate representation.

Representatives introduced and encouraged the incentivization of educational programs. Pakistan has seen the success of such programs within their country in combating apathy and youth participation in government. They have incentivized access through additional resources, scholarships and internships, etc. This program helps to combat issues with homeless and disengaged youth, relations of youth with drugs and providing safe and supportive environments to foster growth and to create a connected community.

The nation of Argentina urged the discussion of the efficacy of the implementation of

WPAY and encouraged the focus of the deliberation to enrollment, retention and the New Millennium Development Goals (NMDG). Argentina chose to work autonomously to discover the efficacy of the NMDG and found that WPAY and NMDG had failed in the achievement and realization of many of their focuses and goals.

The Committee on Education believes that these deliberations have established meaningful principles and paths of action on growing and improving youth education.

Subsection 2: Employment

The Committee on Employment aimed to address the challenges facing youth with regards to their economic development and prosperity. When considering the issues facing youth, the Committee identified three target areas on which to focus: economic infrastructure, economic education and youth economic involvement.

The committee proceeded to address economic infrastructure first by taking into account the strong correlations that exist between overall human development, as measured by the Human Development Index (HDI) and the opportunities available to youth—including, but not limited to, opportunities for economic development—as measured by the Youth Development Index (YDI). Further correlational research showed an important and concerning connection between the income levels of a country and the proliferation of opportunities for youth success.

Within the parameters of the economic infrastructure discussion, there was intense debate on the merits of public works programs that aim to put youth to work on labor projects to develop the overall physical infrastructure of a nation. Countries that were in favor of this project included: Poland, Brazil, Madagascar and Ukraine, among other nations, citing the value of youth labor as a huge contributor to domestic development that gives youth meaningful alternatives to criminal activity or otherwise troublesome behavior.

Opposition by countries, including Germany, was based on concerns as to the short-term fiscal return of these projects. Germany voiced concerns regarding the efficiency of public works projects and suggested that private sector investment might decrease financial loss when building internal infrastructure.

The committee considered the importance of economic education with regards to the awareness of potential employment opportunities and the accrual of applicable skill sets and found overwhelming support for vocational and skills training that prepares youth for future employment. Member States reaffirmed the broad definition of vocational training defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as “the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life.” The committee recognized that providing practical skills and occupational knowledge will allow youth to enter the job market with a wide array of applicable abilities and qualifications. Egypt suggested that vocational training should include broad employment preparation as it is defined by UNESCO alongside vocational training that prepares youth for specific jobs. The Malaysia Education Blueprint 2013-2025 Preliminary Report defines vocational training

as a form of education that prepares youth for careers requiring specific techniques and expertise. The committee proceeded to utilize both definitions of vocational training in order to best address the challenges facing youth with regards to employment.

Member States in the committee suggested reaching out to non-governmental organizations whose primary focus is employment, encouraging them to work with youth by offering programs related specifically to youth employment. These programs will aim to: 1) train youth for specific jobs in their local community, 2) keep a record of available jobs and make that record readily available to youth and 3) advocate for the inclusion of marketable skills in day-to-day life, as determined per that community and nation's economy, in existing organizations that work regularly with youth, including but not limited to: schools, places of worship, local youth clubs and athletic teams. While vocational training will naturally pertain to a specific career or path of employment, Member States proposed that skills training might consist of more broad foundational economic assets such as leadership training, financial literacy education, communication and self-marketing skills.

Recognizing the need for economic opportunities for youth across the globe, Member States sought an innovative proposal that might foster youth entrepreneurial endeavors. After consideration of effective micro-financing initiatives, such as those occurring in under-served areas of Brazil, nations proposed that solutions similar to these initiatives aimed to lift peoples out of poverty might be extended to potential youth entrepreneurs. Concerns arose regarding the financial literacy of youth who might be entrusted with funding to pursue the creation of a small business. These concerns were quelled by discussion of economic education such as the aforementioned vocational and skills training. In addition, recipients of such micro-funds will be trained on the specifics of establishing and running a sustainable business and given as many of the resources to do so as possible. Discussion on the source of funding produced an overwhelming agreement that non-governmental organizations are likely best suited to reach out to youth in this way; however domestic governments are welcome and encouraged to stimulate economic growth and opportunity to youth by providing funds that encourage entrepreneurial endeavors.

Subsection 3: Health

Health is integral to the well-being of any person, but particularly pivotal to those between the impressionable ages of fifteen and twenty-four, which is the United Nations' definition of youth. True health is not only physical, but also mental and emotional, which is why the Committee on Health hopes to expand the traditional scope of preventative medicines and health care to encompass the establishment of community groups targeted at youth recreation and mental support programs. The committee worked on one draft resolution that targets the mental and emotional well-being of youth. Representatives also thought it would be important to include ways to better use the programs already in place for physical health. Through targeting those aspects of health at this critical age we hope to instill in youth health-conscious practices that will be sustained for the rest of their lives and transmitted to future generations.

The committee attempted to address the issue of youth mental and emotional well-being. It was decided by the representatives to include recreational activities as a form of emotional well-being and crime prevention. Draft resolution I/4 recommended that The Working Group on Children, Youth, and Mental Health assess areas in critical need of youth programming and mental support services and advocated for the formation of local programs where they are currently lacking.

Although the committee focused on mental and emotional health, the committee is still aware that physical healthcare is very important. Physical healthcare pertains to sanitation and having the ability to go to the hospital. Many representatives expressed their concern about having the youth involved with healthcare. It was decided that the youth should be informed through speeches in their communities about the importance of learning about physical healthcare.

The Democratic Republic of the Congo and Pakistan expressed concerns over the lack of incentives for health care professionals to locate/relocate to areas facing major health issues. These States felt that each country should consider giving healthcare professionals some sort of incentive for helping their country.

Mauritania and Bangladesh expressed concern for educating youth about sanitation and sickness. While representatives were aware that there are physical health care programs in place, only one is solely focused on youth and there is a lack of sufficient funding. The Committee on Health felt that each country should work to make these programs stronger by allowing youth to participate in facilitating care.

These submissions do not replace, but rather reassess and bolster systems that are already in place. The recommendations presented here provide an avenue for representing which the commission hopes will lead to a generation of more healthy, productive and motivated citizens.

Subsection 4: The Future of All Girls and Women

The Commission on Social Development agreed that the issues plaguing young womanhood and girlhood were deserving of special attention. The Commission decided to create the Committee on the Future of All Girls and Women. The committee expressed appreciation for the efforts put into action by the World Program of Action for Women to prevent violence and discrimination against girls and young women, as well as efforts who promote the health, education and employment of girls and young women. These objectives of the World Program of Action for Youth, along with initiatives in place from the convention on Elimination of all forms of Discrimination Against Women and the International Conference on Population and Development, have greatly enhanced the condition of life for all girls and young women.

Representatives focused their efforts on how women contribute to the population, affirming that “motherhood and childhood are entitled to special care and assistance.” In

order to maintain that women are contributing members of society and treated as equal citizens, measures to advise states to increase civilian knowledge on the benefits of family planning were included, as well as efforts to ensure that women were granted equal access to education opportunities. Discussion occurred relating to the social stigmas that impact school attendance related to menstruation. Bearing this in mind, the committee emphasized improving the availability and accessibility of hygienic and sanitary utilities. Initiatives to increase the quality of pre- and postnatal care were also adopted.

Based on the discussions in the committee, as well as interest expressed by the Committee on Youth Civic Engagement, the committee drafted a resolution which recommended that Member States adopt programs in which notable, female citizens would travel within their countries to speak at schools and communities in order to empower young women. This resolution also recommended that a “Global Summit for the Empowerment of Young Women” would be created to speak to young women of the global community in order to encourage, enable and engage them.

Similarly, it was suggested that a program be formed to foster the idea of a global community by bringing female leaders from around the world together and invite them to go to schools worldwide in an effort to represent a variety of female role models in the global community.

Other topics were discussed, but it was deemed that little action would be pursued at this time. One representative pushed for the inclusion of those with a female gender-identity, noting that they face similar stigmas and social barriers. Representatives discussed concerns about the gap in literacy and school life between men and women. There was emphasis on the cultural and economic impacts of the limitations and stigmas that girls and young women face in education and in society, especially regarding developing nations. The topic of youth who marry before being "of full age" or without "the free and full consent of the intending spouses" was also addressed, but it was decided, in the interest of being sensitive to various cultures, that the subcommittee recommends that this be a topic considered in the future. Similarly, there was some discussion of infanticide and the physical mutilations and violations which girls and young women face. It is the hope of this committee that these topics be given more consideration in the future.

Subsection 5: Youth Civic Engagement

The Committee on Youth Civic Engagement tirelessly explored the different ways in which a more involved youth population would be of great assistance to achieving the overall goals of the World Programme of Action for Youth (WPAY). The committee was formed to explore how priority area number ten listed as “full and effective participation of youth in making the life of society and in decision-making” can be made into a more achievable goal for societies. Because the representatives were able to diligently dedicate their time toward specific areas of focus, resolutions and important talking points were explored.

Representatives expressed praise for the implementation of programs that encourage civic engagement within their individual countries. Cameroon has a commendable youth council in place that reports to their youth ministry on what their youth is most concerned about. Beginning in 2014, the Tomodachi initiative in Japan began to work with the United States to share both tools and information that encourage and educate on youth civic engagement.

Within the committee, countries noted that both politics and socioeconomic environments are important areas used to get youth to become more engaged with their countries. The consensus seemed to be that the main factors that may inhibit the engagement of youth in their nation's politics is a lack of education and access to knowledge, of which both are truly instrumental elements in being an effectively engaged individual.

In regards to the environment, we addressed the importance of a variety of service opportunities to better their society's communities in any way, including, but not limited to, park cleanups, mentoring programs and/or fundraising for infrastructure.

The body expressed concern for the number of ratcheting protests seen worldwide and was especially disturbed by the violent nature of such protests. Recent protests include: the Arab Spring, Occupy Wall Street, the current United Kingdom national campaign to protest increased college tuition and the current occupation by college youth in Mexico in response to the disappearance of 43 students. The committee applauds the youth for being invigorated about the issues going on and their will to have a more influential voice. The body noted that these protests often prevent effective policy changes from being created. The consensus on this issue was that the youth currently lack legitimate and necessary avenues to peacefully express their opinions.

Noting this, the committee requests that countries in order to improve their political system, be more comprehensible and accessible to the youth in order to allow them to participate. This legitimate solution will decrease violent protests and encourage the creation of more policies that better support all priority areas of the WPAY. Political youth participation will better represent the needs and concerns of the youth in their respective countries, making all priority areas of focus in WPAY that much more influenced by the youths' voice.

There was a major concern expressed by multiple representatives with regards to high illicit activity among youth. This issue can be best addressed by having an increased amount of volunteer programs. These programs would both keep the youth off the street by offering them alternatives to destructive activities and would also discourage them from participating in harmful behavior. There was some concern on how such programs would be created and managed and the body decided that the best means would be through state encouragement of non-governmental organizations (NGOs) that use various forms of advertising to attract the youth.

Overall, the body suggests that there will be more work toward gathering information and examples to display how successful civic engagement can be achieved. Resolution I/6 offers one of the Commission's suggested tools that can be used primarily to help nations increase and develop the engagement of the youth in policy and government. It does this by emphasizing the importance of youth ministries with the government, recommending the creation of both governmental and non-governmental platforms available for youth representation to express their concerns to ministry officials and policy makers and finally to create an archive of already implemented programs by member states as a guide for those wishing to further fulfill priority area number ten of the WPAY.

Action taken by the Commission

At its meeting in November 2014, the Commission approved for recommendation for by the Economic and Social Council six draft resolutions. Draft resolution I/1 was sponsored by the United States, Poland, Mexico and Nepal. Before passage, the resolution was amended by Amendment A. The final resolution passed with a vote of 21 in favor, 2 opposed and 1 abstention.

Draft resolution I/2 was sponsored by Malawi and Bangladesh. Before passage, the resolution was amended by Amendment A. The final resolution passed with a vote of 21 in favor, 3 opposed and 3 abstentions.

Draft resolution I/3 was sponsored by Argentina, China and the Russian Federation. The final resolution passed with a vote of 21 in favor, 0 opposed and 6 abstentions.

Draft resolution I/4 was sponsored by Mauritania, Pakistan, the Democratic Republic of the Congo and Brazil. The final resolution passed with a vote of 20 in favor, 1 opposed and 7 abstentions.

Draft resolution I/5 was sponsored by Madagascar. The final resolution was adopted by consensus with one abstention from Argentina.

Draft resolution I/6 was sponsored by Cameroon, Egypt, Ecuador and Nepal. Before passage, the resolution was amended by Amendment A. The final resolution passed with a vote of 21 in favor, 1 opposed and 6 abstentions.

A final draft resolution I/7 was sponsored by Peru. Although considered by the body, the final resolution failed with a vote of 8 in favor, 8 opposed and 13 abstentions.

Adoption of the Report

At its meeting on 24 November 2014, the draft report of the Commission was made available for consideration. The Commission considered the report, and with no

400 amendments, adopted the report by consensus.