

Code: Resolution 1-1

Committee: Economic and Social Council

Topic: Reducing Inequality in the Post-2015 Development Agenda

1 Fully aware of *the coming expiration of the Millenium Deveopment Goals and comitted to the perpetuation of their*
 2 *ideals,*
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 4 *Having examined* the Post-2015 Development Agenda as a process working to define the future global development
 5 framework that will succeed the Millennium Development Goals (MDGs) emphasizing the areas of ending poverty
 6 and hunger, improving health and education, making cities more sustainable, combating climate change, and
 7 protecting oceans and forests,
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 9 *Recalling* the Universal Declaration of Human Rights, focusing on Article 1, Article 7, and Article 26, which state
 10 that all human being are born free and equal and dignity of human rights, all are equal before the law, and everyone
 11 has the right to education respectively,
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 13 *Recognizing* the effects that lack of education can have on wealth, gender, and political inequality for women and
 14 those affected by by unequal standards of living and the impact this has on the opportunities for advancement,
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 16 *Viewing with appreciation* the *Beijing Declaration and Platfrom of Action* as well as Security Council Resolution
 17 1325 (2000), and encourages countries that have not already developed Nation Action Plans to do so, keeping in
 18 mind that the National Action Plans are put into place by the Member States themselves with all respect to state
 19 sovereignty,
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 21 *Noting with concern* the information put forth in General Assembly Resolution A/RES/65/187 (2010) that women
 22 still face discrimination in access to education, work, and participation in decision-making, and that violence against
 23 women continues to be prevalent across the globe and significantly halts progress in these areas,
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 25 *Referring to* Economic and Social Council (ECOSOC) Resolution E/RES/2006/36 (2006), a team perspective on
 26 gender inequality issues in education, noting the United Nations Education Scientific and Cultural Organization's
 27 (UNESCO) report stating that two-thirds of the 796 million illiterate adults are women,
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 29 *Taking into consideration* the fifth MDG, relating to women's health, and emphasizing the importance of educating
 30 and effectively training medical personnel, both men and women, to become successfully skilled with childbirth
 31 procedures and minimizing any risks to the mother,
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 33 *Noting the importance* of the United Nations Educational, Scientific and Cultural Organization (UNESCO)
 34 International Standard Classification of Education (ISCED) in early childhood education and primary education and
 35 or equivalent levels of education, as well as the extension to secondary and tertiary school levels to complete the
 36 ideal education needs of an individual,
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 38 *Acknowledging* the difficulty in making higher education accessible to populations in rural and remote communities,
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 40 *Reaffirming* the principles stated in Economic and Social Council Resolution 2013/28 (2013)—Mainstreaming
 41 disability in the development agenda: towards 2015 and beyond—especially the inclusion of the perspectives of
 42 men, women, and children with disabilities in cooperation and national development priorities,
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 44 *Reiterating* the importance of women in society and that the role they offer in politics, education and business is
 45 significant in regards to the improvement of the global agenda thus increasing economic prosperity, social progress
 46 and peace, emphasizing that educating youth at a young age is vital in creating change in this regard,
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 48 *Recognizing* the goals of World Health Organization (WHO) and World Bank International Finance Corporation to
 49 increase access to primary health services and to ensure protection from lack of financial security to decrease
 50 poverty,
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52 *Noting* the provisions outlined in General Assembly Resolution 46/91, which affirms the fundamental human rights
53 in order to lead to greater social welfare and increased living standards through the integration of older persons
54 within society by active participation in the formation and implementation of policies, and which further
55 acknowledges the growing number of elderly persons around the globe and the urgency for increased opportunities
56 to encourage elderly populations to contribute to society and recognizing the achievements of the National Program
57 for Healthcare for the Elderly in India (NPHCE) and Japanese International Cooperation Agency (JICA),
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59 *Recalling* A/RES/66/288/ (2014) on the Sustainable Developmental Goals by 2030, while focusing especially on
60 goal 1.2, which plans to diminish the poverty line, which as of 2014 is at a rate of \$1.25 per day, by half,
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62 *The Economic and Social Council,*
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- 64 1. *Encourages* Member States to provide financial assistance in order to implement and maintain programs,
65 endeavors, and organizations whose purpose is to reduce inequality in developing countries through developing
66 infrastructure, empowering women, and promoting equal access to higher education;
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- 68 2. *Endorses* the establishment of equitable primary education in all nations that will have programs which will
69 focus on the awareness of wealth inequality, gender inequality, and racial inequality, while promotion political
70 equality that abides by the nations cultural traditions, such a the curriculum guide *Gender Equality Training for*
71 *Decision Makers, Educators, and Leaders of NGOs,*
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- 73 3. *Suggests* the United Nations Economic and Social Council to organize a conference on empowering
74 marginalized communities that discusses the following issues;
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 - 76 a. Increase women’s capacity to be entrepreneurs by:
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 - 78 i. Encouraging banks to increase microcredit programs geared toward fostering women’s
79 entrepreneurial ability;
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 - 81 ii. Training women on entrepreneurship skill and business management;
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 - 83 iii. Providing mentorship for women to support with business startups and the formulation of
84 business ideas
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 - 86 iv. Assisting women on possible challenges that might affect their business
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 - 88 b. Cultivate access to financial services towards marginalized groups with the help banks, financial
89 institutions, and UNDP by:
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 - 91 i. Negotiating and applying consumer training programs;
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 - 93 ii. Improving performance monitoring and transparency of financial services providers;
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 - 95 iii. Assisting financial service providers to contribute on business startups;
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 - 97 c. Appeal to private sector, non-governmental organizations, and member states to provide funding
98 for the formation of technical and trade schools in higher institutions, especially in rural and
99 remote communities by:
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 - 101 i. Distributing stipends to families who live these rural and remote communities who attend
102 higher education;
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 - 104 ii. Promote efficient agricultural techniques, particularly for smallholder farms in rural
105 communities by:
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 - 107 1. Educating farmers on advances in biotechnology and research advancements;

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2. Providing technology that allows for higher crop yields and sustainable use of resources;
 4. *Requests* cooperation between Member States, Non-Governmental Organizations, and Intergovernmental Organizations to create improved educational facilities, whose goal is to empower girls to be more independent through establishing food security and helping teach women about the benefits of sustainable agriculture through:
 - a. Funding programs including but not limited to the International Fund for Agricultural Development (IFAD), the World Bank, and the International Monetary Fund (IMF);
 - b. Utilizing volunteer programs such as LitWorld and Teachers without Borders;
 5. *Urges* the United Nations ECOSOC committee to consider the three part plan when implementing public primary education systems in developing countries by abiding by previously agreed upon UN regulations, like Millennium Development Goal 2, regarding:
 - a. Local and Regional enrollment drives which will encourage children of all ages and genders to be a part of the public schooling system and receive an equal education amongst their peers;
 - b. Retention rates to be held to a specific agreed upon international standard on a school to school basis which will ensure the full education of students enrolled;
 - c. Quality of education to be increased by training programs to create efficient lesson plans that tailor to the school's specific needs, while also encouraging volunteer teachers such as *Teachers Without Borders* to dedicate their services;
 6. *Encourages* Member States to sponsor ambitious development projects including:
 - a. Expanding projects already in place such as the *Power Africa Initiative* on a broader scale to reach those not at the regional level of those projects;
 - b. Infrastructure development and sustainable progress to be worked on by volunteers through programs such as Engineers without Borders to provide basic shelter, lighting, roads, and other necessities, while also encouraging certified UN schooling packages to provide materials essential to quality education;
 7. *Declares accordingly* the dire necessity of educating midwives on efficient responses to emergencies pertaining to the health of pregnant women by working in collaboration with organizations and programs such as United Nations International Children's Emergency Fund (UNICEF), UNESCO, and UN Volunteers to create, maintain, and improve adequate roads, bike paths, railroads, bridges, and other transportation methods to provide access to health personnel to reach rural areas and medical facilities;
 8. *Invites* programs and organizations, such as UN Women, (UNICEF) Global Partnership for Education, Educate a Child, The Empowerment Program, and Young Women Empowered, that are working towards the elimination of gender discrimination and stereotypes that prevent women from fully participating in economic and social decisions, especially in academic institutions and promoting women to take roles outside the ones deemed "gender specific" in the past;
 - a. Collaborating with the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and Member States to continue their work on the provision of gender-studies experts to regions experiencing gender inequality to address socio-cultural barriers by educating youth on the positive roles women can bring to politics, economics, education, and business;

- 164 b. Utilizing data gathered by United Nations Women watch to expose where gaps lie in gender
165 inequalities so that education can be provided to region-specific area;
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- 168 9. *Further invites* the promotion of teacher education to improve the effectiveness of teachers by fostering foreign
169 education to broaden their understanding and awareness with the hope that they will bring this knowledge back
170 to their original country;
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- 172 10. *Urges* member states to create incentives within their domestic policy to encourage investment from public and
173 private enterprises, with a focus on elementary infrastructural developments such as roads and electricity;
174 knowing that without these basic elements, rural areas will not be able to gain access to the necessities they
175 need
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- 177 11. *Endorses* the promotion of equal access on all levels of education extending the priority and the opportunity to
178 the marginalized citizens of Member States to bridge the digital divide between developing countries and least
179 developed counties and between wealthy youth and impoverished youth by UNESCO by:
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- 181 a. Implementing Universal Basic Literacy Courses (BLC) that aim to:
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- 183 i. Provide functional and skill-based literacy training that will further help the marginalized
184 citizens to have knowledge on-reading simple letters, while expressing the importance of
185 preserving traditional culture and values, be;
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- 187 ii. Continuing the BLC to Post Literacy Programme that aims to further provide literacy and
188 numerical skills apart from what they acquired from BLC;
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- 190 b. Implementation of National STEM-based learning programs towards LDCs involving:
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- 192 i. Local college students to tutor youth in science education;
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- 194 ii. Creating hands-on science classes to teach youth the significance of science and
195 technology in their daily lives;
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- 197 iii. Developing youth science clubs to encourage youth to familiarize them in using
198 technology and to create sustainable innovations for many aspects of the world;
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- 200 iv. Strongly recommending the institution of policies to educate and certify teachers at an
201 international standard of learning with emphasis on the STEM fields;
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- 203 v. Supplemental funding by sponsors such as NGOs and multi-national corporations;
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- 205 12. *Supports* creation of free economic zones (FEZ) in LDCs for the purpose of strengthening trade relations
206 between developed and developing nations as well as facilitating private/public partnerships through MNC
207 expansion:
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- 209 a. Endorsement of advantageous economic policies in FEZs, such as reduced taxation within these
210 zones, at the discretion of member states;
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- 212 b. Cooperation with NGOs to develop infrastructure to attract institutions of higher education which
213 will cultivate the labor force into more highly skilled workers;
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- 215 13. *Draws attention to* the approved proposals made by the open working group Sustainable Development Goals
216 by 2030 by creating an updated Rio+20 United Nations Conference on Sustainable Development, and
217 highlighting goals such as:
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- 219 a. Ending poverty globally by emphasizing Sustainable Developmental Goal (SDG) 1.2;

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- b. Attaining healthy lives for all by increasing financing, implementation, and training of sustainable workforces in developing countries, especially in least developed countries and developing small island states;
 - c. Providing quality education and lifelong learning opportunities for all by eliminating gender inequality in education and securing equal admission to all levels of education;
14. *Encourages* countries to work towards equitable health access, which aims at ensuring equal and affordable medical care for marginalized, vulnerable, and underrepresented groups of people, by adopting specific domestic programs to include increased partnerships with NGOs, such as Help Age, Pan American Health Organization, and Alzheimer's Disease International, which encourages governments to create programs such as:
- a. Waiver programs for low-income elderly populations;
 - b. Provide health care;
 - c. Advocating for an effective health financing system to ensure those affected by geriatric health issues and their caregivers can use necessary services by providing protection from financial catastrophe or impoverishment if they have to pay for them;
15. *Invites* capable countries to mirror successful state-based programs aforementioned which would focus on:
- a. Bringing healthcare directly to the elderly in their homes through the creation of a volunteer network of local health care workers through NGOs such as: HelpIndia, Agewell Foundation, and Elderly Never Lonely;
 - b. Development of a state-sponsored central agency to collaborate with NGOs and established local organizations to facilitate the distribution of medical equipment and supplies among local health care centers while overseeing communication to all elderly populations;
 - c. Reorienting medical education to gain greater emphasis and raising awareness through the expansion of NGO work and encouraging the development of national programs to combat geriatric health problems such as: dementia, Alzheimer's, diabetes, hypertension, and heart disease, among other prevalent diseases;
 - d. Calling health and social services to strengthen their capacity:
 - i. Instructs that services are equipped to provide the range of care and services required for persons with dementia, Alzheimer's, hypertension, and other related diseases and their caregivers;
 - ii. Strongly encourages health and social workers to be built so that they work in ways that are responsive, fair and efficient to achieve the best health outcomes possible with the resources available.