



Resolution Committee

02 August 2006

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Resolution adopted by the Resolution Committee

Resolution on Comprehensive Implementation Strategies for Creating Constructive Outcomes in Meeting Millennium Development Goals One, Two and Six.

The Resolution Committee

Adopts the following Resolution:

I. Values and principles

1. We, young professionals, participating in the Alliance Toward Harnessing Global Opportunities (ATHGO) International Symposium, examining the United Nations Millennium Development Goals (MDGs), and in particular MDG one (eradicate extreme poverty and hunger), MDG two (achieve universal primary education), and MDG six (combat HIV/AIDS, malaria, and other diseases), put forth the following resolution;
2. Declaring that we are committed to advancing development issues from a youth perspective, we draft this resolution to help eliminate inequity by including people of all ages, abilities, nationalities, and backgrounds in pursuing the goals of development;
3. Emphasizing youth's and young professionals' voices, especially from developing countries, who are pursuing goals that are consistent with the MDGs;
4. Declaring the importance of targeting inequality as integral to the accomplishment of the MDGs;
5. Drawing upon the experience and expertise of local leaders, national experts, and foreign aid Non-Governmental Organizations (NGOs) and International Organizations (IOs) to encourage the continued conception and implementation of creative solutions;
6. Empowering local communities by recognizing the need to merge community involvement with ongoing aid from the national and international groups;
7. Including youth's stance in the assessment of community needs, implementation of programs, and program evaluation;

8. Reaffirming the use of the World Bank Group, NGOs, IOs, and other organizations' funds and resources to promote and finance development in a sustainable and accountable manner;
9. Accounting for the social, economic, religious, cultural, and geographical differences and hierarchies of needs that exist amongst the various groups and communities around the world in strategizing about the MDGs;

II. Focusing on youth: *Involve Youth in Decision-Making and Assure their Integration in all Agendas¹*

10. Recommend that existing microfinance programs within the World Bank Group and other organizations focus on empowering youth in all entrepreneurial activities, especially targeting disadvantaged groups and individuals;
11. Account for the lack of collateral that plagues youth entrepreneurship by using a combination of community-based loans, individual loans, and grants while incorporating *progressive lending* to account for risk;
12. Raise awareness and pool funds to microfinance programs that require or provide culturally specific holistic education based on local needs, wherein curricula include financial principles, civic rights, home economics, health, and education.
 - Incorporate holistic education to address individuals' enterprise needs, community, and national interests;
 - Increase funding and scale up successful microfinance programs that are culturally sensitive.
 - Implement programs that are sustainable and regionally situated. In addition, focus on harnessing community accountability through local leaders.

II. Increasing Dispersion of Technology *Increasing Availability and Usage²*

13. Promote more cost-effective solutions that address the lack of internet access and other vital technologies throughout the developing world;
14. Look for creative and alternative solutions to expand the availability of technology-related education as a long-term goal. [e.g. equipping schools and community centers and other popular locations with computers]
15. Promote public-private partnerships, scale up successful programs, and engage communities and organizations in developed countries to donate technology.

III. Educating youth: *Including the excluded*

16. Respond to the unique educational difficulties of developing states by looking at solutions that focus on the attainment and application of education while also fulfilling practical needs that take account of the social and economic realities that students face;

17. Call upon the collaboration of the United Nations (UN) member states, NGOs, IOs, local communities and governments to help develop and implement the following curricula and incentives:

- Encourage efforts to increase educational participation and retention by using a combination of short-term incentives, such as conditional cash transfers, while emphasizing long-term economic benefits by promoting the importance and economic relevance of education;³
- Recommend holistic education that includes small business concepts, critical thinking, disease prevention information, agricultural/industrial expertise, and locally relevant aptitudes;

18. Include in educational possibilities and policy considerations the following populations: females, indigenous, migrating, or religious populations, disabled groups, refugees, migrant workers, ex-child soldiers, trafficked humans, orphans, and other locally situated excluded groups;

- Scale-up successful conditional cash transfer programs to increase the participation of marginalized and otherwise excluded students by providing economic incentives to them or their families;⁴
- Recommend research initiatives to seek solutions that address the systemic emigration of highly educated individuals from poverty stricken areas;

19. Provide opportunities for female students to attain and participate in education with an emphasis on retention;

- Decrease barriers to female participation by increasing the availability of gender specific toilets and providing flexibility of scheduling;
- Increase the use of gender-specific educational strategies, such as including female teachers and motivational speakers and providing reproductive/maternal health information, to help underline the link between female education and economic stability in later life;

IV. Health in the Developing World: *Being Creative and Targeting Specific Populations*

20. Recommend funding evidence-based research that targets controlling illness and promoting health through the use of creative solutions to mitigate preventable diseases;^{5 6}

21. Identify existing successful and affordable programs that alleviate Malaria and Tuberculosis by providing substantial funding to allow these programs to grow;

22. Encourage and subsidize the usage of DEET and mosquito nets in non-invasive and health conscious ways to eliminate Malaria-related casualties;

23. Adopt multi-disciplinary, culturally sensitive, and gender-specific approaches to education about HIV/AIDS in order to help address the behavioral component of the spread of HIV/AIDS;
24. Target education campaigns on the de-stigmatization of HIV/AIDS by calling upon local leaders, heroes/role models, and spokespeople to benefit education and increase the acceptance of HIV positive individuals;⁷
25. Inform individuals how to properly use preventive measures against the transmission of HIV, stressing the use of programs that include illiterate individuals by using oral tradition, accessible media, and pictographic instruction;
26. Focus available resources towards locally determined high-risk groups, with the understanding that the spread of HIV is dependent on the specific populations involved;⁸

V. Prioritizing Poverty: Reducing Inequality as the Main Target

27. Consider that vast socioeconomic inequality fosters social conflict, chronic poverty, and lack of access to appropriate health and educational resources, which together hinder development;⁹
28. Endorse placement of medical and social support in the hands of community leaders and under local control to facilitate the distribution of vital resources to those who have less access;¹⁰
29. Call upon countries with high subsidies and tariffs to lower them, thus allowing for a leveled trading arena for exports from developing countries;¹¹
30. Increase farmers' access to information about daily market prices to foster greater control over their own agricultural production through the dispersion of technology¹²

Request the Secretary-General of the UN, with the support of the joint United Nations Program on Millennium Development Goals, to include in his annual report to the General Assembly on the status of implementation of the MDGs Resolution addressing specific changes to MDG one, two and six.

¹ In the context of few job opportunities, one option for young impoverished people is to go into self-employment. However, young entrepreneurs face several problems, including difficulties in accessing credit due to their lack of collateral and business experience. One strategy that has been used to counter such difficulties is group lending, where group members are given loans individually or collectively and the group as a whole is responsible to repay the loans. The group is responsible to select its members, gauge the credit risk of each potential member, and collect repayments. Such groups are understood to be successful because of common liability, peer pressure, and accountability toward the group. Group lending was pioneered by the Bangladeshi Rural Advancement Committee (BRAC) and Grameen Bank, which gives loans of a few hundred dollars to women for their microbusiness activities. One barrier to group lending with youth however is that youth repay their loans at lower rates and tend to be less successful in their business endeavors than older loan recipients, thus representing higher risk. Thus, it would be important to fund microfinance programs that require holistic education, including financial principles, business management and vocational training. One example of such an effort is Uganda's recent youth initiatives where the government of Uganda offers courses geared toward skills development and vocational or technical training targeted to poor youth who may not otherwise have access to such education.

For more information see:

Integrating a Gender Perspective in Microfinance at <http://www.gdrc.org/icm/wind/binns-2.html>

Variations in Micro-finance Design at <http://www.gdrc.org/icm/govern/mfi-design.html>

Microfinance, Youth and Conflict: Central Uganda Case Study at

http://www.yesweb.org/2006/docs/uganda_study_youth_and_conflict.pdf

Recommendations of the Youth Roundtable of the Expert Group Meeting on Creating Strategies for Youth Employment in African Cities at <http://www.un.org/esa/socdev/unyin/workshops/Nairobi%20-%20Outcomes%20and%20Recomm.pdf>

Youth enterprise development and youth employment experiences: Lessons from Commonwealth Africa at

http://www.un.org/esa/socdev/poverty/presentation/urban_kakuwa.ppt

Micro-credit/Grameen Bank:

<http://www.grameen-info.org/index.html>

Group, T. W. B. (2004). Reducing Poverty Sustaining Growth: Scaling Up Poverty Reduction: A Global Learning Process and Conference. Washington, D.C. pp. 63-82.

² Many people in developing countries are isolated from the rest of the world because of their lack of accessibility to the Internet and technology-based education. Focusing on increasing the availability and usage of technology is essential to promote literacy, enhance learning, and provide access to a wealth of information so developing and developed countries can become more interconnected. World Links is a successful program that has valued these principles in over 20 developing countries by providing a global network for learning. The program links thousands of students and teachers across the globe through the Internet. Its implementation of converting school computer labs to community learning centers (telecenters) has been proven to provide benefits to schools as well as strengthen community relations. Training at these telecenters empowers school administrators, community leaders, and students to transform the use of their computer labs into places where revenue can be generated. This training introduces basic technological and micro-enterprise skills and allows the possibility of e-commerce opportunities. The educational and economic impact of World Links and similar programs cannot be denied. Expanding the availability and usage of these programs will help make these benefits a reality to a greater number of people in developing countries.

For more information see:

www.world-links.org

www.ejisdc.org/ojs/

http://learnlink.aed.org/Publications/Gender_Book/pdf/Exec_Sum_Nophotos.pdf

<http://learnlink.aed.org/Projects/home.htm>

<http://www.iicd.org/countries/>

Group, T. W. B. (2004). Reducing Poverty Sustaining Growth: Scaling Up Poverty Reduction: A Global Learning Process and Conference. Washington, D.C. pp. 46-49.

³ The most well-studied cash transfer program is Progresa in Mexico. A highly innovative program, it provided cash transfers to poor rural households, conditional upon regular school attendance for their children, and regular visits by the family to local health centers. Checks were sent directly to mothers in rural families for children regularly attending school in grades 3 to 9. The amount varied to account for different opportunity costs, ranging from about \$10 per month for a

boy in third grade to \$35 for girls in ninth grade. Set up in 320 randomly assigned villages in May 1998, results were compared with a control group of 186 randomly assigned villages that did not receive benefits until 20 months later. This allowed robust statistical comparison: the findings were very positive as enrolment increased, child labor decreased by about 15%, transitions to secondary school increased by nearly 20%, and health and nutrition improved. As these benefits became clear, the program was rolled out to other areas. By 2000, 2.5 million rural families received benefits, one ninth of all families in Mexico at a total cost of \$2 billion, or 0.2 percent of Mexico's GDP. It was renamed Oportunidades, and extended to urban areas with a \$1 billion loan from the Inter-American Development Bank in 2000.

For more information see:

Alan B. Krueger, A model for evaluating the use of development dollars, south of the border. *New York Times*, 2 May 2002.

⁴ There are a number of examples of successful cash transfer schemes targeted to promote access for marginalized students. For example, in Pakistan, the World Health Organization provided on a monthly basis a tin of edible oil to Afghan refugee girls with regular school attendance. This had a “dramatic positive effect on girls’ attendance.” Margaret Sinclair, ‘Education in Emergencies’ within ‘Learning for a Future: Refugee Education in Developing Countries’, *UNHCR*, January 2002, p32. However, it would be useful to scale up these transfers into a more systematic and widespread program.

For more information see:

Margaret Sinclair, ‘Education in Emergencies’ within Learning for a Future: Refugee Education in Developing Countries, *UNHCR*, January 2002.

⁵ Targeting the youth population is imperative when dealing with the spread of HIV in a country. By educating young people, one can shift their sexual behaviors and also delay their sexual debut, which according to David Wilson of the University of Zimbabwe decreases immediate risks and is predictive of lower levels of future high risk sexual behaviors. Examples of programs successful in reducing HIV prevalence among adolescents between the ages of 15 to 24 can be seen in Uganda, where HIV prevalence in Nsambya has decreased from more than 30% in 1991 to less than 10% in 2002. In particular, youth seem to be particularly receptive toward programs focusing on “delayed activity”.

For more information see:

The “ABC’s” of HIV Prevention: Report of a USAID Technical Meeting On Behavior Change Approaches To Primary Prevention of HIV/AIDS, September 17, 2002 and The Uganda STD/HIV AIDS Surveillance Report, 2003.
Sachs, J. (2005). *The End of Poverty: Economic Possibilities for Our Times*. New York, Penguin Press.
Hilts, P. (2005). *Rx for Survival: Why We Must Rise to the Global Health Challenge*. New York, Penguin Press.

⁶ Certain strategies have been found to be more effective than others in combating the spread of AIDS. For example, studies in a number of countries such as Jamaica and South Africa have shown that teenagers are more likely to use condoms for pregnancy than for HIV/AIDS, suggesting that playing up the contraceptive function of condoms may increase their use. Also, strong statistical evidence points toward an inverse relation between the number of circumcised males in a country and HIV/AIDS prevalence rates.

For more information see:

The “ABC’s” of HIV Prevention: Report of a USAID Technical Meeting On Behavior Change Approaches To Primary Prevention of HIV/AIDS, September 17, 2002 and The Uganda STD/HIV AIDS Surveillance Report, 2003.

⁷ Local and political leaders play an important role in raising awareness about AIDS and ways in which to avoid transmitting the disease. In particular, Uganda’s initiative to combat the spread of AIDS, which included action by President Yoweri Museveni, several ministers, and volunteers such as the founders of The AIDS Support Organization (TASO), shows the success of strategies that involves leaders and respected people within a community. It was found that the principle manner in which people gained knowledge about HIV/AIDS was through knowing people that had been affected by the disease and the main way in which people acknowledged having HIV/AIDS was through personal networks. This combination of behaviors contributed to a decrease in HIV prevalence and according to Rand Stoneburner of Cambridge University, also appears to have played a role in the lowering of reported levels of stigma in Uganda.

For more information see:

The “ABC’s” of HIV Prevention: Report of a USAID Technical Meeting On Behavior Change Approaches To Primary Prevention of HIV/AIDS, September 17, 2002 and AVERT: www.avert.org.

⁸ An example of a program that successfully integrated appropriate communication means, targeting of high risk groups, and a gender-specific and culturally sensitive approach is the Health Behavioral Change Communication project (BCC) implemented in Nigeria and Cambodia by the EC and UNICEF along other organizations. This program has helped decrease HIV prevalence in Cambodia and according to the 2000 Demographic Health Service, over 70% of Rural Women had heard of HIV/AIDS. Although this cannot be attributed solely to BCC, its mass communication strategies are likely to have played a major role. Its condom use strategies targeted at uninformed officials and sex workers have been associated to a decrease in sex worker visits by the former and a decrease in prevalence rates for the latter.

For more information see:

The “ABC’s” of HIV Prevention: Report of a USAID Technical Meeting On Behavior Change Approaches To Primary Prevention of HIV/AIDS, September 17, 2002 and The Uganda STD/HIV AIDS Surveillance Report, 2003.

⁹ Combating poverty, a factor in the achievement of all MDGs, has been more effective when done in a targeted approach. There are many factors and elements, to be separated to effectively, address each. Starting with the rising inequality worldwide and targeting those, suffering from extreme and chronic poverty. Directly targeting these populations is essential to MDG achievement, and a safety concern, as chronic poverty and social conflict often appear hand in hand. A first step to target inequality and extreme poverty is increased access to health and education, two essential elements of successful development.

For more information see:

www.worldbank.org/research/inequality/index.htm

www.iadb.org/sds/pov/index_pov_e.htm

www.hdr.undp.org/reports/global/2005/pdf/HDR05_chapter_2.pdf

World Income Inequality Database V 2.0a June 2005: <http://www.wider.unu.edu/wiid/wiid.htm>

¹⁰ Transferring medical and social support directly to impoverished communities is a shift from most current practices of transfer to individual governments, which in turn allocate the resources. At the 2004 Global Learning and Process Conference in Shanghai the World Bank presented studies done in Bosnia-Herzegovina and Cambodia, United Nations Development Programme offered studies from South Asia and the International Fund for Agricultural Development examined Vietnam, all high-lighted the benefits of community based resource distribution. Transparency and accountability of transfers is increased, as community leaders live in closer proximity to the communities they serve. The medical and social resources are also more suited to the context when community leaders are directly involved in transfer negotiations.

For more information see:

Reducing Poverty Sustaining Growth: Scaling Up Poverty Reduction A Global Learning Process and Conference, May 25-27, 2004

¹¹ With the July 24, 2006 World Trade Organization (WTO) suspension of the Doha Round, it is increasingly imperative to continue emphasizing the importance of wealthy nations’ decrease of subsidies and lowering of tariffs, in order to achieve the MDGs. Of the 900 million people who continue to live in poverty three quarters live in rural areas and directly or indirectly depend on agriculture. The depression of world prices floods poor markets, substantially reducing economic opportunities in agriculture based communities. Reduction of subsidies would eliminate the hundreds of billions of dollars spent annually by wealthy countries, move many poor-farmers out of poverty, and exponentially increase the achievement of the MDGs.

For more information see:

www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=292090

www.globalpolicy.org/socecon/trade/subsidies/2002/10stopdumping.pdf

International, O. (2005). Paying the Price: Why rich countries must invest in a war on poverty, Oxfam Publishing.

¹² With daily fluctuation of market prices, farmers have much higher gains if they can more quickly and accurately decide what to plant, how much, what type, and how long to store it. Many rural and impoverished farmers do not currently have daily access to daily market information and depend on often unreliable and expensive intermediaries. World Bank research presented at the 2004 Global Learning and Process Conference in Shanghai sites the large economic gains for poor rural farmers in India with the implementation of e-choupals, or community based internet access to daily market data. International Food Policy Research Institute studies in Africa have also found similar results.

For more information and sources see:

Reducing Poverty Sustaining Growth: Scaling Up Poverty Reduction A Global Learning Process and Conference, May 25-27, 2004

www.un.org/events/tenstories_2006/story.asp?storyID=1600

www.idrc.ca/en/ev-47033-201-1-DO_TOPIC.html