



American Model United Nations
World Conference on Youth

WCY/II/4

SUBJECT OF RESOLUTION: Empowering marginalized youth emphasizing the most at risk young people

SUBMITTED TO: The World Conference on Youth

The World Conference on Youth,

1 *Recognizing that* marginalization is defined by the United Nations and the United Nations Educational,
2 Scientific, and Cultural Organization as a form of acute and persistent disadvantage rooted in underlying social
3 inequalities, and that marginalization is cyclic in nature, resulting in the persistence of discrimination,

4 *Deeply concerned* by the increasing marginalization of youth in the political, social and economic spheres,
5 with the most at-risk youth experiencing the highest levels,

6 *Emphasizing that* for youth to be empowered, they require opportunity that is met with adequate resources
7 to support their efforts and enact broader change,

8 *Acknowledging* the need to respect the sovereignty of Member States in regards to their cultural identities,

9 *Having considered* that marginalization may include, but is not limited to, inequality or injustice in regards
10 to gender and sex, race and ethnicity, socioeconomic class, sexuality, religion, political affiliation, nationality and
11 citizenship, language, and disability,

12 *Further recognizing* that marginalization is multiplex where the prevalence of these issues may vary upon
13 context,

14 *Having examined* the varying modalities of education in society, and noting that an increase knowledge
15 facilitates personal empowerment, as well as the advancement of societies as a whole,

16 *Recognizing also* the intrinsic relationship between marginalization and education, given that education is an
17 important component of personal empowerment, and that the perpetuation of oppression is defined by an imbalance
18 of power,

19 *Keeping in mind* that education is one of the State's most powerful tools of empowerment as a modality
20 through which marginalization can be either maintained or alleviated, depending on the system's structure,

21 *Bearing in mind* that providing resources to the youth as early as possible will act as a measure to minimize
22 the damages caused by marginalization,

23 1. *Reaffirms* the importance of empowering marginalized youth by providing quality physical infrastructure,
24 as well as the corresponding resources of schooling, particularly around equality of access and the quality of teaching
25 that is received, including but not limited to:

26 (a) Secure educational institutions that allow for learning in a safe environment;

27 (b) The employment of an appropriate number of qualified teaching staff;

28 (c) Adequate resources for teaching and learning as defined by the educational staff;

29 (d) Funding which allows teaching and learning to be accessible to teachers and students who are
30 passionate about education, despite their financial background;

31 (e) Evaluating the distribution of funds and resources to ensure that stratification is minimized;

32 2. *Further recommends* that educational institutions provide support systems to marginalized youth facing
33 social pressures that include, but are not limited to:

34 (a) Mental health resources for individuals and groups which cater to issues that surround marginal-
35 ization;

36 (b) Monetary and resource provision programs that alleviate responsibility on the youth to provide
37 for their families;

38 (c) after-school programs that will minimize exposure to community violence and instability, while
39 also providing them with an opportunity to learn new skills;

40 3. *Encourages* the concurrent facilitation of normative change, emphasizing the necessity of social systems
41 that favor and encourage equality while subsequently de-emphasizing marginalization and hierarchy, pointing out
42 the importance of:

43 (a) The teaching of both diachronic and synchronic approaches which view change through time and
44 contrast different perspectives on certain events as well;

45 (b) the teaching of both diachronic and synchronic approaches which view change through time and
46 contrast different perspectives on certain events as well;

47 (c) The State's role, as the representative of its citizens, to speak fairly and equally on the behalf of
48 its inhabitants, as well as ensure equitable distribution of State resources;

49 4. *Recommends* the creation of youth-specific national and local councils to:

50 (a) Assist government officials in creating and supporting local youth communities;

51 (b) Create opportunities for minority groups within a Member State, providing them with the chance
52 to have a direct voice in government;

53 (c) Establish an equitable balance inside the youth community between the various minority groups
54 that allows for them to have their voices heard in a safe environment;

55 (d) Allow for youth who face threats to their well being, in the event that they voice their concerns,
56 to use an advocate through non-governmental organizations (NGOs);

57 5. *Calls upon* Member States to direct attention and funding towards the most prevalent causes and symp-
58 toms of marginalization in their countries while respecting regional traditions and religious customs, allowing Member
59 States fluid discretion in dealings and allocated resources.

Passed, Yes: 23 / No: 22 / Abstain: 10