



CONFERENCE B

**National Model United Nations • New York**  
**29 March - 2 April 2015 (Conf. B)**



**Documentation of the Work of the General Assembly Third Committee**  
**(GA 3)**

## General Assembly Third Committee (GA 3)

### Committee Staff

<b>Director</b>	Natalie Keller
<b>Assistant Director</b>	Emma Ogg
<b>Chair</b>	Carolyn Elise Cowgill
<b>Rapporteur</b>	Elodie Beausoleil
<b>Rapporteur</b>	Donald Roth

### Agenda

- I. Development and the Rights of Indigenous Peoples
- II. Eliminating Racial Discrimination, Xenophobia and Related Intolerances
- III. The Right to Privacy in the Digital Age

### Resolutions adopted by the Committee

Code	Topic	Vote
GA3/1/1	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	122 votes in favor, 14 votes against, 24 abstentions
GA3/1/2	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	115 votes in favor, 16 votes against, 29 abstentions
GA3/1/3	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	86 votes in favor, 36 votes against, 44 abstentions
GA3/1/4	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	101 votes in favor, 32 votes against, 28 abstentions
GA3/1/5	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	117 votes in favor, 12 votes against, 29 abstentions
GA3/1/6	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	122 votes in favor, 16 votes against, 28 abstentions
GA3/1/7	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	119 votes in favor, 17 votes against, 24 abstentions
GA3/1/8	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	93 votes in favor, 29 votes against, 41 abstentions
GA3/1/9	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	110 votes in favor, 19 votes against, 31 abstentions
GA3/1/10	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	127 votes in favor, 13 votes against, 18 abstentions
GA3/1/11	Eliminating Racial Discrimination, Xenophobia and Related Intolerances	87 votes in favor, 47 votes against, 26 abstentions

## Summary Report

The General Assembly Third Committee held its annual session to consider the following agenda items:

- I. Development and the Rights of Indigenous Peoples
- II. The Right to Privacy in the Digital Age
- III. Eliminating Racial Discrimination, Xenophobia and Related Intolerances

The session was attended by representatives of 166 Member States, and 2 observers. The first session opened with several statements concerning the adoption of the agenda. On Sunday, the committee adopted the agenda of III, I, II beginning discussion on the topic of “Eliminating Racial Discrimination, Xenophobia and Related Intolerances.”

By Tuesday afternoon, the Dias received over 20 working papers with diverse topics such as education, religious tolerance, and discrimination against minorities. The committee proceeded to debate in an atmosphere of collaboration and cooperation. At the end of the day, many papers were merged according to the similarity of the topics covered in them.

By Wednesday morning, the committee had successfully merged their working papers, and the Dais received a total of 11 proposals covering a wide range of sub-topics such as: participation, short term actions, human security, economic impact of migrants, agriculture and sustainable development, education for the eradication of discrimination, sister cities, promoting religious tolerance and genocide prevention.

On Wednesday, 11 draft resolutions had been approved by the Dais, five of which had amendments. The committee adopted all resolutions following voting procedure, none of which received unanimous support by the body. The resolutions represented a wide range of issues from education to comprehensive migration solutions to cultural awareness. There was broad agreement on most resolutions the body passed in continuation of the collaborative nature of the work which lead to a large number of merged working papers.



## National Model United Nations • NY

**Code:** GA3/1/1

**Committee:** General Assembly Third Committee

**Topic:** Eliminating Racial Discrimination, Xenophobia, and Related Intolerances

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1 *The General Assembly Third Committee,*

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3 *Guided by* Article 1.3 of the Charter of the United Nations, as it encourages the promotion and respect for human  
4 rights and fundamental freedoms without distinction as to race, sex, language, or religion,

5

6 *Reaffirming* that all rights established within the Universal Declaration of Human Rights (UDHR) are not to be  
7 denied on the basis of race, gender, ethnicity, or culture as specified in Article 2 of the UDHR,

8

9 *Acknowledging* the work of the European Network against Racism (ENAR) in providing a platform for discussion  
10 including best practices in psychological assistance for victims of discrimination throughout Europe,

11

12 *Having examined* Article 26 of the UDHR as it affords the right to education to all peoples while promoting  
13 understanding, tolerance and friendship,

14

15 *Calling attention to* all relevant national constitutions in their protection of all ethnic, racial, and religious groups,  
16 and recognizing the responsibility of Member States to provide for protections for groups that face discrimination in  
17 their borders,

18

19 *Noting with satisfaction* the information gathered from the 2014 World Economic Forum which illustrates the  
20 necessity of matching skills to specific labor markets,

21

22 *Recalling the Millennium Declaration*, especially Article 19, which highlights the link between increased access to  
23 education at all levels and reduction of poverty, while strengthening the capacity of Member States to respect human  
24 rights, including minority rights,

25

26 *Emphasizing* Article 3 of the United Nations (UN) Declaration on the Elimination of All Forms of Racial  
27 Discrimination which calls for the prevention of discrimination based on race, color, or ethnic origin, especially in  
28 civil rights, education, and religion,

29

30 *Highlighting* the International Convention on the Elimination of All Forms of Racial Discrimination, specifically  
31 Article 5, as recognizes the rights of all peoples to education and training without distinction as to race, color, or  
32 national or ethnic origin,

33

34 *Cognizant of* the Dakar Framework for Action, as it outlined the Education for All Goals that aim to ensure all  
35 children, especially the most vulnerable and disadvantaged, have access to and receive a quality education,

36

37 *Deeply concerned* that education systems may be used to perpetuate negative stereotypes of ethnic groups when  
38 curriculum include materials that contribute to demeaning certain groups of society according to *Human Rights*  
39 *Council Resolution 23/56*,

40

41 *Recalling A/RES/65/312* as it outlines the important role youth play in decision making and the need for dialogue  
42 that promotes youth involvement that influences their social or economic position and the well-being and livelihood  
43 of future generations,

44

45 *Recalling A/RES/65/312* as it outlines the important role youth play in decision-making and the need for dialogue  
46 that promotes youth involvement that influences their social or economic position and the well-being and livelihood  
47 of future generations,

48

49 *Recognizing* the success of the International Organization for Migration (IOM) Assisted Voluntary Return and  
50 Reintegration programs have had in

51  
52 *Viewing with appreciation* the efforts of UN Educational, Scientific, and Cultural Organization (UNESCO) Slave  
53 Route Project in overcoming cultural ignorance of the history and influence of slavery and adding in the  
54 development and preservation of cultural heritage,  
55  
56 *Realizing* the positive influence of youth focused cross-cultural extra-curricular programs as tolerance building  
57 amongst adolescents, such as UNESCO's Youth Voices Against Racism, which improved youth participation in  
58 anti-discrimination policies in 2008,  
59  
60 *Cognizant* of the measures put forth in the Office of the High Commissioner of Human Rights (OHCHR) Database  
61 on practical means to combat racism, racial discrimination, xenophobia and related intolerances,  
62  
63 *Drawing attention* to A/RES/65/4 that recognizes sport as a means to promote education, health, development and  
64 peace,  
65  
66 *Keeping in mind* A/RES/68/9 that promotes sport for peace and development, especially through the Olympic ideal,  
67  
68 *Recognizing* the mandate of the UN Youth Envoy on Youth as working with relevant UN agencies, governments,  
69 civil society, academia, and media stakeholders toward enhancing, empowering and strengthening the position of  
70 young people within and outside the UN System,  
71  
72 *Deeply regretting* the recent attacks occurred in January 2015 in Paris during which 20 people were killed because  
73 of religious differences,  
74  
75 *Guided by* the affirmations of A/RES/69/162 and expanding upon it through collaboration with the Human Rights  
76 Council on the reports of the Special Rapporteur on contemporary forms of racism, racial discrimination,  
77 xenophobia and related intolerance of the Human Rights Council and the United Nations Secretary General,  
78  
79 *Keeping in mind* that more than 150 million people live outside their countries of origin as migrants or refugees who  
80 may be highly vulnerable to racism, xenophobia, and discrimination,  
81  
82 *Recalling* Article 16 of the International Convention on the Protection of the Rights of All Migrant Workers and  
83 Members of Their Families, as it stipulates that migrants have the right to liberty and security of person,  
84  
85 *Reaffirming* the importance of recognition for people of African descent through the implementation of education  
86 and cultural rights, as noted in A/RES/69/318,  
87  
88 *Noting* the success of existing UN programs and initiatives focused on increasing access to quality education,  
89 including the UN Children's Fund (UNICEF) Child-Friendly School Program, various UN Educational, Scientific,  
90 and Cultural Organization (UNESCO) and UN Alliance of Civilizations (UNAOC) programs,  
91  
92 *Recognizing* the UNESCO World Report on Investing in Cultural Diversity and Intercultural Dialogue which states  
93 that policy in the field of education can have a strong influence on cultural diversity and the acceptance of it,  
94  
95 *Cognizant* of the current status of the Trust Fund for the Programme for the Decade for Action to Combat Racism  
96 and Racial Discrimination and calling for more cooperation from Member States,  
97  
98 *Further recalling* A/RES/69/16 that requests Member States and relevant human rights bodies, organs and  
99 mechanisms of the United Nations, specialized agencies, funds and programmes, international, regional,  
100 subregional and non-governmental organizations to develop and implement specific action-oriented activities for the  
101 International Decade for the People of African Descent which began in January of 2015,  
102  
103 *Highlighting* the Vienna Declaration and Programme of Action, specifically Article 69, as it calls for the reform of  
104 and training for Member States' security sector as a means to improve the protection of human rights of all peoples,  
105

106 *Acknowledging* the right of all peoples to an adequate standard of living, including the highest attainment of physical  
107 and mental health, as called for in Article 12 of the International Convention of Economic, Social, and Cultural  
108 Rights,  
109  
110 *Recalling* the 2005 World Summit Outcome as it highlighted the need for policies and procedures that prevent and  
111 eliminate discrimination of all forms in Member States,  
112  
113 *Reaffirming* Article 15 of the *UDHR* which grants everyone a right to a nationality,  
114  
115 *Recognizing* the need to affirm the International Labor Organization (ILO) C122 Article 1.3 to extend to all minority  
116 groups to promote their development and aid in using empowerment as a tool to foster inclusion and erode  
117 discrimination and disenfranchisement,  
118  
119 *Understanding* that the UN Voluntary Fund For Indigenous Peoples was created to protect fundamental human  
120 rights in indigenous populations and is funded voluntarily by willing Member States, non-governmental  
121 organizations (NGO), and other private entities,  
122  
123 *Noting* that the Global Economic Symposium states there are over 1.3 billion minorities worldwide with no access to  
124 affordable health care or services despite efforts through the Millennium Development Goals,  
125  
126 *Aware of* Article 2 of the International Covenant on Economic Social and Cultural Rights, as it states all the  
127 economic rights of the covenant to be executed without discrimination,  
128  
129 *Viewing with appreciation* the efforts taken by the United Nations Institute for Training and Research (UNITAR) to  
130 collaborate with permanent missions and civil society in order to promote democracy, tolerance and equality  
131 through education,  
132  
133 *Recalling* Chapter 36 of the Earth Summit Agenda 21 which states that education is pertinent to reducing poverty  
134 and promoting sustainable economies,  
135  
136 *Reminding* all Member States who are party to the International Convention on the Elimination of All Forms of  
137 Racial Discrimination of their requirement to condemn racial discrimination, and pursue a policy of elimination  
138 racial discrimination in all its forms including bringing to an end, including by legislative means, racial  
139 discrimination by any persons, groups or organizations,  
140  
141 *Further noting* that the International Expert meeting on Indigenous Peoples and Forests 2011 Report states that  
142 discrimination against indigenous people has led to denial of land rights,  
143  
144 *Fully aware* that eliminating racism, xenophobia and other related intolerances is more than an international issue,  
145 and should be recognized by individual Member States, as Spain has done through the Spanish Observatory of  
146 Racism and Xenophobia,  
147  
148 *Acknowledging* the success of national frameworks and action plans like the National Reconciliation Program in  
149 Togo, which increased political participation of underrepresented ethnic groups and facilitated discussion between  
150 the government and other relevant actors,  
151  
152 *Acknowledging* the success of Kenya's National Commission on Human Rights, and understanding that states have  
153 the duty to protect and promote the human rights and fundamental freedoms of political participation of all people  
154 regardless of race, religion, or any other form of discrimination,  
155  
156 *Recognizing* the role of the Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia  
157 and related intolerances as transmitting urgent appeals and communications to states on alleged violations of  
158 contemporary racism, discrimination, xenophobia and related intolerances, undertaking fact-finding country visits,  
159 and submitting annual reports to the Human Rights Council and the General Assembly on their activities,  
160

- 161 1. *Reaffirms the ideals* put in place by the International Convention to End all forms of Racial Discrimination, in  
162 hopes of eliminating acts of racial discrimination and Xenophobia within Member States;  
163
- 164 2. *Welcomes* a more efficient collaboration between the Committee on The Elimination of Racial Discrimination  
165 (CERD) and non-governmental organizations (NGOs) such as the ones encompassed in the ENAR in order to  
166 enhance the work done by Education For, About, and From Discriminated Groups Program (EFADGP), as it is  
167 a good measure to address the issue at hand, which is consists in the following:  
168
- 169 a. the improvement of the current situation of the minority group given the fact that they lack access to  
170 education,  
171
- 172 b. the existence of cultural and religious diversity and to create awareness towards the existence of not  
173 only discrimination, but also the recognition of minority groups that lack protection,  
174
- 175 c. the knowledge and experience individuals may share and perceive with minority groups,  
176
- 177 d. perspectives on transportation, school infrastructure, school meals, and other barriers students face as a  
178 means to increase non-discriminatory access to education;  
179
- 180 3. *Encourages* UNESCO in collaboration with Member States to increase implementation of community-based  
181 education following guidelines such as the joint US-Brazil-UNESCO Teaching Respect for all Framework,  
182 which promotes tolerance and which is adaptable to the specific needs of Member States and communities;  
183
- 184 4. *Welcomes* the UNICEF Child-Friendly School Initiative to partner with UNESCO's All Equal in Diversity  
185 Campaign to incorporate specific programs and curricula that target racism, xenophobia, and religious  
186 intolerance;  
187
- 188 5. *Encourages* the UNESCO Language in Education sector to partner with Member States to increase the  
189 provision of curricula in multiple languages, thereby allowing migrant education programs to provide language  
190 and cultural training for migrants on their destination country and for workers in the host country;  
191
- 192 6. *Encourages* a partnership between UNESCO Regional Offices and the UNESCO's Teacher Training Initiative  
193 for Sub-Saharan Africa, and UNESCO Asia-Pacific Programme of Educational Development for Education  
194 (APEID) Conference, in order to make best practices and existing material more readily available in all regions  
195 to implement measures that provide teachers with sensitivity training as a means to provide non-discriminatory  
196 education;  
197
- 198 7. *Invites* Member States to consider the implementation of the 19<sup>th</sup> through the 25<sup>th</sup> of May as the International  
199 Week of Nations United for Education on Diversity, in order to:  
200
- 201 a. encourage the education based upon the existence of various cultures and religions, to further create  
202 awareness and acceptance in schools, aimed at all levels of education, starting with primary education,  
203
- 204 b. integrate workshops done by UNICEF that are related to the topic at hand in order to provide a  
205 dynamic and interactive way to teach children about their cultural heritage, through:  
206
- 207 i. festivals and cultural fairs to increase awareness and acceptance of other cultures,  
208 ii. talks organized with UNICEF ambassadors on the importance of having a welcoming  
209 environment and accepting other people;  
210
- 211 8. *Encourages* all Member States to initiate a two-way language program, which could be hosted inside any public  
212 space provided by participating Member States' chosen body of government with volunteers handling the  
213 moderation of this program that consists in exchanging free language lessons between marginalized groups,  
214 should they have a different language, and the official language speakers of the country they are living in, which  
215 would consequently enhance the communication and the opportunities presented to those groups that would:  
216



- 217 a. be funded by the United Nations Population Fund (UNFPA) through their branch that pertains to and  
218 promotes “Youth leadership and Participation”,  
219
- 220 b. take place annually and for a minimum of three weeks in order to contribute to the student’s  
221 knowledge of different cultures,  
222
- 223 c. allow academic exchanges for young students in order to eliminate xenophobia aimed to change the  
224 perspective in the student’s mind,  
225
- 226 d. allow children or young teenagers to learn about racial and cultural diversity,  
227
- 228 e. create and accentuate open-mindedness, cultural, religious and racial respect, that they can share  
229 afterwards with their community,  
230
- 231 f. put in place a web interface in order for the students and the public to develop a good interaction  
232 between cultures,  
233
- 234 g. allow previous students who had full contribution to the display of the program would handle advising  
235 and leading this program later on and will consequently receive recognition from the United Nations  
236 Alliance of Civilizations (UNAOC);  
237
- 238 9. *Approves* of the South African Network of Skills Abroad, which promotes dialogue between migrants living  
239 abroad and local experts to prevent a rise in unemployment among migrants;  
240
- 241 10. *Invites* local communities to set up a Twinning Program aimed to provide greater harmony between individuals  
242 with different backgrounds, to allow students to participate in the visited country’s activities and to provide  
243 cultural exchange programs, through a partnership with the United Nations Alliance of Civilizations, which  
244 would:  
245
- 246 a. be funded by the government of the participating students,  
247
- 248 b. take place annually and for a minimum of three weeks in order to contribute to the student’s  
249 knowledge of different cultures,  
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- 251 c. allow academic exchanges for young students in order to eliminate xenophobia aimed to change the  
252 perspective in the student’s mind,  
253
- 254 d. allow children or young teenagers to learn about racial and cultural diversity,  
255
- 256 e. create and accentuate open-mindedness, cultural, religious and racial respect, that they can share  
257 afterwards with their community,  
258
- 259 f. put in place a web interface in order for the students and the public to develop a good interaction  
260 between cultures,  
261
- 262 g. reward students who had full contribution to the display of the program;  
263
- 264 11. *Encourages* coordination between UNDP Member State Offices to facilitate initiatives, such as the Poland  
265 Cross-Cultural Objective Learning and Open Understanding Resource (COLOUR) Programme or the Myanmar  
266 Center for National Diversity and Harmony, through technical assistance aimed at connecting students of  
267 diverse cultural backgrounds through culturally sensitive education to include cultural exchanges that allow  
268 students to meet people of diverse racial, ethnic, linguistic, national and religious backgrounds through social  
269 media connections, if applicable, or pen-pal partnerships and trips to local areas that highlight cultural  
270 differences;  
271

- 272 12. *Supports* the continuation of UNICEF’s Schools for Africa Programme as a means to provide students with  
273 culturally sensitive school materials to address the contributions of underrepresented racial, ethnic, and gender  
274 minorities to the history, culture, and government of a nation and promote the sharing of best practices in the  
275 UNICEF regional offices including, Americas and Caribbean, Central and Eastern Europe, East Asia and the  
276 Pacific, and South Asia;  
277
- 278 13. *Invites* a partnership between UN Youth and NGOs, such as Interfaith Youth Core, to develop and implement  
279 an international program for youth that addresses religious, ethnic, or racial intolerance to promote intercultural  
280 dialogue and eliminate xenophobia and discrimination;  
281
- 282 14. *Recommends* Member States utilize the pre-existing OHCHR database in order to access information and  
283 existing guidelines or frameworks in order to combat racism, xenophobia and related intolerances through  
284 domestic policies;  
285
- 286 15. *Welcomes* the creation of “Rainbow of Cultures and Religions” as the general International Handbook to  
287 educate children about the importance of tolerance and value of multiculturalism, developed and distributed by  
288 UNICEF to be available during the next International Week of Nations United for Education on Diversity,  
289 which will aim to foster involvement between cultural ministers in Member States in order to incorporate nation  
290 specific content, which would:  
291
- 292 a. be financed by the following, but not limited to, Members States contributing in an amount  
293 proportional to their GDP: Luxembourg, Israel, France, Thailand, and Slovenia,  
294
  - 295 b. fight against discrimination among youth with the goal that the future will be faced with less  
296 discrimination and broader acceptance of cultural diversity,  
297
  - 298 c. disseminate information about the existence of various cultures and religions, and the importance of  
299 mutual awareness and respect,  
300
  - 301 d. utilize the Handbook to educate children during the International Week of Nations United for  
302 Education on Diversity;  
303
- 304 16. *Recommends* the Global Partnership for Education Fund provide financial assistance in the form of grants to  
305 Member States’ national educational policies with aims of supporting extracurricular programmes, such as  
306 summer school, after school, and sports programmes, with focus on social inclusion as a means of eliminating  
307 racial discrimination, xenophobia, and related intolerances;  
308
- 309 17. *Encourages* the revitalization of UNESCO’s International Coalition of Cities against Racism ‘Youth Voices  
310 Against Racism’ Mobilization of Youth to Fight Racism in Sport to work in conjunction with FIFA Say No to  
311 Racism campaign in order to:  
312
- 313 a. mobilize youth to partner with policy makers in establishing guidelines and education to eliminate  
314 racism and other intolerances in sports,  
315
  - 316 b. utilize UN Ambassador programs, such as UNESCO’s Champion’s for Sports Goodwill Ambassadors  
317 and UNICEF’s International Ambassadors, to include high-profile professional athletes in advocating  
318 against racial discrimination;  
319
- 320 18. *Further invites* the UN Youth’s Envoy on Youth to recognize efforts related to combating racism, racial  
321 discrimination, xenophobia, and related intolerances among youth, through:  
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- 323 a. traveling in their countries during one year collecting testimonies and recommendations from civil  
324 society and especially from minority groups,  
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  - 326 b. presenting their reports at the United Nations during its 71<sup>st</sup> General Assembly as well as the  
327 Commission for Social Development;

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19. *Calls upon* the UN High Commissioner on Refugees (UNHCR) to work with the IOM to expand its use of public campaigns that draw attention to the positive contributions of migrants, modeled after the “I Am A Migrant Too” campaign established in partnership with the City of Johannesburg, as a means to raise awareness in host countries to better the treatment migrants;
  20. *Welcomes* the inclusion of integration into a host culture in addition to the reintegration of returning migrants within national IOM Assisted Voluntary Return and Reintegration programs to promote multiculturalism and the alleviation of tensions caused by discrimination;
  21. *Expresses* its hope that the expansion of the Human Library Confidentiality Sessions will be implemented globally, where, in public spaces, people would have the possibility of interviewing individuals in their surroundings, in order to share their personal experiences based upon the discrimination they may have faced before with the purpose of raising awareness in civil society;
  22. *Recommends* that UNESCO’s Slave Route Project be used as a model for regional initiatives celebrating and raising awareness of cultural history in order to promote understanding and tolerance of other cultures;
  23. *Calls for* the Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerances to consider partnering with UNESCO to create an international competition, International Competition Be the Change for the Eradication of Discrimination, to bring attention to the experiences of different people with racism or other forms of intolerance that:
    - a. would be open to all peoples, especially secondary and university students, grassroots NGOs, cities and private enterprises;
    - b. would include several submission categories for all aforementioned parties;
    - c. includes submissions of videos, plays, songs, policy proposals, photographs, poems, and other media;
    - d. have two rounds to appoint the international winners:
      - i. first, at an national level in a first round of selection,
      - ii. the second round would appoint the international winner,
    - e. have the winner of each of the five categories would be announced on the International Day for the Elimination of Racial Discrimination on March 21<sup>st</sup> and present their proposals at the United Nations Headquarters;
    - f. would provide an increased awareness of the Trust Fund for Action to Combat Racism and Racial Discrimination in order to improve the volume of voluntary contributions;
    - g. would provide grants or scholarships for regional and international finalists;
  24. *Recommends* the Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance to host a live broadcast on various social media platforms (e.g YouTube/ Vimeo) with a variety of prominent international figures, such as the Special Envoy for the UNHCR, the Special Envoy for UN Women, the Special Envoy for Global Education, the UNICEF Goodwill Ambassador, among others presenting ideas on eliminating racial discrimination, xenophobia, and related intolerances;
  25. *Welcomes* the efforts of the OHCHR in the development of the Fellowship Programme for People of African Descent as means to increase civic engagement of all peoples, in order to increase the promotion and protection of human rights for people of African descent;

- 382 26. *Expresses* its hope that mass media companies and government-owned media companies will raise public  
383 awareness in collaboration with UNESCO and the International Telecommunication Union (ITU) that tackles  
384 issues on human rights and elimination of discrimination by:  
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- 386 a. including and promoting minorities representation in national and local television, radio stations, social  
387 media platforms,  
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  - 389 b. encouraging and promoting minority group’s role models to express their success stories in combatting  
390 racial discrimination,  
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  - 392 c. helping the creation of social networking websites that would endorse social inclusion of racial  
393 discriminated groups,  
394
  - 395 d. creating complaint mechanism opportunities for citizens to report discriminative acts in the media,  
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  - 397 e. creating a mechanism for idea sharing opportunities for citizens to share successful stories aimed to  
398 prevent or stop racial discrimination;  
399
  - 400 f. utilizing of the UNAOC Media Program’s Capacity Building of Indigenous People on Radio  
401 Journalism and Programme Production to facilitate the use of media, including radio, to establish  
402 awareness raising campaigns related to eliminating political and racial discrimination, xenophobia, and  
403 related intolerances in rural areas;  
404
- 405 27. *Suggests* an international operation entitled “Operation Adopt and Adapt” that would not infringe the  
406 sovereignty of nations and that overarches almost all the angles that pertain to this topic, entailing:  
407
- 408 a. educational and pedagogical programs that range from expressive activities to entertaining dialogues,  
409 which would help facilitate and naturally accept minority groups into the fabric of the society, and  
410 additionally solve problems that occur between different groups outside courts in a more amiable way,  
411
  - 412 b. a delegation that consists of specialists in sociology working in the UN handling reporting and solving  
413 problems should they happen between individuals in a heterogeneous society;  
414
- 415 28. *Expresses its support for* the sharing of best practices between the United Nations Office on Drugs and Crime  
416 Criminal Justice Reform Initiative and Member States in order to develop an anti-discrimination training toolkit  
417 aimed at providing a human rights based approach to eliminating discriminatory practices for the security  
418 sector, law enforcement, and other relevant officials;  
419
- 420 29. *Expresses its hope for* the expansion of the International Labor Organization’s Rural Employment and Decent  
421 Work Programme as a means to increase vocational training for all peoples, including racial, ethnic, national,  
422 and religious minorities, in order to eliminate economic discrimination;  
423
- 424 30. *Offers* UN HABITATs Secure Land Rights for All as a framework for ensuring equal opportunity in the  
425 acquisition of land as well as promoting transparency in the seizure of land to prevent the displacement of  
426 marginalized peoples;  
427
- 428 31. *Encourages* the creation of a Capacity Building Programs for Empowering Marginalized Groups (CBEMG), a  
429 capacity building program that will function with the collaboration with UNESCO in order to train marginalized  
430 populations to promote their participation in the public sector through:  
431
- 432 a. twelve month participation,  
433
  - 434 b. encouraging NGOs and Civil Societies to finance volunteer educators to run these programs,  
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  - 436 c. supplying books and other equipment that may be needed,  
437

- 438 d. teaching reading and writing skills, leadership skills, financial management, government policy, and  
439 human rights law,  
440
- 441 e. using television and radio advertisement, pamphlets, social media and other websites to promote  
442 involvement and support the multiculturalist capabilities of these training programs,  
443
- 444 f. providing career assistance for program graduates through internships and career fairs;  
445
- 446 32. *Encourages* Regional Development Banks to include in their focus areas a section related to eliminating racial  
447 discrimination, xenophobia, and related intolerances outlined in the legislation;  
448
- 449 33. *Encourages* that specific funds of the OHCHR Trust Fund for Action to Combat Racism are allocated for  
450 initiatives aimed at combating racism, xenophobia, and related intolerances through education;  
451
- 452 34. *Encourages* regional collaboration between NGOs, civil society, and relevant UN bodies or organizations like  
453 the Psychology Coalition at the UN to promote sharing of best practices with respect to psychological assistance  
454 and reintegration for victims of all forms of discrimination modeled after the ENAR;  
455
- 456 35. *Recommends that* the Economic and Financial Affairs Council facilitate a dialogue with Member States and  
457 other relevant actors for the reformation of reparation payment systems to victims of extreme racial  
458 discrimination, xenophobia, and related intolerances;  
459
- 460 36. *Welcomes* UNESCO to utilize existing funding campaigns, such as the Let's Fight Racism! Campaign, to  
461 increase financial contributions to the UNESCO International Fund for Cultural Diversity as a means to  
462 improve funding for measures to eliminate discrimination and promote social inclusion of all peoples;  
463
- 464 37. *Encourages* the UN Office for South-South Cooperation to facilitate foreign direct investment (FDI) in Member  
465 States by private sector corporations guided by existing Bilateral Investment Treaties (BITs), while establishing  
466 terms and conditions for private investment, to be based on the principle of non-discrimination;  
467
- 468 38. *Supports* the establishment of the Widespread Effective Loan Coordination to Offset Minority Exclusion  
469 Initiative (WELCOME) as a partnership between regional banks and the International Labor Organization's  
470 Better Work Program to promote integration and development of minority workers by:  
471
- 472 a. Providing assessments on minority development and economic impact within the private sector,  
473
- 474 b. Encouraging an increase in opportunities for minority employment through advocacy and vocational  
475 training as done in UNESCO's Technical and Vocational Education and Training Program,  
476
- 477 c. Reducing exclusion rates of minority groups that experience the lowest growth and development  
478 through targeted micro-loan private sector stimulation,  
479
- 480 d. Granting microloans to business owners and entrepreneurs who belong to at-risk minority populations  
481 through a process similar to the UNDP's Microfinance Project, providing small-scale grants and loans  
482 to small private business owners, via BRAC, FINCA, ADB, and other banks supporting the  
483 elimination of poverty for minorities and willing regional banks,  
484
- 485 e. Utilizing previously established application procedures for loans similar to that of the UND  
486 microfinance programs;  
487
- 488 39. *Calls for* increased awareness of the opportunities provided for indigenous peoples' groups through the UN  
489 Voluntary Fund for Indigenous Peoples, including grants to enable these peoples to participate in various  
490 functions of the UN, including the HRC;  
491
- 492 40. *Welcomes* collaboration between the World Health Organization (WHO) and NGOs, such as the Education and  
493 Health Nepal, aimed at providing a culturally sensitive approach to healthcare in isolated locations for highly

494 marginalized rural populations in order to increase the standard of living of all peoples by educating local  
495 populations on modern medicine and healthcare practices in a culturally sensitive way;  
496

497 41. *Encourages* the use of the WHO Urban Health Equity Assessment and Response Tool (UrbanHEART), an  
498 assessment tool that provides Member States the necessary information regarding inequities among minorities  
499 regarding health care, in addition to providing state specific recommendations to address this;  
500

501 42. *Recommends* a partnership between UN Institute for Training and Research and the UN Department of Legal  
502 Affairs to develop policy models that works to improve, national legal and policy systems in order to eliminate  
503 and prohibit discrimination based on race, ethnicity, nationality, religion or related qualities;  
504

505 43. *Further invites* Member States to take actions in order to not only implement the existing documents that have  
506 been ratified and yet not applied, but also to ratify the Conventions they have not currently ratified, through:  
507

508 a. the creation and implementation of an International Guideline that wishes to encourage representatives  
509 in concern to adopt and exercise existing national legal framework in the most responsible way,  
510

511 b. the development of the Our Current Protection document by every Member States through the Ministry  
512 of International Affairs, in order to:

513

514 i. determine which conventions have been already ratified by each country,  
515 ii. develop a record and work along with the International Guideline, in order to urge Member  
516 States to ratify the conventions not yet ratified;  
517

518 c. inviting Member States to apply in their respective countries the C-FON Programme (Capacitation for  
519 Our Nation Programme) through which workshops will be provided to important representative  
520 figures, such as Judges, policemen, and representatives of the Administrative system, for them to  
521 acknowledge the existence of the ratified conventions in order to implement them efficiently on a  
522 national level within the concerned cases;  
523

524 d. a recommendation to the Economic and Social Council that its reporting NGOs promote existing  
525 campaigns to emphasize transparency, by a connection between the big communication corporations  
526 and civil society organizations, in order to create awareness towards the fact that it is nearly impossible  
527 to not have any form of discrimination in our nations, in this way condemning the fact that many  
528 countries ratify conventions but do not additionally admit the existence of discrimination in their  
529 countries;  
530

531 44. *Encourages* all Member States who have not yet done so to sign and ratify the International Convention on the  
532 Elimination of Racial Discrimination as a means to increase international collaboration towards eliminating  
533 racial discrimination, xenophobia, and related intolerances;  
534

535 45. *Calls for* collaboration between the Special Rapporteur on contemporary forms of racism, racial discrimination,  
536 xenophobia and UNDP and related intolerance in providing technical expertise for Member States in the  
537 completion of reports to the United Nations CERD in order to ensure international standards for inclusive  
538 education are being met;  
539

540 46. *Encourages* each Member State to establish national committees on the elimination of racial discrimination  
541 within their own governments, modeled after that of the Spanish Observatory of Racism and Xenophobia in  
542 order to:

543

544 a. Gather data with expert analysis and a detailed diagnosis, creating a comprehensive understanding of  
545 the situation when implementing national legislation,  
546

547 b. Establish communication networks throughout regional blocs with relevant international bodies to  
548 create a country specific approach to data collection and analysis,  
549

- 550 c. Enhance reporting mechanisms through the appointment of an individual or committee to oversee the  
551 creation of reports to the CERD in a timely and efficient manner;  
552
- 553 47. *Encourages* willing and able Member States to create national frameworks for the elimination of discrimination  
554 modeled after Togo's National Reconciliation Program in order to:  
555
- 556 a. Support ethnic equality in political participation,  
557
- 558 b. Support a fair legal system with due process for all citizens, regardless of race, religion, gender, or  
559 ethnic group,  
560
- 561 c. Enhance coordination between States and relevant NGOs and regional bodies in program and policy  
562 implementation;  
563
- 564 48. *Encourages* Member States to promote the oversight of political participation in their own nations through the  
565 incorporation of national oversight commissions modeled after Kenya's National Human Rights Commission;  
566
- 567 49. *Urges* all individuals, and civil society groups to submit an official complaint to the Special Rapporteur on  
568 contemporary forms of racism, racial, discrimination, xenophobia and related intolerances about incidences of  
569 human rights abuses related to racial, ethnic, or religious discrimination that have already occurred, are  
570 ongoing, or which have a high risk of occurring in order to:  
571
- 572 a. Allow this discrimination to be detected and identified accurately,  
573
- 574 b. To facilitate potential involvement by the Special Rapporteur in the form of an urgent appeal or a letter  
575 of allegation to the perpetrator.



Code: GA3/1/2

**Committee:** General Assembly Third Committee

**Topic:** The Elimination of Racial Discrimination, Xenophobia and Related Intolerances

1 *The General Assembly Third Committee,*

2  
3 *Affirming* the principles outlined within the United Nations Declaration on the Elimination of All Forms of Racial  
4 *Discrimination* (A/RES/18/1904) and the International Convention on the Elimination of All Forms of Racial  
5 *Discrimination* (ICERD),

6  
7 *Taking note* of the Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on  
8 *Religion or Belief* and its principles of freedom of choice for every person regarding the topic of religion,

9  
10 *Recognizing* that there are a plethora of motives for genocide including potential for religious motivations,

11  
12 *Deeply concerned* with the strife many Member States have faced due to religious conflicts that begin at the local  
13 *level* and have the potential to expand onto an international level,

14  
15 *Mindful* of Articles 22 and 27 of the Universal Declaration of Human Rights,

16  
17 *Reaffirming* the definition presented in Article 2 of the Convention on the Prevention and Punishment of the Crime  
18 *of Genocide*, as well as recalling the importance of continuing the work towards the goals set forth therein,

19  
20 *Regretting* that discrimination against different religions is an ideal that is learned, while acknowledging that it can  
21 *also be prevented* by emphasizing shared values,

22  
23 *Noting* the effectiveness of bilateral relationships in starting religious dialogue between Member States,

24  
25 *Deeply disturbed* that these instances of religious intolerances and genocide cause a hindrance on social, economic  
26 *and political statuses* of Member States,

27  
28 *Concerned* with the general lack of emphasis placed upon the importance of genocide within the international  
29 *system*,

30  
31 *Believing* that each person should have equal human rights regardless of religious preferences,

32  
33 *Appreciating* the achievements accomplished by the United Nations (UN) Research Institution of Social  
34 *Development*,

35  
36 *Recognizing* the Pan American Development Foundation's (PADF) Believe in Tolerance program, which creates a  
37 *peacefully environment* where people can respect differences,

- 38  
39 1. *Condemns* discrimination of any and all human beings based on religious beliefs among a variety of other  
40 *basis*’;
- 41  
42 2. *Recognizes* the need to address the topic of genocide within the international community, while  
43 *simultaneously urging* Member States to discuss the subject's inclusion within their national policy agendas;
- 44  
45 3. *Urges* Member States to encourage the proliferation of bilateral relationships with the goal of opening up  
46 *dialogue* regarding:
- 47  
48 a. *Genocide* and ways to work towards preventing future occurrences;
- 49  
50 b. *Religion* and ways to combat religious intolerance;
- 51



- 52 4. *Suggests* the establishment of a Convention for the Promotion of Religious Tolerance and the Elimination of  
53 Genocide which will:  
54
- 55 a. Welcome international discussions concerning recent past and present social and cultural conflicts as  
56 well as what actions can be taken to prevent further occurrences thereof;  
57
- 58 b. Focus on discussions centered around:  
59
- 60 i. Encouraging all Member States to be officially unsupportive of religious intolerances  
61 presented by any persons or organizations;  
62 ii. Endorsing all Member States to implement measures that assist in eliminating religious  
63 intolerance, such as promoting discussion on the subjects through the Convention and  
64 inviting diverse guests to participate, as well as inviting the UN Research Institution of  
65 Social Development to produce publications on various religious teachings and their  
66 similarities for distribution among Member States in order to promote shared values and  
67 genuine appreciation among one another;  
68 iii. Encouraging all Member States to condemn any conflicts based on religious  
69 discrimination;  
70 iv. Expand education in regards to addressing the holistic topic genocide;  
71 v. Introduce the opportunity for an international forum regarding the topic of genocide;  
72 vi. Endorsing the creation of an open Early Warning System Database for genocide  
73 prevention, which would look at a set of indicators, such as war, levels of social tolerance  
74 and political unease;  
75
- 76 c. Logistically:  
77
- 78 i. Be open to all Members States in terms of participation and/or attendance;  
79 ii. Be held once every five years for a duration of five days;  
80 iii. Have its location selected by bid, the first of which to be decided by the General Assembly  
81 Third Committee in its 72<sup>nd</sup> session for an opening date of the first Convention to be held in  
82 2022, with all bids thereafter being selected at the prior Convention;  
83 iv. Reference the framework set forth in the Olympic Charter's by-law to rule 33, section 2,  
84 which presents a framework for the evaluation of bids including the necessity for financial  
85 guarantees including the necessity of all operational costs of the Convention to be set within  
86 the bid, encompassing local, regional, national and private entity funding;  
87
- 88 5. *Endorses* all national education programs that highlight the necessity of social, cultural and religious diversity  
89 in the modern age, while considering the need for an international education framework tailored to and  
90 implemented at a national level, focusing on:  
91
- 92 a. Local discussion of genocide and the instances of intolerance that lead thereto, as there is a need to  
93 make sure that the history of genocide and its causes are not forgotten, so as to make sure there is no  
94 repetition thereof in the future;  
95
- 96 b. The institution of a trans-national teachers training program proliferating increased tolerance through  
97 instruction on common religious, historical and cultural grounds;  
98
- 99 c. The use of media and technology to promote religious tolerance, taking advantage of:  
100
- 101 i. Digital media, including but not limited to applications such as Facebook and Twitter  
102 campaigns, and Google ads;  
103 ii. Literature which is both academic and leisure in nature;  
104
- 105 6. *Welcomes* collaboration for the purposes of funding the various aforementioned programs between Member  
106 States, regional organizations, entities within the private sector and NGOs, such as:  
107

- 108 a. The Cummings Institute for World Justice;
- 109
- 110 b. The European Instrument for Democracy and Human Rights;
- 111
- 112 c. The Office of the High Commissioner of Human Rights.



## National Model United Nations • NY

**Code:** GA3/1/3

**Committee:** General Assembly Third Committee

**Topic:** The Elimination of Racial Discrimination, Xenophobia and Related Intolerances

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1 *The General Assembly Third Committee,*

2  
3 *Guided* by the purposes and principles of the Charter of the United Nations and the Universal Declaration of Human  
4 Rights (UDHR),

5  
6 *Reiterating* the importance of the ratification and full implementation of the International Convention on the  
7 Elimination of All Forms of Racial Discrimination (ICERD) as it is one of the most widely accepted human rights  
8 instruments,

9  
10 *Recalling* all previous resolutions regarding the topic, most recently resolution 67/156 of 20 December 2012,

11  
12 *Commending* the Committee on the Elimination of Racial Discrimination (CERD) on its tireless efforts to assist  
13 Member States in fulfilling their international obligations under the articles of International Convention on the  
14 Elimination of All Forms of Racial Discrimination (ICERD) through recommendations and concerns,

15  
16 *Recognizing* the achievements made by the International Labor Organization (ILO), United Nations Volunteers,  
17 UNESCO, and UN-Women towards a world free of racial discrimination, xenophobia and related intolerances, such  
18 as the UN Women Project Assistant and ILO's "Assessing and Addressing the Effects of Trade on Employment"  
19 project,

20  
21 *Realizing* that the global community is in need of a united stance to eradicate inequalities in order to ensure the  
22 participation of all groups in social, economic, political and cultural life as the key to eliminate any form of  
23 discrimination, xenophobia or other related intolerances, because no country is immune to racism,

24  
25 *Deeply concerned* about the ongoing underrepresentation or even exclusion of marginalized groups in Member  
26 States' national institutions which can result in difficulties making their problems heard and their opinions and needs  
27 considered,

28  
29 *Recalling* the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), adopted  
30 on 3 September 1981, and maintaining the agenda for national action expressed in this document in order to reduce  
31 the likelihood of gender-based discrimination and resist patriarchal systems,

32  
33 *Aware* of the unresolved problem of gender inequality, especially emphasizing the unequal opportunities for women  
34 on the job market that are based on intolerances and prejudices and lead - according to a statement from the ILO on  
35 6 March 2015 - to women on average earning only 77 per cent of men's earnings, which constitutes a serious form  
36 of discrimination,

37  
38 *Especially concerned* about the ongoing discrimination against women in developing regions of the world,  
39 particularly in educational programs, as shown in United Nations Statistic Division figures which state that two  
40 thirds of all illiterate adults are women,

41  
42 *Appreciating* the efforts made by Member States in order to include marginalized populations into society, such as  
43 the creation of national committees concerned with the rights of minorities in Albania, India, Latvia, Romania and  
44 Serbia,

45  
46 *Noting* at the same time that some measures implemented by Member States aimed towards the inclusion of  
47 marginalized populations did not yet reach their full potential,

48  
49 1. *Urges* Member States to develop national programs aimed at improving the literacy of women and reflecting  
50 and strengthening their skill-set, for example by developing competences in bilingual concepts and intercultural

51 communication in order for women to gain confidence and opportunities to participate fully in the decision-  
52 making processes in their families and communities;

- 53
- 54 2. *Encourages* Member States to provide women with the necessary tools and job training in order for them to  
55 have a strong background to increase their employment possibilities, career chances and earnings by creating  
56 new projects or reinforce already existing national framework, funded predominantly by the Member States on  
57 a national level with the support of the International Labor Organization (ILO) and with the help of and  
58 observed by United Nations Volunteers, UNESCO, and UN-Women in terms of content, such as:
- 59
- 60 a. The Global Fund for Women’s “Tools For Change”, which collaborates with local organizations  
61 specializing in fields such as technology and leadership, in order to build knowledge, skills and self-  
62 confidence for applicants, which includes advocating for change through increasing public awareness  
63 and influencing attitudes in support of women’s human rights;
- 64
- 65 b. The World Bank’s Adolescent Girls Initiative “Economic Empowerment of Adolescent Girls and  
66 Young Women” in Liberia that aims towards increasing wage and self-employment for young women  
67 through programs consisting of six-month classroom training of business development skills followed  
68 by a six-month practical placement and support, which includes micro-enterprise advisory services;
- 69
- 70 c. Senegal’s gender equality initiative program run through the Senegalese Agency for Leadership  
71 Development (AMLD) in cooperation with the International Institute for Democracy and Electoral  
72 Assistance (International IDEA) which facilitates workshops on gender mainstreaming of election  
73 observation initiatives for political parties and civil observers that require all candidate lists of  
74 legislative, regional, municipal, and rural elections to have equal number of female and male  
75 candidates;
- 76
- 77 d. Programs that foster a gender-conscious environment in traditionally gender-specific work sectors such  
78 as construction, maintenance, green and transportation industries, encouraging all-inclusive  
79 participation of women across public and private labor divisions, through hands-on skill training,  
80 classroom instruction, comprehensive physical fitness assessment, job development and placement  
81 services;
- 82
- 83 3. *Recognizes* that economic hardship and the promises of prosperity have caused many women and other  
84 vulnerable peoples to fall prey to issues such as human trafficking and other crimes against humanity, therefore  
85 not allowing them to be active participants in society;
- 86
- 87 4. *Recommends* the creation and financing of national councils consisting of one elected representative of every  
88 national minority to conduct the minority autonomy in the domains of culture, education, information and the  
89 use of language in order to ensure the recognition of their needs and opinions on a national level through:
- 90
- 91 a. Issuing regular reports directly to the government on all matters concerning their fields of interest and  
92 the current legal and social status of minority groups;
- 93
- 94 b. Exchanging best practices with other National Minority Councils on an annual basis in an international  
95 assembly organized through collaboration of the State parties , based on the same principles as the  
96 United Nations Permanent Forum on Indigenous Issues (UNPFII), on an annual basis as a point of  
97 reflection and debate, producing one outcome document addressed to the General Assembly Third  
98 Committee surveying the global situation of all national minorities, thereby providing a unique and  
99 precise insight into the causes and prevalence of discrimination against minorities;
- 100
- 101 5. *Encourages* Member States to establish or review already existing mechanisms that allow for sufficient  
102 participation of minority groups in the government body, such as representative numbers or positions  
103 specifically designated to minorities and thereby acknowledging their presence, unique skills and knowledge;
- 104
- 105 6. *Calls upon* Member States to provide, if requested by the National Minority Councils and in cooperation with  
106 the countries’ minority groups an official translated version of key documents in any form they see fit, including

- 107 but not limited to the constitution and basic laws, in languages mainly spoken by the minority groups, in order  
108 to give them the opportunity to participate politically and socially and ensure transparency on all levels;  
109
- 110 7. *Also calls* upon Member States to fulfill their obligations under Article. 9 ICERD to submit reports to CERD on  
111 measures taken to implement the convention in order with the reporting timeline;  
112
- 113 8. *Urges* the CERD to collaborate with local Non-Governmental Organizations as partners for cooperation when  
114 implementing their concerns and recommendations regarding the ICERD, if State parties are not able to tackle  
115 these problems for reasons of lack of financial or human resources;  
116
- 117 9. *Decides* to remain seized of this priority matter at its seventieth session under the item entitled “Eliminating  
118 Racial Discrimination, Xenophobia and Related Intolerances”.

**Code:** GA3/1/4

**Committee:** General Assembly Third Committee

**Topic:** Eliminating Racial Discrimination, Xenophobia, and Related Intolerances

1 *The General Assembly Third Committee,*

2  
3 *Guided by the purposes and principles of the Charter of the United Nations, as well as the Universal Declaration of*  
4 *Human Rights and its respective covenants,*

5  
6 *Recalling the importance of the 1951 Convention and 1967 Protocol Relating to the Status of Refugees, with a*  
7 *specific emphasis on Article Three, which prohibits discrimination of refugees based on race, religion, or country of*  
8 *origin,*

9  
10 *Further Recalling Universal Declaration of Human Rights, the International Convention on the Elimination of all*  
11 *Forms of Racial Discrimination, and the Convention against Discrimination in Education adopted by the United*  
12 *Nations Educational, Scientific and Cultural Organization (UNESCO) on 14 December 1960,*

13  
14 *Being fully aware that the emerging diversity in most societies poses challenges in terms of successful integration,*

15  
16 *Convinced that eliminating racism, xenophobia and related intolerances will be an important contribution to create a*  
17 *fairer, more secure, and better world,*

18  
19 *Emphasizing immigrants have positive impacts on continuing economic and social prosperity in their country of*  
20 *adoption,*

21  
22 *Realizing the importance of General Assembly Resolution A/RES/69/197 on the “Protection of Migrants” which*  
23 *calls for the prevention of crimes against migrants,*

24  
25 *Appreciating the work done by the World Bank in establishing the Global Knowledge Partnership on Migration and*  
26 *Development (KNOMAD) dedicated to information gathering on regulatory migrant policy at an international level,*

27  
28 *Stressing the importance to develop the economic rights of vulnerable groups which rely highly on the agricultural*  
29 *sector, e.g. indigenous people, and recognizing that sustainable and economic development foster an environment of*  
30 *tolerance and equality,*

31  
32 *Notes its appreciation of all UN bodies targeting agricultural sustainable development, particularly those such as the*  
33 *Food and Agricultural Organization,*

34  
35 *Commending the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) on its*  
36 *tireless efforts to assist States to fulfill their international obligations to fight Xenophobia and related intolerances,*

37  
38 *Reaffirming the successful 2012 UNESCO initiative “Teaching Respect for All” that calls for an educational response*  
39 *to counter racial discrimination and xenophobic violence,*

40  
41 *Having considered UNESCO’s International Conference on Education that implements cultural development and*  
42 *conflict resolution in school activities and programs,*

43  
44 *Deploing that migrant workers are still prevented from enhancing their occupational skills, which decreases*  
45 *considerably their chances of employment,*

46  
47 *Believing that educational institutions are an essential instrument for tackling the root causes of racial*  
48 *discrimination, xenophobia, and related intolerances,*

49  
50 *Being aware of the racial and socio-economic divides that inhibit diversity and integration in many school systems,*

51  
52 *Realizing that interactions with and the understanding of foreign cultures promote tolerance and acceptance,*

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108
1. *Encourages* the adoption of the United Nations, Scientific, and Cultural Organization (UNESCO) program “Teaching Respect for All” which promotes an educational response to counter discrimination and violence by strengthening the foundations of mutual tolerance and cultivating respect for all people regardless of colour, gender, class, sexual orientation, national, ethnic, or religious orientation/identity
  2. *Calls upon* Member States to include education and awareness of the vast number of cultures throughout the world into their curriculum by:
    - a. Inviting UNESCO and the United Nations Children's Fund (UNICEF) to assemble a panel of experts to assist in the development of a recommended, universally applicable curriculum to support youth development by:
      - i. Using core classes in every grade level that focus on teaching the customs, traditions, languages, and other pertinent information of the different ethnic groups present in their respective country;
    - b. Reinforcing acceptance and tolerance of all people irrespective of race, religion, socio-economic standing, and any other related factors;
  3. *Promotes* the creation of awareness outreach programs to educate peoples on the misconceptions and harm of racism, stereotyping, and religious persecution by:
    - a. Recognizing the fact that each national government has an obligation to protect its citizens;
    - b. Inviting civil society and relevant organizations to participate and promote such awareness campaigns;
  4. *Emphasizes* the importance of educational institutions in the promotion of diversity and integration among races by providing incentives for schools to actively promote and increase the level of diversity among their students bodies;
  5. *Further Encourages* Member States to:
    - a. Research and understand the root of negative beliefs toward vulnerable groups to assist in creating measures to combat racism and discrimination;
    - b. Establish a commission of experts and sociologists who will create a report to combat sectarian intolerances within their countries;
    - c. Promote dialogue and communication among the minorities, migrants, and the citizens, by:
      - i. Organizing programs that lead student to better learn foreign cultures;
      - ii. Supporting and creating extracurricular and recreational activities between students in first and secondary levels, where there will be opportunities to interact with other ethnic, religious groups and discover their customs;
  6. *Further urges* to consider working in accordance with NGOs and pre-existing UN institutions to assist those who are most vulnerable to racial discrimination and xenophobia, including but not limited to racial groups, immigrants, and other marginalized groups, by:
    - a. Encouraging member states to acknowledge and implement local collective bodies by creating a representative body for ethnic minorities and immigrants;
    - b. Suggesting the creation for immigration associations and unions to help represent those prone to racial discrimination and xenophobia through assistance with career placement and educational opportunities;

- 109  
110 7. *Urges* Member States to work together to aid both refugees and States affected by refugee migration by:  
111  
112 a. Encouraging refugee focused NGOs and established refugee funds to increase their financial resources  
113 as a way to insure improve access to healthcare and education for refugees;  
114  
115 b. Recommending Member States to examine their capacity to grant more refugees asylum in their  
116 nations by easing legal restrictions in an effort to allow a higher amount of willing refugee  
117 resettlement;  
118
- 119 8. Further promotes for the implementation of the Traffic Light Framework by the Committee to Eliminate Racial  
120 Discrimination (CERD), a country matrix in which States are presented in an order of amount of discrimination  
121 cases that need assistance in their nations, through a categorized system which includes:  
122  
123 a. Green for countries with less discrimination cases;  
124  
125 b. Yellow for countries with some discrimination cases;  
126  
127 c. Red for countries with urgent cases of discrimination;  
128  
129 d. Operating under the jurisdiction of the Human Rights Council and funded by the Office of the High  
130 Commissioner for Human Rights;  
131  
132 e. Voluntary reports based off of submissions to the CERD;  
133
- 134 9. *Calls upon* on Member States to strengthen existing laws or implement new laws to ensure that unlawful actions  
135 against migrants are accounted for, by:  
136  
137 a. Recommending the enactment of laws by Member States mitigating abuse of migrants in the  
138 workplace;  
139  
140 b. Emphasizing that migrant workers must receive fair compensation, in accordance to national wage  
141 level, for services provided;  
142  
143 c. Implementing partnerships between local, national governments, and migrant advocacy groups in order  
144 to assist in the development of measures to protect migrant agricultural workers;  
145
- 146 10. *Underlines* the importance of enhancing economic participation of minority groups and migrants through  
147 supportive measures such as improving rural credit through microfinance initiatives funded by the United  
148 Nations Capital Development Fund, in collaboration with the Economic and Social Council (ECOSOC), by:  
149  
150 a. Utilizing local participation in order to identify key sectors and areas with socioeconomic disparities  
151 within local communities;  
152  
153 b. Allowing the local committee to determine the lending criteria: interest rate, loan duration, maximum  
154 loan size, and objectives;  
155
- 156 11. *Further Endorses* assistance and funding from the Food and Agriculture Organization to provide aid to  
157 indigenous people and migrant workers in Agriculture who face discrimination, by collaborating with NGO's  
158 that:  
159  
160 a. Expose human rights violations in agriculture;  
161  
162 b. Raise awareness of the challenges faced by underprivileged migrant workers and indigenous people  
163 tied to agriculture;  
164



- 165 c. Highlights the importance of fair pricing for migrant workers and indigenous people who face  
166 discrimination in trade  
167
- 168 12. *Supports* the participation of the Employment Offices in migration and development and encourages them to  
169 focus and identify the challenges immigrants endure by:  
170
- 171 a. Being aware of the specific problems migrants might face, such as language difficulties, specific  
172 educational background or lack of knowledge of the local professional infrastructure, to combat the  
173 potential obstacles that migrants face in process of joining the work force.  
174
- 175 b. Keeping in mind that it is of utmost importance that migrants must ,if possible, exercise a job that is  
176 compatible with their religious and cultural beliefs;  
177
- 178 c. Establishing platforms to match specific-skill immigrants to company employers who provide fair  
179 wage for their abilities;  
180
- 181 d. Granting equal access to employment and equal payment on the labor market for all its participants in  
182 order to eliminate wages discrimination;  
183
- 184 13. *Encourages* Member States to work with their respective private sectors and local organizations to develop  
185 supportive measures including:  
186
- 187 a. The development of training programs such as UNESCO's Institute for Employment and Vocational  
188 Training (TVET) to:  
189
- 190 i. Enhance their chances to be employed on the job market;  
191 ii. Invite regional, national, and local governments and organizations to provide vocational  
192 programs, the development of which will be advised by migrant communities and will respect  
193 social, linguistic, and economic particularities;  
194
- 195 b. Providing migrants with the opportunity to integrate themselves into their destination country's  
196 workforce and empower themselves to be economically self-sustainable for the goal to improve  
197 migrants employment abroad;  
198
- 199 c. Launching awareness-programs to fight discrimination of migrants in the job-selection and promotion-  
200 process.

**Code:** GA3/1/5

**Committee:** General Assembly Third Committee

**Topic:** Eliminating Racial Discrimination, Xenophobia, and Related Intolerances

1 *The General Assembly Third Committee,*

2  
3 *Guided by Article 1 of the United Nations Charter which underlines the respect for human rights and fundamental*  
4 *freedoms for all distinctions such as to' race, sex, language, or religion',*

5  
6 *Reaffirming Article 18 of Universal Declaration of Human Rights, which entitles everyone the full enjoyment of*  
7 *inherent rights to freedom of thought, conscious, and religion,*

8  
9 *Recognizing the importance for students of racial minorities to have equal access and treatment in educational*  
10 *institutions as stated under the International Convention on The Elimination of All Forms of Racial Discrimination*  
11 *(ICERD) of 1965,*

12  
13 *Recalling the World Conference against Racism (WCR) and the need for cross cultural dialogue particularly*  
14 *addressing racism, discrimination, and xenophobia,*

15  
16 *Expressing its appreciation the success of the UNESCO project Coalition of Cities Against Racism founded in*  
17 *2004, which combats discriminations through collaborative partnerships between cities within regional framework,*

18  
19 *Recognizing the United Nations Education, Scientific, and Cultural Organization's (UNESCO) World Report on*  
20 *Investing in Cultural Diversity and Intercultural Dialogue which States that have policy in the field of education can*  
21 *have a strong influence on cultural diversity and the acceptance of it,*

22  
23 *Recognizing the right of indigenous people of self-determination and the state parties' obligation to respect those*  
24 *according to Article I, Paragraph 3 of the International Covenant on Economic, Social, and Cultural Rights of 1966,*

25  
26 *Alarmed by the International Decade on People of African Descent and the International Decade on Indigenous*  
27 *People in 2015 to acknowledge the extreme vulnerability of minority groups that are being by this worldwide social*  
28 *phenomenon,*

29  
30 *Recognizing that many indigenous people throughout the world have been ostracized due to their culture and*  
31 *reaffirming the importance of adhering to the General Assembly resolution 68/159 which notes the importance of*  
32 *respecting linguistic and cultural diversity,*

33  
34 *Deeply convinced that through education member States can address the root causes of discrimination and shift the*  
35 *perspectives of hatred and fear to one of acceptance and understanding as stated in OSCE's resolution on*  
36 *Strengthening the Role of Education in Combating Racism, Xenophobia, and Other Forms of Intolerance and*  
37 *Discrimination of 2013,*

38  
39 *Recalling the General Assembly resolution 67/155 of 11 February 2013, Global efforts for the total elimination of*  
40 *racism, racial discrimination, xenophobia, and related intolerance and the comprehensive implementation of and*  
41 *follow-up to the Durban Declaration and Programme of Action, which stresses the importance for international*  
42 *cooperation when addressing the elimination of racial discrimination, xenophobia, and related intolerance,*

43  
44 *Gravely concerned about the areas that are less exposed to free education resources as referred in General Assembly*  
45 *resolution 63/154 of 2008,*

46  
47 *Recalling the need for participation in cross cultural dialogue, particularly addressing racism, discrimination, and*  
48 *xenophobia General Assembly resolution 63/43,*

49  
50 *Recalling the United Nations Security Force which trained Chadian military units now known as Detachment*  
51 *Integre de Securitie (DIS), which not only ensure the rights of internally displaced persons, refugees, and indigenous*  
52 *people, but also counts with a special training in sexual violence and gender-based discrimination,*

53  
54 *Further concerned* with the current situation of discriminated groups in today's society as one of the most sensitive  
55 human rights issue today,  
56  
57 *Noting with great concern*, the rise of all forms of racism and xenophobia which cause discrimination and violence  
58 to our citizens,  
59  
60 *Understanding* the necessity of the cooperation of the international community to defend vulnerable, excluded,  
61 marginalized, discriminated ethnic and minority groups,  
62  
63 *Noting* racism and inequality are multidimensional issues that cannot be solved by one level of government,  
64  
65 *Affirming* the importance of maintaining the sovereignty of Member States as established in the first and second  
66 articles of the Charter of the United Nations,  
67  
68 *Deeply conscious* of the value of cooperation and dialogue between sister cities across national boundaries which  
69 promotes the sharing of experiences and programs focusing on racism both on the regional and cross regional level,  
70  
71 *Emphasizing* the impact of local government as training grounds for innovative policies and initiatives,  
72  
73 *Bearing in mind* the significance and far-reaching impact of media as it relates to racial discrimination and related  
74 intolerances,  
75  
76 *Affirming* that all States have the obligation to protect their citizens' natural human rights to education and  
77 recognizing that over identification of racial or ethnic identities,  
78  
79 *Recognizing* the importance for students of racial minorities to have equal access and treatment in educational  
80 institutions as stated under the Convention Against Discrimination in Education of 1960,  
81  
82 *Affirming* that all States have the obligation to protect their citizens' natural human rights to education and  
83 recognizing that over identification of racial or ethnic identities with specific religious beliefs,  
84  
85 *Bearing in mind* the importance to aim towards the elimination of preconceived notions and ideas in order to change  
86 the mentality of the world's population,  
87  
88 *Recognizing* the increasing challenges faced by Member States regarding illegal and irregular migration,  
89  
90 *Deeply regretting* the recent attacks occurred in January 2015 in Paris during which 20 people were killed because  
91 of religious differences,  
92  
93 *Acknowledging* the United Nations anti-discrimination efforts through global awareness initiatives such as the 2001  
94 World Conference against Racism, Racial Discrimination,  
95  
96 *Adopting* a framework for support services through grassroots organizations to assist and protect the human rights of  
97 women and young girls through legal assistance for those who are at risk of being criminalized,  
98  
99 *Fully aware* of the importance of education, social, cultural, and policy aspects as the most effective tools to tackle  
100 discrimination, xenophobia, and related intolerances,  
101  
102 1. *Recommends* the expansion of regional organizations such as United Nations Development Programme (UNDP)  
103 through the National Execution Modality, identify projects and construct the program through subcontracting to  
104 review bodies and Local Contract Committee (LCCs), as well as specific procedures to monitor and evaluate  
105 the project;  
106

- 107 2. *Ensuring* glocalization through the localization of ethnic, minority, and indigenous groups in an age of  
108 globalization by utilizing regional organizations and strengthening the local communities through events hosted  
109 through cultural centers and the use of social media;  
110
- 111 3. *Encourages* bilateral relations between Member States that share the same indigenous peoples population in  
112 order to ensure the standard of living of the indigenous peoples population as well as social, political, and  
113 fundamental human rights;  
114
- 115 4. *Encourages* the formation of local organizations such as the ones promoted by regional organizations through  
116 the hosting of cultural, sports, and social events such as “Open Mosque” Day and public seminars for the local  
117 community to spread awareness of cultural sensitivity and tolerance;  
118
- 119 5. *Further recommends* the importance of forming local organizations through grassroots movements by  
120 empowering the local minority, ethnic, and indigenous groups through already existing organizations such as  
121 regional organizations to strengthen and celebrate cultural and traditional values and promote ideas of  
122 glocalization;  
123
- 124 6. *Encourages* the expansion of the UN Guiding Principles on Business and Human Rights to include, but not  
125 limited to:  
126 a. Duty to prevent human rights abuses from third parties,  
127  
128 b. Corporate Social Responsibility to respect human rights,  
129  
130 c. Need for greater access by victims to effective remedy, both judicial and non-judicial,  
131  
132 d. Mandatory diversity training as well as seminars that teaches tolerance of different ethnicities,  
133 minorities, and indigenous peoples,  
134  
135 e. The hiring process is fair and non-discriminatory as well as suggests potential quota limits for different  
136 ethnicities and minorities to ensure diversity,  
137  
138 f. The creation of the Discrimination in our Land Campaign, in order to create awareness towards the  
139 fact that there is always a possibility of inequality prevailing in the respective Member States  
140
- 141 7. *Expresses* its hope for mass media companies and government-owned media companies to raise public  
142 awareness in collaboration with UNESCO and the International Telecommunication Union (ITU) that tackles  
143 issues on human rights and elimination of discrimination by:  
144
- 145 a. Including and promoting minorities representation in national and local television, radio stations,  
146 social media platforms as a new tool for eliminating racial discrimination, xenophobia, and related  
147 intolerances such as the Twitter hash tag campaigns, Snapchat stories similar to the campaigns  
148 “Illridewithyou” and “JesuisAhmed,” to combat against potential Islamophobia or other intolerances  
149 that could arise from the prior incidents,  
150
- 151 b. Encouraging and promoting minority group’s role models to express their success stories in combating  
152 racial discrimination stories,  
153
- 154 c. Helping the creation of social networking websites that would endorse social inclusion of racial  
155 discriminated group,  
156
- 157 d. Creating complain mechanism opportunities for citizens to report discriminative acts in the media and  
158 for idea sharing opportunities for citizens to share successful stories aimed to prevent or stop racial  
159 discrimination;  
160
- 161 8. *Strongly encourages* employers to implement programs endorsing diversity by:  
162

- 163 a. Requesting employers to implement diversity workshops as a prerequisite to employment,  
164  
165 b. Approving the labeling of businesses that attain the standards of the ICERD and the diversity programs  
166 through:  
167  
168 i. Products and services that would be labeled as “UD” (Universal Diversity),  
169 ii. UD would be assessed by the International Convention on the Elimination of All Form of Racial  
170 Discrimination (ICERD),  
171  
172 c. Emphasizing to employers that diversity could lead to higher profits and growth;  
173  
174 9. *Calls upon* Member States to consider the traditions and culture of indigenous group when legislation is set into  
175 place that will affect the indigenous population through the World Directory of Minorities and Indigenous  
176 Peoples;  
177  
178 10. *Focuses on* the significance of providing protection of indigenous traditional knowledge and supporting the  
179 emergence of markets of cultural goods and services by promoting the handmade products on markets from  
180 urbanized areas;  
181  
182 11. *Urges* the establishment of regional culturally enriched community centers to be overseen by minority leaders:  
183 a. Community centers will act as a medium of introducing new culture to the existing population as well  
184 as furthering its preservation,  
185  
186 b. Centers will offer a myriad of cultural awareness and enrichment programs such as:  
187  
188 i. Observation of culture specific holidays,  
189 ii. Region-specific outreach through sport, social media, campaigns, and foreign food markets,  
190  
191 c. Centers will create Capacity Building Programs for Empowering Marginalized Groups (CBEMG), a  
192 capacity building program that will function with the collaboration with UNESCO in order to train  
193 marginalized populations to promote their participation in the public sector by through:  
194  
195 i. Twelve months participation,  
196 ii. Encouraging NGOs and Civil Societies to finance volunteer educators to run these programs,  
197 iii. Supplying books and other equipment that may be needed and teaching reading and writing  
198 skills, leadership skills, financial management, government policy, and human rights law,  
199 iv. Providing career assistance for program graduates through internships and career fairs;  
200  
201 12. *Invites* Member-States to consider the implementation of the 19<sup>th</sup> through the 25<sup>th</sup> of May as the International  
202 Week of Nations United for Education on Diversity, in order to:  
203  
204 a. Encourage the education based upon the existence of various cultures and religions, to further create  
205 awareness and acceptance in schools, aimed specifically from childhood on,  
206  
207 b. Integrate workshops done by UNICEF that are related to the topic at hand in order to provide a  
208 dynamic and interactive way to teach children about their cultural heritage, through:  
209  
210 i. Festivals and cultural fairs to increase awareness and acceptance of other cultures,  
211 ii. Talks organized with UNICEF ambassadors on the importance of having a welcoming  
212 environment and accepting other people;  
213  
214 13. *Welcomes* the creation of “Rainbow of Cultures and Religions” as the general International Handbook to  
215 educate children about the importance of tolerance and value of multiculturalism, developed and distributed by  
216 UNICEF to be available during the next International Week of Nations United for Education on Diversity,  
217 which will aim to foster involvement between cultural ministers in Member States in order to incorporate nation  
218 specific content, which would:

- 219  
220  
221  
222  
223  
224  
225  
226  
227  
228
- a. Fight against discrimination among youth with the goal that the future will be faced with less discrimination and broader acceptance of cultural diversity,
  - b. Disseminate information about the existence of various cultures and religions, the importance of mutual awareness and respect,
  - c. Utilize of the Handbook to educated children during the International Week of Nations United for Education on Diversity;
- 229 14. *Encourages* adding a component specific to combating racism, racial discrimination, xenophobia, and related  
230 intolerances in the mandate of the UN Youth’s Envoy on Youth, and presenting henceforth reports at the United  
231 Nations during the 71<sup>st</sup> General Assembly as well as the Commission for Social Development;  
232
- 233 15. *Expresses* its hope towards the expansion of the Human Library Confidentiality Sessions to be implemented  
234 globally, where, in public space, people would have the possibility of interviewing individuals in the  
235 surroundings, in order to share their personal experiences based upon the discrimination they may have faced  
236 before with the purpose of raising awareness in the Civil Society;  
237
- 238 16. *Recommends* the revitalization of the agricultural sector in States with substantial indigenous peoples:  
239
- a. Calls for the implementation of traditional sustainable agricultural practices including traditional seed supply systems,
  - b. Encourages increased access for indigenous people to innovative water harvesting technology;
- 240  
241  
242  
243  
244
- 245 17. *Encourages* the assembly of a council that serves as a medium between the minority groups within a single  
246 country and report annually to Committee on the Elimination of Racial Discrimination (CERD) to:  
247
- a. Promote and protect the interests of minority and racially discriminated groups,
  - b. Help establish dynamic communication and relations between the victims of discrimination and the government of the state,
  - c. Monitor the state and progress of various minority groups;
- 248  
249  
250  
251  
252  
253  
254
- 255 18. *Recognizes* programs such as the US-Brazil-UNESCO Teaching Respect for All Program (TRFA) and the  
256 Education, For, About, and From Discriminated Groups Program (EFADGP) as the best education measure for  
257 addressing the issue concerning discrimination, xenophobia, and other related intolerances, the latter being the  
258 foundation:
- a. For the improvement of the current situation of the minority group given the fact that they lack access to education,
  - b. About the existence of cultural and religious diversity and to create awareness towards the existence of not only discrimination, but also the recognition of minority groups that lack protection,
  - c. From the knowledge and experience individuals may share and perceive with minority groups,
  - d. Appeals for the support of highly developed States such as the United States and China as well as IGOs such as TRFA;
- 259  
260  
261  
262  
263  
264  
265  
266  
267  
268  
269
- 270 19. *Encourages* all Member States to initiate a two-way language program, titled “Twinning Program” through the  
271 partnership with the United Nations Alliance of Civilizations, which will be hosted inside any public space  
272 provided by the Member States, willing to participate, with volunteers handling moderating this program that  
273 consists in exchanging free language lessons between marginalized groups and the official language speakers of

274 the country they are living in to enhance the communication and the opportunities presented to those groups and  
275 work to protect, preserve, and promote these languages;  
276

- 277 a. Be funded by the United Nations Population Fund (UNFPA) through their branch that pertains to and  
278 promotes “Youth Leadership and Participation”,  
279
- 280 b. Take place annually and for a minimum of three weeks in order to contribute to the student’s  
281 knowledge of different cultures,  
282
- 283 c. Allow academic exchanges for young students in order to eliminate xenophobia aimed to change the  
284 perspective in the student’s mind and learn about the cultural diversity,  
285
- 286 d. Put in place a web interface in order for the students and the public to develop a good intersection  
287 between cultures;  
288

289 20. *Emphasizes* the need for a second World Conference on the Issue of racism, discrimination, and xenophobia  
290 that would take place in Geneva in 2016;  
291

292 21. *Calls upon* Member States to uphold the human rights and dignity of all people seeking citizenship through  
293 legally established processes;  
294

295 22. *Emphasizes* the need to promote equality and social justice through non-discrimination judicial systems with  
296 impartial investigating leading to fair and equal treatment in sentences, regardless of race, religion, or ethnicity,  
297 all done in collaboration with the United Nations Inter-regional Crime and Justice Research Institute (UNICRI);  
298

299 23. *Calls for* the establishment of the International Competition Be the Change for the Eradication of  
300 Discrimination aiming for the elimination of racism at its roots by changing people’s minds, which would be  
301 organized as follows:  
302

- 303 a. Four categories would constitute the competition, each one representing a group involved in this issue,  
304 one for schools, one for cities, one for NGOs and one for private companies,  
305
- 306 b. Two rounds would appoint the international winners: first, at a national level in a first round of  
307 selection, eventually the second round would appoint the international winner in each of the four  
308 categories on the 21th March,  
309
- 310 c. The four winners would finally present their project at the United Nations headquarters,  
311
- 312 d. Voluntary financing of the participating States, and with the collaboration of UNESCO, UNITAR, and  
313 UNIFAM;  
314

315 24. *Suggests* an international operation entitled “Operation Adopt and Adapt” that would not infringe the  
316 sovereignty of nations and that to comprehensively cover this topic and entailing:  
317

- 318 a. Educational and pedagogical programs that would help facilitate and naturally accept minority groups  
319 into the fabric of the society, and additionally solve problems that occur between different groups in  
320 that manner not all feuds have to go through courts and further hinder the relationship, it is therefore an  
321 amiable way to solve problems,  
322
- 323 b. A delegation that consists of specialists in sociology that would handle the reporting and solving of all  
324 problem should they happen between individuals in a heterogeneous society;  
325

326 25. *Welcomes* further funding from the New Development Bank and the World Bank to contribute to the growth of  
327 recognized vulnerable of Member States;  
328

- 329 26. *Encourages* private sectors such as Global Partnerships for Effective Development Corporation to invest and  
330 pledge to financially support diversity;  
331
- 332 27. *Welcomes* all Member States to ratify the existing frameworks and conventions concerning the elimination of  
333 racial discrimination internationally by applying the C-FON Programme (Capacitation for Our Nation  
334 Programme) nationally through which workshops will be held to encourage implementing the law, order, and  
335 respect of human rights, which would include:  
336
- 337 a. Representatives of the administrative and the criminal justice system,
  - 338
  - 339 b. Police and military units;
  - 340
- 341 28. *Invites* Member States to work with NGO's such as Agricultural Cooperative Development International to  
342 provide technical agricultural assistance to all discriminated group, determined by the UNDP regional offices in  
343 conjunction with reports provided by the CERD;  
344
- 345 29. *Suggests* Member States to unite their efforts with UN bodies, such as the Office of the United Nations High  
346 Commissioner for Human Rights (OHCHR) and the United Nations Educational, Scientific, and Cultural  
347 Organization (UNESCO) as well as NGOs, such as the International Movement Against All Forms of  
348 Discrimination and Racism (IMADR), to increase funding for national action plans for the prevention of racism,  
349 discrimination, and xenophobia;  
350
- 351 30. *Recommends* Member States to work in partnership with the United Nations Research Institute for Social  
352 Development (UNRISD) to undertake research programs reviewing national policies:  
353
- 354 a. To promote and strengthen cultural diversity as a crucial aspect in anti-discrimination laws,
  - 355
  - 356 b. To increase and ensure the efficiency of national law implementation through the reinforcement of  
357 local governments' political commitment by cooperating with the society to increase diversity in the  
358 public sector like security;
  - 359
- 360 31. *Calls for* the expansion of the Coalition of Cities by:  
361
- 362 a. Creating a cross regional framework for the program, emphasizing relationships with cities abroad  
363 with a continued focus on:  
364
    - 365 i. Ensuring municipalities are enabled as the protector of public interests,
    - 366 ii. Ensuring municipalities are the primacy organization for human rights,
    - 367 iii. Shared responsibility between communities for respecting and promoting human rights,
    - 368  - 369 b. Expanding the focus of the program with the additional areas of:  
370
    - 371 i. Religious diversity,
    - 372 ii. Gender differences,
    - 373 iii. Any and all forces of intolerance;
    - 374
- 375 32. *Further Recommends* Member States consider a government official exchange for a period of one month  
376 between partner cities to strengthen the physical relationship and emphasize the shared vision to end  
377 discrimination of any form;  
378
- 379 33. *Urges* all Member States consider cooperating with grassroots organizations in providing assistance with the  
380 social integration of those subject to racial discrimination, including but not limited to immigrants, indigenous  
381 communities, and other marginalized groups, at the regional level by encouraging the creation of employment  
382 programs to provide immigrants with and equal career opportunities to those native to the land.



**Code:** GA3/1/6

**Committee:** General Assembly Third Committee

**Topic:** Eliminating Racial Discrimination, Xenophobia and Related Intolerances

1 *The General Assembly Third Committee,*

2  
3 *Drawing attention* to Article 2 of the Charter of the United Nations which underlines the sovereign equality of all its  
4 members,

5  
6 *Recalling* Article 1 of the UN Declaration on the Elimination of all Forms of Racial Discrimination (1963) which  
7 condemns the discrimination between human beings on the grounds of race, color or ethnic origin,

8  
9 *Emphasizing* the notions of equality and integrity laid out in the Universal Declaration of Human Rights and the  
10 Durban Declaration and Program of Action,

11  
12 *Alarmed by* the increasing presence of racial discrimination, xenophobia and related intolerances within the wider  
13 international community which has manifested itself in extremist behaviors,

14  
15 *Recognizing* the impact of all types of racial discrimination and the individual nature of these issues to each Member  
16 State,

17  
18 *Calling upon* the aims set out in the sustainable development goals to provide education to all peoples,

19  
20 *Bearing in mind* General Assembly resolution 67/155 which emphasizes the responsibility of each Member State to  
21 combat racial discrimination effectively,

22  
23 *Commending* the efforts already made by United Nations Education, Science, and Culture Organization (UNESCO)  
24 in establishing education programs across a number of member states which encourage the teaching and promotion  
25 of multi-ethnic and cross-cultural acceptance,

26  
27 *Noting* the unsatisfactorily low participation of Member States at the Durban III Conference, and encouraging the  
28 international community to take seriously the urgent task of addressing racial discrimination, xenophobia and related  
29 intolerances at an international level,

30  
31 *Deeply concerned by* the heinous actions taking place in Syria by terrorist groups targeting religious minorities in  
32 the country, and fuelling hatred among its citizens,

33  
34 *Understanding* that the global cultural immersion of young people is an essential component of the functionality in  
35 the whole of the international community,

36  
37 *Recognizing* that there is an inverse relationship between education and discrimination,

38  
39 *Further emphasizing* the importance of education in increasing awareness of cultural differences as a method of  
40 preventing extremism that stems from racial discrimination, xenophobia and related intolerances,

41  
42 *Reaffirming* the importance of the International Day for the Elimination of Racial Discrimination, which took place  
43 on 21 March 2015 in bringing together the international community in the mission to end racial discrimination,

44  
45 1. *Invites* further expansion of UNESCO workshops within Member States, to promote the advancement, transfer,  
46 and sharing of knowledge pertaining to both global diversity and threats to this diversity by:

- 47  
48 a. Promoting the use of the UNESCO Teaching and Learning for a Sustainable Future education  
49 programme in accordance with Education as Sustainable Development as the primary mechanism for  
50 this diversity education;

51

- 52 b. Increasing the number of teachers globally that are trained according to UNESCO's Teaching and  
53 Learning for a Sustainable Future standards by:  
54
- 55 i. Promoting the unbiased and objective teaching of ethnic cultures and histories to increase  
56 both awareness and understanding of the variety of international cultures;
  - 57 ii. Encouraging reflection on the important role religious education plays in Education for  
58 Sustainable Development;
  - 59 iii. Paying specific attention to the teaching of religion, with an emphasis on the separation of  
60 religion from extremist ideologies;
- 61
- 62 c. Suggesting that the funding for this expansion is provided by the International Fund for the Promotion  
63 of Culture, World Bank, and related NGOs;  
64
- 65 2. *Further recommends* that these UNESCO Workshops aim to work in cooperation with each Member State to  
66 continue to identify the issues related to race, xenophobia, and other intolerances specific or unique to each  
67 Member State, as well as continue to design solutions specifically-tailored to these unique issues by:  
68
- 69 a. Acknowledging that the issues and needs of Member States are indeed unique, and it follows that the  
70 solutions and methods of education also need to be unique;
  - 71
  - 72 b. Expecting collaboration between these UNESCO Workshops and the Member States' governments to  
73 preserve state choice, objectives, and guidance in existing education systems;  
74
- 75 3. *Encourages* willing Member States to initiate, continue, or expand their membership and involvement with the  
76 United Nations Alliance of Civilizations (UNAOC) Student Exchange Programs, as this program is designed to  
77 foster peaceful, inclusive societies as well as counter violent extremism by:  
78
- 79 a. Communicating the importance of global exchange with the over fifty countries that are currently not  
80 members of the Group of Friends;
  - 81
  - 82 b. Increasing the number of students internationally who are given opportunities to develop as cultural  
83 ambassadors through these programs;
  - 84
  - 85 c. Diversifying the countries and backgrounds from which these students are selected, by similarly  
86 diversifying the competition requirements and focuses of these fellowship programs;  
87
  - 88 d. Suggesting that this expansion and diversification is supported financially by interested individual  
89 Member States, as this has traditionally been the case;  
90
- 91 4. *Endorses* the establishment of an awareness campaign, drawing on the example of the 'He for She' campaign,  
92 that promotes diversity, discussion, equality, and inclusion utilizing a variety of media platforms, including  
93 press and social media outlets (#DissDiscrimination), with the aim of increasing international discussion on  
94 eliminating intolerances by:  
95
- 96 a. Understanding that diverse groups of people have diverse means of expression, including but not  
97 limited to painting, song, writing, speech, musical composition, and film;
  - 98
  - 99 b. Encouraging the use of these diverse cultural and artistic mediums for expression of both shared and  
100 unique experiences of discrimination, as the use of these mediums opens an accessible dialogue;
  - 101
  - 102 c. Suggesting the adoption of a UNESCO goodwill ambassador for this awareness campaign to publically  
103 promote the ideals set forth in the "#DissDiscrimination" campaign;  
104
  - 105 d. Calling upon the World Bank to provide necessary funding for this awareness campaign due to the  
106 clear correlation between discrimination and world poverty;  
107

- 108 e. Additionally calling upon the International Fund for the Promotion of Culture (IFPC) to provide  
109 further financial support for the campaign;  
110
- 111 5. *Encourages* the promotion of ideologies within national and international media that support all individuals or  
112 groups of peoples irrelevant of race, ethnicity, nationality or religious belief, to promote a climate of tolerance,  
113 inclusion and acceptance and to facilitate a positive use of freedom of speech;  
114
- 115 6. *Invites* all international media outlets to work cooperatively to address the existing bias and unjust portrayal of  
116 particular individuals, groups or countries, encouraging these outlets to engage in cross-cultural communication  
117 and awareness-raising:  
118
- 119 a. In this regard, suggests the creation of an annual forum for discussion between broadcast corporations,  
120 state-sponsored as well as independent, national and international newspapers, magazines, and  
121 periodicals, operated in conjunction with the International Communication Association (ICA) and  
122 UNAOC Media Programme which would:  
123
- 124 i. Encourage them to cooperatively address the existing bias and unjust portrayal of individuals,  
125 groups or nationalities;  
126 ii. Be hosted by countries on a rotating, regional basis chosen by majority vote while also  
127 respecting equal representation of all participating organizations and Member States involved;  
128 iii. Be used as a platform to facilitate international media cooperation to produce a report to be  
129 submitted to the General Assembly Third Committee outlining the recommended actions  
130 taken by international and national media outlets to address discrimination and intolerances;  
131
- 132 b. Funded through a shared fund to which participating organizations contribute a voluntary sum;  
133
- 134 7. *Calls upon* the Office of the High Commissioner for Human Rights (OHCHR) to create an institutionalized  
135 international framework for the domestic implementation of Truth and Reconciliation Commissions, which will  
136 allow for:  
137
- 138 a. The endorsement of Truth and Reconciliation Commissions which would oversee the creation of an  
139 internationally-recognized forum for guided discussion and mediation between discriminators and the  
140 discriminated as open dialogue pertaining to past and current cases of discrimination;  
141
- 142 b. The suggestion of preventative measures against violent, discriminatory action with the guidance of  
143 domestic sovereign governments;  
144
- 145 c. The teaching of racial discrimination and discriminatory acts of violence and their ensuing  
146 consequences on the political, social and economic status of groups involved using examples of  
147 contemporary cases of discrimination.



## National Model United Nations • NY

**Code:** GA3/1/7

**Committee:** General Assembly Third Committee

**Topic:** Eliminating Racial Discrimination, Xenophobia and Related Intolerances

1 *The General Assembly Third Committee,*

2

3 *Reaffirming* the principles of the Charter of the United Nations, specifically Article 1, as well as the International  
4 Covenant on Civil and Political Rights, which establish the right to self-determination, and the belief that all  
5 persons, regardless of ethnic, religious, national, or other identities, retain particular fundamental freedoms,

6

7 *Recognizing* the right of each Member State to exercise state sovereignty in accordance with Articles 2 and 7 of the  
8 Charter of the United Nations,

9

10 *Noting with deep concern* that despite the important advances made by the international community in the fight  
11 against racism, racial discrimination, xenophobia, and related intolerances since the adoption of the Universal  
12 Declaration of Human Rights, these issues persevere, resulting in countless victims of discrimination,

13

14 *Recalling* Article 1 of the United Nations Declaration on the Elimination of All Forms of Racial Discrimination  
15 (A/RES/18/1904), which states that discrimination between human beings on the grounds of race, color, or ethnic  
16 origin is an offense to human dignity and shall be condemned by the international community,

17

18 *Further recalling* the work of the 2001 World Conference Against Racism, Racial Discrimination, Xenophobia and  
19 Related Intolerance,

20

21 *Deeply conscious* that discrimination between human beings based on ethnic origin, race, color, or any other group  
22 identities not only inhibits constructive and amicable relationships between Member States, but also precipitates  
23 counteractive relations between individuals within those same Member States,

24

25 *Bearing in mind* that while the Millennium Development Goals (MDGs) emphasize the importance to protect and  
26 promote civil, political, and social rights in all countries, they have not fully addressed the problems of human rights  
27 and inequality,

28

29 *Appealing* the multilateral development banks to continue assisting developing countries facing financial gaps,  
30 quickly and substantially, in a flexible, concessional, fast-dispersing, and front-loaded manner to help achieve the  
31 MDGs,

32

33 *Emphasizing* the Committee on the Elimination of Racial Discrimination (CERD), which during its 51st session in  
34 1997 stated that intolerances faced by indigenous peoples falls within the convention's mandate to eradicate  
35 instances of discrimination,

36

37 *Believing* in the necessity of upholding and fully implementing the Universal Declaration on the Rights of  
38 Indigenous People (UNDRIP),

39

40 *Noting further* the World Conference of Indigenous Peoples carried out in 2014, which called upon the international  
41 community to consider ways to enable indigenous peoples' representatives and institutions to participate in meetings  
42 of relevant United Nations bodies on issues affecting them,

43

44 *Aware* that indigenous peoples as a sizable population require the direct attention of the international community to  
45 advance their rights and fight the different forms of discrimination, as they represent 5% of the world's population,  
46 and however remain the 15% of the world's poor and 33% of the rural poor,

47

48 *Noting with concern* the exclusion of indigenous populations and their economic marginalization in Poverty  
49 Reduction Strategy Papers (PRSPs) as well as in the post-2015 Development Agenda,

50

51 *Supporting fully* the ongoing Third International Decade of Indigenous Peoples and the UN's previous work in

52 advancing the interests of indigenous peoples, such as the Permanent Forum on Indigenous Issues (UNPFII), and  
53 Article 21 of the UNDRIP, addressing the role of Member States in helping indigenous peoples utilize their  
54 respective resources to participate in their own economic systems,  
55

56 *Firmly convinced* that Member States should continue engaging with the Human Rights Council through interactive  
57 dialogue and an extensive reporting process,  
58

59 *Imploring* the committee to utilize the special procedures of the UNHRC such as the provision of independent  
60 experts, special rapporteurs, and working groups, in order to effectively and extensively compile reports,  
61

62 *Fully acknowledging* the profound necessity to implement non-assimilative educational initiatives to encompass and  
63 empower marginalized and vulnerable communities, including indigenous peoples and mobile and vulnerable  
64 persons throughout the global North and South,  
65

66 *Calling attention* to the 2014 Bhutan Declaration on Climate Change and Mountain Indigenous Peoples and the  
67 2008 Ecuadorian Constitution granting Rights to Nature, specifically, protecting the inherent rights that Nature holds  
68 as outlined in Chapter 7 Article 71-74, and recognizing the symbiotic relationship with lands that indigenous peoples  
69 maintain, and the fragile state of natural ecosystems,  
70

- 71 1. *Encourages* the international community to implement a human rights based approach to development that  
72 takes into account issues of equality and sustainability, endorsing the fundamental concept of development with  
73 culture and identity through the inclusion of voices from women, youth and children, disabled persons and  
74 Indigenous peoples;  
75
- 76 2. *Urges* the international community to be more inclusive of the wide variety of racism and discrimination, to pay  
77 special attention to problems faced by Indigenous peoples, so that the fight against discrimination is wholly  
78 inclusive of marginalized groups by participating in the Social Forum of the Human Rights Council to generate  
79 further dialogue on racism;  
80
- 81 3. *Recommends* that Member States and their governing bodies establish a direct and respectful dialogue with  
82 marginalized populations at the UNHRC special procedures such as independent experts, special rapporteurs,  
83 and working groups in order to ensure that concerns are addressed collaboratively to attend to issues relevant to  
84 marginalized and Indigenous peoples who suffer from racism and discrimination;  
85
- 86 4. *Outlines* the importance of diversity in local, regional, and global governmental participations as a method to  
87 combat racism, xenophobia, and other related intolerances based on age, gender, and diversity through  
88 mainstreaming by recommending:
  - 89 a. The creation of candidate lists for legislative, regional, municipal and rural elections that  
90 compromise a fair representation of minority groups presented in an unbiased manner;  
91
  - 92 b. Facilitation of local workshops using the Senegalese Agency for Leadership and Development  
93 (AMLDD) as a framework for respective nations to adapt according to cultural applicability;  
94
- 95
- 96 5. *Calls for* the creation of the United Nations Indigenous Leaders Committee (UNILC), consisting of regional  
97 indigenous leaders, the UNHRC and UNESCO liaisons, and observer states to integrate indigenous issues into  
98 anti-discrimination efforts, which will:
  - 99 a. Adhere to the UNDRIP and work as part of the United Nations Permanent Forum on Indigenous  
100 Issues;  
101
  - 102 b. Convene once a year at a regional level and location, including participating indigenous leaders, to  
103 address issues such as education, environment, socio-economic inclusion, human security, and the  
104 location of indigenous discrimination within the larger framework of racism, xenophobia, and  
105 other related intolerances;  
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162
- c. Work with the Human Rights Council to:
    - i. Assist in the facilitation with these regional forums;
    - ii. Help with capacity development for the realization of these policies at the state level;
    - iii. Provide an annual regional analysis at the UNPFII;
  - d. Collaborate consistently with the General Assembly Third Committee, the Special Rapporteur on Racism from the Human Rights Council, the Special Rapporteur on the Rights of Indigenous Peoples, and the Office of the High Commissioner for Human Rights to ensure that indigenous perspectives are included in the larger dialogue on racism and discrimination;
  - e. Assemble once a year at the UNPFII to report on the development and progress regarding the regional committees initiatives;
  - f. Further recommends that the UNILC first begin by addressing:
    - i. A set of criteria for hiring teachers in indigenous communities, in collaboration with the International Work Group on Indigenous Affairs Post-2015 Development Process: Education framework, including educational initiatives for multiculturalism and multilingualism in Native and official state languages in order to allow indigenous children the option to maintain their cultural heritage as well as participate in surrounding communities;
    - ii. Human security in regions and states where personal well-being has been threatened by way of displacement and conflict;
    - iii. Further methods to implement state-by-state political inclusion leaders;
    - iv. The unique concerns of populations of indigenous Afro-descended Latin Americans,
    - v. Issues of economic disparity as they relate to indigenous populations;
    - vi. Ensuring adequate translation of legislation into indigenous languages;
    - vii. Reintegrating dialogue around indigenous issues into a larger framework of racial discrimination;
  - g. Work with the International Working Group for Indigenous Affairs;
  - h. Receive funding from existing frameworks for indigenous rights, including:
    - i. United Nations Voluntary Fund for Indigenous Peoples to fund state and regional representatives of indigenous communities, organizations, and leaders;
    - ii. Civil Society Education Fund to work on matters of multicultural and multilingual education;
    - iii. Grants Facility for Indigenous Peoples to specifically fund Indigenous communities in rural areas of the world, and improve well-being, economic stability, and access to food security;
    - iv. UNESCO to sponsor liaisons train and facilitate regional forums, and provide UN officials to report to the UNPFII on regional indigenous issues;
    - v. Programs, projects, and campaigns funded by willing donors working with state governments, NGOs and IGOs;
6. *Suggests* that the United Nations High Commissioner on Refugees appoint members to work directly with the proposed UNILC regional committees to report on the status of human security and protection of rights in Member States by evaluating the impact of discrimination against indigenous peoples for consideration of future work in elimination on such discrimination;
7. *Requests* that the Special Rapporteur on the Rights of Indigenous Peoples in conjunction with the proposed UNILC, UNHRC, and UNESCO assist the economic disenfranchisement of indigenous peoples by:

- 163 a. Creating an annual report specific to the economic positions of indigenous peoples around the  
164 world and on a regional basis;  
165
- 166 b. Querying Member States to assist the rapporteur to assemble these reports by offering relevant  
167 domestic information;  
168
- 169 c. Conceiving possible solutions after creating reports to increase the financial position of indigenous  
170 peoples;  
171
- 172 8. *Strongly Encourages* Member States that have not yet ratified or acceded to the International Convention on the  
173 Elimination of All Forms of Racial Discrimination (CERD) to consider doing so by:  
174
- 175 a. Contributing their financial obligation to maintaining the Committee on the Elimination of Racial  
176 Discrimination;  
177
- 178 b. Meeting the regular reporting requirements that each Member State must complete on the  
179 domestic status of discrimination within their country;  
180
- 181 9. *Calls upon* Member States to work with the proposed UNILC, HRC and UN Women to aid indigenous peoples,  
182 women, ethnic minorities, and other marginalized groups to become further involved in their governments and  
183 gain employment through capacity building programs that train marginalized peoples for entry level public  
184 sector employment;  
185
- 186 10. *Encourages* the prevention of discrimination and promotion of inclusion of all peoples by translating laws into  
187 Indigenous languages, thereby, increasing the possibility of political participation of indigenous peoples;  
188
- 189 11. *Invites* all Member States to consider the recommendations in the 2014 Bhutan Declaration on Climate Change  
190 and Mountain Indigenous Peoples and the Ecuadorian Constitution on the Rights to Nature to be regionally,  
191 culturally, and ecologically appropriate by:  
192
- 193 a. Respecting the Bio-cultural Heritage rights of indigenous farming communities;  
194
- 195 b. Ensuring that traditional and contemporary indigenous languages are continually supported and  
196 are allowed to function as living libraries, as well as being the basis for self-determination and  
197 education initiatives within indigenous communities;  
198
- 199 c. Supporting the rights of indigenous peoples to not be exploited by the use of Genetically Modified  
200 Organisms and patenting in traditional farming practices;  
201
- 202 12. *Encourages* Member States to maintain territories officially recognized as indigenous lands;  
203
- 204 13. *Suggests* that Member States recognize and observe the UN International Day for the Elimination of Racial  
205 Elimination;  
206
- 207 14. *Further Suggests* that all nations observe the UN International Day of the World's Indigenous Peoples by  
208 preventing discrimination, racism, and xenophobia through education;  
209
- 210 15. *Fully Supports* the inclusion of diversification and leadership of marginalized peoples into the post 2015  
211 Sustainable Development Goals.



**Code:** GA3/1/8

**Committee:** General Assembly Third Committee

**Topic:** The Elimination of All Forms of Racial Discrimination, Xenophobia and Other Related Intolerances

---

1 *The General Assembly Third Committee,*

2  
3 *Guided by the principles set forth in Article One of the United Nations Charter and believing in the Universal*  
4 *Declaration of Human Rights,*

5  
6 *Reiterating the importance of the ratification and full implementation of the International Convention on the*  
7 *Elimination of All Forms of Racial Discrimination (ICERD) as one of the most widely accepted human rights*  
8 *instruments and recalling all previous resolutions regarding the topic, most recently General Assembly resolution*  
9 *67/156 of 20 December 2012,*

10  
11 *Recognizing that the goal for universality and reporting compliance of Committee on the Elimination of Racial*  
12 *Discrimination (CERD) has not yet been met because of concerns about clauses affecting sovereignty, specifically*  
13 *Article 4 which 19 Member States have raised concerns about,*

14  
15 *Recalling the General Assembly resolution 67/155 stressing the importance for Member States to take advantage of*  
16 *the assistance delivered by the Special Rapporteur on Racial Discrimination with the purpose of enhancing both the*  
17 *effectiveness of their national policies and their compliance with the deliberations of UN bodies, trusted domestic*  
18 *and international NGOs,*

19  
20 *Deeply alarmed by the recent abuses perpetrated by police officials and the subsequent massive protests taking place*  
21 *in several countries,*

22  
23 *Expressing its concern about the deep psychological wounds of slavery, racism and national minority oppression*  
24 *which still exist,*

25  
26 *Calling for intervention from the international community,*

27  
28 *Recognizing the need to promote awareness via the use of new information and communication technologies to*  
29 *contribute to the fight of intolerances, as stated in GA resolutions 68/150 and 68/237,*

30  
31 *Drawing attention to the United Nations Declaration on the Elimination of All Forms of Racial Discrimination*  
32 *(A/RES/18/1904) from 1963, which emphasizes ending global racial discrimination as a top priority,*

33  
34 *Deeply disturbed by the continued discrimination and violent practices faced by refugees and other marginalized*  
35 *groups,*

36  
37 *Deeply concerned by the lack of supervision for parties such as police officers, lawyers, and social work partners*  
38 *that directly work with vulnerable population groups,*

39  
40 *Dismayed by the lack of multicultural representation in education systems worldwide,*

41  
42 *Firmly convinced that greater action to empower members of marginalized societies through strengthening*  
43 *community engagement will help vulnerable population groups to not fall prey to human trafficking,*

44  
45 *Mindful of the resource constraints of developing nations,*

46  
47 *Underscoring that monitoring groups and national governments maintain a strong working relationship in*  
48 *identifying the causes of discrimination via reports, which effectively detect human rights shortcomings, and that*  
49 *such a relationship rises out of diligent periodic reviews on discrimination, xenophobia, and other related*  
50 *intolerances must be consistently submitted as an essential part to the solution*

51



- 52 1. Appeals all Member States to review the United Nations Declaration on the Elimination of All Forms of Racial  
53 Discrimination as it is critical to implement when striving for good governance;  
54
- 55 2. *Recommends* Article Four of ICERD to be made optional for Member States that ratify to the document to not  
56 interfere with their traditional sovereignty to improve overall ratification;  
57
- 58 3. Encourages initiatives adopted by many different media institutions to broadcast unbiased information about  
59 members of minority groups, like regular and irregular migrants, which are consistently underrepresented;  
60
- 61 4. *Recognizes* the necessity to address the relationship between law enforcement officials and citizens and  
62 therefore calls for:  
63
- 64 a. The development of education and training programs for police forces, prosecutors and judges,  
65 immigration officials and border guards with the purpose of enabling them to recognize discriminatory  
66 practices  
67
- 68 b. The review of national criminal codes integrating racism or xenophobic motivation as an aggravating  
69 circumstance;  
70
- 71 c. The provision of guidelines to be designed by the Intergovernmental Working Group on the Effective  
72 Implementation of the Durban Declaration and proposed to the General Assembly, guaranteeing proper  
73 treatment in police stations complying with the international human rights standards, in particular:  
74
- 75 i. Ensuring the possibility to file complaints with Member State’s judicial systems  
76 ii. Collecting reports of incidents regarding race in a national database;  
77
- 78 5. *Requests* the creation of an educational program called “Understanding Diversity”, with the goal of educating  
79 the global population on dangers of racism or other related intolerances and cultivating appreciation for the  
80 beauty of other cultures, to be funded by the United Nations Trust Fund for Action to Combat Racism and  
81 Racial Discrimination, which would be revived for this venture and be delivered in partnership with the United  
82 Nations Educational, Scientific and Cultural Organization (UNESCO);  
83
- 84 6. *Urges* Member States to adopt history as a compulsory subject at every level of education, including in the  
85 different programs: history of people of African descent and other minority groups before colonialism and their  
86 encounter with the western population, genocides and atrocities perpetrated by western country and the  
87 contribution to development throughout history of people of African descent and immigrants;  
88
- 89 7. *Underscores* the importance of maintaining and developing national celebration and commemoration days and  
90 enhance collaboration with the United Nation Educational, Scientific and Cultural Organization with the  
91 purpose of preserving holocaust sites and promoting the constructions of new monuments and memorial sites;  
92
- 93 8. *Encourages* the adoption of a quota systems to be applied to the recruitment mechanism of teachers  
94 and teaching assistants enabling a fair representation of ethnic and religious minorities encouraging acceptance  
95 of self-identity.  
96
- 97 9. *Considers* that the following measures be applied in order to assure that national sovereignty is not violated but  
98 also ensure efficient periodic submission of reports to CERD while incentivizing Member States to actively  
99 provide periodic reviews of the CERD reports:  
100
- 101 a. Requires that states appoint a public servant called an ombudsman to independently investigate events  
102 of discrimination, xenophobia, and related intolerance;  
103
- 104 b. Designates the government appointed ombudsman who represents the respective national sovereignty  
105 and stands as an independent entity that submits periodic reviews to the designated Special Rapporteur  
106 of the UN;  
107

- 108 10. *Adopts* the following directives concerning the program for the International Decade for People of African  
109 Descent:  
110
- 111 a. Appoints the Intergovernmental Working Group on the Effective Implementation of Durban Declaration in  
112 cooperation with the UN High Commissioner for Human Rights as the organizer of the program;  
113
  - 114 b. Urges the coordinating body to actively involve the recent civil campaigns #BlackLivesMatter,  
115 #BringBackOurGirls which, though mobilizing hundreds of civilians, did not receive sufficient recognition  
116 and legitimization by the international community;  
117
  - 118 c. Stresses the necessity of the General Assembly to evaluate the progress and impact made on a biannual  
119 basis;  
120
  - 121 d. Encourages initiatives adopted by the most disparate medias to broadcast unbiased information about:  
122 members of minority groups which are consistently underrepresented, the condition to which regular and  
123 irregular migrants are exposed, intercultural dialogue and inter-faith initiatives.

**Code:** GA3/1/9

**Committee:** General Assembly Third Committee

**Topic:** Eliminating Racial Discrimination, Xenophobia and Related Intolerances

1 *The General Assembly Third Committee,*

2  
3 *Reaffirming* the Universal Declaration of Human Rights (1948), which instructs that all humans are equal and enjoy  
4 the same rights,

5  
6 *Highly alarmed* by the upsurge of anti-Muslim sentiment and actions in many parts of the world, and the potential of  
7 spreading conflicts to vulnerable societies as well as stable diverse societies,

8  
9 *Deeply concerned* that Islamophobic acts are not yet considered a crime against humanity, as Fascism and Anti-  
10 Semitism presently are,

11  
12 *Affirming* that the values of equality, compassion, and justice are core tenets of the peaceful religion of Islam,

13  
14 *Noting with deep concern* the sharp increase of intra-religious violence and its destructive consequences for  
15 societies, states and regions,

16  
17 *Reiterating* that international co-operation is an important factor in aiding Member State compliance with the  
18 obligations set by the International Convention on the Elimination of all Forms of Racism (ICERD) and the Durban  
19 Declaration and Programme of Action (DDPA), which are the crucial documents in the recognition of and response  
20 to racism and other related intolerances,

21  
22 *Taking into consideration* the constructive role regional and international partnerships and forums such as the Forum  
23 against Islamophobia and Racism can play,

24  
25 *Noting with regret* that many States have failed to comply with ICERD by not periodically submitting their reports  
26 to the Committee on the Elimination of Racial Discrimination (CERD),

27  
28 *Emphasizing* Articles 1 and 7 of the ICERD, which condemn discrimination on the basis of race, color, ethnicity,  
29 and religious affiliation,

30  
31 *Highlighting* Article 7 of ICERD, which underlines the need to combat prejudices that lead to racial discrimination,  
32 xenophobia, and related intolerances, as well as promotes understanding and tolerance among ethnic groups and in  
33 the international community,

34  
35 *Taking note of* Articles 61 and 150 of the Durban Declaration and Programme of Action (2001), which specifically  
36 address discrimination based on religion,

37  
38 *Recalling* the High-Level Dialogues on Interreligious and Intercultural Understanding and Cooperation for Peace in  
39 the General Assembly (2007-2008),

40  
41 *Endorsing* the work of the Doha International Center for Interfaith Dialogue (DICID) and the World Conference on  
42 Dialogue (2008), which promote annual conferences on interreligious exchange,

43  
44 *Recalling* A/RES/66/226 (2012), on the promotion of interreligious and intercultural dialogue, understanding, and  
45 co-operation for peace,

46  
47 *Cognizant of* the progress made by various non-governmental organizations such as the European Youth Parliament,  
48 the United Nations Youth Volunteers Programme, and the International Cultural Exchange Services in combatting  
49 discrimination, xenophobia, racism, and other related intolerances by motivating youth to act against this  
50 discrimination,

51

52 *Applauding* the efforts of the United Nations Children’s Fund (UNICEF) in the implementation of the “No Lost  
53 Generation” Strategy, which advocates for introducing educational opportunities to school-aged Syrian youth,  
54  
55 *Reaffirming* Articles 19 and 20 of the International Covenant of Civil and Political Rights (1966) which stipulates  
56 that racial and religious hatred shall be prohibited by law,  
57  
58 *Noting* the powerful role that domestic non-binding advisory human rights commissions within national  
59 governments play in combating discrimination through anti-discrimination, outreach, public awareness and social  
60 development programs,  
61  
62 *Applauding* the efforts of the United Nations Populations Fund (UNPFA), which educates individuals and local  
63 communities about their basic human rights through local legislative or religious leaders, collaborating with  
64 churches, mosques, schools, health units, youth organizations, and business enterprises,  
65  
66 Recognizing the work of the United Nations Institute for Training and Research (UNITAR) in working with civil  
67 society in developing countries relating to building capacity in the fields of education, diplomacy, peace, and  
68 security,  
69  
70 *Viewing with appreciation* the initiatives taken by UNESCO, including introducing International Years proclaimed  
71 by the General Assembly as well as the International Coalition of Cities against Racism,  
72  
73 *Expressing its appreciation* for the United Nations Research Institute for Social Development (UNRISD) in light of  
74 its much-valued work,  
75  
76 *Emphasizing* the responsibility of the media in avoiding the enhancement of prejudices against any religion,  
77  
78 1. *Invites* Member States who have not yet done so to accede to or ratify ICERD;  
79  
80 2. *Encourages* all Member States to adopt the Further Action against Islamophobia as Racism (FAIR) Agenda  
81 which consists of a comprehensive approach including:  
82  
83 a. The introduction of an International Year of Muslim Culture in 2019 in partnership with UNESCO  
84 in order to provide a forum for discussing the essence of Islam through highlighting its rich culture,  
85 history, and global contributions, and increase dialogue between Islam and other religions history, and  
86 global contributions by:  
87  
88 i. Strongly welcoming Member States, specialized agencies and NGO's to support the  
89 implementation of activities for the Year, to ensure concrete results in the achievement of the  
90 objectives of the Year of Muslim Culture, with respect to their mandates and existing  
91 resources;  
92  
93 ii. Promoting cultural events that celebrate the rich diversity of Islamic sciences, technology,  
94 literature, art, architecture, and other cultural contributions by those organizing bodies;  
95  
96 b. The creation of public awareness campaigns through conventional media and the internet;  
97  
98 3. *Invites* the United Nations Population Fund (UNFPA):  
99  
100 a. To further intensify their work on meeting local legislatures in raising awareness about human rights  
101 by highlighting the issue of Islamophobia;  
102  
103 b. To promote the development of a zero-tolerance framework for Islamophobia which bridges the gap  
104 between policy and implementation towards raising awareness on racial discrimination;  
105

- 106 c. To produce publications sponsored by faith-based organizations and universities that promote religious  
107 and cultural understandings and clarify the values of religious teachings that are free of discrimination  
108 and violence;  
109
- 110 4. *Calls upon* Member States to establish an Interfaith Committee under Article 22 of the UN Charter whose  
111 members will be nominated by the General Assembly and be assisted by the Committee of Religious NGOs  
112 with its function including:  
113
- 114 a. Organizing events, such as conferences, symposia, research and information programmes that will  
115 foster intrareligious and interreligious dialogue based on the principles of human rights, human  
116 dignity, peaceful coexistence, and tolerance;  
117
- 118 b. Hosting a biennial interfaith, intrafaith, and intercultural summit in Geneva that will draw upon the  
119 wisdom of religious leaders, religious traditions, civil society, and national representatives, which shall  
120 aim at sharing best practices regarding Member States' policies as well as the experiences of NGOs,  
121 and provide solutions to contemporary issues within workshops, thematic and plenary sessions with the  
122 underlying principle of respectful dialogue and inspirational leadership;  
123
- 124 5. *Invites* States to foster peaceful international dialogue through financial support to cultural exchange programs,  
125 youth programs and youth parliaments, such as the European Youth Parliament, the United Nations Youth  
126 Volunteers Programme, and the International Cultural Exchange Services, which provide valuable contributions  
127 to the world community by advancing international and intercultural awareness for the purpose of extending  
128 anti-discrimination campaigns;  
129
- 130 6. *Further invites* UNICEF to expand the No Lost Generation strategy and the Early Childhood Care and  
131 Education Programme so as to be implemented at an international level, including learning opportunities for  
132 students to participate in conversations regarding language barriers, discretionary racial and religious  
133 discrimination, and related curricula;  
134
- 135 7. *Encourages* all Member States to ensure that their national education systems enable students to gain a  
136 comprehensive and balanced view on all religions, and proposes the establishment of a platform for the  
137 exchange of best practices regarding teaching methods and contents including but not limited to cultural and  
138 religious education, which convenes upon demand and in co-operation with the United Nations Alliance of  
139 Civilizations (UNAOC);  
140
- 141 8. *Proposes* the extension of the online broadcasting network of the UN voicing the official stance of the UN on  
142 world events, providing a counter-narrative and amplifying the current mechanisms in place;  
143
- 144 9. *Calls upon* UNITAR to develop a training manual for educators to provide accurate information on spiritual  
145 diversity as well as correcting misconceptions about religious values and communities;  
146
- 147 10. *Reiterates* support for international co-operation in recognizing, reporting, and addressing intolerance through  
148 the implementation of the Durban Declaration, and encourages Member States to counter the harmful effects of  
149 intolerance in the spirit of Article 20.2 of the Durban Declaration and Programme of Action (2001);  
150
- 151 11. *Urges* Member States to eliminate all forms of racial or religious profiling which are based on derogatory  
152 stereotypes;  
153
- 154 12. *Invites* Member States to refer cases concerning crimes against humanity, to include violations resulting from  
155 discrimination based upon race and religion, to regional and international courts;  
156
- 157 13. *Reaffirms* the importance of global partnerships focused on preventing the occurrence of human rights  
158 violations affecting refugees, asylum-seekers, and displaced persons, and recommends the following actions be  
159 taken;  
160

- 161 a. The expansion of the United Nations Relief and Rehabilitation (UNRR) Initiative within the UN High  
162 Commissioner for Refugees (UNHCR) to include refugees and asylum seekers who are suffering from  
163 extreme forms of discrimination that led to their displacement;  
164
- 165 b. The adoption of a mandate to establish proper social rehabilitation programs for refugees and asylum  
166 seekers at the international level to be properly funded through the UNHCR, which reports to the GA;  
167
- 168 c. The facilitation of training programs on issues such as cultural sensitivity for countries unequipped to  
169 deal with the flow of refugees, through collaboration between governments, NGOs, and relevant UN  
170 bodies such as UNESCO;  
171
- 172 14. *Recommends* the inclusion of civil society to increase reporting of ICERD violations through increased  
173 consideration of reports and initiatives from NGOs operating within Member States at both the local and state  
174 level to:  
175
- 176 a. Uncover acts of discrimination;  
177
- 178 b. Allow citizens to express their concerns through transparent reporting mechanisms such as anti-  
179 discrimination bureaus and hotlines, to allow victims to speak authorities anonymously in order to  
180 protect their identity while also providing psychological support;  
181
- 182 c. Provide additional information for reports to the CERD, to the Special Rapporteur on contemporary  
183 forms of racism, racial discrimination, xenophobia and related intolerances as well as to other relevant  
184 UN bodies;  
185
- 186 15. *Further recommends* continued co-operation with the United Nations High Commissioner for Refugees  
187 (UNHCR) in order to deal with discrimination against refugees in a highly interconnected world;  
188
- 189 16. *Asks* Member States to set the elimination of religious intolerances as a priority in the Post-2015 Sustainable  
190 Development Goals.



**Code:** GA3/1/10

**Committee:** General Assembly Third Committee

**Topic:** Eliminating Racial Discrimination, Xenophobia and Related Intolerances

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1 *The General Assembly Third Committee,*

2  
3 *Guided by* the Charter of the United Nations, especially Article 1.3, which identifies the need for international  
4 cooperation on solutions of an economic, social, cultural, or humanitarian character and emphasizes the importance  
5 of respecting “human rights and fundamental freedoms without distinction as to race, sex, language or religion,”

6  
7 *Remembering* the Universal Declaration of Human Rights, especially Article 26, as it affirms the universal right to  
8 education, which is a necessary method to address the elimination of discrimination in all forms,

9  
10 *Recalling* the sentiments of resolution 68/151, particularly identifying that the roots of discrimination are  
11 multifaceted and must be addressed through adequate measures such as education, awareness-raising, and the  
12 promotion of dialogue,

13  
14 *Realizing* that multicultural sensitive education is a means to eliminate racial discrimination, xenophobia and related  
15 intolerances as stated in Article 126 of the Durban Declaration and Programme of Action,

16  
17 *Keeping in mind* culturally sensitive sustainable development is essential for the elimination of racial discrimination  
18 within emerging economies,

19  
20 *Reiterating* the importance of state sovereignty as defined in and protected by Article 2.7 of the Charter of the  
21 United Nations, particularly in addressing the elimination of discrimination in all forms,

22  
23 *Reaffirming* the importance of the Durban Declaration and Programme of Action, particularly as it discusses the  
24 need to address poverty and economic empowerment as key actions to eliminate discrimination against vulnerable  
25 and excluded populations,

26  
27 *Recognizing* that extreme poverty is a violation of human rights as addressed within MDG Goal 1 and one of the  
28 root causes of racial discrimination and related intolerances,

29  
30 *Recalling* Article 5 of International Convention on the Elimination of all forms of Racial Discrimination (ICERD)  
31 the need for expanded vocational training that is inclusive, culturally sensitive and non-discriminatory as a means to  
32 eliminate all forms racial discrimination and related intolerances within the work place,

33  
34 *Recalling* the statement made by the Secretary-General Ban Ki-moon in 2011, in regards towards South Africa’s  
35 fight on racism, “defeating racism, tribalism, intolerance and all forms of discrimination will liberate us all, victim  
36 and perpetrator alike,” especially regarding inter-community diversity and dialogue,

37  
38 *Considering* the Article 2 of the Universal Declaration of Human Rights that strongly affirms that “everyone is  
39 entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race,  
40 colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,”

41  
42 *Drawing attention* to the outcome of the 2001 World Conference against Racism, Racial Discrimination,  
43 Xenophobia and Related Intolerance held in Durban, the ICERD, especially the need to address linguistic diversity  
44 in terms of promoting cultural awareness,

45  
46 *Reaffirming* the Convention on Cultural Diversity of the United Nations Educational, Scientific, and Cultural  
47 Organization (UNESCO) as it highlights that cultural diversity is a cherished asset for the advancement and welfare  
48 of humanity at large and should be valued, especially in addressing the elimination of discrimination,

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50 *Noting* the impact that the media has upon society and its ability to influence relations between all groups within  
51 society as seen in HE For She Campaign among many others,

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*Recognizing* the report of the Human Rights Council on its twenty-second session which calls upon the need to develop and implement inclusive education policies that ensure equal access to education for persons belonging to national or ethnic, religious and linguistic minorities,

*Keeping* in mind culturally sensitive sustainable development is essential for the elimination of racial discrimination within emerging economies,

*Endorsing* the resolution 68/151, as it calls for the comprehensive implementation and follow-up of the Durban Declaration and Programme of Action, particularly the need to address the rights of highly vulnerable groups and ensure international respect for human rights,

*Applauding* the success of the United Nations Permanent Forum on Indigenous Peoples (UNFPII) in providing a venue for dialogue and sharing of best practices between Member States and indigenous peoples groups,

*Promoting* the resolution 61/295, the United Nations Declaration on the Rights of Indigenous Peoples, as it affirms the need to promote and protect the rights of indigenous populations, namely their right to development, while respecting their free, prior, and informed consent,

*Cognizant* of the obligation of Member States party to the ICERD and the additional burden this places upon developing states in its implementation,

*Recalling* Security Council resolution 2177, which emphasizes the impact that the Ebola outbreak in West Africa has had on human rights, in particularly the increased stigma and discrimination surrounding the disease,

1. *Suggests* improved cooperation between UNESCO and the United Nations Children’s Fund (UNICEF) to invite increased dialogue between and within communities, with a particular focus on early childhood education, and including secondary and postsecondary education, focusing on the promotion of tolerance and respect between cultures, religions, and languages and to prevent discrimination;
2. *Encourages* the expansion of student and faculty exchange programs between developed and developing countries, that utilize partnerships between donors and regional development banks to increase development of educational human resources, expand access to and quality of education, and ensure that all peoples are able to fully engage in non-discriminatory education;
3. *Urges* member states to collaborate with the UNESCO Capacity Development For Education For All Programme to increase educational infrastructure development that is culturally sensitive and inclusive especially in regards to vulnerable populations;
4. *Recommends* that Member States of the General Assembly Third Committee to discuss the inclusion of culturally sensitive principles within curricula, in order to improve international efforts on the elimination of discrimination;
5. *Invites* Member States to cooperate with the United Nations Development Programme and the Umuganda Programme, which will provide a platform for community-based dialogue and exchanging best practices on addressing discrimination, to empower and include marginalized, local, and rural populations in decision-making processes and local development;
6. *Endorses* Member States and regional organizations to discuss solutions to promote economic equality through the UN Permanent Forum on Indigenous Issues (UNPFII) particularly to:
  - a. *Provide* minorities and indigenous peoples with skills training for entrepreneurship and ensure their full involvement in the economy; and



- 106                   b. *Encourage* equal opportunity employment policies, such as the International Labour  
107                   Organization’s Rural Workers Organization Convention, so that all people, regardless of their  
108                   identity, have access to gainful employment;  
109
- 110           7. *Further promotes* increased financial assistance to the UN Capital Development Fund by all interested  
111           parties to expand access to microfinance and related financing institutions to target extreme poverty as well  
112           as economically empower minority and vulnerable groups of various cultures, languages, and religions,  
113           particularly women and youth within these groups, through voluntary participation in accessing finance,  
114           and reduce their vulnerability to discrimination;  
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- 116           8. *Encourages* Member States and regional organizations to work through existing community center  
117           programs to focus on educational training in political procedure, national and international governmental  
118           and non-governmental organizations, and fundamental governance in order to further integrate  
119           marginalized groups into the political process;  
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- 121           9. *Recommends*, through the Economic and Social Council and in cooperation with the Office of the High  
122           Commissioner for Human Rights (OHCHR), the creation of a United Nations Permanent Forum on the  
123           Elimination of Racism, Xenophobia and Related Intolerances, modeled after the UNPFII, to facilitate  
124           discussion about these topics and provide a venue for the sharing of best practices and capacity-building  
125           with respect to implementation and follow-up procedures, in order to effectively align legislation with  
126           international standards;  
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- 128           10. *Encourages* Member States to welcome indigenous and marginalized peoples in legislative and  
129           representative bodies through:  
130
- 131                   a. Dedicated programs with the focus of increasing involvement of indigenous and marginalized  
132                   populations in decision-making processes and civil engagement;  
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- 134                   b. Encouraging the adoption of an individual benchmark of potential candidates to participate in  
135                   representation based on each Member State’s population of indigenous persons;  
136
- 137                   c. Submission of reports to the UN Permanent Forum on the Elimination of Racism, Xenophobia,  
138                   and Related Intolerances every five years on the representation of indigenous peoples to ensure  
139                   their participation in the legislation process;  
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- 141           11. *Recommends* that Member States encourage the inclusion of human rights-focused education in school  
142           curriculums, in collaboration with national human rights institutions and the OHCHR, as well as through  
143           discussion in the General Assembly Third Committee, which will be aimed toward the youth and raise  
144           awareness of all peoples on human rights and the importance of intercultural cooperation;  
145
- 146           12. *Further promotes* the creation of the Learn Our Language Capacitation Program to be administered by the  
147           Committee on Economic, Social, and Cultural Rights, wherein volunteers with the relevant governmental  
148           organizations of each country shall provide language courses to migrants that are introducing themselves in  
149           a country with another language, so that they can overcome that obstacle and integrate more easily into the  
150           new society;  
151
- 152           13. *Endorses* UNESCO’s International Fund for Cultural Diversity to focus on funding and facilitation of local  
153           and community-based events which celebrate the variety of cultures in Member States, including through  
154           the publicity of such events, to promote widespread awareness of other cultures and improve development  
155           of peaceful, multicultural societies throughout the international community;  
156
- 157           14. *Invites* Member States to partner with UNESCO’s International Programme for the Development of  
158           Communication to develop and strengthen positive, anti-discriminatory, and inclusive media campaigns,  
159           through the types of media used in local areas, that promote cultural sensitivity and acceptance of all  
160           peoples as means to educate against racial discrimination, xenophobia and related intolerances;  
161

- 162 15. *Welcomes* regional organizations to utilize the International Labour Organization’s (ILO) Decent Work  
163 Agenda to develop fair, equitable, and non-discriminatory labour and hiring practices in order to allow all  
164 peoples, particularly minorities and other vulnerable populations, to access beneficial employment  
165 opportunities and ensure their ability to contribute to economic development and economic prosperity in  
166 developing regions;  
167
- 168 16. *Urges* Member States to partner with the ILO and UNESCO, with recommendations from the Human  
169 Rights Council, to create and implement programmes and work shops that promote vocational training for  
170 government workers, healthcare and educational professionals that is culturally sensitive and inclusive;  
171
- 172 17. *Further suggests* the International Organization of Migration to cooperate with the UN High Commissioner  
173 for Refugees to assist in setting an international minimum standard of protection for nomadic groups, in  
174 order to attempt to limit discriminatory domestic legislation and seeks to face the lack of capacity to  
175 implement international human rights conventions at the national level;  
176
- 177 18. *Further endorses* the United Nations Office on Drugs and Crime to increase a focus on cultural  
178 sensitization in training of security sector personnel, including local or regional military and police, in order  
179 to ensure that access to justice and participation in the security sector is non-discriminatory and promotes  
180 peace between cultures and minority groups;  
181
- 182 19. *Further welcomes* the implementation of inmate rehabilitation programs which focus on education so that  
183 former convicts may be reintegrated into the general populace and workforce, so as to reduce the  
184 disproportionate impact of racism on minorities in the job market, considering that a large percentage of  
185 inmates are minorities and are therefore more vulnerable to discrimination within society;  
186
- 187 20. *Endorses* the idea of information sharing and regionally targeted research regarding techniques and actions  
188 to combat racism, xenophobia, and other related intolerances among Member States through the  
189 Vocalization of Ongoing Intolerances for the Cessation of Exclusion (VOICE) program, which:  
190
- 191 a. Will create and utilize pre-established advisory boards within international regions to ensure the  
192 promotion of information sharing, by:  
193
    - 194 i. Strongly encouraging economically developed states to participate as leaders to assist in  
195 the creation of advisory boards;
    - 196 ii. Inviting advisory boards to implement surveying and direct observation of disadvantaged  
197 minority populations to gain relevant intelligence pertaining to how affected individuals  
198 can best be included politically, socially, and into the labor market within their specific  
199 regions;
    - 200 iii. Recommending a 1% increase in voluntary monetary contributions by Member States  
201 willing and able to provide funding or support for the creation of advisory boards;  
202
  - 203 b. Will establish an international group consisting of representatives of ethnic and religious  
204 communities under the Committee on the Elimination of Racial Discrimination, which:  
205
    - 206 i. Promotes the sharing of ideas and experiences within and between regions and Member  
207 States to ensure that ideas, practices and techniques are shared;
    - 208 ii. Provide an open forum that is an extension of The General Assembly Third Committee,  
209 for all regions to freely discuss the situation or problems being faced within their borders  
210 that pertain to the issues at hand;
    - 211 iii. Enhance adaption of the implementation of all solutions towards the issues brought to the  
212 expert group from one region to the other;  
213
  - 214 c. Will implement and adapt the various practices, techniques, and actions discussed within the  
215 Expert Group through the help and support of willing developed states that have an adequate  
216 amount of experience dealing with racial discrimination within their borders;  
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21. *Encourages* adoption of the concept of transparency between willing economically developed states and states still developing while approaching the idea of sharing information that will be beneficial in furthering talks amongst mutual parties, as well as continued promotion of the suggested quarterly report writing system as established by the OHCHR;
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22. *Further recommends* the expansion of regional infrastructure networks by regional development banks, the International Bank on Reconstruction and Development, and willing and able Member States into rural and underserved areas to empower minority and excluded populations, promote social inclusion, and improve national service delivery, with respect for the specific rights and needs of indigenous populations and nomadic groups;
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23. *Urges* the United Nations Development Programme to extend the duration and expand the capacity of funding to ensure that sustainable, culturally sensitive development is continued as countries emerge from least developed to less developed to ensure that they continue to emerge within the global economy;
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24. *Calls for* increased capacity-building from the Special Rapporteur on Contemporary forms of racism, racial discrimination, xenophobia, and related intolerance to Member States, especially developing countries and those lacking resources, in order to:
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- a. *Improve* the implementation and universality of the Committee on the Elimination of Racial Discrimination's recommendations, with respect for state sovereignty; and
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- b. *Promote* the inclusion of regional human rights documents and commitments on the elimination of discrimination in national development plans and strategies;
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25. *Supports* the creation of Ebola Education Workshops through the World Health Organization to spread awareness and information on the Ebola virus and its spread with particular emphasis on reducing discrimination against in both unaffected and affected regions.

**Code:** GA3/1/11

**Committee:** General Assembly Third

**Topic:** Eliminating Racial Discrimination, Xenophobia and Other Related Intolerances

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1 *The General Assembly Third Committee,*

2  
3 *Taking note* that under-developed countries lack the relevant solutions to address the importance of national and  
4 regional efforts to combat international dialogue and understanding,

5  
6 *Bearing in mind* that the Millennial Development Goals noted the need to enhance available technologies, resolution  
7 68/150 from the 68th session of the GA discusses the importance of education and health care and how they  
8 coincide with the need to eliminate racial discrimination,

9  
10 *Cognizant* indigenous people make up five percent of the world's population while making up fifteen percent of the  
11 world's poorest in the last five centuries one-hundred and fifteen languages have been lost through modern  
12 assimilation,

13  
14 *Having considered* that there is no blue print for development and the necessity of having a flexible global agenda  
15 tailored to regional and national levels as recommended by the UN system task team on the post 2015 development  
16 agenda,

17  
18 1. *Calls upon* Member States to promote socioeconomic development to educate citizens through technology, thus,  
19 opening lines of intercultural dialogue to promote understanding and equality in the modern world  
20 Providing education and technology for minorities;

- 21  
22 a. Through several steps: Working cooperatively with minorities;  
23 b. Encouraging minorities to utilize the technology and education available;

24  
25 2. *Insist* on providing the technological means for disadvantaged minorities to promote culture, nationalism and self-  
26 acceptance in a world that is homogenous through the possible means of:

- 27  
28 a. Radio for the purpose of inter-cultural dialogue between states and people;  
29 b. Solar powered lamps for electricity;  
30 c. using to reverse osmosis to provide drinking water in areas where it is scarce;

31  
32 3. *Intends* on teaching disadvantaged minorities in native tongues how to utilize technology in order to promote self-  
33 sufficiency;

- 34  
35 a. Taught to these minority groups by working directly side by side with them; to teach them how they  
36 operate;  
37 b. Utilized by these groups to the best of their abilities, in other words using it to promote cultural identity and  
38 self-acceptance in a world that is homogenous and marginalizing;

39  
40 4. *Encourages* a combination of traditional media and new technology tailored to each individual countries specific  
41 needs.