

NMUN•NY 2018



18 – 22 MARCH 2018

Documentation of the Work of the General Assembly Third
Committee (GA3)



Conference A

General Assembly Third Committee (GA3)

Committee Staff

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Agenda

- I. Ensuring Equitable Access to Education
- II. The Elimination of All Forms of Religious Intolerance
- III. The Right of Peoples to Self-Determination

Resolutions adopted by the Committee

Code	Topic	Vote
GA3/1/1	Ensuring equitable access to education	84 votes in favor, 3 votes against, 18 abstentions
GA3/1/2	Ensuring equitable access to education	81 votes in favor, 11 votes against, 13 abstentions
GA3/1/3	Ensuring equitable access to education	81 votes in favor, 7 votes against, 17 abstentions
GA3/1/4	Ensuring equitable access to education	73 votes in favor, 10 votes against, 22 abstentions
GA3/1/5	Ensuring equitable access to education	80 votes in favor, 8 votes against, 17 abstentions
GA3/1/6	Ensuring equitable access to education	92 votes in favor, 0 votes against, 13 abstentions
GA3/1/7	Ensuring equitable access to education	84 votes in favor, 4 votes against, 17 abstentions
GA3/1/8	Ensuring equitable access to education	73 votes in favor, 12 votes against, 20 abstentions
GA3/1/9	Ensuring equitable access to education	89 votes in favor, 3 votes against, 13 abstentions
GA3/1/10	Ensuring equitable access to education	93 votes in favor, 5 votes against, 7 abstentions
GA3/1/11	Ensuring equitable access to education	47 votes in favor, 27 votes against, 31 abstentions
GA3/1/12	Ensuring equitable access to education	71 votes in favor, 12 votes against, 22 abstentions
GA3/1/13	Ensuring equitable access to education	87 votes in favor, 7 votes against, 11 abstentions

GA3/1/14	Ensuring equitable access to education	71 votes in favor, 13 votes against, 21 abstentions
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Summary Report

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

- I. The Right of Peoples to Self-Determination
- II. The Elimination of All Forms of Religious Intolerance
- III. Ensuring Equitable Access to Education

The first session was attended by representatives of 115 Member States and 1 Observer State.

On Sunday, the committee adopted the agenda of III, II, I, beginning the discussion on the topic of “Ensuring Equitable Access to Education.” By Tuesday, the Dais received a total of 16 proposals covering a wide range of sub-topics, including identifying the roots to inequity in access to education, overcoming gender inequality, and the overall increment to the quality of education. Debate was raised on efficient strategies to implement effective programs to ensure education for all: delegates debated the importance of inclusiveness, the necessity of additional financial resources, the utilization of technological instruments, and cooperation to further the development of local infrastructure. Overall, delegates demonstrated a strong commitment to providing equitable access to education and working in a spirit of cooperation, and by the end of Tuesday evening multiple working papers were received and two were in the initial steps of merging.

On Wednesday, 14 draft resolutions were approved by the Dais, with a total of 5 amendments. The committee adopted all 14 resolutions following voting procedure, one by roll call vote and 13 by placard votes. The resolutions represented a wide range of issues, including solutions to equal opportunities to access to quality education, and taking measures to combat discrimination of sexual, gender, and ethnic groups by ensuring the fair distribution of opportunities. Throughout the committee session, delegates demonstrated their passion and determination through collaboration, communication, and flexibility. The body demonstrated their creativity by proposing unique and innovative policy solutions to ensure international equitable and accessible education. The committee began brief discussion on the second topic of “The Elimination of All Forms of Religious Intolerance” before adjourning the meeting until next year.



Code: GA3/1/1

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Recalling* its resolutions 50/104 of 20 December 1995, 52/195 of 18 December 1997, 54/210 of 22 December 1999,
4 56/188 of 21 December 2001, 58/206 of 23 December 2003, 59/248 of 22 December 2004, 60/210 of 22 December
5 2005, 62/206 of 19 December 2007, 64/217 of 21 December 2009, 66/216 of 22 December 2011, 68/227 of 20
6 December 2013, 69/236 of 19 December 2014, and all its other resolutions on “Women in development,” and the
7 *Convention on the Elimination of All Forms of Discrimination against Women* (1979),

8
9 *Alarmed* by the current situation of millions of girls and young women that do not have the ability to go to school,
10 especially in rural areas,

11
12 *Deeply concerned* by the United Nations (UN) Educational, Scientific and Cultural Organization (UNESCO)
13 Institute for Statistics report, which states only 30 % of researchers worldwide are women,

14
15 *Further recalling* its resolution 70/1 of 25 September 2015, called “Transforming our world: the 2030 Agenda for
16 Sustainable Development,” which includes Sustainable Development Goal (SDG) 4 to ensure the achievement of
17 quality education for all, and SDG 5 to reduce gender inequality,

18
19 *Affirming* the *Universal Declaration of Human Rights* (1948), article 26, which emphasizes the right to education for
20 everyone, including indigenous people,

21
22 *Paying tribute* to the role of the Special Rapporteur on the right to education in developing dialogue with
23 Governments and civil society, and submitting annual reports to the Human Rights Council and the General
24 Assembly,

25
26 *Seriously concerned* about the 65.5 million displaced persons worldwide according to the UN High Commissioner
27 for Refugees (UNHCR), which includes affected children who are out of school,

28
29 *Strongly emphasizing* supporting the work of the Out-of-School-Children-Initiative (OOSCI) by the UN Children’s
30 Fund (UNICEF), which supports countries in their study and analysis of out-of-school-children,

31
32 *Welcoming* the work of the UN Entity for Gender Equality and the Empowerment of Women (UN-Women) and
33 regional non-governmental organizations (NGOs) that support gender equality, and underlining their importance for
34 eradicating inequalities,

35
36 *Appreciating* the efforts made by the Fund for Gender Equality (FGE), that mobilizes resources for the economic
37 and political empowerment of women,

38
39 *Believing* that investing in women’s economic empowerment contributes positively towards gender equality,
40 economic growth, and poverty eradication, and further holds potential for not only the affected women, but also for
41 their daughters,

42
43 *Fully aware* of the opportunities that new technologies can provide in the educational sector,

44
45 1. *Recommends* the establishment of a Special Training Program for Women (STPW), by UN-Women, which will
46 be a pilot program set up in selected rural areas until the end of 2020, by:

- 47
48 a. Suggesting the participation of local NGOs in Member States in setting up areas for the execution of
49 the initiative;

50

- 51 b. Assessing the selected areas in efforts to construct materials fitting the respective circumstances;
52
53 c. Encouraging the Special Rapporteur on the right to education to report the progress of the STPW to the
54 General Assembly Third Committee after the term of one-and-a-half years, to evaluate the efficiency
55 of the program;
56
- 57 2. *Suggests* the objectives of the STPW be:
58
59 a. Promoting women’s economic empowerment in order to guarantee gender equality and promote their
60 contribution towards society;
61
62 b. Providing legal advice to girls and women to raise awareness of their rights, e.g. the right to sexual
63 self-determination and the right to vote;
64
65 c. Educating women with regards to use new technologies to improve expertise in administrative skills;
66
67 d. Emphasizing education in the Science, Technology, Engineering, and Mathematics (STEM) field for
68 women in partnership with UNESCO;
69
70 e. Empowering women by having women execute the SPTW, as the chosen female trainers will function
71 as role models for students;
72
- 73 3. *Encourages* the formation of a program called “Education for Women by Women” (EWW) spearheaded by the
74 UN Girls’ Education Initiative (UNGEI), wherein girls are educated by international female instructors, who
75 will serve as role models by:
76
77 a. Recommending an exchange program for international female teachers from developing and developed
78 states to support girls and women’s education;
79
80 b. Training through lessons and information workshops that encourage attendance to literacy courses for
81 women, of every age, from trained staff members of UNESCO that last at least two hours every week;
82
83 c. Implementing said program until 2020 as a pilot project in developing countries to combat the gender
84 gap in education, by focusing on specialized girls’ education in designated classrooms;
85
86 d. Endorsing the EWW program with Member States’ educational agencies under the supervision of
87 UNGEI;
88
89 e. Requesting financial support by the Global Education Fund and the FGE;
90
- 91 4. *Asks* the UN Secretary-General to submit a report based on the cooperation with UN entities such as, but not
92 limited to UNICEF and UNESCO, which shall coordinate with country offices specifically in concerned
93 Member States, if required by these states, to:
94
95 a. Evaluate the dissemination of schools in Member States to identify the number of out-of-school-
96 children living in these areas, in efforts to distinguish existing gaps and the opportunities;
97
98 b. Present the report to be submitted at the 75th Session of the General Assembly, and develop appropriate
99 measures;
100
- 101 5. *Notes with deep regret* the need for strengthening the OOSCI by UNICEF, to support countries in their study
102 and analysis of out-of-school-children to find appropriate measures and including them in discussions on the
103 future agenda of relevant UN entities, such as UNICEF and UNESCO;
104

- 105 6. *Suggests* the promotion of the indigenous, rural, or native language as the medium of instruction, in addition to
106 Member States' official language, to include all children, despite gender, with the assistance of UNESCO, to
107 mold teachers who are qualified to teach the indigenous languages of a region;
108
- 109 7. *Invites* Member States to work in conjunction with UNESCO to create a set of guidelines in the establishment
110 of long-lasting and sustainable regional education programs to:
111
- 112 a. Promote the integration of indigenous communities to develop their basic skills, improving literacy
113 rates, to offer them the opportunity to have access to a decent job, through:
114
 - 115 i. The involvement of professionals in education to train volunteer teachers;
 - 116 ii. Volunteers who will operate in areas that are highly populated with indigenous people;
 - 117
 - 118 b. Facilitate the access to new technologies for indigenous communities, understanding that those
119 technologies are significant tools of integration for them, by:
120
 - 121 i. Recognizing the work of Center for Digital Inclusion (CDI) in their inclusion program for
122 indigenous peoples, youth, and women;
 - 123 ii. Familiarizing these communities with technology by building technological competency
124 through training by volunteers.



Code: GA3/1/2

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2

3 *Guided by the Universal Declaration of Human Rights (UDHR) adopted on 10 December 1948, specifically Article*

4 *26, which ensures the right to education,*

5

6 *Underlining the importance of reaching the Sustainable Development Goals (SDGs), highlighting SDG 4, which*

7 *aims to ensure inclusive and quality education for all and promote lifelong learning, as well as SDG 7, which aims*

8 *to ensure the access to sustainable, modern energy for all,*

9

10 *Emphasizing the global need for free and open public primary and secondary education without discrimination*

11 *toward gender or socioeconomic status,*

12

13 *Acknowledging the heavy influence economic inequality has on creating educational disparity,*

14

15 *Noting with deep concern that women who live in areas without immediate access to water must walk, on average,*

16 *six hours a day to obtain water for their families, and that in turn this water scarcity significantly affects rural*

17 *women's ability to access education,*

18

19 *Recognizing that underprivileged youth are often unable to attend schools due to many factors caused by poverty*

20 *such as displacement, limited or non-existent access to water, lack of certified teachers, or limited access to*

21 *transportation to and from schools,*

22

23 *Observing that in rural areas, many children are required to assist in the provision of income and food for their*

24 *families therefore limiting their ability to access education,*

25

26 *Acknowledging the successful completion by the United Nations (UN) Educational, Scientific and Cultural*

27 *Organization (UNESCO), in conjunction with the Ministry of Education of Iraq, of the Student Information*

28 *Management System pilot project completed on 12 October 2017 in Baghdad,*

29

30 *Highlighting the recent successes of non-governmental organizations (NGOs) like the Watan Center and the*

31 *Civilization Builders Education Center, run by and for refugees, and improving the overall life quality of displaced*

32 *people,*

33

34 *Noting with deep satisfaction the further success of the Asia-Pacific Group in modernizing its educational structure*

35 *through modernization efforts in its rural areas, improving literacy rates,*

36

37 *Noting further the recent achievements of the African Union in the realm of technological and internet*

38 *modernization, especially in reference to education,*

39

40 *Viewing with appreciation the fact that the East Asian NGO Education Fund advocates for equality of education by*

41 *coordinating and increasing financial and material support from donors,*

42

43 *Recalling the achievements of Central Asia in pre-primary school by increasing the enrollment in pre-primary*

44 *schools by 48% between 1999 and 2012,*

45

46 *Reaffirming actions taken by NGOs, such as One Laptop Per Child and Innovations for Learning, who have*

47 *partnered with the African Union to distribute laptops to students in the region,*

48

49 *Acknowledging the accomplishments reached though Vision 2021 to ensure quality education throughout the Middle*

50 *East,*

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Cognizant of the sovereignty of all Member States and the need for proper regulation of NGOs,

1. *Emphasizes* that free and open public education, primary and secondary, ought to be available to all peoples;
2. *Suggests* the creation of a Campaign to Reach Equitable Access To Education (CREATE) program, as a subprogram within UNESCO, which will:
 - a. Be established within the framework of UNESCO;
 - b. Be comprised of fifteen members, three members representing each of its corresponding UN regional groups;
 - c. Rotate one third of the members, one from each Regional Group, every three years;
 - d. Have close collaborations with other UN entities are encouraged;
 - e. Exist to:
 - i. Coordinate with NGOs in the creation of an educational system in refugee camps;
 - ii. Provide education to rural populations through internet-based distance learning;
3. *Recommends* the modernization of digital and internet-associated infrastructure, both wired and wireless in nature, to ensure that students in rural communities without physical access to schools can still obtain a proper education;
4. *Encourages* the creation of electricity-providing facilities in targeted areas to enable internet access by:
 - a. Adding transmission lines and power plants;
 - b. Working alongside the Ceres NGO;
 - c. Working along national electric and power companies in order to reach, ensure, and provide Internet access for equitable access to education;
5. *Recommends* that the requisite infrastructure be built by the affected communities, to enable children to reach educational facilities thereby making primary and secondary education accessible to all communities by:
 - a. Influencing procyclic economic dynamics;
 - b. Reducing poverty in the affected areas;
 - c. Accelerating existing potential;
 - d. Reducing the necessity of child labor and increasing time capacities for children to engage in education;
 - e. Establishing renewable energy such as windmill, hydrology, and solar panels;
6. *Encourages* the construction of proper and accessible routes to the nearest schools in affected areas;
7. *Encourages* the longevity for sustainable schools in areas touched by climate change through:
 - a. Building infrastructures that collect water for storage and treatment for areas without clean or portable water infrastructures;

- 107 b. Building schools resistant to earthquakes, hurricanes, and floods to guarantee a safe place for pupils;
108
109 c. Assuring access to an emergency dispatch unit providing humanitarian aid to educational facilities
110 affected by natural disasters, in order to continue equitable access to education and to facilitate an
111 expedited return to safe learning environments for pupils;
112
- 113 8. *Calls upon* the CREATE and associated NGOs to create a framework for educating refugees and migrants
114 across all Member States for:
115
- 116 a. Citizens who are migrants, meaning they have left their host nation to create a new life in a different
117 nation for any reason, that:
118
- 119 i. Classes should be created to assist in the assimilation into their new homeland in all areas
120 including language, culture, educational curriculum, and social expectations;
121 ii. Classes should be taught by a mixture of other migrants and natives of the migrants' new
122 homeland;
123
- 124 b. Citizens who are refugees, meaning they have needed to leave their nation unwillingly and have every
125 intention of returning to their nation when able, that:
126
- 127 i. Classes should be taught in refugees' native tongue;
128 ii. Classes should be taught by other displaced peoples of the same state;
129 iii. Classes should be placed under the guidance of NGOs;
130 iv. Member States are encouraged to practice reciprocity with regards to classes refugees take
131 while displaced, to minimize educational gaps;
132
- 133 9. *Further encourages* UNESCO to work in conjunction with nations in order to promote effective school
134 administration and record-keeping;
135
- 136 10. *Emphasizes* the need of a classification system to establish a hierarchy of need with regards to inequitable
137 access to education by creating four categories to triage the implementation of the infrastructure mentioned in
138 clauses 4, 5, and 6, where:
139
- 140 a. The four categories are: Low Risk, Medium Risk, High Risk, and Critical Risk. and:
141
- 142 i. Member States are considered Low Risk if they meet the following criteria: literacy rate at or
143 above 75%, and 65% or more of the Member State has access to quality Internet, and 90% or
144 more of citizens in the Member State are enrolled in primary education;
145 ii. Member States are considered Medium Risk if they meet the following criteria: literacy rate at
146 or above 60%, and 45% or more of the Member State has access to quality Internet, and 75%
147 or more of citizens in the Member State are enrolled in primary education;
148 iii. Member States are considered High Risk if they meet the following criteria: literacy rate at or
149 above 55%, and 30% or more of the Member State has access to quality Internet, and 60% or
150 more of citizens in the Member State are enrolled in primary education;
151 iv. Member States are considered Critical Risk if they meet the following criteria: literacy rate
152 less than 55%, and less than 30% of the Member State has access to quality Internet, and less
153 than 60% of citizens in the Member State are enrolled in primary education;
154
- 155 b. CREATE criterion will be utilized by allowing all Member States access to the surveying database in
156 order to inform states and NGOs which states are in need of aid;
157
- 158 c. CREATE would determine the level of aid needed and provided to affected states;
159
- 160 d. CREATE may monitor progress of countries receiving aid and assess if their need remains prominent;
161

162 e. CREATE will collect and analyze data from states receiving aid and use this information to construct
163 detailed and effective blueprints for other states or regions to follow;
164

165 11. *Requests* the utilization of survey teams to assess under-developed regions, to classify at-risk Member States via
166 the classification system in Clause 10;
167

168 12. *Requests* the Secretariat to prepare a report based on the cooperation with UN entities, for example UNICEF
169 and UNESCO, which should conduct surveys in their country offices of concerned LDCs and affected UN
170 Member States, if required by these states, to:
171

172 a. Evaluate the effectiveness of the CREATE program in providing educational equity;
173

174 b. Present this report, including recommendations, annually.



Code: GA3/1/3

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Keeping in mind* documents such as the Sustainable Development Goals (SDGs), part of the *2030 Agenda for*
4 *Sustainable Development* (2015) and the progress of the United Nations (UN) Girls Education Initiative, and
5 organizations like the UN Children's Fund (UNICEF), and the UN Educational, Scientific and Cultural Organization
6 (UNESCO),

7
8 *Guided by* the emphasis on evidence-based education cited in General Assembly Resolution 72/146 of 2017 on
9 “Policies and Programmes Involving Youth,” which “Emphasizes the role of quality health education and literacy in
10 improving health outcomes over a lifetime, and in this regard, encourages its promotion by Member States among
11 young people, including through evidence-based education and information strategies and programmes,”

12
13 *Drawing attention* to the fact that most rural areas and developing regions are faced with a lack of education,

14
15 *Observing* the lack of knowledge for educational needs of certain regions, which brings the need for transversal
16 spaces of discussion involving governments, private parties, non-governmental organizations (NGOs), and members
17 of the civil society, that include all parties involved in education for addressing the main issues and concerns,

18
19 *Conscious* of the obstacles currently facing rural populations including transportation to educational facilities,
20 malnutrition, and a lack of resources for those struggling with mental health issues,

21
22 *Further Recalling* that eco-sustainable practices can have effects on climate change,

23
24 *Recognizing* the success of training educators leading to an increase in the rates of education in Africa, and moving
25 towards further progress in access and quality education,

26
27 *Considering* the multicultural and multi-religious world that we live in,

28
29 1. *Invites* Member States to coordinate with NGOs in the creation of educational programs, to help people out of
30 poverty by providing necessary workforce training, such as:

31
32 a. Job-focused training in fields such as technology, construction, engineering, and other Science,
33 Technology, Engineering, and Mathematics (STEM) based fields;

34
35 b. Teaching sustainable agriculture practices such as drip irrigation and other internationally recognized
36 practices to help increase eco-sustainability and decrease the effects of climate change;

37
38 2. *Encourages* Member States to reorganize UNESCO regional preparatory conferences so educators as well as
39 citizens, ministers, and students are able to participate annually, which will act as a forum to discuss ways to
40 improve education in respective regions, bearing in mind the specific needs for each zone, and the priorities for
41 them;

42
43 3. *Endorses* the expansion of the UNESCO Database on the Rights to Education, so that data pertaining to
44 education needs by region can be accessed by:

45
46 a. Member States attending the UNESCO regional preparatory conferences can contribute with data and
47 recommendations to be added into the database, thus increasing the accessible data to make
48 responsible and accurate policies;

49

- 50 b. NGOs such as Teachers without Borders are allowed to access the database to better formulate a
51 curriculum to implement in specific regions;
52
- 53 4. *Expresses its hope* for the implementation of a universal comprehensive plan for education, that encompasses
54 training of educators and administrative staff in matters of gender equality and women's rights, leading to a
55 respectful educative environment and a career development based on the need of Member States' economies,
56 and a secular curriculum;
57
- 58 5. *Requests* Member States implement health education curricula based on scientific information and methods, so
59 that all persons will have a broad knowledge about and awareness of:
60
- 61 a. Mental health issues in educational institutions, regarding stress, traumas, encouragement, motivation,
62 and all aspects involved in the classroom;
63
- 64 b. Sexual education as a way to raise responsibility and respect between peoples, removing gender
65 stereotypes and aiding for a better understanding among genders, and also reducing the number of
66 dropouts based on teenage pregnancy;
67
- 68 c. Nutritional lessons to ensure that students avoid the risk of unhealthy alimentation and keep a
69 wholesome lifestyle that will benefit them in throughout their lives.



Code: GA3/1/4

Committee: The General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Fully committed to achieving the Goals of the 2030 Agenda for Sustainable Development (2015) and the implication*
4 *of General Assembly resolution 56/139 of 2001 on “The girl child” through ensuring and sustaining equitable*
5 *education as a means to reach gender equality and combat gender-based issues,*

6
7 *Bearing in mind the 1979 Declaration on the Elimination of All Forms of Discrimination Against Women, which*
8 *identifies gender stereotyping as a direct impediment to gender equality and the empowerment of young girls and*
9 *how gender stereotyping in education is detrimental to equitable education,*

10
11 *Highlighting the Beijing Platform for Action and its implications regarding gender-mainstreaming educational*
12 *systems,*

13
14 *Fully aware of the Republic of Korea’s Better Life for Girls initiative, that aims to tackle gender inequality in*
15 *education and helps young girls develop their full potential through providing a better access and quality of*
16 *education, a more complete education on health, and gives them gender-equal opportunities through education,*

17
18 *Considering the work of the United Nations (UN) Foundation, which created the Girl Up campaign to help fund and*
19 *support UN agencies that focus on girls,*

20
21 *Recognizing the need for funding that would enable young girls to attend pre-school and primary school,*

22
23 1. *Reaffirms* the need for Member States to promote the necessity of a quality primary education, as outlined in the
24 *Global Education First Initiative, by overcoming obstacles fueled by gender stereotypes including, but not*
25 *limited to: child marriage, early pregnancy, and expectations related to domestic responsibilities, through:*

26
27 a. *Outreach initiatives funded by the UN Educational, Scientific and Cultural Organization (UNESCO) in*
28 *collaboration with Member States, aimed at reaching vulnerable populations of girls, including those*
29 *coming from rural areas or religious minorities;*

30
31 b. *Employing the use of female-only classrooms in states with large populations of girls who may not*
32 *want to or may not be able to attend co-educational facilities due to religious or cultural bounds;*

33
34 2. *Calls upon* Member States to meet during the General Assembly session to discuss the further implementation
35 *of an international campaign aimed at promoting a gender-neutral system of primary education that is free of*
36 *negative stereotypes and implications, that may prevent young girls from receiving the same quality of*
37 *education as their male counterparts due to religious, cultural, or other bounds;*

38
39 3. *Recommends* Member States to consider the goal of Economic and Social Council (ECOSOC) resolution
40 *2001/41 of 2001 on “Mainstreaming a gender perspective into all policies and programmes in the United*
41 *Nations system,” specifically for primary education, by taking measures to reform and gender mainstream*
42 *current educational systems to ensure they are void of negative gender stereotypes through actions including,*
43 *but not limited to:*

44
45 a. *Establishing bodies aimed at removing gender-biased information from textbooks and other classroom*
46 *materials;*

47
48 b. *Ensuring that male and female teachers receive training in gender sensitivity;*

49

- 50 c. Encouraging young girls to participate in sports and other extracurricular activities;
51
52 d. Promoting inclusivity by scheduling classes with respect to familial or religious responsibilities,
53 including, but not limited to holidays, scheduled prayers, and work;
54
- 55 4. *Suggests* that Member States expand and implement initiatives similar to the Better Life for Girls Initiative
56 within their own domestic policies, by:
57
- 58 a. Educating young girls on personal health, as it makes a more inclusive school environment and overall
59 improves the quality of life for girls;
60
- 61 b. Providing education for young girls in the classroom on professional development including, but not
62 limited to finances and technological education;
63
- 64 c. Promoting Science, Technology, Engineering, and Math (STEM) subjects through education, so that
65 young girls will be empowered to pursue careers in STEM fields with emphasis on proficiency in
66 technological careers and accounting, in order to improve the employability of girls in their future;
67
- 68 5. *Encourages* Member States to allocate a portion of their educational or humanitarian aid budgets to the Girl Up
69 Campaign to ensure access to education for girls;
70
- 71 6. *Suggests* the creation of the “Every girl in a Kindergarten” fund, in cooperation with the UN Children’s Fund
72 (UNICEF) that would enable young girls to go to pre-school and primary school.



Code: GA3/1/5

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Keeping in mind* Article 26 of the *Universal Declaration of Human Rights* (1948), “education shall be directed to the
4 full development of the human personality and to the strengthening of respect for human rights and fundamental
5 freedoms,”

6
7 *Recognizing* the need to encourage equal pursuit of education regardless of gender,

8
9 *Understanding* that students living in rural environments are twice as likely to not attend school as their counterparts
10 living in urban areas,

11
12 *Deeply* disturbed by incidences of gender-based violence in schools worldwide,

13
14 *Noting with deep concern* the increased dropout rate for girls in school, mainly due to teen pregnancies, as noted in
15 the Beijing Platform of Action framework,

16
17 *Acknowledging* that certain situations, such as pregnancy, menstruation, and motherhood, discourage young women
18 from attending or continuing their education,

19
20 *Conscious* of the unique challenges facing women with disabilities, including social, cultural, and economic factors
21 that further prevent women from obtaining higher education and adequate opportunities in the workforce,

22
23 *Reaffirming* the United Nations (UN) Children’s Fund (UNICEF) and the Ministry of Education’s (MoE) efforts to
24 strengthen the quality of education for minorities and other persons who receive inadequate education,

25
26 *Emphasizing* the importance of global collaboration for developing new educational approaches in the current digital
27 age, in order to address the disparities of globalization,

28
29 *Bearing in mind* that improvements in gender equality in secondary schooling are still to be accomplished and that
30 the UN Educational, Scientific and Cultural Organization’s (UNESCO) efforts are improving this by implementing
31 more digital libraries for education, science, and culture,

32
33 *Inviting* Member States to incorporate funding for young girls, women, and the disabled living in least developed
34 rural areas, utilizing the funding brought by the Global Partnership for Education (GPE) and Ministry of Education
35 of Children and Youth (MENJE) program, through the Organization for Economic Co-operation and Development
36 (OECD),

37
38 *Appreciating* efforts to cultivate partnerships and stakeholders for the sake of capacity building for developing
39 countries in light of the 2030 Global Goals for Education,

40
41 1. *Expresses* its hope that all Member States will make efforts to provide equal educational opportunities to all
42 humans;

43
44 2. *Emphasizes* the need for Member States to promote and practice social and cultural inclusion of women
45 regarding education, as this is a fundamental human right;

46
47 3. *Encourages* the creation of traveling programs that would allow professionals to travel to developing countries
48 in order to provide opportunities, particularly for women and young girls, in rural regions to receive proper
49 education, as well as providing transportation for children to and from school;

50

- 51 4. *Recommends* the establishment of a multilateral support system through which branches of the UN, Member
52 States, and non-governmental organizations (NGOs) can cooperatively work towards an educational program
53 which provides security and services for victims of violence, especially young women and girls;
54
- 55 5. *Further recommends* the development of easier access to health education and services in school by:
56
- 57 a. Requesting that all Member States implement sex education programs in all schools and emphasize the
58 importance of local governments to create training programs for the teaching professionals;
59
 - 60 b. Suggesting NGOs along with regional organizations and civil societies provide resources to both men
61 and women for reproductive health and sanitation;
62
- 63 6. *Suggests* local governments of each Member State implement more policies directed towards encouraging
64 young women to continue their education regardless of health restrictions, by:
65
- 66 a. Recommending NGOs along with regional organizations and civil societies reach out to schools to
67 provide adequate resources for girls who become pregnant, such as optional parenting classes and
68 group counseling;
69
 - 70 b. Encouraging local governments to assist in implementing programs to retain the education of young
71 pregnant women postpartum, with all-inclusive family services;
72
 - 73 c. Advocating for NGOs to participate locally and provide necessary products for young girls to maintain
74 a healthy menstrual cycle;
75
- 76 7. *Requests* Member States upgrade educational facilities and teacher training programs in accordance with the
77 needs of persons with disabilities by:
78
- 79 a. Inviting UNESCO to expand its Global Database for the Right to Education to include data about
80 persons with disabilities, in order to develop a greater understanding of the disabled population in
81 Member States as a step toward offering needed assistance and training to schools in these areas;
82
 - 83 b. Collaborating with international NGOs to distribute appropriate training materials for those teaching
84 students with disabilities, medical aid for facilities (including ramps, water fountains, first aid kits, and
85 sanitary products), and institutional frameworks based upon the gathered data and relative need in
86 participating Member States;
87
 - 88 c. Welcoming further global participation in the International Day of Persons with Disabilities, on 3
89 December, in order to promote social, cultural, and economic inclusion for women with disabilities;
90
- 91 8. *Draws attention* to increasing access to girls, refugees, and internally displaced persons, persons living in rural
92 areas, and persons with disabilities, to give access to equitable education for all;
93
- 94 9. *Invites* Member States to implement innovative methods of education, such as e-learning, radio programs, and
95 worldwide study exchanges, for women and refugees who do not have easy access to quality education by:
96
- 97 a. Collaborating with universities and NGOs, such as the International Students Exchange Program
98 (ISEP), to establish or broaden study exchanges for vulnerable groups, including women and refugees;
99
 - 100 b. Encouraging Member States to develop partnerships with study exchanges in order to specifically
101 promote such programs to young women and refugees;
102
 - 103 c. Interacting with the UN High Commissioner for Refugees (UNHCR) and telecommunications
104 organizations, such as the Vodafone Foundation, to equip women and refugees with innovative
105 technologies;
106

- 107 d. Working in tandem with NGOs and corporations that provide scholarships for women and refugees to
108 ensure they have the opportunity to participate in primary through university education;
109
- 110 10. *Urges* Member States to emphasize mandatory secondary education through the elimination or reduction of
111 educational fees and to reinforce the need for stronger technical resources in schools, such as computers and
112 Internet access, in order to access digital libraries for education, science, and culture;
113
- 114 11. *Recognizes* the effectiveness of funding through the GPE's and MENJE's efforts on supporting schools to
115 develop or reform existing educational programs in these countries by:
116
- 117 a. Providing allocated funds toward tuition in schools to Member States;
118
- 119 b. Encouraging developing country partners to provide sufficient domestic financing for basic education;
120
- 121 c. Mobilizing financing from public and private sources around the world;
122
- 123 d. Funding specific needs for disabled and marginalized children and women in education;
124
- 125 12. *Welcomes* Member States to employ their full capacity, including utilizing unused material resources and
126 restoring existing infrastructures for successful re-appropriation, as they participate in multilateral agreements
127 to work towards the achievement of the 2030 Global Goals for Education.



Code: GA3/1/6

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Reaffirming* the duty of all Member States in agreement of Sustainable Development Goals (SDGs) 4 and 13 of the
4 *2030 Agenda for Sustainable Development (2030 Agenda)* of 2015, to ensure the accessibility of education of all
5 peoples,

6
7 *Reiterating* the efforts of the World Education Forum (WEF) in overseeing the progress of the activity of Member
8 States in promoting SDG 4 of the 2030 Agenda, the *Incheon Declaration (2015)*, the *Gender Analysis: Gender*
9 *Mainstreaming Guidance*, and the United Nations (UN) Women's *Statistic Tool*, to promote equitable access to
10 education,

11
12 *Recalling* the World Conference on Special Needs Education held in Salamanca, Spain, in which Member States
13 addressed the importance of establishing a program based on principles allowing equitable access to education,

14
15 *Emphasizing* the General Education Quality Analysis/Diagnosis Framework (GEQAF) by the UN Educational,
16 Scientific and Cultural Organization (UNESCO), which supports national educational authorities by evaluating
17 curriculums in efforts of ensuring quality schooling for all students,

18
19 *Bearing in mind* the Universal Periodic Review (UPR) of the UN Human Rights Council (HRC), a Member State-
20 driven process, with the goal of updating the human rights circumstances of all Member States and to draw
21 infractions of ensuring equitable human rights to all peoples, including the right to access education,

22
23 *Noting with approval* the educational guidelines outlined within the Organisation of Economic Co-operation and
24 Development (OECD) and the UN Development Group (UNDG), most notably the *Common Country Analysis*
25 (CCA) and UN Country Teams (UNCT) approach, regarding Science, Technology, Engineering, and Mathematics
26 (STEM) program opportunity increases,

27
28 *Recognizing* the sovereignty of all Member States and *acknowledging* education as a right and also as a tool for
29 human development, as an opportunity for Member States to collaborate upon scholarships offered to students based
30 on environmental principles in promotion of SDG 13,

31
32 1. *Recommends* the further integration of the UNDG, the General Assembly Third Committee, and UNESCO to
33 establish a United Nations Development Assistance Framework (UNDAF) by applying the vision of the 2030
34 Agenda, for education programs for international educational provision oriented toward achieving SDG 4 on
35 education, by:

- 36
37 a. Establishing programming principles towards equitable access and training for education specifically,
38 by applying:
- 39 i. The guidelines defined by Article 4 of the Inclusive Education in the Salamanca Conference
40 aimed at disability training for teachers;
 - 41 ii. The Gender Analysis, Gender Mainstreaming Guidance and the UN Entity for Gender
42 Equality and the Empowerment of Women (UN-Women) statistics tool to apply and consider
43 gendered statistics when designing educational and training programming to ensure the
44 equitable and proportional representation of women as both recipients of educational
45 curriculum, as planners, and as professionals within the education system;

- 46
47 b. Up-scaling the Common Country Analysis within the implementation section of this framework
48 through:
49
50

- 51 i. The integration of UNCT within the design phase of educational programming principles;
52 ii. Implementing a focus group composed of the UNCT members and national stakeholders
53 mandated to synthesize and apply the relevant and/or useful guidelines detailed within the
54 *Incheon Declaration*;
55 iii. Relaying the result review process to the UNCT in order to ensure normative procedures;
56
- 57 2. *Supports* an adjustment to the WEF to ensure an increase to the quality and accessibility of education and create
58 a better understanding of basic human principles with the awareness of diverse needs of students, and offering
59 financial assistance to all students to seek equitable access to quality education across willing Member States
60 by:
61
- 62 a. Expanding the conference to meet at an annual frequency to monitor short-term progress in order to
63 achieve long-term goals in accessibility of education;
64
- 65 b. Requesting a report to be submitted to the General Assembly at the midway mark (seven and a half
66 years) into the 2030 Agenda;
67
- 68 c. Inviting UNESCO to implement an agenda regarding:
69
- 70 i. The subtopics of the potential of a social education emphasizing international cultural
71 awareness;
72 ii. The funding opportunities for the universal right to quality basic primary education;
73 iii. The emphasis on the professional training of teachers through organizations such as Teach for
74 All;
75 iv. The improving of education accessibility through motivation of students to stimulate their
76 major intellectual qualities;
77
- 78 3. *Suggests* willing Member States engage in collaborative dialogue regarding the initiatives of specialized
79 curriculums within the UNESCO GEQAF through the expansion of the WEF, with a focus on:
80
- 81 a. Including discussion on individuals with disabilities such as those challenged with psychological
82 and/or physical limitations;
83
- 84 b. Encouraging the discourse to explore the concern of displaced populations and their needs, some of
85 which include but are not exclusive to migrants and refugees;
86
- 87 c. Welcoming the dialogue of sexual minorities and their equal integration in educational systems;
88
- 89 4. *Recommends* voluntary and fiscally able Member States to further collaborate with organizations such as the
90 World Bank or UNESCO Fellowship Bank to establish a scholarship and grant fund under the guidance of
91 UNESCO for all students and educational institutions across Member States, promoting environmental studies
92 for sustainable development, as encouraged through:
93
- 94 a. Ensuring equitable access to drinkable water in educational facilities by:
95
- 96 i. Incentivizing non-governmental organizations (NGOs) to restructure fiscal reports in efforts
97 to determine a monetary budget ensuring equitable access of all to education on the
98 physiological need of people to clean water;
99 ii. Developing partnerships between willing Member States and the private sector to encourage
100 the donations of funds in order to promote education on combating environmental issues;
101
- 102 b. Developing proactive sanitation systems for all peoples through:
103
- 104 i. Promoting an annual application submission process for willing Member States to receive
105 grants for the purpose of sanitary studies within educational facilities;

- 106 ii. Establishing partnerships between willing Member States and the private sector to provide
107 monetary assistance in offering grants to ensure all students and educational facilities equal
108 access to basic education on environmentally-cautious public health concerns;
109
- 110 c. Distributing scholarships on various fields for obtaining primary, secondary, and/or post-secondary
111 degrees ensuring the development of necessary skills enabling students to return to nations of origin
112 for further implementation of newly-acquired knowledge, such as:
113
- 114 i. STEM education;
115 ii. Innovative and interactive technological software development;
116 iii. Environmentally sustainable developments;
117 iv. Peace and sustainable societies;
118
- 119 5. *Encourages* willing Member States report to the UN Human Rights Council through the pre-existing Universal
120 Periodic Review, on an annual basis, regarding the evaluation of the treatment of students within educational
121 facilities to ensure the quality of education through a positive learning environment for all students;
122
- 123 6. *Suggests* the drafting of an additional treaty to raise the awareness of the importance of Member States within
124 the collective body of the General Assembly, and recommends a commitment of all states to establish
125 individual social, economic, and technological guidelines as a form of government intervention for equitable
126 access to quality education for all.



Code: GA3/1/7

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Reaffirming* Sustainable Development Goals (SDGs) 4 and 10, which call for equality as a necessity in addressing
4 education and extending educational access, specifically to refugees in conflict and post conflict zones, in
5 highlighting the importance of international cooperation in achieving equitable and free access to education in a
6 sustainable framework for all, as promoted in the framework of the *2030 Agenda for Sustainable Development*
7 (2015) and General Assembly resolution 72/222 of 2017 on “Education for sustainable development in the
8 framework of the 2030 Agenda for Sustainable Development,”

9
10 *Acknowledging* the need to ensure that the educational endeavors of refugees are recognized at an international level,
11 and the importance in providing refugees with an official international certification recognizing the education they
12 received while displaced,

13
14 *Noting with deep concern* the lack of comprehensive educational rights suffered by displaced populations, as well as
15 the inhabitants endangered due to violence and the need for self-determination in unrecognized territories in
16 addressing educational access,

17
18 *Recognizing* the success of the United Nations (UN) Relief Works Agency for Palestine Refugees (UNRWA) in
19 providing equitable access to education, by reaffirming General Assembly resolution 302(IV) “Assistance to
20 Palestinian refugees,”

21
22 *Welcoming* the participation of non-governmental organizations (NGOs) such as Relief International in ensuring the
23 respect of human rights and the reduction of human suffering, in accordance with ensuring equitable access to
24 education,

25
26 *Highlighting* the success of the Educate a Child Program, implemented by the UN High Commissioner for Refugees
27 (UNHCR), thereby focusing on improving education, quality, and achieving access to education for more than
28 400,000 children,

29
30 *Recalling* Article 13 of the 1966 *International Covenant on Economic, Social and Cultural Rights (ICESCR)*,
31 recognizing the universal right to education without discrimination of any kind and sets forward a framework to
32 achieve the full realization of this right, determining, for instance, a free compulsory primary education and enabling
33 the funds for it,

34
35 *Emphasizing* the need for the mitigation of language barriers by implementing foreign language assistance
36 programs, such as the UN Secretariat Language and Communications Programme, in implementing linguistic
37 balance through language classes sponsored by the UN within the refugee transition,

38
39 *Highlighting* the success of UNHCR’s intervention to address the issue of education for internally displaced persons
40 (IDPs) in Colombia, through supporting national initiatives, such as Learning Circles, which are places for learning
41 in various communities that are provided specifically for displaced children that do not have the opportunity to be
42 enrolled in schools,

43
44 1. *Emphasizes* SDG 17 in formulating internal collaboration and partnerships in achieving the goals of the *2030*
45 *Agenda for Sustainable Development*, by:

- 46
47 a. Creating systems aimed at collaborating and uniting Member States in bodies such as, but not limited
48 to, the Economic and Social Commission for Western Asia (ESCWA) in implementing programs that
49 promote partnerships between countries by:

50

- 51 i. Using the UN as a central platform in reaffirming the Universal Diploma in Sustainable
52 Development (UDSD);
- 53 ii. Acknowledging the need to bridge the gap between refugees and education, through providing
54 and encouraging higher education to refugee students by validating existing educational
55 systems and promoting higher learning between Member States;
- 56
- 57 b. Developing collaboration between Member States who have internally and environmentally displaced
58 refugees and host countries, to ensure that education is validated in the case of one or multiple
59 displacements;
- 60
- 61 2. *Further recommends* that the aforementioned bodies providing the certification undergo an annual review by
62 the Special Rapporteur on Refugees, the Special Rapporteur on the Right to Education, as well as the Asylum
63 Seekers and Displaced Persons, in order to ensure that:
- 64
- 65 a. Member States understand the value of the certification and recognize the education obtained by
66 refugees from the host country;
- 67
- 68 b. The certification program works in tandem with the host country and does not contradict their pre-
69 existing educational norms;
- 70
- 71 3. *Encourages* the collaboration of UN entities and bodies such as the UN Children’s Fund (UNICEF), focused on
72 the welfare of refugees in specific areas, such as UNRWA, to:
- 73
- 74 a. Advance educational programs in refugee camps tailored to the specific needs of those IDPs;
- 75
- 76 b. Expand on pre-established programs that reinforce the provision of remedial classes for refugee
77 students who are falling behind, such as those put forth by Relief International, by establishing
78 strategic career guidance framework initiatives that provide refugees with basic skills such as guidance
79 and mentoring in the professional and corporate setting, in specific areas such as literacy, numeracy,
80 and vocational training;
- 81
- 82 4. *Recommends* Member States to implement programs that provide a minimum of one year of basic education for
83 refugees in host countries, by utilizing UNHCR as a centralized body for:
- 84
- 85 a. The provision of funds by Member States willing to contribute to the development of education access
86 to refugees and those internally displaced;
- 87
- 88 b. Developing an annual report to collect data on demographics and the outcomes of the programs for
89 future adaptability of programs to send back to the General Assembly for analysis;
- 90
- 91 5. *Welcomes* the cooperation of the UN Fund for Population Activities (UNFPA) as well as the generosity of the
92 Underrepresented Nations and Peoples Organizations (UNPO) to consider allowing allocated funding to
93 refugees to access equitable education, in order to:
- 94
- 95 a. Bolster the development of camps suffering from overpopulation;
- 96
- 97 b. Enable the conception and establishment of a special UN- approved curriculum under the mandate of
98 the UN Educational, Scientific and Cultural Organization (UNESCO) and UNICEF, which will:
- 99
- 100 i. Allow refugees to have their host country educational endeavors recognized in their home
101 countries should they decide to return;
- 102 ii. Provide refugees a proper multilingual, multicultural base for their elementary education;
- 103 iii. Enable said refugees to reach the same level of education as their same-age peers;
- 104
- 105 c. Utilize UNESCO’s Global Database for the Right to Education in collaboration with UNICEF to keep
106 track of the educative paths in the host countries;

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6. *Further encourages* the international community to extend programs that address the challenges of language barriers that reduce access to education of refugees through the endorsement of the three steps policy, in which:
 - a. Refugee students are granted the language courses they require if necessary to pursue education within the Member State upon their arrival, this ensures students with the right to learn a new language while speaking their native language to stimulate their educational journey in a new country;
 - b. Providing training to teachers in varying languages in order to extend programs to disparate groups, so that refugee teachers are granted the right to exercise their profession for refugee students in their native language, to reduce any form of gaps and setback in their education, these courses should be given as long as necessary for the learning of the language;
 - c. Ensuring refugees are fully transitioned in the host country's educational structures;
7. *Recommends* UNESCO, UNICEF, and UNHCR to work with the Ministers of Education, or the equivalent, of Member States hosting refugees, in refugee camps, to provide certification that the education received by refugees integrates refugees in pre-existing host country educational standards, and in addition of specialized classes for refugees on topics of:
 - a. Host country language courses to equip them with the tools to enable them to socially and culturally integrate;
 - b. Literacy and numeracy curriculums that conform with most global educational standards.



Code: GA3/1/8

Committee: The General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Reminding* all Member States of the right to education as incorporated in the *Universal Declaration of Human*
4 *Rights* (1948),

5
6 *Deeply convinced* about the importance of university exchange programs to provide global communication and
7 foster different cultures comprehension, and thanking all the relevant non-governmental organizations (NGOs)
8 deeply involved in these programs, such as WorldTeach and Association Internationale des Étudiants en Sciences
9 Economiques et Commerciales (AIESEC), which currently provide university students from developed countries to
10 teach abroad,

11
12 *Noting with concern* that over 130 million girls are out of school particularly in sub-Saharan Africa, Oceania, South
13 and West Asia, and that according to Minority Rights Group International, the majority of children who are out of
14 school worldwide are minorities and indigenous people,

15
16 *Recalling* General Assembly resolution 33/184 of 29 January 1979 on “Importance of the improvement of the status
17 and role of women in education and in the economic and social fields for the achievements of equality of women
18 with men,” because of the fact that just 12.2% of women at global level are employed in Science, Technology,
19 Engineering, and Mathematics (STEM) jobs,

20
21 *Expressing its appreciation* for the United Nations (UN) Entity for Gender Equality and the Empowerment of
22 Women (UN-Women) partnership with Moldovan universities and information technology (IT) companies, that
23 have launched a GirlsGoIT program, which trains women specifically for STEM industries,

24
25 *Welcoming* the space given by the Global Education & Skills Forum, on discussing education between all actors
26 involved, including teachers, ministers, parents and students, as a way to determine priorities to each reality under
27 the frame of Sustainable Development Goal (SDG) 17 on global partnerships for sustainable development,

28
29 *Viewing with appreciation* the work of the World Bank, which supports sustainable transport to expand access to
30 essential services such as schools, helping, in this way, reduce the disparities between urban and rural areas
31 regarding access to educational centers,

32
33 *Recognizing* the importance of STEM education, which fosters innovation, creativity, and is the basis of immense
34 development of the youth and future, and the need for better retention rates, as shown on the *Indicators of Success in*
35 *STEM Majors: A Cohort Study* report, which highlights that there is still a significant dropout percentage,

36
37 *Acknowledging* the success of itinerant education programs for people with disabilities such as the ones led by the
38 UN Educational, Scientific and Cultural Organization (UNESCO) in South-East Asia, their role as advocates of
39 equity and inclusion regarding access to education, and wishing to extend the scope of these programs to STEM
40 fields,

41
42 *Viewing with appreciation* the UN High Commissioner for Refugees (UNHCR) Educate a Child program, aimed at
43 granting education to refugees in Africa, Asia and the Middle East,

44
45 *Recognizing* the importance of NGOs’ role in identifying regional specific needs in terms of education and the
46 effectiveness of well-coordinated platforms combining the work of both UN agencies such as the UN Children’s
47 Fund (UNICEF) and central NGOs such as Save the Children regarding education,

48

49 *Recalling* UNESCO's efforts in providing STEM resources such as Project-Based Science and Math units, and the
50 STEM and Gender Advancement (SAGA) program that aims to contribute to improving the situation of women and
51 reducing the gender gap in STEM fields in all countries at all levels of education and research,
52

53 *Recognizing* the need of higher expenditure as the percentage of total government expenditure on education to
54 increase the current 14% average according to the World Bank, and the Education for All Development Index (EDI)
55 as a measurement for fund distribution,
56

57 1. *Encourages* all relevant NGOs, such as AIESEC and WorldTeach, to implement exchange programs, to expand
58 those programs to countries with influx of refugees and to provide more volunteers in regions where they are
59 needed;
60

61 2. *Supports* the creation of an equal quality of education for minorities, such as, but not limited to, people who are
62 negatively affected or displaced by climate change, political refugees, people with disabilities, girls and women,
63 utilizing the Global Database on the Right to Education, by implementing educational goal policies, which
64 would include:
65

66 a. Increasing the literacy percentage amongst the groups mentioned above for every Member State;
67

68 b. Language courses to diminish the language barriers for non-native speakers;
69

70 c. Supporting refugees with psychological aid to improve integration to the educational system regarding
71 cultural shock or treating traumatic events involved within voluntary displacement so that they are able
72 to integrate well into the education system;
73

74 d. Allocating money toward schools and universities to allow for free or reduced tuition for students
75 pursuing studies abroad and exchange programs;
76

77 3. *Insists* on improving STEM education, especially for women and girls, towards the support of SAGA projects
78 sponsored by UNESCO, aimed at ensuring gender equality in STEM education, by:
79

80 a. Encouraging Member States to strengthen policies and legislation on equality with the collaboration of
81 UN-Women;
82

83 b. Requesting Member States, NGOs, and the civil society to build capacity for data collection on gender
84 and on the correlation of the performance of said gender and different methods of educational training;
85

86 c. Suggesting the expansion of this program on a local base within other Member States' territories:
87

88 i. With the collaboration of Member States who currently have developed STEM education
89 programs;
90

91 ii. Furthering the reach of projects such as the UN-Women STEM Initiative, GirlsGoIT, to be
92 launched in other Member States;
93

94 4. *Encourages* Member States to participate in further instances of the Global Education and Skills Forum as a
95 way to examine the priorities for different members of society from all countries involved, emphasizing the
96 importance of:
97

98 a. STEM education as a space for strengthening equality and empowerment of women;
99

100 b. Sexual education as a way to build awareness and responsibility among all people;
101

102 5. *Requests* the donor community to invest in programs such as the Centre Imdghass d'Étude de Formation et de
103 Développement (CIFD) and suggests monetary contribution of the World Bank Group to facilitate
104 transportation for children in rural areas to and from school, in order to:

- 105 a. Increase attendance of children in their educational institution;
106
107 b. Promote safety for children on their way to their respective schools in terms of infrastructure and
108 hazardous weather conditions;
109
110 c. Raise the percentage of educated people in rural areas;
111
- 112 6. *Stresses* the urgent need for STEM-related education provision in rural and hard-to-reach areas through:
113
114 a. Infrastructure like the CIFD initiative facilitating the access to education centers for the youth and
115 students of all ages;
116
117 b. The creation of itinerant STEM programs, which would travel to hard-to-access regions under the
118 supervision and funding of UNESCO;
119
- 120 7. *Recommends* that UNHCR expands their Educate a Child program to more Member States where peoples
121 displaced by climate change and political refugees are located, since the program currently only focuses on
122 Africa, Asia, and the Middle East, and suggests for this initiative to bring teachers to countries struggling to
123 provide STEM education for these displaced peoples through their own systems, by:
124
125 a. Training teachers on how to implement basic STEM education:
126
127 i. Providing students with interactive and creative activities related to STEM fields;
128 ii. Encouraging practical uses of STEM within the students' community;
129
130 b. Creating group work activities with the integration of the promotion of positive psychology research
131 ideas that aid in integrating positive thinking into the youth and people of all ages' daily lives;
132
133 c. Building safe camps as temporary schools for refugees;
134
135 d. Providing access to quality and equal education in rural areas;
136
137 e. Encouraging schools to recognize refugee children regardless of whether or not they possess
138 identification cards;
139
- 140 8. *Stresses* the need to safeguard the right to education of minorities and especially children through the extension
141 of the Global Education Cluster's Scope, led by UNICEF and Save the Children, who are currently focused on
142 humanitarian crisis, to people negatively affected by climate change, forcibly displaced people, and hard-to-
143 reach rural areas;
144
- 145 9. *Recommends* the creation of a sub-committee, the United Nations Entity for Equitable Access to Education
146 (UNEEAE), which would be led by the Human Rights Council (HRC), UNESCO, and followed by
147 representatives of developing Member States, in order to ensure progress in terms of educational achievements,
148 by:
149
150 a. Implementing a standardized index based on the level of development in each Member State, which
151 helps in indicating the quality of education;
152
153 b. Introducing annual reports on the literacy level, school enrollment, graduation rate and access to
154 technology needed for students' success, conducted in each Member State;
155
156 c. Creating an annual exchange network with developed countries for developing countries to ask for
157 expertise in the matters of how to deal with issues regarding national education achievements;
158
- 159 10. *Asks* all Member States to continue to raise public spending on education to a minimum of 20% of total
160 government expenditure by the year 2030, to ensure a free, public education system in every country in primary

161 and secondary education, and partially co-fund the Educational Programs of the UN, while High EDI countries
162 should fund educational programs themselves out of their national balance, whereas Medium and Low EDI
163 countries are financially supported by the UN.



Code: GA3/1/9

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Recalling* Article 26 of the 1948 *Universal Declaration of Human Rights*, that highlights the importance of the right
4 to free education for everyone,

5
6 *Highlighting the Incheon Declaration (2015)* towards inclusive and equitable quality education and lifelong learning
7 for all,

8
9 *Recognizing* the Sustainable Development Goals (SDGs), especially SDGs 4 and 5, focused on achieving inclusive
10 and equitable quality education for all, including persons with disabilities, indigenous people, refugee children, and
11 poor children in rural areas,

12
13 *Acknowledging* General Assembly resolution 70/244 of 2015, “United Nations common system: report of the
14 International Civil Service Commission,” that focuses on enhancing cooperation between the United Nations (UN)
15 and all relevant partners working towards global partnerships,

16
17 *Highlighting* the success of organizations such as The Education Commission in working towards mobilizing and
18 deploying resources to create educational opportunities in underfunded, rural areas,

19
20 *Bearing in mind* General Assembly resolutions 72/148 and 70/132 on “Improvement of the situation of women and
21 girls” and Human Rights Council resolution 35/22 (2017), that address the issue of accessible education for women
22 and children in rural areas,

23
24 *Concerned by* the persistent gap in the qualifications between teachers in rural and urban schools, and the role this
25 plays in deepening the disparity in educational opportunities between populations in the two regions,

26
27 *Affirming* the success of the SHARE scholarship program in Association of South East Asian Nations (ASEAN)
28 countries, by increasing the quality of educational technology as an outstanding example for funding systems,

29
30 1. *Suggests* that the UN educational, Scientific and Cultural Organization (UNESCO) establishes the Education
31 Infrastructure Grant System (EIGS), a fund-granting system to aid countries in developing the necessary
32 infrastructure for education in rural areas, constituting:

- 33
34 a. A funding system that would be voluntarily funded by non-governmental organizations (NGOs),
35 corporations, and Member States:
- 36
37 i. Encouraging the use of NGOs, such as Barefoot College and Centre for Digital Inclusion,
38 which are specifically designed for the allocation of funds toward infrastructure for education;
- 39 ii. Suggesting Member States encourage donations to the fund through providing tax breaks to
40 companies;
- 41
42 b. A recommendation to the UN Economic and Social Council (ECOSOC) that funds are overseen by the
43 Subcommittee on Education and Research (SCEaR) to allocate them based on need, so that:
- 44
45 i. Member State recipients will submit a five-year progress report on the utilization of the funds
46 to the committee;
- 47 ii. A forum will be created in conjunction with the five-year progress report to discuss any
48 changes needed concerning the need bases;
- 49

- 50 c. Funds would be allocated based on low education rates and high financial needs of each Member State,
51 which would:
52
- 53 i. Use these funds to meet the Minimum Standards for Education set by the Inter-Agency
54 Network for Education in Emergencies (INEE);
 - 55 ii. Use these to develop Digital Access Education Infrastructure;
 - 56 iii. Submit a formal request to the SCEaR outlining their current educational needs and their
57 financial status;
 - 58 iv. Reduce unnecessary fees that mostly affect the poor;
- 59
- 60 2. *Encourages* UNESCO to mobilize through the UN Global Compact a campaign called “Co-operations with
61 Corporation” (CoCo), directed especially towards the global public sector, to gather contributions to programs
62 concerning education in any form, by:
63
- 64 a. Inviting international companies to a conference under the same name, which is being hosted and
65 funded by the Thai Government in Bangkok within a year after the establishment of EIGS, and by
66 presenting possible investment options, while giving EIGS, NGOs, and specific projects the
67 opportunity to present themselves;
 - 68
 - 69 b. Giving two possible paths to pursue at the conference, being either a one-time donation to EIGS or the
70 building of longer-lasting and sustainable partnerships between corporations and regions, schools or
71 projects, consisting inter alia of long-term financial support or educational possibilities such as
72 internships, scholarships, which is being honored by granting a seal of contribution, certified and
73 ratified by UNESCO;
 - 74
- 75 3. *Recommends* that UNESCO establishes a Rural Education Infrastructure Forum (REIF), a forum that reports
76 directly to the General Assembly that will convene every five years, with the first meeting to take place in
77 Canberra, Australia, one year after its creation, to focus on reporting the progress of the implementation of the
78 EIGS, constituting of:
79
- 80 a. Voluntary reporting from Member States and NGOs on rural education development programs to:
81
 - 82 i. Involve reports from teachers receiving EIGS funding;
 - 83 ii. Share best practices in hopes of improving global rural education approaches;
 - 84
 - 85 b. Special consideration given to developing states that have not received EIGS funding to help:
86
 - 87 i. Direct Member States towards developing successful application for funds;
 - 88 ii. SCEaR to reevaluate EIGS funding distribution practices;
 - 89
- 90 4. *Suggests* that ECOSOC work with the International Commission on Financial Global Education Opportunity
91 through the UN Special Envoy for Global Education, to expand the Education Commission to support programs
92 to recruit teachers for rural areas, through:
93
- 94 a. Sharing its expertise with EIGS receivers to attain the funds that can:
95
 - 96 i. Be used to raise the salaries of teachers to incentivize and mobilize teachers;
 - 97 ii. Provide housing assistance and reimbursement for travel expenses;
 - 98 iii. Create incentives to attract and retain highly effective teachers in the neediest schools;
 - 99
 - 100 b. Providing advice for Member States in order to ensure investments provide proper training, education
101 of special needs educators and caregivers;
 - 102
 - 103 c. Cooperating with NGOs, Member States, and EIGS receivers, to obtain financial facilities directed
104 towards creating partnerships between developing countries, international financial institutions, and
105 public and private donors, to mobilize financial resources to be directed towards education;

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5. *Encourages* Member States to ensure that equitable access to education is granted to marginalized groups by:
- a. Encouraging Member States to refrain from national legislation that hinders marginalized groups from receiving education to:
 - i. Have all schools follow a curriculum created by the Member States' ministry of education with the help of the Education Commission;
 - ii. Have teachers with the same background education to ensure the same quality of education in every establishment;
 - iii. Include the history of those minorities in the program of their local schools;
 - b. Using EIGS for incentivizing schools to encourage participation of girls and actively promote educational opportunities for women by:
 - i. Considering the creation of governance boards that will hold schools accountable for their performance in the issue of gender equality;
 - ii. Creating an accreditation system that will facilitate oversight board decision-making about a school's adherence to core principles;
 - c. Suggesting the creation of programs that focus on vocational and technical training that empower the marginalized groups to earn a livelihood, and provide them with lifelong learning opportunities;
6. *Encourages* Member States to invest in the creation of e-learning educational systems and increase access to broadly distributed open online course programs, adjusted according to the regional educational curriculum through EIGS funding to:
- a. Raise awareness about the importance and benefits of e-learning in skill development;
 - b. Empower teachers and trainers to impart their knowledge via online systems through training programs such as the program Global Relief for Education by Acquiring Teachers (GREAT);
 - c. Increase internet infrastructures in rural and remote areas;
 - d. Ensure that technologies (internet, projectors, printers, etc.) are available in the countryside at a low cost;
 - e. Overcome the logistical hurdles of educating marginalized groups and special needs students with a focus on developing Digital Education Access Infrastructure;
 - f. Promote the building of e-learning centers, implementing such facilities in national tax-free economic zones to promote the building of e-learning centers;
 - g. Enable people with physical disabilities who are not able to attend school to have access to the e-learning educational system;
 - h. Realize digital education with UNESCO by establishing e-learning and distance platforms called E-Education for All, within one year of the establishment of EIGS, and offering affordable technological hardware devices to reach the goal of offering access to education in rural areas with the implementation of innovative technologies, through:
 - i. The implementation of the digitization project in rural areas of Least Developed Countries;
 - ii. Cooperation with Facebook's program Internet.org, technology companies like Microsoft, Apple, or Google, and NGOs to establish the E-Education for All program and equip school children with affordable computers and related institutions to supply classrooms with affordable hardware devices;

162 iii. Financial assistance and collaboration with UN organizations such as the UN Children’s Fund
163 (UNICEF) to global programs like Education Above All, which are focusing on the access of
164 education to school children;
165

166 7. *Encourages* Member States to upgrade their curriculum in order to meet UNESCO Adult Literacy Rate
167 standards and UNICEF Minimums Standards for education:
168

- 169 a. Through enacting a basic standard of curriculum that promotes literacy and basic numerical
170 competency;
- 171
- 172 b. To encourage Member States to upgrade national and local educational curriculums to meet standards
173 required at age appropriate levels;
- 174
- 175 c. To Establish an organization that aims at supporting Member States and monitoring their progress in
176 creating an adequate curriculum for primary and secondary education;
- 177
- 178 d. To invest in research to ensure that the most relevant skills and knowledge are included in curriculum
179 design;
- 180
- 181 e. To focus on education on every level, especially lifelong-learning process.



Code: GA3/1/10

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Reminding* Chapter 1, Article 1 of the *Charter of the United Nations* (1945) and the importance of international
4 cooperation in solving international problems of social rights, and ensuring basic human rights, such as education,

5
6 *Recalling* Article 26 of the 1948 *Universal Declaration of Human Rights* (UDHR), which affirms that the right to
7 education shall be universally and equally ensured,

8
9 *Reaffirming* the rights of everyone to education, which is enshrined in the UDHR, the *Convention on the Rights of*
10 *the Child* (1989), and the *Convention on the Elimination of All Forms of Discrimination against Women* (1979), as
11 well as in other relevant instruments,

12
13 *Seriously concerned* about the 65.6 million displaced persons worldwide, according to the Office of the United
14 Nations (UN) High Commissioner for Refugees (UNHCR), including many affected children who are out of school,
15 which often leads to negative lifelong consequences,

16
17 *Reaffirming* its commitment to Human Rights Council resolution 15/14 on “Human rights and indigenous peoples:
18 mandate of the Special Rapporteur on the rights of indigenous peoples,” which states that the denial of human rights
19 is an impediment to international peace and cooperation,

20
21 *Reaffirming* the importance of the Sustainable Development Goals (SDGs) 4 on Quality Education, and 5 on Gender
22 Equality, and their role in the continuous progress of social development in the fields of education and gender
23 equality,

24
25 *Bearing in mind* the UN Educational, Scientific and Cultural Organization (UNESCO) *Convention against*
26 *Discrimination in Education* (1960), in which Article 4 states the importance of developing and applying national
27 policies to promote equality of opportunity and treatment in terms of education and its accessibility,

28
29 *Affirming* that the mandate of the Office of the UN High Commissioner for Human Rights (OHCHR) to fund the
30 universal realization of human rights is of paramount importance to Member States,

31
32 *Expressing* its appreciation of Member States’ efforts to provide quality education to refugees and internally
33 displaced persons (IDPs),

34
35 *Recognizing* the importance of innovation at the UN Children’s Fund (UNICEF) with the involvement of vulnerable
36 populations, in developing advanced strategies to structure programs in creating efficient products and technologies,

37
38 *Recognizing* that a level of 5% of gross domestic product (GDP) is the basis to generate an accessible and qualitative
39 educational system, in line with the World’s Bank latest indicator in 2013 at the level of 4.709%,

40
41 *Supporting* the 2015 UNESCO Education for All program, the 2002 Global Partnership for Education program
42 (GPE), and the UN Girls’ Education Initiative, aiming at ensuring quality basic education for all children, youth and
43 adults, males and females,

44
45 *Recognizing* the role of the OHCHR and its progress in education by providing over 300 homework groups and its
46 efforts to engage students by providing an accessible support system,

47
48 *Bearing in mind* education costs on average \$1.25 a day per child in developing countries, and so acts as an obstacle
49 between children and education,

50

51 *Deeply concerned* by the state of the education of people in certain countries that are victims of humanitarian crises,
52 including internal and external conflicts, such as in Yemen, Myanmar, Afghanistan, the Palestinian territories,
53 Somalia, and many more,
54

55 *Affirming* scholarships as an essential tool to reduce inequalities regarding the financial barriers to accessing
56 education,
57

58 *Recognizing* the importance of a platform for collaborative competition in addressing global issues and asserting
59 global citizenship,
60

61 *Recognizing* the ideas expressed in the UN Secretary-General's Global Education First Initiative, and programs such
62 as the UNESCO International Conference on the Prevention of Violent Extremism through Education: Taking
63 Action,
64

65 *Considering* the efficiency of the European Action Scheme for the Mobility of University Students (ERASMUS)
66 program in Europe, and its effect on the overall quality of education,
67

68 *Bearing in mind* examples such as the 2005 Kalamazoo Promise program in Michigan University, which helps
69 students finance their studies based on the acquisition of human capital,
70

71 1. *Strongly affirms* that financing education in a transparent, proactive way remains the best medium to create an
72 equitable educational system;
73

74 2. *Endorses* the international community collaborating to create a system, which tracks refugees to provide various
75 Member States better control over their educational avenues, granting them different opportunities to help the
76 refugees in terms of access to education and security;
77

78 3. *Encourages* Member States to develop measures to suit the diverse needs of refugees by:
79

80 a. Offering language courses in the host state's local language to refugees, in order to facilitate their
81 integration into society;
82

83 b. Ensuring education for refugee populations in their native language by providing easy access to
84 employability for teachers within the refugee populations;
85

86 4. *Emphasizes* the importance of coming up with effective measures that will enhance education for refugees
87 forced to flee their home country due to climate change consequences and war, as well as IDPs, such as the
88 introduction of e-learning resources through mobile devices to ensure continuous learning for children without
89 access to school education;
90

91 5. *Supports* the development of Massive Open Online Courses e-learning systems, and encourages the cooperation
92 of national and international schools and universities to add main content;
93

94 6. *Recommends* the improvement of educational accessibility with the use of technological advancements through:
95

96 a. The commission of a report carried out by the Secretary-General regarding private sector investments
97 toward students' human capital in public school systems, for checking possibilities of development in
98 this field;
99

100 b. The commission of a report regarding private sector investments toward students' human capital in
101 public school system for checking possibilities of development in this field;
102

103 7. *Requests* Member States to implement the following so that girls are getting equal access to education:
104

105 a. For developed countries to voluntarily offer grants to developing countries that have reached their
106 objectives set both by independent non-governmental organizations (NGOs) in cooperation with the

- 107 UN, and especially with the UN Entity for Gender Equality and the Empowerment of Women (UN-
108 Women) and UNESCO;
109
- 110 b. For Member States to implement fast-tracking programs for girls in developing countries to expedite
111 their paperwork and allow them to study abroad;
112
- 113 c. To offer girls scholarships to encourage enrollment at the primary level, as well as additional
114 sponsorships towards school supplies;
115
- 116 d. To create a report in order to keep track on progress;
117
- 118 8. *Emphasizes* the importance to promote an international exchange program, based on the model of the
119 ERASMUS for teachers, and create an international system of evaluation of education systems monitored by the
120 UN, by:
121
- 122 a. Enlarging already existing conventions with the aim of evaluating the educational system of Member
123 States on the base of the program created by the Organisation for Economic Co-operation and
124 Development;
125
- 126 b. Sharing different education system approaches in order to promote diversity in methods of teaching;
127
- 128 c. Offering rewards and incentives through funds, materials, and infrastructure assistance;
129
- 130 9. *Stresses* the importance of supporting more equivalences among diplomas between Member States, by
131 providing easier access to international evaluation services to willing states;
132
- 133 10. *Urges* NGOs and UN entities, especially UNICEF and Save the Children, to promote meetings between people
134 living in rural areas of developing countries and persons who have benefitted from equitable access to education
135 in order to concretely show people with low socioeconomic background how schooling can improve their lives,
136 by charging an individual considered as a leader and trusted by the people of the rural area concerned, whose
137 experience and background would be of particular interest, to show the benefits of education;
138
- 139 11. *Proposes* the creation of the Refugees in Developing Nations Education Fund (RDNEF) to help fund refugee
140 education initiatives in developing nations, where:
141
- 142 a. The UNHCR would administer the RDNEF;
143
- 144 b. The RDNEF will help members of the Group of 77 (G77) that are currently dealing with refugees
145 and/or IDPs, be it by welcoming them with the problem of education through funding the following
146 education initiatives:
147
- 148 i. Schools in camps for displaced persons;
149 ii. Member State-based initiatives that promote education for young women, refugees, and IDPs;
150
- 151 c. The RDNEF would be funded via donations on a volunteer basis by:
152
- 153 i. Member States that wish to donate;
154 ii. The private sector;
155 iii. Civil society;
156 iv. UN bodies that wish to invest in education;
157
- 158 d. The Office of Internal Oversight Services would be called to help with annual audits and transparency
159 on how the RDNF is being used;
160
- 161 12. *Encourages* the World Bank and the Global Partnership for Education (GPE) to contribute funds to support
162 projects and initiatives that:

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- a. Schedule time for free transportation for students in rural areas to help them access schools and guarantee their personal security by preventing them from going through dangerous areas, and discourage their families from engaging in child labor;
 - b. Pave roads, bridges, and develop public transport in rural areas, especially in developing countries, facilitating connections and reducing their isolation from cities;
 - c. Re-evaluate abandoned buildings as well as those affected by war in order to create places and open fora where students can study, do workshops, and express themselves;
13. *Recommends* an international agreement to promote transparency of financial resources management and to prevent the misuse of financial resources dedicated to education by national governments, NGOs, and international funds;
14. *Encourages* all Member States to reach the World Bank’s indicator on GDP rate allocation to education, in order to provide an accessible, qualitative, and equitable education, and further invites Member States to hold annual reports specifying the use of international funds to ensure more transparent management of financial resources dedicated to education;
15. *Further expresses* its conviction that a wider use of scholarships and alternative funding mechanisms should be promoted and endorsed by Member States, backed up by donation and loan systems, where:
- a. Donations and loans could benefit from tax deductions;
 - b. Alumni networks receive special fiscal status in order to be a medium to help students pursue their studies on the financial level;
 - c. Creating a program for the donation of tangible advantages, such as Miles programs to teachers heading to remote places;
16. *Suggests* collaboration between UNICEF and UNHCR to encourage the creation of psychological programs and activities for the children that are facing cognitive challenges from war and conflict by:
- a. Establishing some activities that will develop the child’s cognitive capacity and that will help develop them to learn with activities based on the child’s mental state, which:
 - i. Intends to do activities that can be about communications with parents or other children that passed through the same difficulties;
 - ii. Requests to do activities that could help non-literate adults get proper education along with their children;
 - b. Targeting children from ages 1 to 12 in early child development programs, in order to protect and further expand on basic cognitive skills in the classroom;
 - c. Considering that UNICEF supports a motherhood program for the rehabilitation of the mental state of all mothers, for the purpose of enriching a stable living environment for child refugees;
17. *Expresses* its appreciation for Member States to foster the ambition of students to be more effective specialized laborers in providing equal opportunities for all, through:
- a. Providing an avenue to prepare its students who are entering the labor market;
 - b. Providing effective mediums to provide students with information on self-reliant initiatives and internship opportunities;

- 219 18. *Endorses* the creation of a UNESCO case study platform for collaborative competitions for students to
220 formulate ideas to be turned into solutions by:
221
- 222 a. Promoting and instilling to the target market the importance of addressing global issues through basic
223 education;
 - 224
 - 225 b. Disseminating incentivized programs for aspiring participants;
226
 - 227 c. Screening of applicants' projects with the help of UNESCO in preparation for the promotion and
228 execution of approved projects;
229
 - 230 d. Conceptualization process based on selected projects and youth participants to initiate methods for
231 executing the platform;
232
 - 233 e. An inclusive coordination process towards an agreed performance-monitoring system and an approved
234 timeframe;
235
 - 236 f. Competition between accepted applicants in their own countries semi-annually, to align ideas with
237 addressing global issues;
238
 - 239 g. Awarding winning applicant funds by UNESCO;
240
 - 241 h. Assigning regular reports to monitor and overlook operations;
242
- 243 19. *Welcomes* Member States to act as volunteers in making assessments and reports on educational initiatives for
244 learning environments, annually held in Australia, to be attended by state representatives, citizens, and NGOs
245 annually with a 5-year rotational strategy:
246
- 247 a. To be hosted by the Australian Commonwealth and the Czech Republic on a semi-annual rotation;
248
 - 249 b. To provide initial assistance of funds for the conference and additional aid on matters of educational
250 resources, such as the Australian Agency for International Development and the Czech Republic
251 Development Agency;
252
 - 253 c. To create a platform in making an avenue to discuss ways in improving education in their respective
254 regions;
255
- 256 20. *Asks* the Secretariat to prepare a report based on cooperation with UN entities, such as UNICEF and UNESCO,
257 which should conduct surveys in country offices on the dissemination of schools and the number of out-of-
258 school children of concerned least developed countries and affected UN Member States, if required by these
259 states;
260
- 261 21. *Notes with deep regret* the need to strengthen the Out-of-School Children Initiative to support countries in their
262 study and analysis of out-of-school children, in order to determine the barriers that contribute to exclusion from
263 the educational system and to find appropriate measures to enhance the current situation, and *recommends*
264 including this discussion in the future agenda of relevant UN entities, such as UNICEF and the UN
265 Development Programme;
266
- 267 22. *Suggests* that Member States ensure access to education for all refugees and IDPs in camps, with the help of
268 UNESCO and UNHCR, for the purpose of making sure that these people are working members in a country,
269 with the establishment of a community based on learning in an environment that incentivizes people to be
270 teachers in their own community, which would mirror the aid organizations like UNHCR, Save the Children,
271 and Caritas.



Code: GA3/1/11

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee*

2
3 *Recalling the Universal Declaration of Human Rights (UDHR) (1948), the International Covenant on Civil and*
4 *Political Rights (1966), the Convention on the Rights of the Child (1989), the Convention against Discrimination in*
5 *Education (1960), and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or*
6 *Punishment (1985), and reaffirming that these instruments are essential and must be respected,*

7
8 *Understanding the importance education plays in the emancipation of our peoples, as it empowers them with the*
9 *opportunities needed to contribute in the further development of their nations, and further highlighting the relation of*
10 *education and sustainable development in the 2030 Agenda for Sustainable Development (2015), and guided by*
11 *Sustainable Development Goals (SDGs) 4 and 10, which address the right to education and equal treatment, as well*
12 *as the SDGs' vision of "leaving no one behind,"*

13
14 *Concerned by the continuous contempt to previously adopted resolutions, such as General Assembly resolution 212*
15 *(III) on "Assistance to Palestinian refugees," General Assembly resolution 43/178 on "Assistance to the Palestinian*
16 *people," Human Rights Council resolution 31/33 on "Right of the Palestinian people to self-determination," Human*
17 *Rights Council resolution 31/34 on "Human rights situation in the Occupied Palestinian Territory, including East*
18 *Jerusalem," and Security Council resolution 2334 (2016) on "The situation in the Middle East, including the*
19 *Palestinian question,"*

20
21 *Further concerned by the instability in the region, including the West Bank, the Gaza Strip, and East Jerusalem, and*
22 *the impact of such conflict and post-conflict situations on equitable access to education, as highlighted in General*
23 *Assembly resolution 72/222 of 2017 on "Education for sustainable development in the framework*
24 *of the 2030 Agenda for Sustainable Development," and further reiterating UDHR article 26, which expresses*
25 *education as a universal and encompassing human right,*

26
27 *Noting the success of aid programs for the Palestinian people, such as the UN Development Programme (UNDP), in*
28 *addition to the efforts of numerous Member States in providing equitable access to education for all Palestinian*
29 *refugees and displaced populations,*

- 30
31 1. *Stresses the need for the Palestinian people's right to education to be recognized worldwide, and the educational*
32 *deficiencies they are being subjected to by the blockade in the Gaza strip and the Occupied Territories,*
33 *including East Jerusalem;*
34
35 2. *Draws attention to the exclusion suffered by Palestinian citizens in the West Bank in terms of equitable access*
36 *to education and the inability to apply to scholarships for higher education due to their disparate cultural*
37 *background;*
38
39 3. *Emphasizes the right of the Palestinian people for a safe access to education free of discrimination of any kind*
40 *through:*
41
42 a. *The creation of additional safe zones within Palestinian territories to prevent bombing and violent*
43 *attacks within schools marked safe zones, as well as to provide healthcare;*
44
45 b. *Encouraging neighboring countries to implement a system that provides Palestinian children with*
46 *easier access to school identity documents (IDs), through:*
47
48 i. *Creating equitable opportunities for Palestinians to educational opportunities within national*
49 *and regional programs;*

- 50 ii. Reaffirming the head of the Palestinian General Authority for Civil Affairs, Hussain Al
51 Shaikh, in encouraging the right of Palestinian people to gain access to ID cards;
52
53 c. Mitigating the language barrier by ensuring that schools are provided with a training program to avoid
54 exclusively teaching in Hebrew within Palestinian territories, by:
55
56 i. Avoiding the multi-faceted language barrier through teaching in Palestinian Arabic;
57 ii. Encouraging teachers to assist students by teaching in Palestinian territories and promoting
58 Palestinian culture;
59
60 4. *Endorses* the international community to establish programs through the UN Relief Works Agency for Palestine
61 Refugees (UNRWA) to provide funds to aid Palestinian efforts in providing education to its people;
62
63 5. *Proposes* that the Office of the UN High Commissioner for Human Rights (OHCHR) in the Occupied
64 Palestinian Territories includes a section in their annual report detailing the educational situation in Palestine, so
65 that this honorable body incurs better understanding of the current situation, which will:
66
67 a. Be financed thanks to the generosity of the international community, for instance through the OHCHR;
68
69 b. Collect data through UN-Stats and with the collaboration of the Universal Periodic Review, which
70 will:
71
72 i. Enable the elaboration of the report regarding the educational situation of the Palestinian
73 people;
74 ii. Highlight the importance of the situation, which will provide assistance in the creation of a
75 more efficient way to benefit the civilian population.
76



Code: GA3/1/12

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Acknowledging* the importance of General Assembly resolution 56/116 of 2001 on the “United Nations Literacy
4 Decade: education for all,”

5
6 *Reaffirming* that education is the basis for creating increased literacy rates internationally,

7
8 *Reminding* that increased literacy levels will reduce child mortality, decrease poverty, gender and social inequality,

9
10 *Emphasizing* the problem of the education in the Middle Eastern region due to current wars and internal conflicts
11 that are continuing today, such as the conflict caused by the Islamic State in the Middle East,

12
13 *Expressing* the appreciation of education as a point of improving quality of life under the Sustainable Development
14 Goals (SDG),

15
16 *Reaffirming* the importance of education, the continuation and broadening of international assistance and donor
17 programs, such as Educate A Child,

18
19 *Believing* in the difference that can be achieved through cooperation, trust, and belief in a successful and healthy
20 transition, and the reform of educational systems in countries affected by war,

21
22 *Recognizing* the United Nations (UN) Educational, Scientific and Cultural Organization’s (UNESCO) successful
23 completion of the Student Information Management program in Baghdad, and its procedural importance in the joint
24 efforts of UNESCO and the UN Children’s Fund (UNICEF) on plans to introduce an Education Management
25 System, as well as Sister-School Programs that allow children to attend post-secondary institutions abroad,

- 26
27 1. *Encourages* all Member States and international donors to continue monetary assistance in financing
28 educational programs;
- 29
30 2. *Stresses* the continuing need for the advancement and international support for post-secondary Sister-School
31 Initiatives, which have had students come back to their home countries after studying at international
32 universities and enhancing the development process of their nations;
- 33
34 3. *Suggests* the expansion of Sister-School Programs, where post-secondary students and international students
35 have the opportunity study abroad in accredited universities in nations;
- 36
37 4. *Confirms* the achievements made possible by international cooperation and trust, like 40,000 Middle East
38 refugee children have claimed their right to education thanks to UNESCO’s desert schools;
- 39
40 5. *Invites* the international community to see the UNESCO’s Student Information Management System pilot
41 project as an example for managing student information and statistics, which is a joint effort by UNESCO and
42 UNICEF, and will base the Education Management Information system in Iraq for:
- 43
44 a. Collection and organization of data on students;
- 45
46 b. Interpretation for further research and use;
- 47
48 6. *Recognizes* the importance of international cooperation for the success of the suggested programs;
- 49

- 50 7. *Suggests* the creation of a Middle Eastern Educational Forum (MEEF) to oversee the progress of implemented
51 programs to:
52
53 a. Evaluate and monitor the progress made;
54
55 b. Be a forum for countries to cooperate with other nations in order to improve the quality of education;
56
57 c. And increase the cooperation of Member States with the Middle East.



Code: GA3/1/13

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2

3 *Alarmed by* the immense number of children who lack education worldwide according to the United Nations (UN)
4 Educational, Scientific and Cultural Organization (UNESCO),

5

6 *Keeping in mind* the Sustainable Development Goal (SDG) 4, which affirms the need to “ensure inclusive and
7 quality education for all and promote lifelong learning,” with special attention to educational disparities among
8 refugees, women, disabled people and indigenous populations, and affirms the need to promote a culture of peace,

9

10 *Further recalling* the important role of community-based programs such as the European Platform of Women
11 Scientists (EPWS), Women Techmakers Scholars Program, and Triple E-Women Program in providing full and
12 equal access to women in science and technology education,

13

14 *Reminding* Member States of the existence and importance of the diversity of women, refugees, and migrants to give
15 a true pluralistic vision on education as mentioned in the *Beijing Declaration and Platform for Action* (1995),

16

17 *Recalling* the success of the UN Millennium Development Goals which resulted in an increase of the primary
18 education sector from 83% to 94% until 2015,

19

20 *Bearing in mind* the World Economic Forum report, *Realizing Human Potential in the Fourth Industrial Revolution*,
21 which states that many educational systems are inadequate for the future needs of youth,

22

23 *Recognizing* the significant impact that educational innovation has on the overall socio-economic status of Member
24 States,

25

26 *Acknowledging* the right to education enshrined in the 1989 UN *Convention on the Rights of the Child* (CRC),

27

28 *Reaffirming* the right to education for refugees articulated in Article 22 of the 1951 *Convention Relating to the*
29 *Status of Refugees* and reiterated in the 2016 *New York Declaration for Refugees and Migrants*,

30

31 *Further recognizing* the importance non-governmental organizations (NGOs) in initiating Plan International’s
32 Refugee Program,

33

34 *Taking into consideration* the need for financial aid from multilateral development banks in enhancing the expansion
35 and effects of programs throughout the International Community,

36

37 *Highlighting* the importance of establishing new inclusive learning environments that promote the values of
38 tolerance and cultural sensitivity,

39

40 *Believing* in the actions of NGOs, such as The Education Commission, to take an essential part in ensuring proper
41 funding to educational innovation and providing access to the resources needed to promote the inclusion of rural
42 populations,

43

44 *Understanding* that infrastructure investment is key to creating sustainable educational practices,

45

46 *Deeply concerned* by the alarming number of people lacking access to proper sanitation and hygiene products,
47 which impede women from attending schools according to the World Health Organization’s (WHO) report,

48

49 *Progress on Drinking Water, Sanitation and Hygiene*,

- 50 *Observing* the success of programs such as the Itinerant STEM Academy and Tech for Good to help states gain
51 access to new technological advances within the school system,
52
- 53 *Desiring* a coalition of educational programs established by the New Learning Association, which brings accessible
54 and engaging learning environments to educational institutions,
55
- 56 1. *Encourages* the establishment of the E-quality Education Program (EE), which:
57
- 58 a. Consists of an online global networking platform called EE network, that:
59
- 60 i. Further supports the UN SDGs;
61 ii. Invites volunteer professionals of education and students to apply on EE network to teach
62 in less developed states;
63 iii. Encourages the collaboration with educational institutions to provide necessary services
64 to volunteers involved in EE projects;
65 iv. Recommends talented students all around the world to submit applications to the EE
66 network, where interested businesses can provide scholarships, jobs, internships, and
67 international volunteer opportunities;
68 v. Establishes an International Common Scholarship Application consistent with general
69 scholarship application requirements, aiding vulnerable groups, including women,
70 indigenous peoples, refugees, people in rural areas, people with disabilities, and the
71 impoverished, in order to facilitate easy access to educational financial aid;
72
- 73 b. Promotes of female-centered education that:
74
- 75 i. Provides a platform for interested parties to develop educational programs for females;
76 ii. Furthers awareness to cultures by volunteering teachers part of EE network about the
77 importance of having females in the workforce;
78 iii. Allows women the right to structure the educational environment in accordance with their
79 culture to give themselves the best opportunity to gain excellent education;
80 iv. Emphasizes consistent social media campaigns;
81
- 82 2. *Supports* the integration of refugees into the education system into two steps by:
83
- 84 a. Inviting the UN High Commissioner for Refugees (UNHCR) to collaborate with local and international
85 NGOs that are already handling refugees' education, and recommends the establishment of
86 introductory local language and cultural classes;
87
- 88 b. Promoting child integration into the national educational system through the tutoring of professionals,
89 following the example of the Liechtenstein Languages LieLa program and Liechtenstein Parent-Kid
90 Language Initiative;
91
- 92 3. *Reaffirms* the existence of educational funding mechanisms, such as the European Refugee Fund, allocated
93 specifically for refugees and children to provide basic primary and tertiary education;
94
- 95 4. *Welcomes* the participation of The Education Commission to:
96
- 97 a. Administer and finance scholarships between the investors in education and the educational entity
98 directly to supervise over the funds and how they are managed;
99
- 100 b. Ensure transparency between parties by encouraging institutional transfer regulations;
101
- 102 5. *Invites* Member States to integrate the use of technology into schools for teachers and students by:
103
- 104 a. Creating a series of systems to provide educational resources, including laptops and projectors;
105

- 106 b. Conducting workshops to train teachers on how to use technologies in order to integrate new resources
107 into their classrooms;
108
- 109 c. Using technological resources as a medium in providing curricula to rural environments where
110 separation from schools inhibits access to education;
111
- 112 d. Helping to assure that annual research is conducted by Member States after the implementation of
113 these new technological resources that measures qualitative and quantitative data to determine the
114 effectiveness of these new technological advancements;
115
- 116 6. *Recommends* the regional organizations to undertake projects such as the European Union project Scientix, in
117 order to promote and support a region-wide collaboration among STEM teachers, education researchers,
118 policymakers and other STEM educational professionals through two phases, by:
119
- 120 a. Creating an online portal to collect and present regional STEM education projects and their results, and
121 plan several teachers' workshops highlighting the importance of empowering the youth for the
122 continuation of education and technology;
123
- 124 b. Expanding it from a regional level to a national level by a network of National Contact Points (NCPs),
125 reaching to teacher communities and fostering the development of strategies for innovative approaches
126 on STEM subjects;
127
- 128 7. *Invites* Member States to implement community-based projects such as the EPWS, Women Techmakers
129 Scholars Program, and Triple E-Women Program, that promote equal opportunities across science and
130 technology by encouraging women to become active role models and leaders in the science, technology, and
131 innovation (STI) fields;
132
- 133 8. *Encourages* UNESCO as the main organizer of a new program to provide Community-Based Education as a
134 short-term solution for Member States facing a lack of infrastructure and/or security, in particular for girls and
135 those in areas of armed conflicts, to attend classes held in homes close to their communities instead of a distant
136 governmental school, and to provide:
137
- 138 a. Educational assistance by UNESCO experts, which enable local communities to improve their teaching
139 skills;
140
- 141 b. Cooperation between local and international teachers through the Enable Sustainable Teaching (EST)
142 program to sustainably reach quality education, especially in remote areas;
143
- 144 c. Specialized scholarships for women and girls that encourage and empower families to send their
145 daughters to school;
146
- 147 9. *Emphasizes* the urgent need for providing accessible public institutions and resources to ensure their sufficient
148 availability to the education sector by:
149
- 150 a. Analyzing rural areas to assess possible locations for educational institutions;
151
- 152 b. Cooperating with UNESCO to ensure necessary infrastructures in order to create a safe environment
153 for students;
154
- 155 c. Providing expertise to local governments, to help them implement necessary reforms within the
156 legislative system, in order to reach this goal;
157
- 158 10. *Further encourages* the reinforcement of the Global Action Week (GAW) for Education, in its goal of raising
159 awareness on the importance of education, as well as helping to provide education to minority groups, refugees,
160 and internationally displaced peoples, amongst others, through social media;
161

- 162 11. *Further emphasizes* the importance of sanitation facilities to promote and encourage access to hygiene products
163 in order to boost the attendance of women and girls in schools, with:
164
- 165 a. The support of already existing programs by UNICEF and WHO in order to provide access to
166 clean water and sanitation;
167
 - 168 b. Support of NGOs who are working on offering menstrual hygiene products;
169
 - 170 c. The expansion of projects, like the Community-led Accelerated Water Supply, Sanitation and Hygiene
171 Project (COWASH), on a multilateral level to provide technical assistance for communities in
172 developing states;
173
- 174 12. *Calls upon* Member States to implement programs that work to break down language barriers that impede upon
175 the academic success of students by:
176
- 177 a. Initiating language classes within public schools that are aimed at refugee and migrant students
178 unfamiliar with the local languages and cultures to promote bilingualism;
179
 - 180 b. Allows the creation of social and linguistic programs for pre-existing teachers to aid in the stability of
181 teaching positions, and encourage the participation of non-native populations;
182
- 183 13. *Urges* Member States to take a gendered approach with policies to ensure the promotion of gender equality
184 through:
185
- 186 a. Empowerment programs to encourage families to allow participation of female members and support
187 their educational development;
188
 - 189 b. The supporting of women’s organizations and movements that advance women’s rights;
190
 - 191 c. Encouraging public institutions to include gender equality within those systems;
192
 - 193 d. Using pre-existing mandates to strengthen educational institutions to handle and prevent sexual
194 harassment and violence.
195



Code: GA3/1/14

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Recognizing* that equitable access to education includes ensuring access for peoples of various cultural and religious
4 backgrounds, who should all receive the same level of support and acceptance from education systems in accordance
5 with the 1960 *Convention Against Discrimination in Education*,

6
7 *Bearing in mind* that gaps exist in education levels based on religion, with twice as many adults with no schooling
8 being Muslims and Hindus, according to the Pew Research Center report on *Religion and Education Around the*
9 *World* (2016),

10
11 *Expressing deep concern* for the lack of equitable education that was available to Muslim Rohingya youth in
12 Myanmar before the crisis based only on their religion, as well as their rapidly diminishing opportunities for
13 equitable education as the crisis persists,

14
15 *Understanding* that a major goal of education for many countries, as highlighted by the *2030 Agenda for Sustainable*
16 *Development* (2015), is economic development, and that economic inclusion can serve to bolster economies,

17
18 *Recognizing* that intolerance is frequently motivated by inequality, and that education is a powerful tool for
19 combating inequality, in accordance with the 1969 *International Convention of the Elimination of All forms of*
20 *Racial Discrimination*, the 1979 *Convention on the Elimination of Discrimination Against Women*, and the 1989
21 *Convention on the Rights of The Child*, among others,

22
23 *Affirming* the important role played by religiously affiliated schools in education, and the right of people to have a
24 religious education in accordance with their tradition, as an extension of the right to freely practice religion
25 enshrined in the 1948 *Universal Declaration on Human Rights*,

26
27 *Noting* the crucial work done by non-governmental organizations (NGOs) in the areas of equality and human rights,
28 such as the International Association for Religious Freedom, the European Platform Against Religious Intolerance,
29 the Bahrain Center for Human Rights, Room to Read, the Forum for African Women Educationalists, Escuela
30 Nueva, the Center for Digital Inclusion, and Reach Out to Asia (ROTA), among others, we encourage NGOs with
31 both education and religious freedom focuses to work in tandem in creating curricula,

32
33 *Deeply concerned* by the exclusiveness of religious and cultural teaching to which some displaced children are
34 subject and the need for inclusive teaching as outlined in the 1981 *Declaration on the Elimination of All Forms of*
35 *Intolerance and of Discrimination Based on Religion or Belief*,

36
37 *Considering* the need to consider the cultural and religious backgrounds of ethnic minorities, and to preserve the
38 traditions and cultures of indigenous peoples,

39
40 *Highlighting* the role of interfaith dialogue and education in undercutting extremism and religious-based violence, as
41 noted by the *Plan of Action to Prevent Violent Extremism* (2015),

- 42
43 1. *Proposes* providing training for teachers and educators that focuses on teaching techniques and methodologies
44 for cultural and religious sensitivity, as guided by the United Nations (UN) Educational, Scientific and Cultural
45 Organization (UNESCO) World Report *Investing in Cultural Diversity and Intercultural Dialogue* of 2009;

46

- 47 2. *Suggests* Member States create and promote curricula that teach students to advocate socioeconomically on
48 behalf of themselves and others, and would specifically work to encourage people to work together across
49 social and cultural lines to improve economic conditions and ensure equality for individuals and groups;
50
- 51 3. *Encourages* Member States to allocate funding to and promote religious and cultural equity within primary and
52 secondary schools, by:
53
- 54 a. Bringing together children of diverse religious and cultural backgrounds, when possible, in schools to
55 promote tolerance from a young age;
56
- 57 b. Implementing, particularly in more culturally homogenous countries, a religious studies curriculum
58 including written and video resources in elementary education to promote respect and understanding;
59
- 60 4. *Requests* religiously affiliated schools to work to incorporate interfaith work and cultural and religious
61 perspectives beyond those which they are affiliated with, so that all students may receive education that affirms
62 their own religious identity and promotes understanding of others, as evidenced by the UN Population Fund's
63 *Overview of Inter-Religious and Intercultural Activities* of 2013;
64
- 65 5. *Invites* NGOs to be more deeply involved with promoting equality of gender, race, and religious identity in
66 education, such as by helping to develop, promote, and support the aforementioned curricula, as called for by
67 the 2011 *Education for All Agenda*;
68
- 69 6. *Stresses* the importance of ensuring that people in refugee camps and occupied territories do not have religious
70 doctrines and beliefs imposed upon them under the guise of education, in order to provide them full equity and
71 access to these educational opportunities;
72
- 73 7. *Advises* states to fund and implement domestic and regional governmental agencies aimed at monitoring and
74 ensuring equitable and inclusive interreligious educational courses and dialogue within public schools,
75 following the guidelines of UNESCO's Interreligious Dialogue Program, as a means to combat religious
76 ignorance, intolerance, and to prevent the expansion of extremist messaging within communities.