

25 – 29 MARCH 2018

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



Conference B

General Assembly Third Committee (GA3)

Committee Staff

Director	Ashley Boyer
Assistant Director	Gabriel Risk Martins
Chair	Dona Emam
Rapporteur	Emily Barba
Rapporteur	Rhynell Christopher

Agenda

- I. Ensuring Equitable Access to Education
- II. The Elimination of 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	113 votes in favor, 13 votes against, 20 abstentions
GA3/1/2	Ensuring Equitable Access to Education	125 votes in favor, 11 votes against, 10 abstentions
GA3/1/3	Ensuring Equitable Access to Education	130 votes in favor, 6 votes against, 10 abstentions
GA3/1/4	Ensuring Equitable Access to Education	137 votes in favor, 4 votes against, 5 abstentions
GA3/1/5	Ensuring Equitable Access to Education	Adopted without a vote
GA3/1/6	Ensuring Equitable Access to Education	138 votes in favor, 4 votes against, 4 abstentions
GA3/1/7	Ensuring Equitable Access to Education	136 votes in favor, 4 votes against, 6 abstentions
GA3/1/8	Ensuring Equitable Access to Education	Adopted without a vote
GA3/1/9	Ensuring Equitable Access to Education	136 votes in favor, 4 votes against, 6 abstentions
GA3/1/10	Ensuring Equitable Access to Education	139 votes in favor, 2 votes against, 5 abstentions
GA3/1/11	Ensuring Equitable Access to Education	135 votes in favor, 5 votes against, 6 abstentions
GA3/1/12	Ensuring Equitable Access to Education	136 votes in favor, 2 votes against, 8 abstentions
GA3/1/13	Ensuring Equitable Access to Education	133 votes in favor, 5 votes against, 8 abstentions

Summary Report

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

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

The session was attended by representatives of 148 Member States and one Observer.

On Sunday, the committee adopted the agenda in the order of I, II, III beginning discussion on the topic “Ensuring Equitable Access to Education.” By Tuesday, the Dais received a total of 17 proposals covering a wide range of subtopics including digital education, sustainable rural infrastructure as related to equitable accessibility and dismantling barriers for vulnerable populations. The committee prioritized collaboration, diligence, and compromise, producing a large body of working papers.

On Wednesday, 13 draft resolutions had been approved by the Dais, five of which had amendments. The committee adopted all 13 resolutions following voting procedure, two of which received unanimous support by the body. The resolutions represented a wide range of issues, including culturally sensitive teacher training, expansion of UN Educational Programmes and comprehensively decreasing gender inequities in scientific-oriented occupations. Common solutions and compromise were achieved through an outstanding display of diplomacy, as showcased by the vast support by which each resolution was adopted.



Code: GA3/1/1

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Reaffirming* General Assembly resolutions 69/156 (2014) and 71/175 (2016) on child, early, and forced marriage,
4 which called upon Member States to, inter alia, develop comprehensive and coordinated initiatives to eliminate
5 child, early and forced marriage, to ensure the full protection of girls from such practice under legal and legislative
6 policy, and to support girls in their pursuit of primary, secondary and tertiary education, with an emphasis on those
7 whom have been denied such pursuit as a result of child, early and forced marriage,

8
9 *Recalling* Articles 19, 28, and 29 of the *Convention on the Rights of the Child* (1989), the former of which asks
10 Member States to take all measures to protect children from abuse and exploitation, and the latter two of which
11 recognize the right of the child to an education conducive to their fullest development,

12
13 *Recalling the International Covenant on Economic, Social and Cultural Rights* (1966), wherein the primacy of the
14 right to education is enshrined in Articles 13 and 14, with particular emphasis on those clauses therein related to
15 secondary and higher education,

16
17 *Guided by the Universal Declaration of Human Rights* (1948), in particular Articles 16 and 26, which state firmly
18 the right to marry free of coercion and the right to an education,

19
20 *Recalling the Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages*
21 (1962), which reasserted the inconsistency of “certain customs, ancient laws and practices relating to marriage and
22 the family” with the tenets of the Charter of the United Nations and the *Universal Declaration of Human Rights*
23 (1948),

24
25 *Reaffirming the Convention on the Elimination of All Forms of Discrimination Against Women* (1989) and its
26 declaration, contained within Article 16, that no marriage involving a child shall have legal effect,

27
28 *Guided by* goals 4 and 5 of the *2030 Agenda for Sustainable Development* (2015), on ensuring inclusive and
29 equitable quality education, achieving gender equality and empowering all women and girls respectively,

30
31 *Noting further* the importance of international human rights instruments in informing the basis of any and all
32 discussion regarding child, early and forced marriage as it relates to the equitable access to education for girls,

33
34 *Noting with approval* the international community’s recognition of the deeply concerning nature of the practice of
35 child, early and forced marriage, including but not limited to its potential to derail the educational attainment of
36 girls, to damage their physical and mental health, to lead to dangerous teenage pregnancy, and to hinder the
37 empowerment of women and the sustainable economic growth that such empowerment generates,

38
39 *Emphasizing* General Assembly resolution 72/154 (2014), addressing the adverse effects of child, early and forced
40 marriages on girls’ ability to complete secondary and tertiary education, and in so doing grasp control of their lives
41 and a hold of their futures,

42
43 *Bearing in mind* the report by the United Nations Population Fund titled *Married Too Young* (2012), which found
44 that early, child and forced marriages frequently contribute to ending girls’ educations,

45
46 *Alarmed by* the continued prevalence of child, early and forced marriage throughout the developed and developing
47 world, as evidenced by the finding of the United Nations International Children’s Emergency Fund that, in the face
48 of continued multilateral calls for the discouragement and prohibition of such practice, 12 million girls under 18 are
49 still married each year (2018),

50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104

Deeply concerned that the continuation of such prevalent rates will significantly hinder Member States in their efforts to achieve the Sustainable Development Goals and in so doing empower girls and promote their equitable access to education,

Noting with appreciation the African Union Campaign to End Child Marriage (2014), which, cognizant of Article 21 of the African Charter on the Rights and Welfare of the Child (1990), has sought to raise continental awareness of the effects of child, early and forced marriage and to hasten its elimination,

Noting with appreciation the Regional Action Plan to End Child Marriage in Southeast Asia (2015), which seeks to raise the age of marriage throughout the region to 18, in an attempt to delay child, early, and forced marriage, and to create a regional legal and normative framework, in consistent partnership with regional non-governmental organizations, to accelerate the elimination of child, early, and forced marriage,

Recognizing that regional and national campaigns and frameworks geared toward accelerating an end to child, early and forced marriage are, while well-formulated and of complete necessity, nevertheless insufficient to swiftly and fully address the issue,

Recalling Human Rights Council resolution 24/23 (2013), which emphasized the need for the collective efforts of governments, in coordination with judicial authorities, law enforcement officials, traditional and religious leaders, as well as civil society writ large, in eliminating the practice of child, early and forced marriage,

1. *Emphasizes* that an international summit on the elimination of child, early and forced marriage is essential for the development of a focused and robust global dialogue, and the formulation of a driven and actionable integrative plan for the elimination of such practice to guarantee girls' fundamental right to equitable education;
2. *Recommends* the convention of, for a period lasting not longer than one week, the first International Summit on the Elimination of Child, Early and Forced Marriage to Promote Equitable Access to Education between the 73rd and 74th sessions of this body;
3. *Suggests* that all Member States and their respective heads of government to support the organization and initiation of such a Summit, and to pledge attendance in its entirety, in order to maximize the productive potential of dialogue;
4. *Asks* Member States to coordinate within regional intergovernmental bodies, with national and community-based NGOs and regional, tribal and cultural leaders, as well as with international, regional, and national think tanks to both build upon existing strategies and cultivate new initiatives to accelerate the elimination of child, early and forced marriage, with the aim being to infuse such a Summit with informed, innovative debate and to promote the creation of a comprehensive and potent international plan of action;
5. *Emphasizes* the importance that such action be taken in forms most conducive to and in coordination with separate programs for the promotion of girls' continued access to secondary and tertiary education;
6. *Considers*, in alignment with previous United Nations calls for action, such preparation to be crucial if member states and the international community are to forge swift and effective measures, preferably through an international framework, to realize the elimination of child, early and forced marriage to promote equitable access to education;
7. *Suggests that*, upon completion of such a Summit, that the Summit proceeds to submit a concrete and integrative global action plan to accelerate the elimination of child, early and forced marriage to promote girls' fundamental human rights and the equitable access to education to the General Assembly, preferably prior to the opening of its 74th session, to be held 17 September 2019;
8. *Encourages* relevant UN entities and agencies, such as the United Nations Population Fund (UNFPA) and the United Nations Human Rights Council (HRC) to design and conduct, in the year preceding such a Summit,

105 further studies into and to report on the effect of child, early and forced marriage, as well as various other
106 cultural practices related to the discrimination against and exploitation of girls, on girls' ability to pursue their
107 educations;

108
109 9. *Suggests that* the Secretary-General submit, by the end of the General Assembly's 73rd session, to be opened 25
110 September 2018, a report outlining the most recent and pertinent statistical data, as well as international,
111 regional and national initiatives currently in place to accelerate the end of child, early and forced marriage, and
112 to suggest possible methods through which the international community could, through a global action plan,
113 bring about the swift elimination of child, early and forced marriage, with particular emphasis on ensuring such
114 an elimination is accomplished in a way that maximizes girls' access to continued education, so as to aid
115 governments, if the suggested Summit were to manifest, in their preparation for productive dialogue.



Code: GA3/1/2

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2

3 *Observing* Article 26 of the *Universal Declaration of Human Rights* (1948) which holds education as a fundamental
4 human right,

5

6 *Guided* by the United Nations (UN) Sustainable Development Goals (SDGs), as outlined under the *2030 Agenda for*
7 *Sustainable Development* (2015), specifically SDG 4 on Promoting Quality Education and SDG 5 on Securing
8 Gender Equality,

9

10 *Highly Appreciating* the international consensus achieved during the *Incheon Declaration – Education 2030* (2015)
11 on the importance of education as a means for upward social mobility and economic security,

12

13 *Acknowledging* that the lack of equitable access to education not only prevents economic growth of Member States
14 but also threatens the successful realization of the SDGs, as freely accessible education must be regarded as the
15 cornerstone of global sustainable development,

16

17 *Aware* of the tremendous efforts of the United Nations Educational, Scientific and Cultural Organization (UNESCO)
18 in securing equitable access to education for all,

19

20 *Welcoming* the leading role of the SDG-Education 2030 Steering Committee on ensuring equitable access to
21 education, which consists of the following UN bodies: UNESCO, the UN Children’s Fund (UNICEF), UN High
22 Representative for Refugees (UNHCR), UN Women, the UN Development Programme (UNDP), the UN
23 Populations Fund (UNFPA), World Bank, and International Labour Organization (ILO),

24

25 *Reaffirming* the importance of digital tools in facilitating the promotion of the right to education, as outlined in
26 Human Rights Council resolution 32/13 (2016),

27

28 *Simultaneously acknowledging* the potential of the ‘digital age’ which, in agreement with General Assembly
29 resolution 70/1 (2015), revolutionizes workforce productivity by implementing sustainable technologies, leading to
30 a growth of human aptitudes, and offering a decentralized access to education without the hindrance of bureaucratic,
31 technological, and financial obstacles,

32

33 *Convinced* of the effectiveness and added value of existing digitized education opportunities such as Massive Open
34 Online Courses (MOOCs), as offered by privately run platforms such as Coursera or Udemy,

35

36 *Having examined* the remarkable path towards fully exploiting the opportunities offered by modern technologies and
37 digitization which some Member States, particularly the Republic of Estonia, have taken in recent years, such as the
38 digitization of 99 percent of the Estonian state apparatus and the development of efficient e-solutions in the realm of
39 education,

40

41 *Recognizing* successful programs such as the Danish Demonstrations School Projects, a collaboration between
42 universities and schools which determines that IT can accelerate innovative teaching and thereby enhance student
43 learning, as well as the Afghan Institute of Learning which aims at empowering women and girls in rural areas
44 through holistic education and teaching mobile literacy through the use of mobile phones,

45

46 *Bearing in mind* the *Convention on the Elimination of All Forms of Discrimination Against Women* (1979) and the
47 *UN Girls Education Initiative* (2017) which aim at achieving full gender equality within educational institutions and
48 communities,

49

50 *Taking into account* the particularly pressing situation of 16.1 million refugees and internally displaced persons
51 (IDPs), only one fifth of whom have access to education in their host countries,
52

53 *Fully aware* of the urgency of the Digital Divide, which, as defined by the UN Internet Governance Forum (IGF), is
54 the inequitable access to information technologies, which threatens to further the economic gap between the Global
55 North and South, rural and urban areas, younger and older generations, and between affluent and less affluent
56 peoples,
57

58 *Convinced* of the necessity that Least Developed Countries (LDCs) which hitherto do not benefit from the new
59 opportunities offered by data revolution and digitization must fully participate in the current development towards
60 computer-based schooling observable in most developed countries,
61

62 *Recognizing* the immense cooperative potential offered by Public-Private Partnerships (PPPs) in providing critically
63 needed financial and logistical support to Member States in securing equitable access to education,
64

65 *Applauding* the efforts by the UN SDG Fund (SDGF) in providing crucial financial support to Member States in
66 order to achieve the goals set forth under the *2030 Agenda for Sustainable Development*,
67

68 *Aware* of the crucial assistance provided by Non-Governmental Organizations (NGOs) to Member States in securing
69 educational opportunities to students and educators,
70

- 71 1. *Encourages* UNESCO to identify the need for a *UN @ccess e-ducation Initiative* which focuses on ensuring
72 free, equitable, and non-bureaucratic access to digitized education for all individuals, particularly vulnerable
73 groups such as women, refugees, persons with disabilities, and rural populations;
74
- 75 2. *Recommends* that the *UN @ccess e-ducation Initiative* establishes freely accessible and globally shared
76 educational platforms which create synergies by coordinating already existing multimedia materials such as, but
77 not limited to, open-access lectures, textbooks, and podcasts;
78
- 79 3. *Further recommends* that the *UN @ccess e-ducation Initiative* develops online and offline programs to train
80 educators on methods to utilize internet and mobile technologies in order to help students in non-traditional
81 settings acquire autodidacticism skills;
82
- 83 4. *Advises* that the *UN @ccess e-ducation Initiative* tackles the pivotal intersection between accessibility,
84 standardization, and certification of digitized educational programs by encouraging the development of
85 *UNESCO-certified e-learning diplomas*, the quality and reliability of which are meant to be recognized by all
86 Member States;
87
- 88 5. *Encourages* that the *UN @ccess e-ducation Initiative* be forwarded for further elaboration to the SDG-
89 Education 2030 Steering Committee;
90
- 91 6. *Suggests* that the *UN @ccess e-ducation Initiative* establishes a multifaceted investment framework through
92 joint efforts from organizations such as, but not limited to, PPPs, SDGF, NGOs, as well as able and willing
93 Member States;
94
- 95 7. *Further advises* Member States to establish and to submit to UNESCO standardized curricula focusing on
96 principal subjects such as mathematics, reading, science, and health education, which can be utilized within
97 aforementioned digitized educational opportunities provided by the *UN @ccess e-ducation Initiative*;
98
- 99 8. *Urges* Member States to create and promote technology proliferation programs modeled after the Danish
100 Demonstrations School projects and the Afghan Institute of Learning to assure modernization and globalization
101 in a worldwide range which will:

- 102
- 103 a. Mitigate the negative ramifications caused by the Digital Divide by promoting technological skills to
104 remote communities through the proliferation of programs aimed at increasing:
105

- 106 i. Access to quality internet;
107 ii. Levels of digital literacy;
108 iii. Online research skills;
109 iv. Cyber security awareness;

110
111 b. Provide a safe environment for at risk groups such as, but not limited to:

- 112
113 i. Women and girls;
114 ii. Refugees and IDPs;
115 iii. Persons with disabilities;
116 iv. Elderly Persons;

- 117
118 9. *Encourages* Member States to expand upon and create their own national education frameworks for lifelong
119 learning and self-development through digitized educational offers;
120
121 10. *Further encourages* the coordination and centralization of existing funds allocated towards digitized education
122 opportunities from UN bodies and NGOs such as, but not limited to, UNESCO, IFC, the African Development
123 Bank, Global Compact and WomenInStem;
124
125 11. *Recommends* the General Assembly Third Committee prioritize the digitization of education and the
126 proliferation of global internet access in its the next session, starting on 18 September 2018 in New York City.



Code: GA3/1/3

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*
2

3 *Reaffirming the Aichi-Nagoya Declaration (2014) and its recognition of the importance of education in achieving*
4 *the 2030 Agenda for Sustainable Development General Assembly Resolution 70/1 (2015) and specifically SDG*
5 *16.7, which stresses the ability of all people to have and make informed choices in the social, civic, and economic*
6 *spheres,*
7

8 *Emphasizing the crucial role of equitable access to education in achieving General Assembly Resolution 69/268 on*
9 *“Education for Democracy” and its focus on the importance of full and knowledgeable civic engagement from all*
10 *communities and individuals within those communities to further facilitate agency when it comes to public policy,*
11 *social engagement, and education,*
12

13 *Recognizing the importance of creating partnerships between developed and developing Member States such as the*
14 *“South-South Link” (2016) that was launched by the United Nations Educational, Scientific and Cultural*
15 *Organization (UNESCO) between Ecuador, Argentina, and Chile to help transfer technical skills to developing*
16 *States,*
17

18 *Further recognizing the example of the Small Island Developing States (SIDS) Partnership Framework as created by*
19 *General Assembly resolution 70/472 (2015),*
20

21 *Emphasizing the work between the International Program on the Elimination of Child Labor (IPEC) through the*
22 *International Labor Organization (ILO), especially their work with AIDECA, a developing NGO to provide*
23 *economic models to families in Peru,*
24

25 *Disturbed by the limited enactment of General Assembly resolution 72/222 on “Education for sustainable*
26 *development in the framework of the 2030 Agenda for Sustainable Development”, which highlights the importance*
27 *of inclusive education curriculums for full societal participation, and reminding Member States of SDG 8 on decent*
28 *work and economic growth, especially SDG Target 8.3’s focus on increased access to economic literacy programs*
29 *for developing and small island states,*
30

31 *Commending the success of the World Bank’s Education for All Fast Track Initiative in building education*
32 *programs accessible by peoples from all geographic areas and of all ages to increase political and social engagement*
33 *as well as assist people in lifting and keeping themselves and their families out of poverty and help to combat*
34 *climate change,*
35

36 *Recalling SDG Target 4.4, which specifically highlights people without relevant technical and vocational skills,*
37 *which contribute to global society through political and civic engagement,*
38

39 *Guided by SDGs 4 and 13 on climate action, and General Assembly resolution 71/225 on “Implementation of the*
40 *SIDS SAMOA Pathway,” which recognizes the importance of combating climate change and its effect on all*
41 *Member States, equitable education on climate impacts is vital,*
42

43 1. *Encourages Member States to recognize the crucial role education plays in promoting and enabling*
44 *participation in the social, civil, and economic spheres and to further implement General Assembly resolution*
45 *69/248 by developing education programs that foster greater inclusivity for all, including:*
46

- 47 a. *Emulating the Commonwealth’s Social Transformation Programs Division’s efforts to use education to*
48 *build inclusivity, participation, and equitable access for all people through distance learning and*
49 *alternative teaching methods as a model for Member States and regional cooperatives;*
50

- 51 b. Adopting educational training programs for governmental officials, civic leaders, and community
52 members to develop inclusive interactions and transparent governmental programs focused on
53 providing access for the most vulnerable members of society, with a special focus on empowering
54 indigenous peoples, refugees, women, and girls;
55
- 56 2. *Endorses* comprehensive educational programs operated through Member States that seeks to educate both local
57 officials and the general public on the governmental structure of Member States and global political structures
58 to further informed participation, including:
59
- 60 a. Adopting educational training programs for governmental officials, civic leaders, and community
61 members to develop inclusive interactions and transparent governmental programs focused on
62 providing access for the most vulnerable members and marginal groups of society;
63
- 64 b. Promoting equitable participation and leadership in all governmental levels through local forums to
65 inform all stakeholders of relevant social and civic information required for complete participation for
66 all demographics that focuses on establishing educational and awareness programs;
67
- 68 c. Ensuring that practical and academic civic education is promoted through secondary education similar
69 to General Certificates for Secondary Education (GCSEs) for civic training and not restricted to higher
70 education;
71
- 72 d. Adopting broad-access media to increase institutional transparency for local and state governments and
73 to reach as many local stakeholders with information about local policies to foster informed
74 participation for all;
75
- 76 3. *Encourages* Member States and international organizations to follow the lead of the Small Island Developing
77 States (SIDS) Partnership Framework and foster greater partnerships and collaborative initiatives between
78 developed and developing States to provide assistance such as training and funding for education purposes with
79 the larger goal of enhancing each Member State’s ability to generate a more inclusive, empowered society in the
80 social, civic, and economic spheres, including:
81
- 82 a. Collaborative conversation between Member States to exchange experiences in building cooperation
83 and achieving the empowerment of disadvantaged or marginalized people and groups in their
84 respective communities;
85
- 86 b. Creating a Civic Leaders Exchange Program where social leaders have the opportunity to travel to
87 partner States and learn about its inclusion policies;
88
- 89 c. Promoting the establishment of methods for reciprocal dialogue between partner states to effectively
90 communicate best practices and useful techniques, such as regular meetings and a template reporting
91 process;
92
- 93 4. *Further encourages* collaboration between Member States, the International Program on the Elimination of
94 Child Labor through the International Labor Organization (ILO), and non-governmental organizations (NGOs),
95 in order to create a curriculum covering financial literacy, basic economics, and entrepreneurship, to provide
96 education to families focused on how to improve their economic standing in accord with SDG 8, including:
97
- 98 a. Further promoting development-oriented policies, as outlined in SDG Target 8.3, which will support
99 job creation, innovation, encourage enterprise, and increase access to financial services by providing
100 the necessary prior knowledge for effective participation and economic decision-making potential;
101
- 102 b. Offering seminars, workshops, and other collaborative educational programs through primary and
103 secondary education, as well as educational training programs for adults, to ensure that citizens of all
104 Member States achieve basic financial literacy;
105

- 106 5. *Strongly* supports the creation of educational programs through NGOs based on promoting the use of
107 technological plans, economic road maps, and the use of production systems to adults in least developed
108 countries (LDCs) and SIDS in order to improve the economic development consistent with what has been done
109 by AIDECA in Peru, in order to promote education, leading to higher wages and incomes and in turn more
110 children able to attend school instead of providing for their families through child labor;
111
- 112 6. *Further supports* Member States including vocational programs and classes, such as civics and political science
113 that can lead to:
114
- 115 a. A larger number of youth having more specific abilities necessary to create higher levels of
116 participation in politics and better informed civic decisions through education of government structure;
117
 - 118 b. Reduce the portion of students with limited potential for finding work by providing focused education
119 that fosters vocational potential, further reducing Member State's unemployment rates;
120
- 121 7. *Further recommends* providing additional curriculum in local communities and urban centers concerning eco-
122 friendly initiatives following the *2030 Agenda for Sustainable Development*, focusing specifically on both
123 SDGs 4 and 13, especially in LDCs through:
124
- 125 a. Providing workshops and climate awareness seminars for teachers through the UN to Member States in
126 order to educate regional demographics on environmental protection from childhood to adulthood;
127
 - 128 b. Working with UNESCO as well as collaborating with environmental educational agencies such as the
129 Global Environment Facility in order to establish funding to LDCs;
130
 - 131 c. Encouraging Member States to develop and disseminate educational programs in the case of disaster
132 and climate change response protocols, taking into account relevant conditions of each Member State's
133 local, community, and regional environment.



Code: GA3/1/4

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Acknowledging* that one of the main purposes of the United Nations (UN) is to “achieve international co-operation in
4 solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and
5 encouraging respect for human rights and for fundamental freedoms for all” as stated in Article 1 in the *Charter of*
6 *the United Nations* (1945),

7
8 *Recalling further* the statement made in the *Implementation of the International Covenant on Economic, Social and*
9 *Cultural Rights* (1966) where education was defined as “the most important investment States can make,”

10
11 *Deeply concerned* that the growing gap between urban and rural education levels creates difficulties in accessing
12 quality schools and educational resources as noted by the Education for Rural People Partnership (ERP) in 2016,

13
14 *Expressing concern* that many older children and adults are “considered an economic loss by their family if they
15 decide to pursue an education instead of working” according to the Jacobs Foundation study titled “Providing and
16 Education to Children in Rural Areas – Challenges and Strategies” (2017),

17
18 *Bearing in mind* that each year of education reduces conflict by around 20 percent and each extra year of schooling
19 increases an individual’s earnings by up to 10 percent, as stated by the Global Partnership for Education (2016),

20
21 *Recognizing* the work of the Central American Integration System (SICA) and the Community of Latin American
22 and Caribbean States (CELAC) in promoting political, economic, and social stability in the region,

23
24 *Acknowledging* the initiative of the Ceibal Plan (2008) in Uruguay which distributed free laptops with wireless
25 connection to the internet to “each of the 395,000 children in primary school from 1st to 6th grade across the
26 country’s 2,332 public schools,”

27
28 *Underlining* the work of the non-governmental organization (NGO) The Global Child, operating in Siem Reap,
29 Cambodia, providing each student with the equivalent of 1 USD for every day of school attended, thus allowing
30 families to send their children to school instead of work by minimizing the opportunity cost of children education,

31
32 *Noting with appreciation* the usage of pool funding within the UN system which is utilized as a financing
33 mechanism that allows the UN system to be more flexible with allocation of funds,

34
35 *Reaffirming* the partnership between the United Nations and entities such as the World Bank and the United Nations
36 Educational, Scientific and Cultural Organization (UNESCO) that work with the international community to
37 establish equitable access to education for all,

38
39 *Draws Attention to* the fact that education is a universal right regardless of age, noting that the UNESCO
40 Operational Strategy on Youth (2014-2021) limits access to educational opportunities for individuals over the age of
41 24,

42
43 1. *Recognizes the need* to extend the UNESCO Operational Strategy of Youth by providing transportation and
44 educational resources to rural communities that aims to:

- 45
46 a. Reduce the illiteracy, violence, and crime rates in rural areas;
47
48 b. Transition rural inhabitants from informal to formal sectors;
49
50 c. Promote economic growth and self-dependency, and;

- 51
52 d. Bridge socio-economic disparity between urban and rural/remote regions;
53
- 54 2. *Urges* Member States to accomplish this extension by mobilizing teachers to rural and remote areas to expand
55 equitable access to education;
56
- 57 3. *Promotes* these mobilized teachers to be, but not limited to:
58
- 59 a. Local leaders who have been trained and are qualified to work in remote areas;
60
- 61 b. College students within the nation seeking field experience, and;
62
- 63 c. Volunteer teachers from foreign countries with substantial cultural and linguistic knowledge of the
64 region;
65
- 66 4. *Suggests* in specific cases in which Member States may not have the infrastructure to support the necessary
67 transportation for this program, and that technology, specifically computers with access to internet, be utilized
68 in order to reach all populations regardless of their location;
69
- 70 5. *Supports* Member States adopting the program to embrace an educational curriculum which:
71
- 72 a. Reflects the necessities pertaining to the region where the program is located that will equip students
73 with practical and regional skills for social mobility purposes, and;
74
- 75 b. Prepares students with a thorough understanding of global, political, social, and cultural issues that
76 gives them the opportunity to navigate the world from a global perspective;
77
- 78 6. *Encourages* willing and able Member States to work collaboratively with United Nations Bodies, SICA,
79 CELAC, private partnerships, and domestic NGOs to obtain the funding needed for this program by ensuring
80 that:
81
- 82 a. Member States oversee the distribution percentage of gross domestic product (GDP) according to the
83 countries necessities, and;
84
- 85 b. Distribution is prioritized based on most urgent matters within Member States' educational policies;
86
- 87 7. *Recommends* the usage of pool funding that encourages Member States to collaborate with UN bodies, regional
88 banks, and NGOs to fund the mobilization educational programs through undesignated funds;
89
- 90 8. *Advises* all Member States take any action in their power to ensure equitable access to education for all
91 members of society regardless of social class, gender, religion or any other distinction.



Code: GA3/1/5

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Concerned* with the large amounts of elementary aged children forced to walk 10 or more kilometers to receive
4 primary education as noted by United Nations Development Programmes (UNDP) *Strengthening Monitoring of*
5 *Universal Elementary Education Funds* (2012),

6
7 *Deeply saddened* that 14 percent of the world do not have the opportunity to attend elementary school mostly due to
8 infrastructural issues, according to United Nations Children's Fund (UNICEF) *Education: Out of school rate for*
9 *children of primary school age* (2005),

10
11 *Emphasizing* the importance of ensuring basic infrastructure and enhancing the quality of education provided in
12 developing countries, as enshrined in General Assembly Resolution 63/198 (2009),

13
14 *Highlighting* the importance of extracurricular activities, such as sports, as outlined in the General Assembly
15 Resolution 71/160 (2017), which can add to student's overall wellbeing for students and help with retention rates,

16
17 *Recognizing* the efforts of the Global Coalition to Protect Education from Attack in developing *Guidelines for*
18 *Protecting Schools and Universities from Military Use During Armed Conflict*, (2014) to address the 37 million
19 youth who, according to the Global Partnership for Education, do not have access to education because of crises and
20 conflicts,

21
22 *Calling attention* to Article 26 of the *Universal Declaration of Human Rights* (1948), outlining that primary
23 education is a free right for all people to enjoy,

24
25 *Guided by* the principles enshrined in the *Charter of the United Nations* (1945), specifically Article 26 of the 1948
26 *Universal Declaration of Human Rights*, outlining that primary education is a free right for all peoples,

27
28 *Recognizing* the World Bank data (2016) that 46 percent of the world's population lives in rural communities, and
29 that within those communities only 34 percent of students are currently enrolled in school,

30
31 *Noting with concern* that, according to the United Nations Educational, Scientific and Cultural Organization
32 (UNESCO) Institute for Statistics (UIS), policy paper 27/fact sheet 37(2016), 15 million girls of primary-school age
33 will never attend school,

34
35 *Fully aware* of the necessity for multilateral cooperation between non-governmental organizations (NGOs) and the
36 private sector, such as the Croatia's Educational Development Program monitored by the World Bank, for
37 incentivizing the integration of children into primary schools,

38
39 *Noting with satisfaction*, the successful programs enacted in several Member States that contribute to the
40 enhancement of the education systems through incentivization for students,

41
42 *Recognizing* efforts envisioned in the Comprehensive Refugee Response Framework (CRRF) (2016) to promote
43 educational opportunities for all, including minority groups, vulnerable populations, and refugees,

44
45 *Confirming* the rights and freedoms outlined in the 1979 *Convention on the Elimination of All Forms of*
46 *Discrimination against Women*, particularly Articles 3,10, and 14, pertaining to basic and fundamental rights,
47 education and rural women respectively,

48
49 *Keeping in mind* the Sustainable Development Goals (SDGs) 3: Good Health and Well- Being, 4: Quality
50 Education, and 5: Gender Equality, which are vital to a proper learning environment,

51
52 *Reminding* the international community of the importance of basic resources, such as food, school supplies, and
53 technological innovations, to education, as outlined in the *2030 Agenda for Sustainable Development* (2015),
54
55 *Affirming* the International Standard Classification of Education (2011) maintained by the United Nations
56 Educational, Scientific and Cultural Organization (UNESCO),
57
58 *Emphasizing* the importance of improving the quality of educators,
59
60 *Deeply conscious* of the condition of teachers, as they require adequate supplies to improve the quality of educators
61 and ensuring that students are getting the education that they need,
62
63 *Observing* that modernized forms of education, like multi-grade schools and nomadic teachers have been
64 implemented in countries such as Somalia, who has drastically improved literacy rate since implementation, as
65 stated in UNICEF’s Annual Report, since 2015,
66
67 *Showcasing* the efforts of Youth Sports Uganda to bring communities together for sport and development
68 initiatives over group activities such as through teamwork and the development of athleticism,
69
70 *Deeply concerned* for the 21.5 million children and youth which do not have access to education according to the
71 Education Data in Global Partnership for Education (2002) because of conflicts, many whom live in rural areas,
72
73 *Fully aware* developing and rural areas lack more attainable structural and financial resources to provide equitable,
74 quality primary education for all,
75
76 *Recognizing* the resource of youth involvement in education as defined by General Assembly resolution 50/81
77 (1995),
78
79 *Encourages* furthering partnerships with the United Nations Development Programme (UNDP)’s Equator Initiative
80 (2017) and regional organizations to include local populations in the expansion of infrastructure initiatives to rural
81 areas in order to enable access to primary and secondary opportunities;
82
83 *Recommends* the creation of government sponsored initiatives modeled on programmes such as the Ghana Initiative
84 for Valued Education (GIVE) (2006) with the goal of infrastructure improvement, capacity building, construction
85 and funding of schools;
86
87 1. *Hopes* Member States will model different national programs with inspiration from SOS Africa, an NGO which
88 provides buses to local charities for a reduced price to increase attendance in rural areas and combats
89 transportation issues;
90
91 2. *Suggests* Member States adopt programs similar to Youth Sports Uganda, a Uganda-based program which
92 brings over 1200 students from rural areas, ages 8-14, to play sports and interact with other youth in a setting
93 outside the classroom;
94
95 3. *Emphasizes* the importance of Member States to make a long-term commitment to the protection of schools,
96 universities, and other educational facilities in times and areas of conflict, perhaps by endorsing the *Safe*
97 *Schools Declaration* (2015) or adopting measures similar to those outlined in the Declaration;
98
99 4. *Asks* Member States to enact encouragement programs, similar to the EDS of Kyrgyzstan, for students and
100 teachers through the provision of basic facilities including but not limited to:
101
102 a. School sponsored nutritious meals as well as cooking courses to motivate economically disadvantaged
103 families to send their children to school and raise student’s accessibility to a healthy diet;
104

- 105 b. Workshops and extra sessions on the basic technological skills to make students meet the standards of
106 the labor market;
107
- 108 c. Educational materials such as textbooks in order to ensure lifelong, multi-faceted learning;
109
- 110 5. *Further requests* the creation of sanitary school environments that feature basic health resources and routine
111 medical examinations including vaccination and hygiene to limit the expansion of diseases and improve
112 immunity, which will lead to a smooth, undisruptive educational process;
113
- 114 6. *Encourages* partnerships between United Nations bodies, similar to UN-Women, to reduce the gender gap in
115 education systems by the creation of educational goals, deadlines, and objectives including gender and age
116 specific targets that aim to promote growth and stability within the education system, such as UN-Women
117 Flagship Programmes through:
118
- 119 a. Programs which support funding for feminine hygiene products; including UNICEF's Water,
120 Sanitation, and Hygiene program (WASH);
121
- 122 b. The utilization of regional and community- based education programs for women and girls;
123
- 124 c. Helping Governments to enforce national and local laws regarding sexual assault and harassment in
125 order to protect girls in their places of learning;
126
- 127 *Invites* Member States to support and endorse the United Nations Girls Education Initiative (UNGEI) which is
128 aimed at empowering girls and ensuring measurable changes in equitable access to education and gender disparity
129 by expanding the initiative's coverage;
130
- 131 7. *Recommends* that Member States discuss the adoption of measures to ensure equitable access to education for
132 refugees in form of efficient inclusion by offering education in multiple languages and ensuring the provision of
133 international teachers being brought to new nations which are open to other cultures and customs;
134
- 135 8. *Further recommends* Member States to cooperate with NGOs such as Global Partnership for Education (GPE),
136 Education Above All Foundation (EAA) (2012), and Educate a Child (EAC) (2012) for the promotion of
137 equitable primary education, overseeing the quality of education, as well as the improvement of transparency
138 and efficiency;
139
- 140 9. *Recognizes* partnerships with UNESCO and UNICEF, regional organizations and regional NGOs, such as Stand
141 for Children, Jumpstart, Africa Educational Trust, and the Arterial Network in order to facilitate information
142 sharing and sharing of best teaching practices focusing on:
143
- 144 a. Promoting libraries and literacy to facilitate access to books and community libraries and promoting
145 the organization of the books and resources used;
146
- 147 b. Educating the teachers by increasing their knowledge on the current subject they are teaching as well
148 as providing them with the tools needed to educate the students;
149
- 150 c. Encouraging disability inclusion which recognizes students with needs in the classroom, providing
151 access to students with physical disabilities, and providing more materials for students with special
152 needs;
153
- 154 d. Providing a UN sponsored scholarship fund to achieve the goals of bridging gaps in education around
155 the world and providing resources to students;
156
- 157 10. *Encourages* the establishments of programs like UNICEF's Essential Learning Package (2003) to work with all
158 Member States to increase the number of teachers with the necessary supplies to teach their students;
159

- 160 11. *Recommends* international cooperation to establish alternative forms of education, such as the Standard
161 Classification of Education (2011) maintained by UNESCO and nomadic teaching in multi-grade schools,
162 which equitably distribute state curricula to all citizens;
163
- 164 12. *Asks* Member States to make a long-term commitment to the protection of schools, universities, and other
165 educational facilities in times and areas of conflict, perhaps by endorsing the Safe Schools Declaration or
166 adopting measures similar to those outlined in the declaration;
167
- 168 13. *Hopes* Members States will model different national programs with inspiration from SOS Africa, an NGO
169 which provides buses to local charities for a reduced price to increase attendance in rural areas and combats
170 transportation issues;
171
- 172 14. *Emphasizes* the importance of the creation of incentives by Member States in order to provide to improve
173 efficiency and effectiveness of the educational process, following the Kyrgyz model of the EDS, by directing
174 governmental and organizational attention to:
175
- 176 a. Provide necessary school supplies such as writing utensils, notebooks, blackboards, book bags and
177 economic support to teachers in general and rural areas in specific;
 - 178
 - 179 b. Grant safe transportation and sufficient educational institutions for all students to attend;
 - 180
 - 181 c. Create income support programs including collaboration with governments, NGOs, and any other UN
182 subsidiaries that give regular income to people below the poverty line who send their children to
183 schools;
184
- 185 15. *Recognizes* the importance of community-based approaches to provide resources and material support for
186 students without adequate resources, increasing literacy rates and improving educational attainment through the
187 cooperation of UNESCO and United Nations International Children’s Emergency Fund (UNICEF);
188
- 189 16. *Encourages* Member States to seek out opportunities for more current technical and logistical assistance, such
190 as Information and Communications Training (ICT) for teachers with UNESCO;
191
- 192 17. *Advises* that Member States improve the transparency and efficiency between educators and their governing
193 systems through the development of clear and simple standards with annual follow ups, supervision and
194 evaluations in hopes of improving teacher quality;
195
- 196 18. *Encourages* the establishments of programs like UNICEF’s Essential Learning Package (2003) to work with all
197 Member States to increase the number of teachers with the necessary supplies to teach their students;
198
- 199 19. *Recommends* international cooperation to establish alternative forms of education, such as the Standard
200 Classification of Education (2011) maintained by UNESCO and nomadic teaching in multi-grade schools,
201 which equitably distribute state curricula to all citizens;
202
- 203 20. *Emphasizes* the importance of Member States making a long-term commitment to the protection of schools,
204 universities, and other educational facilities in times and areas of conflict, perhaps by endorsing the Safe
205 Schools Declaration or adopting measures similar to those outlined in the declaration;
206
- 207 21. *Encourages* the promotion of volunteer internships, organized by UNESCO and UNICEF with the cooperation
208 of national governments, where graduate and post graduate students specialized in education, engineering,
209 architecture, sciences and environment would form an adequate labor force needed in primary and secondary
210 schools;
211
- 212 22. *Invites* the facilitation of meaningful and inclusive discussion of educational opportunities incorporating youth
213 in developing Member States through the Youth of the United Nations Association.



Code: GA3/1/6

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Fully believing that all people in rural areas, as well as displaced and under recognized people, have a fundamental*
4 *right to education according to article 26 of the *Universal Declaration of Human Rights* (1948),*

5
6 *Affirming Sustainable Development Goal (SDG) 4 of the *2030 Agenda for Sustainable Development* (2015) ensuring*
7 *an inclusive and equitable quality education for all,*

8
9 *Aware of the 2017 report of the *Center for Universal Education Financing* (CUEF), which focuses on the*
10 *importance of the educational funding not limited to but especially in developing nations,*

11
12 *Recalling Supporting Higher Education in the ASEAN Region (SHARE), promoting regional harmonization of*
13 *higher education, and introduces the *Association of Southeast Asian Nations* (ASEAN) scholarship inspired by the*
14 *European *Erasmus* program,*

15
16 *Emphasizing the importance of Member States implementing frameworks similar to the 2010-2018 *European Union**
17 *(EU) *Youth Strategy*, funded through the Global Education Fund and also by private funds such as the International*
18 *Education Funders Group,*

19
20 *Taking into consideration the World Bank's (WB) work in addressing funding challenges of equitable education,*
21 *and the additional WB statement that the public sector could benefit from extended cooperation from private*
22 *corporations such as the CISCO Redefine Education Program, and private foundations such as the Bill and Melinda*
23 *Gates Fund,*

24
25 *Acknowledging the work of the International Task Force on Teachers for Education 2030 (ITFTE), which addresses*
26 *the lack of quality teachers in developing African Member States to increase the number of educators, also*
27 *acknowledged by the *Incheon Declaration and Framework for Action*,*

28
29 *Observing the necessity of ensuring that teachers are present in all schools across Member States to encourage*
30 *equitable and quality education for all, as outlined in UNESCO's *Recommendation Concerning the Status of**
31 *Teachers,*

32
33 *Expressing its appreciation for the Global Partnership for Education (GEP), which motivates to strive to build a*
34 *stronger global community through higher education and teacher training to be adopted into all Member States'*
35 *education systems,*

36
37 *Recalling the work of NGOs such as *Days for Girls*, *Room to Read* and the *ThinkSharp* Foundation through their*
38 *Study Malls program that promotes access to a fruitful educational environment free of discrimination and violence,*
39

- 40 1. *Draws attention of Member States to follow the CUEF in building education systems in order to end the vicious*
41 *circle of poverty, violence and inequality;*
42
43 2. *Draws attention to programs similar to the partnership between the EU and ASEAN joint program, SHARE,*
44 *that provides scholarships to those pursuing higher education in developing areas drawn from various successful*
45 *education reforms in Europe;*
46
47 3. *Suggests Member States collaborate with NGOs such as GEP to encourage usage of national budgets to employ*
48 *the right of children to education, provide access to information to improve curriculum development, and*
49 *providing teacher training;*
50

- 51 4. *Reminds* the Youth Program funded through the Global Education Fund and also by private funds such as the
52 International Education Funders Group;
53
- 54 5. *Considers* SHARE and similar programs that strive to build a stronger global community through higher
55 education and teacher training, with guidance from past successful campaigns, like the European Higher
56 Education Area, Erasmus and Bologna Process;
57
- 58 6. *Recommends* the global expansion and implementation of the ITFTE into other Member States which focuses
59 on training for teachers that are in developing nations to increase the number of educators;
60
- 61 7. *Invites* provisions of education and vocational teacher training to improve opportunities for equitable education
62 in rural areas through programs similar to *Child Aid* and *Empower to Teach* (E2T);
63
- 64 8. *Appeals* to the international community to support non-governmental organizations (NGOs), and include the
65 UNESCO and United Nations Children’s Fund (UNICEF), in order to support displaced people through
66 adaption by;
67
- 68 a. Building educational resource centers, which are operated by UNICEF, accessible to people regardless
69 of age, sex, race, ability level, and religion;
70
- 71 b. Educating displaced people to become teachers to empower the cycle of education;
72
- 73 c. Including private partnerships in the education resource centers, for example through provision of
74 apprenticeships;
75
- 76 9. *Encourages* Member States to consider implementing economic policies that promote the extension of public-
77 private partnerships to augment funding from partnerships with private corporations such as the CISCO
78 Redefine Education Program;
79
- 80 10. *Recommends* using the model of the ThinkSharp Foundation “Study Malls” to promote a lifelong passion of
81 learning in impoverished areas, rural communities, and refugee camps through peer and mentor encouragement
82 as well as facilitate safe-environments for students of all ages and abilities;
83
- 84 11. *Emphasizes* the need for models such as Room to Read, to ensure the mentorship of students, promotion of
85 literacy, and commitment to education and learning within the community by:
86
- 87 a. Making commodities accessible to all who participate in the program, including but not limited to,
88 healthy snacks and hygiene products, similar to the effects of *Days For Girls*;
89
- 90 b. Encouraging the continuation of funding programs such as through the *Bill and Melinda Gates Fund*
91 whilst also advocating the participation of UNESCO;
92
- 93 c. Suggesting continued support of funds like *Malala Fund for Girls’ Right to Education* which
94 establishes schools and further encourages qualified teachers to work in diverse learning environment.



Code: GA3/1/7

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Recalling* Article 26 of the *Universal Declaration of Human Rights* (1948) stating that every child has the right to
4 education promoting understanding, tolerance and friendship among all nations and racial or religious groups,

5
6 *Understanding* the importance of Article 13 of the *International Covenant on Economic, Social, and Cultural Rights*
7 (1966),

8
9 *Appreciating* the impactful and voluntary efforts of Member States seeking to realize equitable access to education
10 for all as outlined under the 2018 Global Registry of Voluntary Commitment & Multi-Stakeholder Partnerships,

11
12 *Acknowledging* the diverse cultural and societal backgrounds of Member States and how these perspectives guide
13 and shape the implementation and dissemination of education,

14
15 *Bearing in mind* the obstacles that many domestic laws face in addressing education as a crucial process in the
16 development of Member States,

17
18 *Mindful* of all secondary pupils in the world, as only 11 percent are enrolled in vocational education and training as
19 stated by the Swiss Agency for Development and Cooperation,

20
21 *Stressing* the criticality of Sustainable Development Goal (SDG) 2 as a crucial goal needed to be achieved in tandem
22 with the aforementioned goal of equitable education and the need to incentivize regular school attendance,

23
24 *Reaffirming* General Assembly resolution 72/222 (2015) on “Education for sustainable development in the
25 framework of the 2030 Agenda for Sustainable Development” with specific respect to SDG 4, which works to
26 ensure inclusive and quality education for all and to promote lifelong learning,

27
28 *Having considered* Article 32 of the *Convention on the Rights of the Child* (1965), which recognizes the right of all
29 children to be protected from economic exploitation, either maliciously or as a result of existing quality of life,

30
31 *Recalling* the United Nations (UN) *Millennium Declaration* (2000) in which Member States resolved to ensure that
32 children everywhere would be able to complete a full course of primary and secondary schooling and that all
33 children, rich and poor alike, would have equal access to education,

34
35 *Deeply disturbed* that nearly 69 million qualified teachers are needed worldwide to reach the education goals set
36 forth by the SDGs,

37
38 *Recognizing* the Education for All Teacher Development in the Second Decade of 2013, that concentrates on
39 distributing qualified teachers across rural regions, and establishing strong and effective monitoring to this
40 distribution,

41
42 *Acknowledging* the Program for International Student Assessment (PISA) established by the Organization of
43 Economic Cooperation and Development (OECD) as an international standard which assesses academic
44 performances and social equity of students in their learning environment worldwide,

45
46 *Further acknowledging* the Summer Institute for Languages (SIL), a linguistic training program with speakers of
47 more than 1,700 languages in over 100 countries available to all without regard to religious belief, political
48 ideology, gender, race or ethnolinguistic background,

49

50 *Expressing its appreciation* for the OECD’s Teacher and Learning International Survey (TALIS) and its ability to
51 offer opportunities for educational employees to contribute to an international standard of teaching through
52 assessment, analysis, and policy development,
53

54 *Recognizing* the significance of the Special Intergovernmental Conference on the Status of Teachers’
55 *Recommendation Concerning the Condition of Teachers* (1966) through the implementation of new infrastructure
56 and training of teachers to uplift Member States’ education systems and policies,
57

58 *Reminding* all Member States of the *1951 Refugee Convention* that forms a key legal document for recognizing the
59 need to establish a minimum standard of rights that refugees deserve, including the right to education,
60

61 *Further acknowledging* that the Office of the United Nations High Commissioner for Refugees (UNHCR) in its
62 report entitled *Left Behind: Refugee Education in Crisis* (2017), found that 6.4 million refugees are of primary
63 school age, while less than half were enrolled in primary or secondary education,
64

65 *Aware of* UNHCR Policy on Alternatives to Camps, which focuses on providing elementary and secondary
66 education within refugee camps, with special considerations for female students and people with disabilities,
67

68 *Gravely concerned* that in 2017 only 17 percent of refugees were reported to be employed in areas in the report of
69 the OECD’s report entitled *Labor Market Integration of Refugees in Germany* (2017),
70

71 *Affirming* the efforts of United Nations Educational, Scientific, and Cultural Organization’s (UNESCO)
72 International Institute for Capacity Building in Africa to implement Self-Directed Learning Programs in order to
73 compensate for a lack of access to formal educational settings and to encourage educational foundation,
74

75 *Having studied* the report by UNHCR that states that 50 percent of the 121 million children absent from primary and
76 secondary education are located within rural areas and conflict zones, where there is a discrepancy in education
77 quality compared to urban areas,
78

79 *Keeping in mind* the report of UNESCO, *Education in the 21 Century: Asian-Pacific Perspectives* (1991) which
80 found that children in rural areas have historically had a harder time accessing and attending schools than those in
81 urban areas,
82

83 *Having examined* the commentary made by the American Public Health Association which addresses the differences
84 in rural and urban safety cultures,
85

86 *Recalling* the Macaulay Institute’s policy briefing by the Socio-Economic Research Group which emphasizes the
87 difference in beliefs between rural and urban areas on topics such as a sense of community, service accessibility and
88 education,
89

90 *Acknowledging* the importance of adopting science, technology, and innovation strategies as integral elements of
91 national sustainable development policies to help strengthen education and knowledge distribution,
92

93 *Reaffirming* the importance of SDG 6 as a crucial goal in improving water sanitation and accessibility infrastructure,
94 which would be vital to keeping children healthy and capable of going to school,
95

96 *Noting with appreciation* the Water, Sanitation, and Hygiene (WASH) program implemented by United Nations
97 Children’s Fund (UNICEF), which is focused on providing clean water, water purification methods, and promoting
98 good cleanliness habits,
99

100 *Recalling* the criticality of SDG 9, which is focused on building resilient, sustainable infrastructure, particularly in
101 the case of energy and transportation infrastructures, in addition to increasing the quality and access of information
102 and communication technologies,
103

104 *Emphasizing* the work of non-governmental organizations (NGOs) in assisting Member States on the collection of
105 educational data, specifically those that lack the logistic and financial resources to conduct comprehensive surveys
106 of their respective populations,
107

108 *Commending* the UNESCO Institute of Statistics in playing an exemplary role in data collection and utilization such
109 as the Databases on Disparities in Teachers' Training, Deployment, Characteristics and Working Conditions at the
110 Sub-national level,
111

112 *Alarmed by* the findings of the World Bank which state that 130 million girls are out of school, of which 15 million
113 will never attend school,
114

115 *Acknowledging* the support of the United Nations Development Program (UNDP) to eliminate gender inequalities
116 through targeted gender-focused programs in effort to empower women's participation in making decisions,
117

118 *Deeply convinced* that the lack of substantive data on human rights, especially in relation to women and their
119 involvement in education, hinders the goals set out by the 2030 agenda for sustainable development goals, as
120 mentioned in the UN Entity for Gender Equality and the Empowerment of Women's data on women and the SDGs,
121

122 *Having devoted attention to* Human Rights Council resolution 32/22 (2016), General Assembly resolutions 66/129
123 (2012), and 32/13 (1977) on the importance of ensuring equitable access to education for women and all peoples,
124

125 *Having considered* the findings of United Nations Department of Economic and Social Affairs International Decade
126 for Action stating that lack access to reliable water sources disproportionately prevents girls from attending school
127 in regard to the possibility of proper hygiene, school sanitation, and gendered chores,
128

129 *Taking note* of technological initiatives under UNICEF Innocenti Research Center report on Early Marriage which
130 shows that girls forced into marriage, sexual relations, and childbearing are also more likely to have physical health
131 complications, as well as suffer from detrimental, social, and psychological effects,
132

133 *Noting* the threat of violence towards students and teachers in war-torn regions, and its effects on both attendance
134 and performance within the realm of education referring the United Nations Children's Fund's campaign of
135 Education Cannot Wait, which focuses on the delivery of education despite security risks,
136

137 *Reaffirms* the United Nations Global Counter-Terrorism Strategy and its four pillars, in order to ensure that terrorist
138 groups do not interfere with access to educational institutes or targeting of individuals,
139

140 *Remembering* the positive effects of Security Council resolution 824 (1993) on "Bosnia and Herzegovina" which,
141 through consideration of the report of the Mission of the Security Council to the Republic of Bosnia and
142 Herzegovina, set apart specific areas and cities as safe-zones and humanitarian corridors for students and citizens
143 fleeing conflict,
144

145 *Noting with deep concern* to education through attacks and kidnappings that have resulted in the deaths and
146 disappearances of countless students of varying ages across the global community, and the absolute abhorrence of
147 such actions by this committee,
148

149 *Welcoming* the Global Environment Facility's commitment to funding and furthering the exchange of knowledge
150 both in an academic capacity and within establishing infrastructure that has an effect on the environment,
151

152 *Recognizing* the success of the 2005 Education Development Program (EDP) which focuses on improving the
153 quality of education through increased distribution of funding, refined legislation, and improvement of the
154 transparency of human resources and financial aid,
155

156 *Approving* the work done by organizations such as the Africa50 Infrastructure Fund, Asian Development Bank, the
157 Global Partnership for Education Financing Conference and other similar organizations in allocating funding
158 towards educational initiatives,
159

- 160 1. *Encourages* the adaptation of the International Task Force on Teachers for Education for All 2030 EFA to
161 implement:
162
- 163 a. A task force that will work to globalize this organization, ensuring qualified teachers to be dispersed
164 throughout all Member States;
 - 165
 - 166 b. A rotational program in which model teachers move around rural regions every three years, resulting in
167 qualified teachers fulfilling those duties to provide long-term sustainability;
 - 168
 - 169 c. Regular review sessions conducted bi-annually to monitor the progress made from the organization
170 over time;
 - 171
 - 172 d. Incentives allowing model teachers to be supported by necessary means to ensure they are adapted to
173 the new regions in which they are located;
 - 174
 - 175 e. Funding by regional cooperatives also affiliated within the UN;
 - 176
- 177 2. *Expresses* its hope in the creation of a teacher workshop for the teachers participating in the aforementioned
178 taskforce that will provide a forum for discussion for teachers to improve teaching practices and quality of
179 education given to students through:
180
- 181 a. UNICEF to ordain these workshops in centrally located Member States within each region;
 - 182
 - 183 b. Organizing workshops between primary and secondary education to better prepare teachers for the
184 curriculum presented to students;
 - 185
 - 186 c. Cultural sensitivity training for teachers who are placed abroad to ensure cultural immersion;
 - 187
 - 188 d. The training of teachers to accommodate the needs of children with disabilities;
 - 189
- 190 3. *Endorses* the *Incheon Declaration and Framework for Action for the Implementation of Sustainable*
191 *Development Goal 4* (2016) as a cornerstone for the implementation of an international academic curriculum
192 initially starting with primary education in order to meet an average national standard by utilizing:
193
- 194 a. The PISA to adopt a national criterion;
 - 195
 - 196 b. The assessment of both performance and equity in mathematics, reading in Member States' official
197 language, and science amongst all children of primary age in rural areas;
 - 198
 - 199 c. The importance of the guidelines and goals addressed in the *Incheon Declaration*;
 - 200
 - 201 d. The progress and outcomes of the scheme every six months for the first five years and once every five
202 years following;
 - 203
 - 204 e. Curriculum be offered in various languages that are widely spoken throughout the region by utilizing
205 SIL who work alongside speakers of more than 17,00 languages in over 100 countries;
 - 206
- 207 4. *Encourages* Member States to promote student enrollment into schools and educational institutions by:
208
- 209 a. Introducing economic incentive programs in lower income communities where child labor is prevalent
210 through:
211
 - 212 i. Microfinance loan programs which follow the incentive model laid out by the Nobel Laureate
213 Dr. Muhammad Yunus in the Grameen Bank Model;
 - 214 ii. Tax breaks to individuals where applicable;

- 215 iii. Stipends to single parent households to aid in alleviating financial barriers that hinder
216 enrollment;
217
- 218 b. Awareness campaigns to highlight the financial and social benefits of education versus the drawbacks
219 to not pursuing education and the long term financial and social liability it poses to communities by:
220
- 221 i. Implementing enrollment campaigns where youth volunteers are involved in enrolling
222 students in school;
223 ii. Encouraging the formation of community mentors in susceptible areas for access to
224 educational counseling to students and families;
225 iii. A group-based approach to use accountability as a means to promote enrollment;
226
- 227 c. Enhancing monitoring of enrollment and retention rates of students;
228
- 229 5. *Suggests* the expansion of Self-Directed Learning programs to ensure greater access to instruction, considering
230 challenges with proximity to educational facilities by:
231
- 232 a. Instructors creating weekly lesson plans with material designed to challenge and promote educational
233 growth in students;
234
- 235 b. Students and instructors meeting once each week in order to provide an environment for students to
236 engage within a formal education setting and present their questions and ideas about material;
237
- 238 c. Implementing a peer-tutoring program where students who express academic excellence will provide
239 tutoring services and supplemental assistance to other students;
240
- 241 d. Encouraging mothers of the children receiving access to these self-directed learning programs to sit in
242 on lessons and engage with the material in order to facilitate their own educational development;
243
- 244 e. Expansion on these self-directed learning programs and creating designated areas for learning, where
245 women within the community will act as instructors to empower themselves and establish a foundation
246 for a lasting cycle of education;
247
- 248 6. *Emphasizes* the need for the access to education resources for students through:
249
- 250 a. The utilization of age range appropriate workbooks and materials designed for reuse by multiple
251 individuals and providing educational textbooks designed to incorporate required curriculum already
252 set by Member States and basic school supplies that assists students in their daily educational
253 activities;
254
- 255 b. Appropriate technology for the economic capacity of communities:
256
- 257 i. Basic technology provided will be audio recordings delivered to students through access to
258 CDs or MP3 players;
259 ii. This provision of technology will have room for development and change with the increased
260 capacity for technological equipment;
261 iii. Technology based educational equipment will be delivered with, not in place of, workbooks
262 and the self-directed learning program;
263
- 264 7. *Mandates* the UNDP to initiate a yearly forum on education to be held in order to:
265
- 266 a. Determine evolving strengths and weaknesses of the self-directed learning program;
267
- 268 b. Evaluate the resources and materials used in the program;
269

- 270 c. Determine multilateral solutions to implement existing infrastructure that supports self-directed
271 learning and equity in education;
272
- 273 8. *Encourages* all Member States to strive for sustainable development of rural educational infrastructure with
274 assistance from the UNDP, World Bank and other non-governmental organizations to develop a framework to:
275
- 276 a. Subsidize of buses, road improvements, and transportation costs for rural students;
277
- 278 b. Supply bicycles to students to bridge the gap before roads can be improved and buses provided;
279
- 280 c. Expand and improve upon the energy infrastructure:
281
- 282 i. With a focus on environmentally friendly and renewable sources of energy;
283 ii. Starting with street lights, to provide safety for students, particularly young girls travelling to
284 and from school and, eventually, other locations;
285
- 286 d. Requesting Member States to prioritize providing reliable access to running water with schools and
287 communities, further allowing girls to continue uninterrupted education through partnerships with the
288 UN WASH for All Initiatives to work to:
289
- 290 i. Equip washrooms with running water, which will allow girls to continue in school past
291 puberty and still maintain their personal hygiene;
292 ii. Reduce the time girls are required to spend collecting water thus enabling them to attend
293 school;
294
- 295 e. Where possible, directly expand piping and drainage systems, and build water treatment plants;
296
- 297 f. In other areas, distribute water purification methods and instruct on water purification techniques;
298
- 299 g. Help institute a handwashing program, working with the Global Handwashing Partnership;
300
- 301 9. *Encourages* UN Member States to share education data with UNICEF and UN Girls Education Initiative in the
302 Monitoring Results for Equity Systems 2.0 database which combines The Equity System and The Equity and
303 Inclusion Tool in order to:
304
- 305 a. Raise awareness on the subject of inequity in education around the world and analyze different factors
306 influencing the access to education;
307
- 308 b. Create reports that include strategies to help Member States, NGOs and UN bodies adopt best
309 practices;
310
- 311 10. *Encourages* the UNESCO Institute for Statistics (UIS) to extend the already existing databases on disparities in
312 teachers' training, deployment, characteristics and working conditions at sub-national level, implemented by
313 UIS statistics, as well as the database that analyzes the educational situation within refugee camps for the
314 purpose of:
315
- 316 a. Extending the database currently implemented in East and Southwest Asia to all Member States;
317
- 318 b. Assessing the needs of each country to help them dealing with the lack of qualified teachers;
319
- 320 c. Calling upon member nations to utilize data compiled within Teachers' education for an adequate
321 management of children databases for policy-making so as to better implement adaptations to
322 educational systems;
323
- 324 d. Facilitating case-sensitive, cost-effective implementation of pro-equity programs in refugee camps;
325

- 326 11. *Recommends* Member States use technology as a tool in widening access to education through universal
327 cooperation with NGOs in supplying students with modern technology to facilitate the education process and
328 connect with peers by:
329
- 330 a. Digitizing books for children, thereby making reading materials available to more schools around the
331 world;
 - 332
 - 333 b. Creating information sharing databases and inviting the organizations of the United Nations system
334 and United Nations University, to publicly share curricular and research among peers on an
335 international level;
 - 336
 - 337 c. Automatically translating reading materials into a wide variety of languages, therefore removing the
338 inconvenience of a language barrier;
 - 339
- 340 12. *Advises* the UN Special Rapporteur on the Right to Education, to develop implementation strategies for creating
341 teacher training programs through:
342
- 343 a. Multi-stakeholders and voluntary partnerships between Member States, as defined by the 2018 Global
344 Registry of Voluntary Partnerships;
 - 345
 - 346 b. Mediums for Member States to cooperate on providing greater interdisciplinary educational
347 opportunities to educators by:
348
 - 349 i. Facilitating tech-transfers, specifically the transfer of LIS technology, between Member
350 States;
 - 351 ii. Reporting the progress of proposed educational and logistical strategies for educators to
352 utilize;
 - 353 iii. Engaging in dialogue with education-focused NGOs;
 - 354
 - 355 c. Addressing the lack of a platform for educators to share best practices by integrating and establishing
356 electronic information databases for educators between Member States multilaterally;
 - 357
 - 358 d. Partnering with existing institutions and programs such as:
359
 - 360 i. Educational for Rural Populations Partnerships frameworks;
 - 361 ii. Regional intergovernmental agencies;
 - 362
 - 363 e. Aiming at:
364
 - 365 i. Aiding educators on ensuring continuity within education provided to individuals in rural and
366 under-resourced areas;
 - 367 ii. Refining best-practices within education between Member States and NGOs;
 - 368 iii. Highlighting successful and innovative strategies employed by Member States;
 - 369 iv. Collecting, aggregating, and analyzing empirical data on trends within education, provided by
370 Member States participating in the UN TEACH program;
 - 371
- 372 13. *Suggests* that Member States consider implementing programs regarding women that could discourage forced
373 early marriage, sexual relations, and early childbearing to allow the opportunity to complete and education;
374
- 375 14. *Expresses its hope* that Member States continue to work alongside national governments, relevant UN bodies
376 such as UNESCO or UNICEF, and public private partnerships (PPP's) for the empowerment of women and
377 young girls, such as:
378
- 379 a. *Educate a Child*, a PPP which works with UNHCR, UNESCO, UNICEF and national governments to
380 strengthen currently existing initiatives to improve primary education to conflict-affected areas;
 - 381

- 382 b. UNESCO's *School Safe Zones Program*, which works with Member States to provide to provide
383 children with primary education in safe areas within conflict-affected settings to be expanded to
384 include women;
385
- 386 c. Joint initiatives between Member States and UNICEF, which focus on raising the quality of girls'
387 education for a better future;
388
- 389 15. *Encourages* the use of PPP's to promote the equality of young girls and boys, specifically in the fields of
390 Science, Technology, Engineering, and Math (STEM) by:
391
- 392 a. Collaborating with companies such as IBM and Intel in training young women on how to use the
393 internet, efficiently code, and take advantage of opportunities and networks;
394
- 395 b. Incentivizing schools to enroll more girls in STEM classes with donations stemming from The
396 Education Quality Improvement Program that could be used to fund after school programs or to buy
397 computers;
398
- 399 16. *Recommends* the creation of a framework for Connecting and Aiding Rural Education Systems (CARES) to
400 improve education systems in rural areas by:
401
- 402 a. Building intercultural relationships between rural and urban schools through:
403
- 404 i. Educational exchange programs for students in order to foster better understanding and
405 cultural exchange;
406
- 407 ii. Provide trainings in rural and urban schools for students who wish to develop both their
408 academic and polytechnical skill sets;
- 409 b. Emphasizing community value by encouraging students to return to their respective home areas to
410 promote:
411
- 412 i. Educational experience and knowledge sharing;
413
- 414 ii. Development and capacity building in rural areas;
415
- 416 iii. Awareness of career opportunities in teaching within rural and urban communities;
- 417 c. Bridging the gap between rural and urban heads of schooling by coordinating regional annual meetings
418 which would discuss:
- 419 i. Progress made through the course of the educational year;
420
- 421 ii. Further non-traditional educational program possibilities;
422
- 423 iii. Share effective and efficient practices between the numerous schools;
424
- 425 iv. Possible flaws and their respective improvements, to be made following the aforementioned
426 meeting;
427
- 428 17. *Further recommends* Member States seek to provide women in rural and impoverished areas with vocational
429 skills and training such as technical education for trades, that will allow them to better themselves, their
430 families, and their communities by having increased access to the labor market by:
431
- 432 a. Partnering with UNESCO's Technological and Vocational Education Training (TVET) which works
433 with governments to boarded employment opportunities for the unemployed;
434
- 435 b. Expanding current TVET Database to be more inclusive for women such as *World TVET Database*
436 *Morocco 2015*;
437
- 437 c. Implement programs such as European Commission's *Selfie Program* which works with classrooms to
provide vocational training in technology fields;

- 438 d. Model programs after the Samaritan Help Mission Project, and NGO which has worked tirelessly to
439 empower as many as 200 girls through vocational training with less than 10,000 USD;
440
- 441 18. *Invites* Member States to provide teacher training within conflict areas through partnerships with NGOs and
442 civil society organizations such as *Red Cross/ Red Crescent* and *Urban Refugees* which both take into
443 consideration the educational needs of women refugees through local participation;
444
- 445 19. *Suggests* the expansion of successful regional STEM programs through the transition from regional to
446 international participation, such as:
447
- 448 a. Million Women of Mentors;
 - 449
 - 450 b. The EU and Microsoft’s “European Girls in STEM”;
 - 451
 - 452 c. STEM and Gender Advancement (SAGA);
453
- 454 20. *Commends* Member States for undertaking the issue of women and young girls’ sanitary and menstruation
455 health to increase school attendance by:
456
- 457 a. Working with pertinent organizations such as *Days for Girls International* which gives reusable
458 menstruation napkins to properly manage reproductive health;
 - 459
 - 460 b. providing low cost or free feminine hygiene products or subsidies to girls living in underdeveloped or
461 impoverished areas;
462
- 463 21. *Emphasizes* the usage of loans from the World Bank to extend internet access to disadvantaged peoples who
464 cannot attend a physical class setting through:
465
- 466 a. Using the internet as an educational tool to further extend education to both countries affected by war
467 and rural areas;
 - 468
 - 469 b. Extending internet access that could facilitate women’s involvement within the STEM fields;
 - 470
 - 471 c. Employing local laborers to work on these infrastructure projects to simultaneously simulate the local
472 economies while:
473
 - 474 i. Giving special consideration towards women and workers from TVET;
 - 475 ii. Repaying the loan from the World Bank over a determined period of time with money from
476 local taxes;
477
- 478 22. *Highlights* with concern to the Security Council the need to safeguard passage to and from educational
479 institutions by establishing humanitarian corridors in conflict regions and conflict prone zones, with respect to
480 the aforementioned successes exemplified by decisive and unanimous action by the Security Council;
481
- 482 23. *Notes* the significance of the UNHCR ensuring the safety of temporary learning spaces in camps for refugees
483 and internally displaced persons as well as providing incentives through:
484
- 485 a. Ensuring that learning spaces are clean, protected from the elements, and that there are no disruptions
486 during classes;
487
 - 488 b. Providing mid-day meals and snacks to refugee students, which can also better their ability to
489 concentrate during school hours;
 - 490
 - 491 c. Providing free public education with provisions of school supplies and uniforms;
492

- 493 24. *Emphasizes* the need for refugee education and trade skills to offer opportunities that are responsive to labor
494 market needs and ensure high levels of livelihood, literacy, numeracy, and social-emotional skills similarly to
495 the work done by the International Rescue Committee;
496
- 497 25. *Encourages* Member States to set up a programming system in collaboration with the UNHCR and NGOs in
498 order to ensure that degrees earned in the host country can be fully transferred upon return to their home
499 country by:
500
- 501 a. Establishing partnerships with international universities to facilitate distance-learning programs;
 - 502 b. Providing innovative proposals as to the education of refugees;
 - 503 c. Providing safe educational programs modeled after the efforts of NGOs, such as the Xavier Project,
504 Project Amal Ou Salam, and the International Rescue Committee;
505
506
507
- 508 26. *Recommends* Member States to develop programs that focus on:
509
- 510 a. Offering secondary education to refugees;
 - 511 b. Providing tailored and successful educational courses that can promote the success of the individual
512 and the state;
 - 513 c. Encouraging influencers within the refugee camps to promote awareness amongst the refugee
514 community about economic and social incentives of education;
515
516
517
- 518 27. *Supports* Member States in employing nomadic teachers, modeled after the Norwegian Refugee Council and
519 Camps that can facilitate education for refugees and internally displaced people through:
520
- 521 a. Bringing in volunteer teachers with specific areas of expertise;
 - 522 b. Respecting individual cultures by supporting educational opportunities in their native language or
523 providing translators to allow students to learn in their native language;
 - 524 c. Encouraging training for teachers to be sensitive to individual countries' cultures;
525
526
527
- 528 28. *Further* invites bilateral and multilateral corporations with Member State governments to efficiently distribute
529 monetary aid for the construction and maintenance of educational structures, as seen with:
530
- 531 a. Investment funds, risk mitigation, technologically advanced NGOs, and sponsorship to attract private
532 investors and support PPPs;
533
 - 534 b. Smaller companies and communities such as the International Institute for Education in providing
535 smaller partnerships in local communities with targeted and precise allocation of resources;
536
 - 537 c. Developed nations creating state-funded agencies with the mandate that they meet SDGs concerning
538 education in partnership with developing countries;
539
 - 540 d. Partnerships between Member States in order to maintain the rightful allocation and transparency of
541 financial support such as the International Aid Transparency Initiative and the Financial Tracking
542 Service;
543
- 544 29. *Recognizes* the need to expand the 2005 EDP through the implementation of legislation by voluntary Member
545 States through:
546
- 547 a. The OECD's PISA which evaluates education systems;
548

- 549
550
551
552
553
554
555
556
557
558
559
560
561
562
563
564
- b. Teacher questionnaires conducted by the OECD with an international survey called TALIS and the evaluation of Member States' political economies;
 - c. Improvement of teacher training through the evaluation of its form and effectiveness by UNESCO's In-service Teacher Training Instrument;
 - d. New financing mechanisms and incentives by supporting child and adult learning through encouragement of co-investment by private sectors and governments such as:
 - i. Expanding exemplar and effective programs and grants in increasing the enrollment of primary education for the promotion of progressive education systems;
 - ii. Lowering the cost of education and institutional advertisement;
 - iii. Reallocation of tax funds to increase GDP percentage toward education programs;
30. *Recognizes* the Global Environmental Facility Member States in need in terms of education, knowledge and learning by financing projects, programs, and initiatives that facilitate the exchange of knowledge.



Code: GA3/1/8

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Guided by Article 2.1 of the Charter of the United Nations (1945), which recognizes the principle of sovereign*
4 *equality of all Member States,*

5
6 *Emphasizing Sustainable Development Goal 4, which promotes an increased supply of qualified teachers on an*
7 *international level to more fully distribute the knowledge and skills available in some areas of the world and*
8 *enhance the strength of the global community,*

9
10 *Bearing in mind Article 26 of the Universal Declaration of Human Rights (1948), declaring the equitable access to*
11 *education a basic and essential right for all individuals,*

12
13 *Considering General Assembly resolution 72/222 (2018), which encourages all Member States to adopt frameworks*
14 *to accomplish sustainable development through teacher training and cultural sensitivity,*

15
16 *Reaffirming the committee's commitment to clause 14 of Human Rights Council Resolution 35/2 (2016), which*
17 *portrays the increase in international cooperation as a means of ensuring quality education on a global level, and*
18 *indeed calls for an increased exchange of ideas and sharing of resources to improve global education,*

19
20 *Applauding the work of Teachers Without Borders and their conviction that teachers are one of the most effective*
21 *catalysts for change, and their various methods for addressing this concern and improving the skill levels of current*
22 *and future educators,*

23
24 *Further Applauding the comprehensive and well-designed traits of the education development programs developed*
25 *by Teachers Without Borders, particularly those which focus on Cultural Intelligence and Teaching for Community*
26 *Development,*

27
28 *Calling attention to the positive efforts put forward by the Organization for Economic Co-operation and*
29 *development (OECD) in regards to education development, specifically the organization's Initial Teacher*
30 *Preparation Survey and the Teacher Education Pathway Model,*

31
32 *Recognizing the positive effects such as inclusive cultures and a more competitive workforce that multilingual*
33 *educational systems have on multicultural nations, as illustrated by the Bilingual Education Program (BEP) in the*
34 *Republic of Singapore,*

35
36 *Paying attention to the difficulties inhibiting quality education in communities in developing nations, including but*
37 *not limited to lack of resources and the threat of climate change, necessitating our committee's awareness of*
38 *Sustainable Development Goal 13, which addresses taking urgent action to combat climate change and its impacts,*
39

40 *Acknowledging the emphasis the United Nations has already placed on respecting the native languages of local*
41 *areas, including its own actions in maintaining six official languages, a process which culminated with General*
42 *Assembly resolution 35/219 (1980),*

43
44 *Expressing appreciation for the work of development scholars such as William Easterly, who voiced the importance*
45 *of supporting development practices that are created by those being developed rather than designing solutions*
46 *without knowledge of the cultural characteristics,*

47
48 *Taking into account the determining role of the International Task Force on Teachers for EFA (TFAS) as the first*
49 *international alliance of stakeholders in the international community that focuses on cooperation to achieve the*

50 Education for All Goals (EFA) and their work in addressing target 4.c of the SDGs which, as stated above, addresses
51 increasing the number of qualified teachers as well as in the coordination of international efforts,
52

53 *Deeply conscious* of United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Statistical
54 Information Institute which states that 69 million teachers must be recruited to achieve universal primary and
55 secondary education by 2030,
56

57 *Fully aware* of the importance of empowering each country to become educationally self-sufficient insofar as they
58 have unique needs and concerns,
59

- 60 1. *Encourages* Member States to increase recruitment efforts for teachers by creating incentives for those
61 interested in careers in education through:
 - 62 a. Accelerated programs in higher education, such as an expansion of subject-oriented courses at the
63 university level for applying teachers, as to provide more options of curricula for educators:
 - 64 i. Specifically recommended to encourage the organization’s OECD Teacher Education
65 Pathway Model as a method of educator certification, in conjunction with the organization’s
66 Initial Teacher Preparation Survey;
 - 67 ii. Additionally encourages developed nations to provide access to these resources for interested
68 educators within developing nations;
 - 69 b. The opportunity to choose teaching posts and locations as relevant to their expertise and preferences;
- 70 2. *Suggests* the implementation of an international teachers’ exchange program, in coordination with the
71 International Task Force on Teachers, for the purpose of further developing a highly educated global society,
72 through:
 - 73 a. Fully considered opportunities to educators in developing states for the shadowing of teachers in either
74 more developed countries, or the shadowing of experienced teachers with specific skills in sectors
75 related to the ongoing challenges being faced by each developing nation, such as:
 - 76 i. Pedagogy-specific training;
 - 77 ii. Classroom practices that can compensate for a lack of resources;
 - 78 b. Desiring increased access in developing areas to vocationally-oriented education and vocational
79 education training, aimed at:
 - 80 i. The development of necessary life and labor skills for working class and laboring citizens
81 through the promotion of alternative methods and for the purpose of promoting such
82 communities’ existing ways of life;
 - 83 ii. The promotion of sustainable development in developing nations affected by the threat of
84 climate change, through education specifically centered on environmental protection and
85 rehabilitation, in accordance with SDG 13;
- 86 3. *Encourages* the access to and adoption of teacher training and certification programs as made available online
87 by the non-profit organization Teachers Without Borders on the national level:
 - 88 a. Specifically recommends that Member States incorporate the organization’s Certificate of Teaching
89 Mastery into their respective standards for educators, with an emphasis placed on the organization’s
90 training on Cultural Intelligence and “Teaching for Community Development”;
 - 91 b. Additionally requests the assistance of developed nations and the Teachers Without Borders
92 organization in providing access to these resources to developing nations and their educators;

- 105 c. Emphasizes that these training programs should be tailored at the national level to the individual needs
106 associated with the circumstances of each nation;
107
- 108 4. *Emphasizes* that need for all pedagogical practices which will be utilized within the training curriculum to be
109 approved by the Ministry of Education of the local Member State, so as to ensure their alignment with the
110 cultural, social, and religious practices of the community in question, such as:
111
- 112 a. Development of literacy skills, specifically in regards to critical literacy and the four language domains
113 (reading, writing, speaking, and listening) within language education;
114
- 115 b. Development of an arithmetic and scientific knowledge base at the primary and secondary levels;
116
- 117 c. Promotion of collaborative research methods and presentation skills at the secondary level and in
118 institutions of higher educations;
119
- 120 5. *Expresses* the importance of coordinating the topic of the teacher training addressed in Clause (3) to primarily
121 address teaching techniques and educational skill sharing rather than cultural ideologies for the enhancement of
122 pedagogical practices, so as to:
123
- 124 a. Ensure the empowerment of local areas as suggested by noted scholar and leading development expert
125 William Easterly, by:
126
- 127 i. Enabling local citizens to take charge of their own development and growth as a result of
128 education;
129
- 130 ii. Affirming and supporting the work of those who are already making improvements by
131 working in education industries;
- 132 b. Enable all Member States to contribute to the global conversation as equals by allowing all students to
133 have the same type of education, while maintaining the integrity of their cultural sphere rather than
134 perpetuating cultural hegemony;
135
- 136 6. *Suggests* the implementation of culturally sensitive pedagogical practices that involve and enhance
137 understanding of local customs, including religious beliefs, that will augment the students' ability to
138 comprehend and appreciate the curriculum as it is taught in a method that relates to them;
139
- 140 7. *Highly recommends* the use of native languages in the various curriculum exercises so as to expand the number
141 of students that can access the opportunity for education, by:
142
- 143 a. Hiring teachers that understand the local practices and especially speak indigenous languages;
144
- 145 b. Including a second language in the curriculum to encourage global communication skills after basic
146 language skills are developed.



Code: GA3/1/9

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2

3 *Reaffirming* the principle of sovereignty, as stated by Article 2 of the *Charter of the United Nations* (1945), which
4 includes recognizing states' rights in jurisdiction over education and cultural matters,

5

6 *Commending* the World Bank for its investment of \$3.2 billion in female adolescent education in two years and
7 cooperating with member states and Non-Governmental Organizations for the equitable access of education,

8

9 *Realizing* Article 24 of the *United Nations Convention on the Rights of Disabled Persons* (CRPD) (2006) which
10 displays that the lack of resources for disabled students continues to be a pervasive problem today,

11

12 *Further realizing* that all persons have a right to gain an education, regardless of cultural background, ethnicity,
13 gender, religious affiliation, and economic standing,

14

15 *Expressing grave concern* teachers and other schools may not be equipped nor prepared to handle children who
16 suffer from a form of mental disability, as recorded by the *Convention of the Rights of Persons with Disabilities*
17 (2006),

18

19 *Noting* the UNiTE To End Violence Against Women campaign, establish in 2008, and their objective of creating
20 safe schools and learning environments for girls,

21

22 *Keeping in mind* that a proper education is directly tied to future success, including lower rates of poverty, increased
23 quality of life, and overall health, as emphasized by the Education for All Initiative (2012),

24

25 *Reflecting* the 2015 GirlsGoIT was formed by UN Entity for Gender Equality and the Empowerment of Moment
26 with the purpose of bridging the gender gap in Science, Technology, Engineering, and Math (STEM) fields,

27

28 *Noting* that 79 percent of women in conflict zones have no access to education, according to the Office of the United
29 Nations High Commissioner for Refugees (UNHCR) Statistical Yearbook 2013, highlighting that limitations on
30 education are detrimental to impairing women's ability to access any equitable employment, migration, or further
31 educational development,

32

33 *Profoundly concerned* that many girls and women living in developing countries cannot attend school because of the
34 insufficiency of feminine sanitation products, which limit the achievement of the Sustainable Development Goals
35 (SDGs) 4, 5, and 6,

36

37 *Commending* the initiative for the expansion of vocational training in the area of women's education as discussed by
38 the office of the Secretary-General's Envoy on Youth in 2016,

39

40 *Acknowledging* that many women continue to lack access to education resources, as seen in the 2009 World Survey
41 on the Role of Women by the Department of Economic and Social Affairs in Development as well as in the SDG 4,

42

43 *Taking into consideration* the Multiple Indicator Cluster Surveys (MICS) created by UNICEF Education – Early
44 Learning (2017) gathering the proper information to help the populations in the most need,

45

46 *Expressing appreciation* for the work of The Viscardi Center's Emerging Summer Internship Program for College
47 Students with Disabilities, as to provide a way to integrate into the workforce,

48

49 *Approving* the completed works made by Partners for Youth with Disabilities such as Webinars and Live Trainings,
50 to ensure the training of teachers,

51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104
105

Commending the work done by Pads4girls and One Drop that will refine access to safe hygiene and sanitation infrastructure; By raising awareness through social medias and social arts,

Recognizing Education Above All foundation that currently works cohesively with the Educate a Child Project to implement 65 projects with teaching in 55 countries,

1. *Suggests* implementing special education programs to accommodate students with special needs in vocational training to ensure sufficient workforce integration for young disabled adults when they become part of the active population by Public-Private Partnerships (PPPs);
2. *Advises* the need for online conferences and courses sponsored by universities and other interested parties in order to prepare all teachers to understand the needs of disabled children ensuring they get the most suitable education;
3. *Encourages* participation in free online education platforms which focus on broadening knowledge about Science, Technology, Engineering, and Math (STEM) in least developed countries, such as the *Edraak* platform partly by Google Organization, allowing women out of school to obtain the education they deserve at home, while keeping up with regular daily schedule, and working in addition to the national school programs;
4. *Recommends* those hygiene products that are not readily available in those regions and impede girl’s school attendance with the help of the One Drop NGO;
5. *Suggesting* the implementation of secure and inclusive schooling environments for women within an adequate distance from homes as the United Nations International Children’s Emergency Fund (UNICEF) recommends in their Strategies for Girls’ Education report:
 - a. Consolidating already existing schooling environments in countries with the largest rural populations;
 - b. Ensuring that the proximity of the schooling environment will help improve literacy, as Burkina Faso demonstrated with “satellite schools,” bringing small schools to over 100,000 children in their local or surrounding villages;
6. Endorses the use of reusable feminine hygiene products to enable girls and women to attend school in developing nations;
7. *Proposing* the expansion of Technical Education and Vocational (TEVT) and secondary language teaching to ensure the education of young women in Sub-Saharan nations which currently have 13 nations in conflict:
 - a. Mobilizing education specialists by the Education Above All Foundation in Qatar;
 - b. Embracing the existing International Centre for Girls and women education in Africa (AU/CIEFFA) by the UN Girls’ initiative to oversee the application of the TEVT program under the Global Advisory Committee and Partners:
 - i. Interaction between the women and teaching staff overseen by the determining panel to ensure consistency;
 - ii. Ensuring that there is action led by local committees, with a monthly formal review for the primary 24 months to provide the consolidated application of these techniques;
8. *Strongly* encourages the creation of activities and programs that bring together women and the sciences, addressing the challenges of gender equality such as: discriminatory social practices, working with both local and national collaborators in a long-term program with the assistance of funds from universities and private companies;

- 106 9. *Expresses* its support for non-intrusive surveys that indicate different access levels and needs of certain
107 populations that are too often ignored such as women and disabled children by providing necessary databases
108 for the purpose of information sharing:
109
- 110 a. Using the information gathered, Member States can allocate the proper resources to those in the most
111 need;
 - 112
 - 113 b. Such as innovative ways to address the problems found in different nations and lesser developed
114 countries such as alternative forms of transportation;
115
- 116 10. *Proposes* to extend the Global Partnership for Girl’s and Women’s Education known as “Better Life, Better
117 Future” of the United Nations Educational, Scientific, Cultural Organization (UNESCO), so as to highlight the
118 necessity of ensuring an equitable access to education for women, and so this partnership extensions will:
119
- 120 a. Settle as first goal of the program to insist thanks to awareness on:
121
 - 122 i. The number of women out-of-school and their regional distribution;
 - 123 ii. The effects that educated women can bring to the improvement of healthcare and education of
124 their children;
 - 125 iii. The consequences of their education on the economic development and stability of the
126 country;
127
 - 128 b. Settle as second goal to guarantee the safety for every girl going to school and are also at school, that is
129 to say;
130
 - 131 c. Protection while going to school, for instance through special means of transport made integrating
132 projects such as WISCI girls steam camp, that enables girls to participate in hands on activities in a
133 cross-cultural environment:
134
 - 135 i. Ensuring availability;
 - 136 ii. Protection while studying at school, for example through the stipulation in the internal rules
137 that everybody needs to be respected, has the same right to education, and that no
138 discrimination regarding sex is tolerable;
 - 139 iii. Sensibility on gender equality stereotypes and sexual harassment;
 - 140
 - 141 d. Settle as third goal to ensure the same education opportunities for women and men, by guaranteeing
142 the same access to all classes and fields possible:
143
 - 144 i. In primary and secondary school through the same content for girls and boys;
 - 145 ii. In higher education, through awareness in primary and secondary school to encourage women
146 to continue their studies, and through the elimination of any discrimination at the entrance of
147 universities;
 - 148 iii. In higher education, through partnerships with universities to advise them on the way to better
149 open their formation to women;
150
 - 151 e. Ask Member States participating in the program to ratify a small charter to affirm their engagement to
152 the realization of this equitable access to education for women, to implement the three goals of this
153 program;
154
 - 155 f. Be financed by UN-WOMEN, UNESCO, and NGOs;
156
- 157 11. Suggests working with the Global Campaign for Education to bring special awareness to the needs of excluded
158 populations by:
159
- 160 a. Focusing on the need to ensure gender equality in the access to education for everybody which will be
161 highlighted by:

- 162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
- i. The use of data putting forward the inequalities between women and men regarding their access to education;
 - ii. The use of data putting forward the difference between the job opportunities of women and men;
 - iii. The recognition that reinforcing the education of women will strengthen economic stability and development of countries;
- b. Focusing on the need to ensure equitable access to education for disabled children, which will be emphasized by:
- i. The use of data putting forward the fact that disabled children are in many countries;
 - ii. Marginalized from the usual teaching, and do not benefit from the same job opportunities;
 - iii. The recognition of the needs of disabled children, and the formation needs of teaching instructing disabled children;
- c. Allowing financial support by UNESCO, NGOs, and IGOs;
- d. Suggesting the awareness campaign target the following people:
- i. The parents, to make them aware of the necessity for their children to go to school, even and especially for women;
 - ii. The state, in order to ensure the provision of enough schools for all children, to affirm equality between them, and to encourage them to provide specific access and content to disabled children;
 - iii. Children, in order to understand the benefits of education;
- e. Intending the spread through:
- i. Schools, so as to show pupils that a lot of inequalities remain publicly in cities and especially in public spaces;
 - ii. UN websites in order to reach a broader population through the use of technology.



Code: GA3/1/10

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*
2
3 *Emphasizing* that unequal access to education threatens the success of Sustainable Development Goals (SDGs)
4 therefore affecting cultural, economic and social stability of Member States,
5
6 *Affirming* that SDG 4 which indicates how quality education can further enhance sustainable teaching programs in
7 developing countries,
8
9 *Acknowledging* the sovereignty of all Member States and the complex and diverse issues faced by their education
10 system, and believing that education should be a reflection of both their needs and strengths,
11
12 *Gravely concerned* by the amount of risk young female students endure as they travel to their destination of
13 learning,
14
15 *Recognizing* the success of organizations sponsored by the United Nations Education, Scientific and Cultural
16 Organization (UNESCO) such as the Handicrafts and Employment Generation for the Poorest Youth and Women,
17
18 *Endorsing* the ideas of UNESCO, affirming General Assembly resolution 71/178 (2016) that declares 2019 as the
19 Year of Indigenous Languages, and *recognizes* that obstacles still remain in guaranteeing lasting change in the
20 preservation of native languages and integration of native languages and integration of native speakers into the
21 global community,
22
23 *Recognizing* that the diversity of culture and language in multi-ethnic societies contributes to language barriers in
24 the education system that result in a loss of accessibility for non-majority language speakers,
25
26 *Emphasizing* the need for consistency in programs that provide education to refugees and internally displaced
27 peoples, physical access, integration problems and the language barrier continue to deter further progress in
28 equitable access to education,
29
30 *Believing* that SDG 5 will achieve gender equality and empower all women and girls can go further by supporting
31 women in their post-secondary careers,
32 *Desirous* to expand programs similar to Technogirl, operated by the United Nation's Children's Fund (UNICEF), to
33 promote women and girls' interests in post-secondary education,
34
35 *Guided by* basic principles of the UN, such as equal rights according to Article 1 Number 2 of the *Charter of the*
36 *United Nations* (1945) and SDG 4,
37
38 *Further recalling* General Assembly resolution 70/209 (2015), which underlined the importance of equitable
39 education for all and UNESCO's role to fulfill SDGs,
40
41 *Deeply concerned* by the monetary problems in connection to the ongoing investments for equitable education and
42 the inefficient use of provided funds,
43
44 *Bearing in mind* the cooperation of governmental entities of developed States in providing funding for educational
45 mechanisms to lesser developed nations, as documented by the *Incheon Declaration for 2030* (2015) in Article 15,
46
47 *Desiring* an apparatus that is capable to provide adequate and efficient funding for diversified and decentralized
48 programs of the UN,
49

50 *Seeking* feasible financial partnerships, cost-effective investments for much needed UN projects and efficient
51 allocation of the International Monetary Fund (IMF), Global Partnership for Education and Global Education Funds,
52

53 1. *Recommends* a partnership to be created with UNESCO and the non-governmental organization (NGOs)
54 Teacher Without Borders by:

- 55
- 56 a. Emphasizing the values in Teachers Without Borders that create a diverse education system, while
57 paying special attention to regional needs and women;
- 58
- 59 b. Assisting and expanding efforts within Teachers Without Borders that focus on mentoring and training
60 teachers within regional populations with special attention given to rural populations and refugee
61 camps;
- 62
- 63 c. Helping developing states to create a lasting, sustainable solution to equitable access to education by
64 engaging with local populations to decrease the education gap between developing and developed
65 countries;
- 66
- 67 d. Coordinating efforts with Teachers Without Border to increase their level of effectiveness;
- 68
- 69 e. Using UNESCO funds in order to help expand efforts in Teachers Without Borders;
- 70

71 2. *Encourages* Member States to end de facto discrimination due to language barriers inherent in the education
72 system by:

- 73
- 74 a. Recognizing that many societies are multi-ethnic and multi lingual and this contain populations that do
75 not speak nor understand the majority language taught in schools;
- 76
- 77 b. Increasing initiatives to teach in native and majority languages simultaneously for all populations that
78 do no speak the majority language;
- 79

80 3. *Suggests* the expansion of the United Nations High Commission on the Status of Refugee's Educate a Child
81 (EAC) Program, which focuses on improving educational quality, accessibility and retention of students, as well
82 as the adoption of a curriculum under UNESCO that would consist of adaptable curriculums of education to all
83 Member States, including in developing States, with special awareness of their socio-economic status, culture,
84 linguistics and political situation through:

- 85
- 86 a. Creating adaptable classes that focus on critical subjects such as reading, writing, mathematics,
87 science, history and language that take into the various factors that inhibit access to education;
- 88
- 89 b. Determination of expert's committee on adaptable curriculum by evaluating the needs of specific
90 countries as well as regional issues in order to create an efficient and flexible standard of education by:
91
 - 92 i. Keeping in mind state sovereignty by having this curriculum be approved by Member States'
93 Education Department before being taught in programs within their state;
 - 94 ii. Reflection on the purpose and meaning of education for all Member States, and this especially
95 for developing states who did not get the chance to come up with their own idea of education;
 - 96 iii. Focus on efficiency of a primary school curriculum in order to be able to reach out to the
97 maximum amount of children as well as being able to transition them into the workforce
98 quickly;
 - 99 iv. Diversification of learning methods to ensure that every country and every individual gets the
100 maximum out of their instruction;
 - 101 v. Consistently updating the curriculum every 3-5 years in order to be up to date, accurate and
102 functional;
 - 103

- 104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
- c. Implementing bilingual learning policies and initiatives by partnering with NGOs or building public-private partnerships to create programs that aid in cultural and linguistic learning and exchange, including, but not limited to:
 - i. Giving non-majority language speaking communities the power to choose to speak and teach their chosen language in the classroom;
 - ii. Teaching non-majority and native languages to students that are not native speakers to preserve and celebrate the cultural identity of all;
 - iii. Teaching non-majority and native language speakers the majority language;
 - iv. Allowing for the creation of non-majority or native language textbooks in either print or digital forms;
 - d. Expanding the EAC program to:
 - i. Include teacher-training to have lessons in minority and native languages;
 - ii. Include lessons in culture and cultural sensitivities to teacher training
 - iii. Increase funds allocated to these programs through work with NGOs and public-private partnerships;
 - e. Teaching of this adaptable curriculum would be encouraged to be taught in NGOs such as Teachers Without Border and with existing educational departments within member state to create a sustainable infrastructure;
4. *Calls upon* Member States who have not formally recognized indigenous and minority languages within their states and to do so by:
- a. Recognizing native and non-majority languages as existent and important through adding native and non-majority languages to the list of official and recognized languages;
 - b. Allowing for the creation of a committee of indigenous peoples to be included in state level decision, making processes concerning education, thus giving voice and power to non-majority or native language speaking groups;
5. *Expresses its hopes for* Member states to further develop a safe and positive transportation system for all students in need that prevent any risks related to sexual assaults, kidnapping and facilitate those who are not able to reach a learning facility by foot, especially acknowledging the risks of girls by:
- a. Specifically focusing on young students at risk who are:
 - i. Looking to pursue a primary education;
 - ii. Living in rural areas where transportation is not currently implanted;
 - iii. Potential students who are currently not enrolled in any learning institution by having this transportation system be readily provided;
 - b. Recommending Member States who have access to public transportation to provide free transportation to students in order to increase enrollment and retentions rates;
 - c. Recommending Member States to encourage local actors, especially in areas where alternative forms of transportation, such as boats and bikes, are used in order to pay special attention to girls trying to attend schools;
 - d. Supporting engagement with NGOs such as the Car Donation Network, Transport Aid and Alliance for African Assistance Program who aim is already increase transportation for getting to school for children;

- 159 6. *Further recommends* that including the formation of a new program entitled Transitional Occupations Programs
160 (TOP) that helps recent graduates to be able to transition into the workforce through an apprenticeship program
161 with local industries in order to gain a marketable occupational skill set in the regional area, by:
162
- 163 a. Implanted industries in developing States specific internships aimed at local graduates at the rate of 15
164 percent of their total employment with at least 40% of the participants within the TOP program being
165 women;
166
 - 167 b. Specialized industries in fields like artisanal, technology and sciences, to train and inform graduates in
168 apprenticeships by teaching specific skill sets and trades that could not have been taught in the
169 classroom;
170
 - 171 c. Encouraging Member States to work with businesses and industries within their own State to provide a
172 partnership program with TOP and through this partnership create a list which graduates can apply
173 to;
174
- 175 7. *Calls upon* Member States to expand and create refugee and Internally Displaced Peoples (IDP) education
176 programs to provide better education to these vulnerable populations by:
177
- 178 a. Integrating refugee and IDP populations into existing education structures by prioritizing:
179
 - 180 i. Education of these populations in their native language;
 - 181 ii. The teaching of the majority language of their host country;
182
 - 183 b. Using additional resources in conjunction with the existing education structure, such as:
184
 - 185 i. Technological resources like best practices sharing, online education programs and virtual
186 teacher exchange;
 - 187 ii. Physical resources such as teacher exchange through NGO programs and public-private
188 partnerships;
189
 - 190 c. Expanding and revising other education programs through:
191
 - 192 i. Furthering teacher education to reflect the cultural and linguistic realities of the students;
 - 193 ii. Employing native or non-majority refugees to teach, so as to expand both sustainable
194 education and employment opportunities;
195
 - 196 d. Offering adult education programs in native and non-majority languages that teach skills necessary to
197 successful integration of refugee and IDP adults into their society of residence, including but not
198 limited to:
199
 - 200 i. Basic financial literacy;
 - 201 ii. Majority language learning;
 - 202 iii. Basic literacy in native and majority languages;
203
- 204 8. *Endorses* furthering educational opportunities for women specifically beyond primary education focused on
205 gaining a higher education degree, by:
206
- 207 a. Scholarship opportunities provided by NGOs or the UN being promoted at the end of schooling
208 programs in developing countries and in refugee camps to help assist women in developing countries
209 being able to afford a higher education by giving information to teachers to further advertise for their
210 students;
211
 - 212 b. Special attention being taken into consideration of the actions of United Nations Girls Education in its
213 calls for an increase in its work areas of:
214

- 215 i. Education programs in native languages to increase adult literacy, especially for women;
216 ii. Majority language learning programs, to see the success of the program expanded to success
217 for women as well;
218
- 219 c. Specific encouragement for women to pursue teaching degrees that can include, but not be limited to:
220
- 221 i. Early childhood education;
222 ii. Primary education;
223 iii. Secondary education;
224 iv. Language;
225 v. Mathematics;
226 vi. Science;
227 vii. Social Sciences;
228
- 229 9. *Reaffirms* equitable education to be of vital importance for the SDG's, and that primary, secondary and ongoing
230 education is to be considered a basic human right and addressed accordingly;
231
- 232 10. *Calls upon* the African Development Bank (AFDB), the Asian Development Bank (ADB), the European Bank
233 for Reconstruction and Development (EBRD), the Corporación Andina de Fomento (CAF) and the Inter-
234 American Development Bank (IDB) to increase communication on project strategy and funding;
235
- 236 11. *Recommends* implementing an Index for financial evaluation, considering educational development and quality
237 programs, the Holistic Index on Education Development and Risk Assessment (HIEDRA), to optimize fund
238 distribution by:
239
- 240 a. Asking UNESCO, UNDP, ECOSOC and the OHCHR to share education development and funding
241 relevant data to form to HIEDRA;
242
- 243 b. Evaluating education statuses and existing projects under the aspect of effectiveness by:
244 i. Allowing process oriented statistical representation;
245 ii. Ensuring fruitfulness of ongoing projects;
246 iii. Necessity of funds, depending on individual case analysis;
247
- 248 c. HIEDRA providing recommendations to the General Assembly, the International Monetary Fund
249 (IMF) and Global Education Fund (GEF), to improve dynamic and reactive funding, by:
250
- 251 i. The Commission on Sustainable Development (CSD);
252 ii. Quarter and in emergencies being called upon by the General Secretary;
253 iii. Allocating funds of regional resources through member state exchange in administered by the
254 AFDB, ADB, EBRD, CAF and IDB;
255 iv. Effectively communicating with the regional organizations of ECOSOC;
256 v. Improving ongoing recommendations and regional insight by working with the Economic
257 Commission for Africa (ECA), Economic and Social Commission for Asia and the Pacific
258 (ESCAP), Economic Commission for Europe (ECE), Economic Commission for Latin
259 America and the Caribbean (ECLAC) and Economic and Social Commission for Western
260 Asia (ESCWA);
261 vi. Increasing the quality of CSD reports in front of the UN;
262 vii. Being overseen by the Independent Commission Against Corruption (ICAC);
263
- 264 d. Suggesting IMF, GEF, General Assembly and other relevant bodies act according to HIEDRA's
265 recommendations and evaluations.



Code: GA3/1/11

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Welcoming* the incorporation of education as a fundamental right in the *Universal Declaration of Human Rights*
4 (Article 26) in 1948, as well as the *International Covenant on Economic, Social and Cultural Rights* (ICESCR)
5 (1966),

6
7 *Noting* that ensuring quality education and improved learning outcomes requires strengthening evaluations of
8 learning outcomes and mechanisms to measure and ensure progress as described in Article 9 of the *Incheon*
9 *Declaration and Framework for Action* (2015),

10
11 *Recognizing* the importance of education in areas of crises and internally displaced people, as outlined in the United
12 Nations Children's Fund (UNICEF) Programme Divisions declaration on Education in Emergencies and for
13 *Reconstruction: A Developmental Approach*, and also by furthering the work and resources distributed in UNICEF's
14 Essential Learning Package,

15
16 *Observing* the Office of the United Nations High Commissioner for Refugees (UNHCR) with United Nations
17 Educational Scientific and Cultural Organizations' (UNESCO) General education quality analysis framework in
18 efforts to increase education and employment rates among refugees,

19
20 *Fully aware* of the Responsible Future Initiative which works to utilize the previously collected curriculums by the
21 United Nations International School (UNIS) in order to make a central curriculum which is applicable to both
22 further and higher education,

23
24 *Recognizing* the importance of Sustainable Development Goal (SDG) 9 focused on building resilient infrastructure
25 countries which can be utilized by Information and Communication Technologies (ICTs) in order to build education
26 infrastructure,

27
28 *Bearing in mind* General Assembly resolution 63/153 (2009) which showcases how volunteerism can be used to
29 strengthen community solidarity in a way which can allow for the fostering of relationships between people and
30 their respective communities,

31
32 *Encouraging* Member States and teachers of all States to support goals outlined in the *Education for All* (EFA)
33 initiative in order to promote gender equality and to continue supporting educational institutions with an integration
34 of a gender perspective,

35
36 *Noting* the *Convention on the Rights of the Child* (1965), which promotes understanding, tolerance and friendship
37 among races, nations and religions,

38
39 *Recognizing* the economic and resource limitations on less developed Member States as outlined in the *Incheon*
40 *Declaration and Framework for Action* which impedes their abilities to implement science and mathematics
41 research and education,

42
43 *Emphasizing* the importance of Millennium Development Goal 3, relating to the health and well being of individuals
44 of all ages, and how lack of education causes a decrease in health,

45
46 *Fully aware* that the shortage and uneven distribution of professionally trained teachers in disadvantaged areas
47 requires urgent attention, as stated in article 70 of the *Incheon Declaration and Framework for Action* (2015) and
48 the immediate need for 69 million more teachers as provided by the UNESCO's Institute of Statistics (UIS),
49

50 *Acknowledging* the promotion of STEM education for women and girls as a means of rectifying gender inequality in
51 accessing education is especially important since women accounted for less than a third (28.8%) of those employed
52 in scientific research and development,

53
54 *Noting* Article 10 of the *Convention on the Elimination of All Forms of Discrimination against Women* (1979)
55 which tasks Member States with ensuring equal rights are afforded to both men and women,

56
57 *Recalling* Article 7.b of Human Rights Council resolution 8/4 (2008) The right to education which tasks Member
58 States to eliminate obstacles limiting effective access to education which includes linguistic minorities,

- 59
60 1. *Urges* Member States to maintain close partnerships in sharing the best practices within the educational field to
61 ensure that all persons, including but not limited to women and children can pursue lifelong learning that
62 prioritizes the involvement of all culture into the matter through:
63
- 64 a. International organizations such as UNESCO, Association for Childhood Education International
65 (ACEI) and Global Partnership for Education (GPE);
66
 - 67 b. Non-governmental organizations (NGOs) such as Save the Children, to ensure that all persons,
68 including but not limited to women and children so they can pursue lifelong learning that prioritizes
69 the involvement of all cultures into the matter;
70
- 71 2. *Recommends* the creation of multi-stakeholder summits guided by every Ministry of Education, where taking
72 into account different national and regional realities and limitations, actors of public and private sectors
73 can facilitate dialogue in seeking ways to implement functional sub-issues including but not limited to:
74
- 75 a. Involving the participation of specific peoples, such as refugees, displaced peoples, girls and women in
76 Science, Technology, Engineering, and Math (STEM) education;
77
 - 78 b. Using Information Communication Technology (ICT) instruments in education on primary, secondary
79 as well as tertiary level;
80
 - 81 c. Eliminating any and all cultural barriers to ensure equal access to education for all genders and people
82 with religious affiliations;
83
- 84 3. *Suggests* Member States to establish and promote national and international training programs, such as UN's
85 Girl Up WiSci Steam Camp, that equally prepare and encourage women and girls to enter STEM higher
86 education and careers by increasing investments to support STEM education with the collaboration of the
87 American Association of University Women (AAUW);
88
- 89 4. *Encourages* Member States to acknowledge difficulties, such as insufficient funding, concerning educational
90 infrastructure and financing innovative initiatives that pilot non-traditional methods, such as mobile classrooms,
91 which allow access to education in rural communities, specifically in areas:
92
- 93 a. Receiving large numbers of refugees, in contrast to permanent education units;
94
 - 95 b. Experiencing mass gender disparity in education;
96
 - 97 c. Struggling with accommodation for linguistic minorities;
98
 - 99 d. Lacking in resources to provide specialized education to vulnerable population groups, including
100 peoples with disabilities;
101
- 102 5. *Suggests* the allocation of regional resources through Member State exchange:
103

- 104 a. In collaboration with the African Development Bank (AFDB), Asian Development Bank (ADB), the
105 European Bank for Reconstruction and Development (EBRD), Corporación Andina de Fomento
106 (CAF) and the Inter-American Development Bank (IDB);
107
- 108 b. In conjunction with the Independent Commission Against Corruption (ICAC) in willing Member
109 States;
110
- 111 6. *Further invites* local governments to establish public partnerships with the UNICEF in order to secure the
112 necessary funding by:
113
- 114 a. Enabling initiatives to finance low-income families in rural areas and urban slums, aiding students to
115 attain basic school supplies including textbooks, uniform and the provision of school buses for
116 transportation to schools;
117
- 118 b. Encouraging scholarships to low-income families, as they often lack the financial resources and
119 incentives to invest in higher education;
120
- 121 7. *Invites* state and NGO-sponsored professional development and training for teachers native to or permanent
122 residents of Member States largely dependent on expat instructors like Teachers Without Borders in order to
123 support a self-sustaining system, however, recognizing the need for expert aid in such a system's establishment
124 in:
125
- 126 a. Promoting training for issues like disability accommodation within the classroom or other alternative
127 educational setting;
128
- 129 b. Developing curriculum and teaching methods in order to address and adapt to the specific issues and
130 needs of the Member State in question;
131
- 132 8. *Further recommends* the creation of the "Teachers Aiming Perfection" public program that will focus on
133 creating a standard evaluation system of professional teaching methods in order to grant international
134 qualification certificates to eligible teachers, which would:
135
- 136 a. Be guided by the Education International Organization (EIO) and following the guidelines of specific
137 development initiatives such as UNESCO's Teacher Professional Development Project;
138
- 139 b. Consist of standard qualification examinations for teachers to present their knowledge on subjects for
140 primary and secondary learning, with questions that both focus on theory and practicality;
141
- 142 c. Enable a safe environment where qualified teachers can be respected by students and vice versa;
143
- 144 9. *Recommends* Member States promote teacher's capabilities to respond to diversity in the classroom through
145 promotion and training, specifically focused on initiatives to overcome language barrier issues that vulnerable
146 groups face, which includes:
147
- 148 a. Establishing a cultivation of teachers fluent in multiple languages in efforts to teach students in their
149 mother tongue in aims to progress in the labor force;
150
- 151 b. Recommending teacher training curriculum specific to regional issues at the discretion of each
152 Member States;
153
- 154 c. Formulating multilingual textbooks;
155
- 156 d. Recruiting professionally trained local teachers to ensure the continuity of education of the youth and
157 provide children with a contact for their educational progress as well as emotional concerns;
158

- 159 10. *Suggests* Member States to empower refugee children, youth, and adolescents located in refugee camps, by
160 providing means to access education, including:
161
- 162 a. Encouraging emergency teacher training programs in order to meet the immediate demands of refugee
163 students for qualified teachers, which would be facilitated in ways such as:
164
 - 165 i. Emphasizing the importance of allowing teachers with a temporary qualification status and
166 teaching license particularly in refugee camps, after undergoing an intensive, short-term,
167 educator training program, which delineates future prospects of attaining full certification for
168 teachers;
 - 169 ii. Promoting the participation of teachers through incentives, by working in collaboration with
170 UNESCO to seek means of adequate incentives for educators;
 - 171 b. Distributing UNICEF Essential Learning Packages to reach refugee populations to provide logistical
172 support and necessary educational equipment, in order to:
173
 - 174 i. Facilitate rapid adjustment of such peoples into school environments;
 - 175 ii. Encourage the creation of an education curricula to meet the unique needs of refugees, in
176 reference to the United Nations High Commissioner for Refugees' (UNHCR) Curriculum
177 Choices in Refugee Settings;
 - 178 c. Creating a safe environment for refugees to access education by analyzing systemic barriers which face
179 refugees in Member States by utilizing UNESCO's General Education Quality Analysis Framework,
180 which would:
181
 - 182 i. Determine responsive intervention programs to provide refugees with quality education
183 programs and equipment;
 - 184 ii. Offer assistance through programs, workshops, and vocational training which for peoples in
185 refugee camps to enter the local labor and workforce;
- 186
- 187
- 188
- 189 11. *Supports* implementing a curriculum-sharing program similar to the current Global Classroom's humanities-
190 based system in the universal topics of mathematics and sciences to ensure a global standard and to provide
191 access to modern research to Member States that lack resources to develop such programs;
192
- 193 12. *Encourages* the improvement of the quality of education in areas that lack basic education infrastructure, by
194 promoting UNICEF's 'Community Based Education' policy to protect the individual rights of equitable access
195 to education by transforming local facilities, including vacant temples, churches and abandoned houses as
196 education centers;
197
- 198 13. *Recommends* Member States to implement new technological measures to access quality distance learning and
199 reduce illiteracy in rural areas by:
200
- 201 a. Harnessing programs such as the Massive Open Online Course (MOOC) and other creative online
202 commons;
 - 203 b. Creating and utilizing interactive platforms between students, teachers, and parents in facilitating
204 communication and improving students' access to educational resources such as textbooks and
205 educational videos;
- 206
- 207
- 208 14. *Invites* developing Member States to devise and implement Public Private Partnership (PPP) frameworks which
209 increase access to quality education for all, especially for children in poor and remote areas, as well as children
210 in minority populations in secondary and higher education, in ways such as but not limited to:
211
- 212 a. Encourages the PPP policy landscape, such as a three-consecutive five-year development plan to keep
213 record of improvements;
- 214

- 215 b. Welcoming PPP initiatives, ensuring the freedom of choice and personalized student learning,
216 efficiency, equity, and social cohesion by:
217
- 218 i. Working in collaboration with local colleges, universities, and educational institutes to design
219 and maintain initiatives, such as the Education Voucher System (EVS);
 - 220 ii. Benchmarking the initiatives conducted by an educational foundation in providing affordable
221 quality education initiatives, including the EVS, Teaching in Clusters by Subject Specialists
222 (TICSS) programs, and Foundation-Assisted Schools (FAS);
 - 223 iii. Promoting awareness and advocacy of the lack of education in rural provinces and urban
224 slums through awareness campaigns, promotional seminars, and public service
225 announcements;
 - 226 iv. Suggesting the appointment of a Board of Directors within the foundation, which would
227 determine the direction and scope of activities of the foundation, review plans, projects,
228 grants, donations, contributions, and budgets to manage transparent and efficient practices;
229
- 230 c. Increasing mutual trust and maintaining accountability between public and private sectors within
231 willing and able Member States by:
232
- 233 i. Suggesting an accountable policy framework to increase transparency of private educational
234 sectors;
 - 235 ii. Recommending an inspection team which evaluates the performance of schools regarding the
236 output;
 - 237 iii. Assisting in the utilization of public funds as efficiently as possible for educational
238 institutions;
239
- 240 15. *Encourages* Member States to jointly work with UNESCO in order to create education frameworks and
241 standards to assist underprivileged communities through:
242
- 243 a. Improving primary education, specifically on reducing illiteracy rates among children by initiating a
244 joint project with UNESCO, United Nations Volunteer Programme (UNVP), and NGOs, such as
245 Actions without Borders of Room to Read, in ways such as:
246
 - 247 i. Following the guidelines set by the Advisory Board on Education and Outreach and outlines
248 provided by UNESCO in increasing literacy rates;
 - 249 ii. Promoting the UNVP to equip such communities with qualified educators;
 - 250 iii. Improving educational infrastructure and advancing cultural training curricula designed for
251 specific regions,
252 - 253 b. Further harnessing the UNVP to strengthen the solidarity of separate marginalized communities and
254 foster community involvement, by linking individuals, schools, and community centers by
255 implementing the existing UNESCO program labeled “Learning Together Across Generations:
256 Guidelines for Family Literacy and Learning;”
257
 - 258 c. Integrating life skills relevant to specific regions with basic subjects in higher education, such as
259 science and language, to foster youth competencies and to assist students in developing a
260 comprehensive understanding of the regional labor markets by:
261
 - 262 i. Working in partnership with organizations such as the MoneyGram Organization (MGO)
 - 263 ii. Involving common but essential life skills training programs through workshops, hands-on
264 sessions, and courses which include public speaking, managing civic duties, and reaching
265 agreements;
266 - 267 d. Sharing best practices through UNESCO’s Open Access Program, placing significance on
268 incorporating linguistic, social, and cultural aspects of minorities in education curricula, to ensure
269 inclusivity in learning and in schools;
270

- 271 16. *Welcomes* Member States to initiate projects which aim to include all minority populations and help them gain
272 access to inclusive, quality education in ways such as, but not limited to:
273
- 274 a. Providing financial assistance to families living under country specific poverty rates through cash-aid
275 transfer programs, in order to ensure that children of such families can be sent and retained in schools;
276
 - 277 b. Providing supplemental forms of educations in neglected regions, which will be made possible by:
278
 - 279 i. Identifying specific needs and demands of minority populations that have been historically
280 neglected and incorporating them into the educational curriculum;
 - 281 ii. Collaborating with other relevant UN bodies, such as the United Nations Development
282 Program (UNDP) and the United Nations Children’s Fund (UNICEF) to attain financial
283 support and viability;
- 284
- 285 17. *Strongly urges* Member States to seek efficient means to increase enrollment and retention rates of women in
286 school to empower them and assist them in achieving long-term goals by:
287
- 288 a. Promoting and implementing a preventative health education curriculum living in rural areas, in
289 cooperation with the World Health Organization (WHO), to prevent drug abuse and the spread of
290 HIV/AIDS among women, while empowering them through education regarding safe reproductive
291 practices;
292
 - 293 b. Supporting the United Nations Population Fund (UNFPA) education programs which aim to provide
294 family planning and reproductive health to every girl and woman living in rural areas with limited
295 access to continuous education;
 - 296
 - 297 c. Introducing initial affirmative action policies designed to incentivize women to be enrolled in school;
298
 - 299 d. Increasing vocational education and other curricula that are directly linked to competencies in the labor
300 and workforce, which can facilitate women’s access into economic spheres;
 - 301
 - 302 e. Recruiting and training educators who are sensitive to gender rights;
- 303
- 304 18. *Recommends* the creation of a “United Nations International Coalition of Educators” (UNICE), consisting of
305 volunteer educators from different Member States to work with local educators in marginalized areas to
306 increase proficiency levels of local educators and introduce up-to-date education methods by:
307
- 308 a. Employing volunteer educators of different nationalities and sending them, with the permission of the
309 host State, into educationally-struggling states and remote regions that lack education infrastructure
310 and faculty;
 - 311
 - 312 b. Assigning aforementioned volunteers with mission tasks related to providing quality education and
313 vocational training to local populaces in cooperation with local educators;
 - 314
 - 315 c. Developing a self-sustainable environment for local populaces in marginalized areas and struggling
316 states, by introducing self-directed learning practices and self-sufficient infrastructures;
 - 317
- 318 19. *Encourages* the establishment of a UNESCO subcommittee to act as a monitoring body of UNICEF’s
319 educational funds to ensure the adequate and efficient allocation of financial resources through:
320
- 321 a. Performing budget analyses on determining the adequate budget that each Member State is encouraged
322 to contribute to UNICEF;
 - 323
 - 324 b. Conduct national studies to determine which areas are in most need of additional funding for education
325 that cannot be provided by local or national means;
- 326

- 327 c. Strengthen transparency and accountability of Member State’s usage of school funds provided by
328 UNICEF by sending inspection personnel to such areas, who would later submit annual reports to
329 UNESCO;
330
- 331 20. *Recommends* the creation of “Looking to the future” guidelines for professors and teacher in order to assure an
332 adequate learning environment and sustainable quality inside the classrooms, guided and funded by government
333 and report about results to UNESCO by:
334
- 335 a. Suggesting the creation of an annual evaluation from each Ministry of Education to assure the
336 modernization of the program;
337
- 338 b. Creating exams for teachers to pursue a proper standard mentioned above;
339
- 340 c. Applying anonymous evaluations from student about teachers participating in this program to obtain
341 direct information about the quality of their teaching methods;
342
- 343 d. Achieving improvement educational outcome by implement and continuously monitor the
344 development by conducting targeted research and analysis of teacher’s quality and infrastructure.



Code: GA3/1/12

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2
3 *Realizing* the value of partnerships with organizations such *The International STEM Society for Human Rights or*
4 *Teachers Without Borders* in relation to the development of literacy among students within the pre-primary,
5 primary, lower secondary, and secondary education sectors,

6
7 *Highlighting* Human Rights Council resolution 8/4 (2008) which urges Member States to take any effective
8 measures to eliminate obstacles limiting effective access to education,

9
10 *Further highlighting* the Economic and Social Council (ECOSOC) resolution 2011/17, which acknowledges the
11 importance of science, technology, and innovation to rural development,

12
13 *Welcoming* the report by the United Nations Education Social and Cultural Organization (UNESCO) “Assessment
14 of digital technologies used in public education 2011” that outlines the use of technologies and digital devices to
15 widen access to equality education,

16
17 *Recognizing* the joint report with UNESCO and United Nations International Children’s Emergency Fund
18 (UNICEF) on “A Human Rights Based Approach to Education for all” in 2007 which focuses on the lack of
19 educational foundations for developing member states whose economies will suffer without such assets,

20
21 *Acknowledging* the usefulness of conditional cash transfer (CCT) in combating lack of education due to poverty, as
22 shown in the 2008 United Nations Children’s Fund (UNICEF) document “Poverty in Focus: Cash Transfer lessons
23 from Africa and Latin America,”

24
25 *Acknowledging* that gender disparity is particularly acute at the lower secondary level across all Member States as
26 presented by resolution General Assembly resolution 70/265 (2016), which identifies that only fifty-six percent of
27 countries were expected to achieve gender parity in lower secondary education by 2015,

28
29 *Recalling* Standard Rules of Equalization of Opportunities for Persons with Disabilities in General Assembly
30 resolution 48/96 (1994), which outlines a strong moral and political commitment of Governments to take action for
31 the attainment of equalization of opportunities for persons with disabilities, and furthermore, articulates the vitality
32 of proper and effective implementation measures in regard to those peoples with disabilities in relation to
33 assessments,

34
35 *Concerned by* the national statistics collected by the non-governmental organization (NGO) World of Inclusion
36 which states large proportion of children with disabilities unable to attain quality formal and non-formal education,
37 and recognizes the importance of education to disabled individuals at all levels as the advent of education enables
38 disabled young people to acquire the relevant skills required to build their overall capacities as affirmed by General
39 Assembly resolution 70/265,

40
41 *Reaffirming* key points delivered in both Article 13 of the 1966 *International Covenant on Economic, Social and*
42 *Cultural Rights* and Article 26 of the 1948 *Universal Declaration of Human Rights* in providing free compulsory
43 primary education as it is fundamental for a child’s development and furthermore, ensuring that educational
44 facilities are tolerant of divergent cultures, religions, and ethnic backgrounds in order for the child in question to
45 maintain respect of human rights and freedoms within that child’s behavioral development,

46
47 *Recognizing* Article 24 of the 2007 *Convention on the Rights of Persons with Disabilities* (CRPD) which states that
48 persons with disabilities are not excluded from free and compulsory primary education, or secondary education on
49 the basis of disability and provide reasonable accommodation to individuals within institutions and recognizing the

50 importance of NGOs similar to Life Without Limits, a national initiative launched by United Cerebral Palsy (UCP)
51 that aims to empower individuals with disabilities by, among other objectives, shining a spotlight on key issues
52 impacting people with disabilities and using that spotlight to advance the civil rights movement for people with
53 disabilities,
54

55 *Taking into consideration* UNICEF's findings in "The Impact of Language Policy and Practice on Children's
56 Learning: Evidence From Eastern and Southern African States 2016" (ILPPCL) which recognized that using the
57 mother tongue of students in the classroom enhances many aspects of academic performance, including but not
58 limited to; classroom participation, attrition, cognitive learning processes, learner centered learning, and likelihood
59 of family and community engagement in the child's learning,
60

61 *Alarmed by* the fact that, according to UNESCO's "2016 Education for All Global Monitoring Report," there are
62 still 31 million girls of primary school age and 34 million female adolescents that are unable to regularly attend
63 formal or non-formal educational facilities and are thereby unable to find occupations that are fundamentally safer
64 than the ones they attain as a result of said higher illiteracy,
65

66 *Deeply concerned* that, in regard to the UNESCO "Education for All Global Monitoring 2017 Report," two-thirds,
67 i.e. approximately 520 million, of the estimated 774 million illiterate people in the world are women, and
68 furthermore, because of this high gender disparity in relation to literacy, the unilateral wage gap between men and
69 women is maintained with low substantial changes towards closing the gap in rural or otherwise isolated regions,
70

71 *Taking note* of the benefits of pre-primary educational programs, such as educational day care programs, for their
72 ability to serve as support structures for higher educational levels from primary to post-secondary as stated in the
73 1998 *Lisbon Declaration on Youth Policies (LDYP) and Programs* and UNICEF's 2012 report on "School
74 Readiness: A Conceptual Framework" (SRCF) with concerns that these programs too often appears to have an
75 institutional basis against individuals struggling socio-economically,
76

- 77 1. *Advises* the establishment of national initiatives on intensive literacy and work formation training programs for
78 young girls and women to bring basic learning and writing skills in order to focus on reducing the dropout rate
79 and improving literacy rates for girls in countries affected by inequitable access to education as well as to help
80 them prepare for better working environments and to the labor market;
81
- 82 2. *Encourages* the implementation of national programs to build secure and inclusive schooling environments,
83 such as the proper and private sanitary installations that provides clean water supply and that is based upon
84 UNICEF's ongoing water, sanitation, and hygiene (WASH) initiative for young girls and women that do not
85 reside within an adequate and fair distance from these said schooling environments in order to facilitate and not
86 compromise their retention in schools by:
 - 87 a. Building and staffing schools in every village, in rural areas as well as in isolated regions especially in
88 developing countries;
 - 89 b. Mobilizing educated volunteers living in both villages and urban areas to provide basic learning skills
90 for these aforementioned young girls and women;
 - 91 c. Suggesting the World Health Organization (WHO), UNICEF, and NGOs or local organizations to
92 regularly provide feminine care packages to the facilities;
- 93
- 94 3. *Further encourages* Member States that are non-signatories to the *International Covenant on Economic, Social
95 and Cultural Rights* (1966) to work on ratifying the convention and work with UNESCO to develop educational
96 facilities ensuring the ability to provide primary education for all with collaboration of financial institutional
97 organizations, emphasizing regional efforts;
98
- 99 4. *Invites* Member States to implement appropriate standards and tools to identify, measure, and promote learning
100 for those students within a variety disabilities by the applying programs similar to the NGO World of Inclusion
101 program, which has led to progress on improving national-level data collection and involving communities,
102
103
104

105 parents and the children with disabilities themselves, with early grade assessments relevant to the child's
106 difficulties, in order to help narrow the global disparity in participation in assessments;

- 107
- 108 5. *Recommends* Member States increase access to equitable education for families living in poverty by
109 implementing CCT programs and ensure:
- 110
- 111 a. Families receiving CCT are qualified to receive financial assistance based on that specific countries
112 poverty line;
- 113
- 114 b. Children of the family receiving CCTs are enrolled in an appropriate primary or secondary educational
115 institution;
- 116
- 117 c. The children receiving CCT are maintaining satisfactory attendance;
- 118
- 119 6. *Emphasizes* the role of inclusion within all sectors of education for students with disabilities, and in this regard,
120 encourages Member States to sponsor programs similar to Life Without Limits with the additional requirement
121 that these programs encourage the promotion of Article 24 of the *Convention on the Rights of Persons with*
122 *Disabilities* wherein children with disabilities are not excluded from free and compulsory secondary education
123 on the basis of their disability;
- 124
- 125 7. *Reaffirms* the research taken place internationally, such as the LDYP and SRCF, that has repeatedly highlighted
126 the power of pre-primary education programs and recommends Member States to expand current pre-primary
127 level facilities;
- 128
- 129 8. *Further encourages* increased commitment to the production of timely, accurate and policy-relevant science,
130 technology and innovation statistics, provided through the UNESCO Institute for Statistics (UIS) which has
131 been formally engaged in the production of innovation indicators since 2010;
- 132
- 133 9. *Further recommends* that Member States promote the importance of Sustainable Development Goal (SDG) 4 by
134 2030 to eliminate gender disparities in education and ensure equal access to all levels of education for the
135 vulnerable through the use of NGOs that specifically target and measure local education in the lower secondary
136 education sector;
- 137
- 138 10. *Hopeful that* Member States will expand educational programs, with special consideration to primary levels, to
139 be conducted in the native language of sizable and often substantial minority of the recipients per the advice of
140 ILPPLC in order to help facilitate a deeper understanding of the material presented to them and contribute to a
141 lifetime of learning;
- 142
- 143 11. *Further encourages* Member States' to develop teaching curricula in partnership with relevant organizations
144 that touches upon the Science, Technology, Engineering, and Mathematics (STEM) education;
- 145
- 146 12. *Reaffirms* to the three imperative dimensions to adopt digital technologies in schools as stated by the
147 "Assessment Experiences in Digital Technologies in Education" in order for:
- 148
- 149 a. The school's physical and structural conditions to receive a wide range of equipment requiring
150 power supply internet access, distribution, and security;
- 151
- 152 b. Technical field and the ability of students, teachers, and administrators to deal with new digital
153 technologies;
- 154
- 155 c. The revision and improvements of policy and political agenda relating to the technology initiative
156 among all involved stakeholders in an inclusive manner;
- 157

158 13. *Wishes* Member States continue to fulfill their financial commitments to UNESCO education programs for their
159 remarkable ability to enhance primary and secondary education.



Code: GA3/1/13

Committee: General Assembly Third Committee

Topic: Ensuring Equitable Access to Education

1 *The General Assembly Third Committee,*

2

3 *Recognizing the Universal Declaration of Human Rights (1948) and the right to education outlined for all persons*
4 *regardless of race, religion, or class,*

5

6 *Emphasizing the 2030 Sustainable Development Goals (SDGs) and General Assembly 70/1 (2015) and their*
7 *commitment to Goal 4, ensuring inclusive and equitable education,*

8

9 *Noting with concern that 65.6 million people have been forcefully displaced from their homes, including 22.5*
10 *million refugees displaced over international borders lines, according to the Office of the United Nations High*
11 *Commissioner for Refugees (UNHCR) statistics (2017),*

12

13 *Noting with alarm that 24 million children are out of school in conflict areas according to a United Nations*
14 *Children's Fund (UNICEF) report (2017) "One in four children in conflict zones are out of school,"*

15

16 *Deeply conscious of the essence of the Safe Schools Declaration (2015) concerning the impact armed conflict has on*
17 *refugee and internally displaced peoples' (IDPs) access to education,*

18

19 *Observing that approximately fifty percent of refugees are school age children, as outlined in the SDG 4 Sub-target*
20 *4.1 which ensures that all children have free and equitable primary and secondary education,*

21

22 *Further noting that 50 percent of refugee children are enrolled in primary school as compared with a global average*
23 *of ninety percent, as stated by the UNHCR report (2016) "Missing Out: Refugee Education in Crisis,"*

24

25 *Gravely concerned that refugee children are five times more likely to be out of school than other children, and girls*
26 *are 2.5 times more likely to be out of school than boys in conflict zones, according to a press release titled "A*
27 *Promise for Tomorrow" (2016) by the UNHCR,*

28

29 *Reiterating the Guiding Principles on Internal Displacement (1988) that were presented to the United Nations (UN)*
30 *and endorsed by General Assembly resolution 60/1 passed at the 2005 World Summit Outcomes,*

31

32 *Notes with deep concern the lack of appropriate infrastructure for educating refugees and the negative effect this has*
33 *on their ability to learn as stated by the UNHCR Report (2016) "Education for Refugees,"*

34

35 *Noting also the negative effect that an inadequate physical environment has upon students according to the*
36 *UNESCO report (2012) "Lessons from Research on Learning Environments,"*

37

38 *Reiterating the conclusions of the UNHCR Education Report (2016) asserting the need for an increase in*
39 *educational infrastructure, including schools in refugee and IDP camps for the development of better learning and*
40 *teaching materials,*

41

42 *Cognizant of the substantial barriers preventing IDPs from obtaining equitable access to education as identified by*
43 *the non-governmental organization (NGO) High Quality Technical Assistance for Results (HEART) in its article*
44 *"Education for refugees and IDPs in low- and middle income countries; identifying challenges and opportunities"*
45 *(2016) in particular: lack of safety, loss of documentation, and poor infrastructure,*

46

47 *Fully believing the importance of cooperation between local communities and NGOs as addressed in SDG 17*
48 *"Partnerships for the Goals," and their ability to bring attention to and address lack of safety, loss of documentation*
49 *and poor infrastructure,*

50

51 *Acknowledging* the work done by the UNICEF Humanitarian Action for Children (2013) which has assisted more
52 than 48 million children in conflict impacted areas by giving them access to education, healthcare and sanitation,
53
54 *Noting with appreciation* UNICEF’s efforts with refugee children, particularly their creation of Child Friendly
55 Spaces in Emergencies (2011) which ensures that displaced children have a secure environment in which they can
56 learn,
57
58 *Reaffirming* the importance of establishing strong data and information sharing systems in combating regional
59 problems related to education,
60
61 *Applauding* the Malaysian Literacy and Numeracy Screening Program (2012) that monitors and shares the progress
62 of children achieving literacy and numeracy rates,
63
64 *Concerned* by the number of former educators within refugee populations that are not being utilized effectively, as
65 noted in a report (2017) by Promising Practices in Refugee Education “Refugee Teachers – don’t just train, retrain,”
66
67 *Taking note also* of the Empowered to Teach (E2T) program (2014) operating in Malaysia, which trains indigenous
68 teachers to provide high quality education to indigenous and disadvantaged populations,
69
70 *Contemplating* the importance of integrating refugee students into the national education system of the Member
71 State in which they currently reside to ensure stability in education for children, as noted by a recent NGO
72 Humanium article (2017) “Integration of refugee children into education systems in Europe,”
73
74 *Drawing attention* to the UNHCR “Handbook for Emergencies” (2015) which emphasizes the marginalized status of
75 IDPs since they remain within their own borders but do not have access to any citizen rights,
76
77 *Noting with profound concern* that, according to a report (2015) published by the Migration Policy Institute, the lack
78 of legal status for refugees and IDPs prevents these marginalized peoples from receiving an adequate education,
79
80 *Congratulating* Pakistan’s partnership with the UNHCR established in 2018 in incorporating Afghanistan
81 educational curricula for Afghan refugees,
82
83 *Calling attention* to the 2010 UNHCR report “Refugee education in urban settings” stating that a lack of books,
84 stationary and other school materials negatively affects a student’s ability to succeed academically,
85
86 *Recognizing* the core curriculum of IDPs as identified by the UNHCR in its manual “Protecting Internally Displaced
87 Persons” (2008),
88
89 *Reemphasizing* the Curriculum for Refugee schools established in the UNHCR Field Guidelines (2003) which
90 supports curriculum enrichment for refugees and IDPS and addresses psychological needs such as social and
91 cognitive development while maintaining consistent cycles of education,
92
93 *Realizing* that IDPs do not have the resources needed to pay the required fees to attend primary and secondary
94 education, according to UNHCR’s manual “Protecting Internally Displaced Persons” (2015),
95
96 *Further alarmed* by the lack of necessary funding to support Member States with large populations of refugees and
97 displaced persons, such as in Syria where, according to a joint UNHCR/UNDP press release (2017), half a million
98 children are missing out on education due to lack of funding,
99
100 *Taking into account* the growing role of private entities as both funders of refugee education and providers of
101 educational supplies as stated by Educational International’s Report (2017) “Investing in the Crisis: Private
102 participation in the education of Syrian refugees,”
103
104 *Congratulating* the work of the UNDP-Shell Partnership in Iraq (2016), which helps provide vocational education
105 for individuals living in conflict areas,
106

107 *Recalling* the Internal Displacement Monitoring Center (IDMC) research topics for 2017-2020 including the
108 following: structural drivers of socioeconomic impacts of internal displacement, protracted internal displacement,
109 patterns of internal to cross-border displacement, and displacement in the context of slow onset disasters,
110
111 *Mindful* of the role financial contribution from international bodies play in assisting refugees and IDPs as
112 exemplified by the multiple \$17 million grants given in 2011 from the Global Partnership for Education to
113 encourage research, knowledge sharing and capacity development activities,
114
115 *Acknowledging* all the work done by the Global Partnership for Education since 2002 by bringing together private
116 and public donors to financially support and monitor the implementation of education plans in developing countries,
117
118 *Paying tribute* to the Education Sector Development Plan (2005) and its efforts to improve education quality for
119 refugee populations in low-income countries,
120
121 1. *Highlights* the importance of increased cooperation between local communities and NGOs to address the
122 following concerns that prevent IDPs from receiving an education:
123
124 a. Lack of safety;
125
126 b. Loss of documentation;
127
128 c. Poor infrastructure;
129
130 2. *Emphasizes* the importance of Child Friendly Spaces that follow the UNICEF Guidelines for Child Friendly
131 Spaces in Emergencies (2011);
132
133 3. *Encourages* the implementation and expansion of Child Friendly Spaces by UNICEF to create a cohesive
134 network within refugee and internally displaced camps:
135
136 a. Incorporates the existing Child Friendly Educational Program to promote educational environments
137 that take into account children’s mental capacity, emotional history, and emotional well-being;
138
139 b. Reduces the challenges posed by the lack of proper spaces and/or learning environments that hinder
140 child refugees from obtaining equitable education;
141
142 c. Cooperates with other NGOs, international organizations, and UNHCR in providing proper
143 educational infrastructure within refugee and displacement camps;
144
145 d. Satisfies sanitary requirements as outlined in the UNHCR *Handbook for Emergencies* (2015) within
146 newly constructed infrastructure to ensure the health of refugee children;
147
148 4. *Emphasizing* the need for programs similar to the Malaysian Literacy and Numeracy Screening Program
149 (LINUS) (2015) that are applicable to refugees and IDPs
150
151 5. *Further emphasizes* the need for properly trained teachers and educational programs modeled after the
152 Malaysian E2T program that can help recruit teaching personnel from within and outside refugee camps by:
153
154 a. Utilizing awareness campaigns;
155
156 b. Creating informational sessions about the opportunity within refugee camps;
157
158 c. Training instructors to deliver structured education to children within the camps;
159
160 6. *Recommends* that Member States with refugee populations incorporate refugees into their education systems, as
161 established in the UNHCR Global Review (2011), through measures such as, but not limited to:
162

- 163 a. Establishing a system that allows refugee children to pass through local areas to access schooling;
164
165 b. Expanding the types of acceptable documentation accepted in local schools;
166
167 c. Allowing non-governmental organizations into refugee camps to coordinate this effort;
168
169 d. Following the responsibilities outlines in the UNHCR;
170
- 171 7. *Notes the importance of* collaboration to address the needs of refugee students as exemplified by Pakistan’s
172 partnership with the UNHCR in incorporating Afghanistan educational curriculum for Afghan refugees that:
173
174 a. Abides by the educational policy of the Member State in which the refugee camp is located;
175
176 b. Allows children to learn the educational lessons from the Member State from which they originate
177 including cultural, historical, and linguistic values and heritage;
178
- 179 8. *Underscores* the need for IDPs to have access to uniforms, books and other school materials to facilitate
180 learning;
181
- 182 9. *Asks* that Member States implement educational programs in line with the current core curriculum taught to
183 IDPs as identified by the UNHCR to ensure a full and fair education for IDPs along with promoting their safety
184 and long-term reintegration including:
185
186 a. Landmine awareness;
187
188 b. HIV/AIDS prevention and awareness;
189
190 c. Human rights and humanitarian principles;
191
192 d. Citizenship;
193
194 e. Environmental conservation;
195
196 f. Sexual harassment prevention;
197
- 198 10. *Reiterates* the importance of private engagement in the promotion of education development initiatives such as:
199
200 a. Engaging Corporate Social Initiatives (CSIs) such as the HP School Cloud learning investment;
201
202 b. Building public-private partnerships in education polices;
203
204 c. Building on models such as the UNDP-Shell Partnership launched successfully in Iraq;
205
- 206 11. *Encourages* further research into the four main areas commenced by the IDMC:
207
208 a. Structural drivers of socioeconomic impacts on internal displacement;
209
210 b. Protracted internal displacement, including displacement severity;
211
212 c. Patterns of internal to cross-border displacement;
213
214 d. Displacement in the context of slow-onset disasters;
215
- 216 12. *Supports* the work of the Global Partnership for Education that funds the resources needed in refugee camps;
217

- 218 13. *Endorses* the expansion of the 2005 Education Sector Development Plan, which currently focuses on improving
219 education quality through:
220
221 a. Refined legislation that improves the educational system at the primary and secondary levels;
222
223 b. Improved training for educators and instructors.