

28 – 31 March 2021

Documentation of the Work of the General Assembly Third  
Committee (GA3) NMUN Simulation\*



**TOGETHER  
TOWARDS  
TOMORROW**

## Conference A

\* National Model United Nations ([nmun.org](http://nmun.org)) organizes simulations of the UN. The resolutions in this document were the work of dedicated college and university students attending our conference. They are not official UN documents and their contents are not the actual work of the UN entity simulated.

# General Assembly Third Committee (GA3)

## Committee Staff

**Director**  
**Assistant Director**  
**Chair**

Courtney Indart  
Markus Bianchi  
Crystal Burns

## Agenda

- I. Rights of Indigenous People
- II. Empowering Conflict-Affected Children and Youth
- III. Implementing the Convention on the Rights of Persons with Disabilities

## Resolutions adopted by the Committee

Code	Topic	Vote
GA3/1/1	Empowering Conflict-Affected Children and Youth	Adopted by acclamation
GA3/1/2	Empowering Conflict-Affected Children and Youth	55 votes in favor, 4 votes against, 13 abstentions
GA3/1/3	Empowering Conflict-Affected Children and Youth	Adopted by acclamation
GA3/1/4	Empowering Conflict-Affected Children and Youth	Adopted by acclamation
GA3/1/5	Empowering Conflict-Affected Children and Youth	52 votes in favor, 8 votes against, 12 abstentions
GA3/1/6	Empowering Conflict-Affected Children and Youth	60 votes in favor, 3 votes against, 9 abstentions
GA3/1/7	Empowering Conflict-Affected Children and Youth	56 votes in favor, 6 votes against, 10 abstentions
GA3/1/8	Empowering Conflict-Affected Children and Youth	60 votes in favor, 4 votes against, 8 abstentions

## Summary Report

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

- I. Rights of Indigenous People
- II. Empowering Conflict-Affected Children and Youth
- III. Implementing the Convention on the Rights of Persons with Disabilities

The session was attended by representatives of 75 Member States and one Observer.

On Sunday, the committee adopted the agenda of II, I, III, beginning discussion on the topic of "Empowering Conflict-Affected Children and Youth."

By Tuesday, the Dais received a total of eight proposals covering a wide range of sub-topics like gender equality, shelter development program, employment and vocational training, education, decision-making process inclusion and information and communication technologies (ICTs). The atmosphere in the committee was one of collaboration. Due to the virtual nature of the conference the delegates focused on the quality of their papers rather than on the process of merging.

On Wednesday, eight draft resolutions had been approved by the Dais, four of which had amendments. The committee adopted eight resolutions following voting procedure, three of which received unanimous support by the body. The resolutions represented a wide range of issues, including gender equality, shelter development program, employment and vocational training, education, decision-making process inclusion and ICTs. The body adapted very well towards the virtual circumstance and did the best to help each other whenever there were technical difficulties.



**Code:** GA3/1/1

**Committee:** General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Affirming* the sanctity and importance of the protection of state sovereignty while working to empower children in armed conflict,

*Reaffirming* the importance of the *UN Declaration of Human Rights* (1948), *Declaration on the Promotion among Youth on the Ideals of Peace, Mutual Respect, and Understanding between Peoples* (1965), *the Convention on the Rights of the Child* (1989), *Optional Protocol on the Involvement in Armed Conflict* (2000), and *the International Covenant on Civil and Political Rights* (1966), which all state that human beings have the right to freedom without discrimination based on race, socioeconomic status, and ethnicity,

*Recalling* Security Council resolutions *RES/1612* (2005), *RES/1998* (2011), *RES/2068* (2012), *RES/2143* (2014), and *RES/2427* (2018), regarding grave violations against children and schools in times of conflict, and its associated monitoring, reporting, and prevention mechanisms,

*Emphasizing* the priorities outlined in the United Nations International Children's Emergency Fund (UNICEF) Education Strategy 2019-2030, particularly the assurance of the necessities of life, liberty, and safety, as well as the preservation and prompt reestablishment of education in fragile contexts,

*Guided by* the Third International Conference on Safe Schools, which met in 2019 to share experiences, raise awareness, and encourage future discourse on the topics covered in the Safe Schools Declaration and the Guidelines,

*Recognizing* that armed conflict has a direct effect on an increase in child labor and forced armed forces recruitment, and bearing in mind the severe effects of COVID-19 on resources and services,

*Noting with deep concern* that in 2020, approximately 1.8 billion children were living in a conflict zone, of which, 26 million children were out of school with the number still increasing,

*Profoundly concerned with* the strengthening of rehabilitation and reintegration services within the educational system to better prepare children when facing political representation and civil empowerment,

*Noting with concern* the lack for safety, adequate living standards, and education for conflict affected youth globally,

*Acknowledging* the impressive partnerships being done with CSOs, such as the Technology-enabled Open School for All project, and initiatives like the Belt and Road, which are successfully working to increase technological capacity and infrastructure multilaterally,

*Recognizing* the lack of a discussion and funds on rebuilding and retrofitting schools destroyed by armed conflict,

1. *Calling out* to Member States to implement engagement centers open to children to foster healthier, safer, and more supportive environment by:
  - a. Providing productive engagement to support education, civic engagement, lifetime sports, as well as creative endeavors in after-school programs to accommodate the rehabilitation of forced child laborers and child soldiers by:

- i. Approaching to help UN specialized agencies like the International Labour Organization, which works to advance labor rights across the globe and launched an initiative in 2021 to eradicate child labor;
    - ii. Including former child soldiers, Member States can collaborate with UNICEF, taking the lead in reintegration of child soldiers back into society;
  - b. Providing infrastructure in addition to engagement centers to create housing and transportation available to students so that they can access schooling at all times by:
    - i. Including suggested partnerships with bodies and organizations like UNICEF, whose primary objective is to support children in emergency and fragile situations;
    - ii. Urging Member States to specialize in supportive efforts regarding food, water, healthcare essentials, and education, to provide multifaceted aid for children in conflict-affected regions;
- 2. *Supporting* the capacity-building of states to improve breadth and quality of education through:
  - a. The use of telecommunications systems to address gaps in access to education, especially in rural areas through:
    - i. Collaborating with civil society experts in addressing the gaps in access and the success of delivering wide-scale education digitally;
    - ii. Furthering the work being done through multilateral technological- and economic-capacity building initiatives to increase educational and digital capacities of Member States;
    - iii. Encouraging partnerships with related bodies and organizations, such as the General Assembly Second Committee and the International Telecommunications Union, for continued support in Member State capacity-building to support digital deliverance of education to rural and conflict-affected areas;
  - b. Ensuring the inclusion of peace-education in curriculum in accordance with the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict;
  - c. Improving the quality of teacher education and increase enrollment in teacher education programs to ensure better quality of education by:
    - i. Addressing the gap between highly developed education systems and lesser developed education systems in the number and quality of teachers;
    - ii. Partnering with relevant UN bodies and non-governmental organizations (NGOs) to ensure more universal teacher education benchmarks;
    - iii. Encouraging dialogue between Member States to promote the sharing of successes and challenges to be addressed;
  - d. Voluntary funding for these programs, institutions, and curriculums to form impactful and effective education programs can be requested in partnership with;

- i. The United Nations Educational, Scientific and Cultural Organization, as they support education programs and thus Member States may find their priorities in these initiatives align;
    - ii. The World Bank, from whom Member States may coordinate loans;
  3. *Recommends* the creation of the Education of Children in Armed Conflict Conference (ECACC) which will:
    - a. Be held annually with the first conference taking place in August 2021 in Vietnam;
    - b. Be funded by voluntary contributions by Member States;
    - c. Establish a fund called the UN Protection of Education and Schools in Conflict Fund (UNPESCF);
      - i. To prioritize the addressing of short-term solutions and long-term planning to protect and promptly establish schools and education in fragile contexts;
      - ii. To rebuild schools damaged by armed conflict and will retrofit schools to make them more resistant to armed conflict;
    - d. The ECACC will discuss which areas are in greatest need of financial support in conflict areas;
  4. *Suggests* the creation of the position of the Special Rapporteur on Conflict-Affected Children and Youth to present reports to help monitor emergency situations by:
    - a. Encouraging Member States to track data regarding the impact of the conflict upon education centers and any attempts to deny a child their right to education, in order to:
      - i. Prevent human rights violations within conflict-affected regions and promote the rights of children to appropriate living standards;
      - ii. Take all necessary measures within the international community to support affected countries and bring those together in an effort to strengthen their opportunities;
    - b. Fostering report to the Special Rapporteur by working with NGOs to provide accurate reports on conflict conditions.



**Code:** GA3/1/2

**Committee:** The General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Guided by the Charter of the United Nations (UN) (1945) and particularly Article 55, which outlines the universal respect for human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion,*

*Noting with deep appreciation Convention on the Rights of the Child (1989) affirming universal rights for children, particularly Articles 10, 15, 28, 29, 38, and 39 upholding the rights of children around the globe to education, protection from conflict and child labor,*

*Recalling Article 24 of the International Covenant on Civil and Political Rights (1966) outlining the right of protection of children as well as disallowing discrimination,*

*Recalling the Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974) stating that women and children are the most vulnerable members of the population and can be subject to specific protection in times of armed conflict,*

*Reaffirming the General Assembly resolution 73/155 on the "Rights of the Child" supporting youth civic engagement and calling upon Member States to respect and promote the right of girls and boys; to involve children, including children with disabilities, in decision-making processes; and to support children's organizations and child-led initiatives,*

*Keeping in mind the General Assembly resolution 70/1 "Transforming our World: the 2030 Agenda Sustainable Development Goal" with focus on Sustainable Development Goal (SDG) 4 on inclusive and equitable quality education, specifically target 4.5, which targets to ensure equal access to all levels of education for children in vulnerable situations, and SDG 3 on ensuring healthy lives and promoting well-being, specifically targets 3.3, 3.4, and 3.7, which targets mental, sexual and reproductive health for persons of all ages, including support for persons affected by HIV/AIDS,*

*Reiterating support to the work conducted by the Special Representative of the Secretary-General for Children and Armed Conflict, created by the General Assembly resolution 51/77 of 1996,*

*Noting the United Nations International Children's Emergency Fund's (UNICEF) Power for Youth Initiative, which aims to empower teenagers around the world by providing them with the skills and tools they need so that they can be the future entrepreneurs, the future workforce, and the future leaders of their countries and acknowledging the liberating work the program had on children in Kosovo, Montenegro, the Philippines, Viet Nam, and China,*

*Keeping in mind UNICEF's Giga, an initiative launched by UNICEF and the International Telecommunication Union (ITU) in September 2019 to connect every school to the Internet and every young person to information, opportunity, and choice,*

*Cognizant of the work of the "World Programme of Action for Youth" (WPAY), adopted by the General Assembly in resolution 50/81 (1995), which provides a policy framework and practical guidelines for national action and international support to improve the situation of young people around the world,*

*Articulating the value of contributions made by UNICEF and the United Nations Population Fund (UNFPA) to National Youth Action Plans, which are a tool for creating targeted programs for youth empowerment,*

*Fully supporting the Handbook on Child Participation in Parliament (2011) published by the Inter-Parliamentary Union and UNICEF, which emphasizes the necessity to include children parliamentarians and provide them with a opportunity to present the views of children,*

*Emphasizing the success of regional initiatives such as the #YourVoiceForFuture digital campaign of the African Union-European Union Youth Cooperation Hub for youth empowerment which provides real-time data on diverse problems young people are facing and make their voices heard,*

*Recognizing the fruitful efforts of the Stop Child Labor Coalition, which collaborates with anti-child labor advocates and groups, and acknowledging that 2021 is the International Year for the Elimination of Child Labor,*

*Deeply conscious of the fruitful and empowering efforts of End Violence Against Women International and its vital work to assist those who have been victimized by physical, emotional, and sexual abusers by providing 160,000 hours of impactful work globally,*

*Recognizing that the long lasting and multidimensional impacts of conflict on children and youth can be helped with post-conflict empowerment programs that can aid in self-determination and ensure active participation in their communities,*

*Emphasizing the need for secure and stable housing for conflict-affected youth and children,*

*Taking into consideration the negative impact the closure of schools and institutions has on the ability to empower, protect, and educate 188 million children who were displaced from schools according to the United Nations Educational, Scientific and Cultural Organization (UNESCO),*

*Fully believing in the importance of access to infrastructure such as information, transportation, and agriculture technologies to accelerate children's development processes as stated in UNICEF's "Children, Information and Communication Technology (ICT), and Development" report,*

*Deeply disturbed by the effort of groups in armed conflicts to negatively shape the ideology of children and youth,*

*Distressed that children and youth represent the majority of the population in most countries affected by armed conflicts bear a disproportionate burden in conflict situations,*

*Deeply concerned by the 152 million children involved in the practice of child labor according to the International Labor Organization (ILO) which creates preconditions for their involvement in conflict,*

1. *Emphasizes* the importance for Member States to maintain birth records of children immediately after birth at government authority offices, in order to:
  - a. Prevent child labor by complying with the ILOs *Minimum Age Convention (1973)* that sets the minimum age of employees to 15;
  - b. Avoid recruitment into armed conflict as birth registration information can enhance the Security Council's existing efforts to track the movement of children at high risk of involvement in conflict;
  - c. Enable children to enroll in educational programs and consequently empower them to become agents in preventing conflict and building peace;
2. *Encourages* Member States to prevent children and youth from entering conflict as combatants and promote peace through education by:



- a. Developing a comprehensive international educational curriculum aimed at preventing marginalization among children and youth with the help of the WPAY;
  - b. Further developing with the help of NGOs, pre-existing national curriculum, and youth organizations to provide training and support for students, teachers, and other faculty to promote inclusion of children and youth into society;
3. *Recommends* Member States to address the pressing issue of child labor by:
  - a. Involving non-governmental organizations, such as the Stop Child Labor Coalition which works specifically on creating and supporting legislation, in shaping policies aimed at preventing child and youth exploitation;
  - b. Encouraging Member States to provide economic incentives at the discretion of national interests to businesses that rely heavily on child labor in order to incentivize them to use a different form of labor and prevent national economic loss;
4. *Suggests* Member State coordination with organizations having defensive capabilities to prevent child, youth, and civilian casualties during conflict by taking actions such as maintaining an online tool that allows Members States to review violations against children and youth civilians differentiated within the database;
5. *Promotes* the protection of young women and girls against physical and sexual violence during conflict and durations of insecurity through:
  - a. Emphasizing a need to establish secured housing and locations for young women and girls experiencing threats of violence within refugee camps;
  - b. Supporting End Violence Against Women International and similar organizations working to assist young women and girls that have been victims of sexual violence including through mental health assistance, medical assistance, and access to necessary resources;
  - c. Recommending a response team to address the perpetration of violence against young women and girls within refugee shelters, so perpetrators are known and held accountable for their acts of violence;
  - d. Endorsing the creation of micro-loans to assist young women in having their own source of income and creation of revenue streams during the reconstruction of communities that suffered from the effects of conflict;
  - e. Suggesting a structure of community authority to observe and prevent the monetary sale or approval of young women and children into early marriage;
  - f. Emphasizing the need to educate young men on the negative impact of physical and sexual violence against young women and girls;
6. *Calls upon* Member States to collaborate with UNICEF to evaluate opportunities and best practices for establishing community living centers for conflict-affected youth through:
  - a. Suggesting UNICEF cooperate with the International Monetary Fund to secure sustainable funding;
  - b. Providing housing and security in community centers;

- c. Hiring regional mental health specialists who will collaborate with international experts to provide tailored mental health counseling sessions;
  - d. Creating an easy-to-use website where children can get relevant information they need as well as report violence they have experienced, ensuring their anonymity;
  - e. Developing a quarterly/biannually reporting process for Member States to gather information for further research by UNICEF; including information about:
    - i. The number of children treated in the living center;
    - ii. Educational, technological, and health resources available in the centers;
    - iii. Progress measured through notable patterns of child behavior, mental health status post conflict, and educational accomplishments;
    - iv. The impacts of significant global changes, including the COVID-19 pandemic, on the efforts of community centers;
7. *Emphasizes* the need for children in post-conflict areas to have better access to ICTs by the following means:
- a. Providing safe places for internet access and electricity in nations in post-conflict scenarios for education programs, mental health professionals, and applications for work opportunities entirely online;
  - b. Finding solutions that better connect public transport systems within conflict-affected countries;
  - c. Developing agricultural technology that would produce sustainable and reliable sources of food and water for regions affected by previous conflict;
8. *Encourages* Member States to support the Power for Youth initiative and engage in educational support program for children and youth who are exposed to devastating conflicts jointly with UNICEF by the end of 2022 following the next steps:
- a. Calling for UNICEF's Giga and Power for Youth to provide educators-volunteers to assist children and youth in gaining the skills necessary for future employment opportunities and consulting with them on working opportunities both offline and remote;
  - b. Providing employment consultations for highly motivated adolescents who have completed tests on writing capabilities, erudition, and submission of motivation letters;
  - c. Carrying out distant or personal 2-month trainings on employability, research, and leadership skills for adolescents jointly with the staff of Power for Youth in regional centers;
  - d. Establishing partnerships with international companies as specific ventures for employment or paid apprenticeships for young persons be used as avenues to deter the enlistment of youth in groups that create or continue conflict in order to provide adolescents with job opportunities after the completion of the final test and interview;
  - e. Teaching an array of life skills as an additional means to bolster the independence of young adults and children from conflict-oriented groups;

9. *Suggests* integrating sports into a curriculum program to redirect the negative mental health impact, former youth military have experienced by encouraging partnerships with foreign organizations to reintegrate them into society;
10. *Encourages* Member States to adopt programs for conflict affected children and youth similar to The International Youth Initiative program which helps youth and children learn about social responsibility and develop leadership skills by:
  - a. Providing them with employment training opportunities and involving them in community-level and decision-making processes with the help of UNICEF;
  - b. Submitting an annual report to UNICEF summarizing the progress made in allocating employment training opportunities for youth and providing space for amplifying their voices on social issues each Member State by the end of each year;
11. *Encourages* the ongoing implementation of education projects that build trust in governmental structures and ensure future community leadership of conflict-affected children and youth by:
  - a. Requesting the Special Representative of the Secretary-General for Children and Armed Conflict to set up a digital point of contact at United Nations Institute for Training and Research (UNITAR) for respective Member State contributions of ongoing and successful programs until 31 December 2022 within the Special Representatives 25th year of service;
  - b. Inviting all relevant stakeholders involved in ongoing and successful programs for their participation in shaping the framework of the projects;
  - c. Recommending the Special Representative of the Secretary-General for Children and Armed Conflict evaluate these submissions and previous successful projects periodically and to prepare a document on the results of best practices and recommendations for future projects submitting it until the 78th session of the General Assembly, in addition to a 25th anniversary review;
12. *Suggests* Member States adopt mentoring programs that enable youth to assist in the rehabilitation of ex-combatant youth by:
  - a. Becoming mentors to ex-combatant youth;
  - b. Facilitating activities such as vocational training or recreational activities through regional employers or NGOs to reintegrate ex-combatant youth into society;
13. *Encourages* the Secretary-General to prepare a report on the possible implementation of an international school parliament for children in post-conflict societies submitted to this committee in 2022 for further discussion on, including:
  - a. Possibilities to enable a shared simulation of the parliament for children and youth in post-conflict societies by providing diplomatic chaperones who can mentor and safekeep those attending;
  - b. The identification of entities to implement such an international school parliament for children and youth in post-conflict societies that:
    - i. Provides youth with training to assume international leadership roles;
    - ii. Facilitates best-practice sharing concerning leadership programs and workshops inter-regionally;

- c. Effective ways to identify and prepare eligible children for children and youth in post-conflict societies;
  - d. An evaluation format to share results, enable best practice sharing and provide those states from which the children attend with possibilities for national implementation of school parliaments for children and youth in post-conflict societies;
14. *Recommends* the General Assembly to declare the year 2023 as the Year of Conflicted-Affected Children and Youth to raise awareness, as well as provide a centralized channel for Member States to access resources on best practices or research on the topic;
15. *Recommends* National Youth Action Plans be supported and implemented in Member States with conflict affected youth to create targeted strategies in collaboration with youth leaders to empower children and youth by:
- a. Filling educational gaps to be considered as tools for supporting conflict affected youth by including;
  - b. Creating employment training opportunities;
  - c. Providing mental, sexual, and reproductive healthcare access, including support for children and youth affected by HIV/AIDS;
  - d. Supporting young women and girls;
  - e. Increasing young people's role in post-conflict peacebuilding;
  - f. Encouraging Member States to supporting UNICEF and the UNFPA's efforts to fund National Youth Action Plans;
16. *Welcomes* further initiatives.



**Code:** GA3/1/3

**Committee:** General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Expressing its concern* about children and youth currently living in conflict-affected countries in where they are in danger and their education, mental health, and physical health is extremely affected,

*Recognizing* the complexities surrounding the acquisition of an education without access to advanced technological equipment in conflict-affected areas,

*Guided* by General Assembly resolution 70/1 (2015), specifically Sustainable Development Goals (SDGs) 4, 10, and 16, in the promotion of early interventions that invest in all children, including child soldiers and children displaced by conflict, in order to ensure accountability for such violations and to provide a foundation for the protection of children from all forms of violence, abuse, and exploitation,

*Noting further* that the protection and well-being of children disproportionately affected by conflict must occupy an important place in the international community, referencing global humanitarian frameworks, namely the *Convention on the Rights of the Child* (1989) and the *Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict* (2000),

*Observing* that education for 1.5 billion children in 182 countries either stopped partially or fully due to the COVID-19, undermining their future and increasing protection-related risks for those who reside in regions affected by war and violence, emphasizing the crucial role of technology for youth to continue their education and stay up to date on world matters, particularly pointing to the Department of Economic and Social Affairs (UNDESA) *Policy Brief #61: COVID-19: Embracing Digital Government During the Pandemic and Beyond* (2020), which encourages the use of digital media to disseminate information,

*Alarmed* that as many as 6 million children were disabled by armed conflict which can cause accessibility difficulties within schools as reported by UNDESA's *Electricity and education: The benefits, barriers, and recommendations for achieving the electrification of primary and secondary schools* (2014),

*Viewing with appreciation* the impressive partnerships being done with civil society organizations (CSOs), such as the Technology-enabled Open School for All project, and initiatives like the Belt and Road, which are successfully working to increase technological capacity and infrastructure multilaterally,

*Acknowledging* the importance of technology in education among children and youth and the growing demand for technological advancements in conflict-affected areas as emphasized by UNESCO's program *Bridging Learning Gaps for Youth* to help smooth the curriculum gaps often caused by conflict,

1. *Encourages* Member States to support programs that provides international aid to children and youth affected by conflict, who are detained from having access to formal education, through tablet-based game initiatives which includes instruction and practice modules, as well as a learning management system with content based on government-approved school curriculum and accessible with solar powered charging stations;
2. *Recommends* Member States to work with United Nations International Children's Emergency Fund's (UNICEF) Communication for Development (C4D) program which applies a community-centered approach to information and communication technology (ICT) and works

with local educators to create radio curriculum that is accessible during times of unrest and instability;

3. *Encourages* Member States to utilize UNICEF's Innovation Fund as a resource and a model for funding technological improvements in areas of conflict, as the infrastructure and funding is necessary to implement programs reliant on the use of technology;
4. *Calls upon* Member States to concentrate support towards both low-technology and no-technology conflict areas within the framework of the *Safe Schools Declaration (2015)* as the only international agreement dedicated to the protection of education in armed conflict, endorsed by the Secretary-General, High Commissioner for Human Rights, and the Special Representative for Children and Armed Conflict by:
  - a. Identifying areas of need within local communities and providing ongoing reinforcement to teachers, understanding the urgency in addressing conflict zones with limited access to education;
  - b. Delivering distance-learning workbooks to students through informal learning centers by restoring access to safe education, developing partnership programs within regions lacking ample resources based upon those currently in place, and establishing systems that are conflict-sensitive;
5. *Strongly Encourages* Member States to call upon the Economic and Social Council's (ECOSOC) subsidiary body, the Commission on Science and Technology for Development, which focuses primarily on the advancement of understanding technology policies in developing countries, to provide an international standard of advanced technological education for children and youth in conflict-affected areas through community-based, private-sector, and intergovernmental relations;
6. *Further recommends* the development and use of different forms of media, such as radio, television, and game applications, that can aid in the education of children and families in a range of topics, including legal help, mental health services, and peacebuilding that are catered to the region in which it is used;
7. *Directs attention* to the demands from those working to address the accessibility gap between those who need reliable high speed network connection and those who can provide, especially in conflict-affected areas and particularly in the sector of education by:
  - a. Bridging this gap through partnerships with CSOs with the most expertise in expanding infrastructure and capacity for international 5G access,
  - b. Encouraging collaboration between all stakeholders with multilateral technological capacity-building initiatives to continue to connect those who need access to ICTs, especially pertaining to education in conflict-affected areas, and those with the knowledge and ability to meet these needs,
8. *Invites* Member States to support efforts of distributing ICT devices and focus on the expansion of web- and app-based curriculum to have more accessible learning for children with disabilities and those affected by conflict;
9. *Urges* Member States to adopt and improve psychological and therapeutic health care systems and services for conflict-affected children in order to address and mitigate any existing trauma through the use of technology to allow one-on-one video and audio communications to allow for regular access to mental health professionals, as well as the inclusion of environments that are conducive to the education and aid of vulnerable children,

through facilitating individualized programs that are educational, accommodating, and psychologically-positive for individual children;

10. *Invites* Member States to utilize their access to ICTs and integrate them into the United Nations Office on Drugs and Crime's (UNODC) existing approaches in the development of guidelines on justice and empowerment for child victims and witnesses of crime, through personal meetings and focused online curriculum in the aim of promoting child advocacy for refugees and internally displaced persons and all those affected by conflict;
11. *Declares* technological humanitarian aid as the provision of resource-based assistance formulated with the intention of encouraging progressive development of areas insofar as maintaining the continuous incentive for growth and prosperity for any given region, specifically within the understanding of the generalized populations' usual technological assistance concerning the promotion of human wellbeing through a technological process ability;
12. *Encourages* UNICEF to implement the necessary accessible security for the provision of technological humanitarian aid throughout areas deemed necessary for regions afflicted by conflicts;
13. *Welcomes* the proposed allowance of the Republic of the Congo to be considered as a model region under which peacebuilding missions alongside technological humanitarian aid may be provided towards the region of Central Africa;
14. *Calls* Member States to use established regional bodies to ensure protection of vulnerable populations in their use of ICTs by launching data driven investigations and holding international internet forums to discuss best practices and safety techniques with regards to cyber security.



**Code:** GA3/1/4

**Committee:** General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Guided by the Charter of the United Nations (UN) (1945) as the foundational treaty that established purposes of maintaining the harmonizing actions and developing friendly relations among nations,*

*Recalling the Universal Declaration Human of Human Rights (1948), which specifies the right to education for all, as well as the right to life, which are both currently being threatened,*

*Reaffirming the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), mainstreaming the empowerment of youth worldwide by focusing on educating children on the “ideals of peace, humanity, and liberty”,*

*Expressing appreciation for the Convention on the Rights of the Child (CRC) (1989), which lays the foundations for the promotion and protection of the rights of children and youth,*

*Bearing in mind the Optional Protocol to the CRC on the Involvement of Children in Armed Conflict (2000) and affirming the importance of teaching children peace rather than conflict,*

*Reconfirming the World Declaration on the Survival, Protection and Development of Children (1990) agreed on at the World Summit for Children on 29-30 September 1990, as well as the Sustainable Development Goals (SDGs), especially regarding SDG 3 on Good Health and Well-Being, SDG 4 on Quality Education, SDG 8 on Decent Work and Economic Growth, and SDG 16 on Peace and Justice Strong Institutions, which together stress the joint commitment to give every child a prosperous future,*

*Appreciating the work of the World Bank that serves as an international financial institution that provides loans and grants to the governments for the purpose of pursuing capital projects;*

*Recognizing the Youth Global Programme for Sustainable Development and Peace (2016-2020) launched by the UN Development Programme (UNDP), as well as the United Nations International Children Emergency Fund (UNICEF) program “Power for Youth”, which focus on addressing challenges youth faces by improving capacities to ensure children and youth have the correct resources for their future,*

*Reaffirming the UNDP Nepal Youth Strategy 2018-2022 (UNDP NYS) for its success and potential to be a guideline for other similar programs in identifying methods of systematic and coordinated action to support youth empowerment, effective advocacy, and mainstreaming of youth issues,*

*Appreciating the UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) that provides assistance, protection, and advocacy for registered Palestine refugees in Jordan, Lebanon, Syria, and the occupied Palestinian territory,*

*Reiterating the importance of the work being done by the Special Representative of the Secretary General for Children and Armed Conflict, the Global Coalition for Reintegration of Child Soldiers, and UNICEF and noting these organizations need additional funding to combat the impact of the COVID-19 pandemic on conflict-affected youth and impoverished youth,*



*Bearing in mind* the World Bank working paper on *Harnessing Technology to Address the Global Mental Health Crisis* (2019), which explores how technologies can assist in response to mental health challenges;

*Acknowledging* that PLAN International's report from 2016 states that one in every three children with disabilities were affected by conflict, which has disproportionately impacted their access to a proper primary education or empowerment programs,

*Aware of* the Permanent Forum of Indigenous Issues which focuses its attention on the 15% of Indigenous communities that are in conflict-affected regions, which exposes children to recruitment in order to use them as soldiers,

*Expressing concern* toward the *United Nations Educational, Scientific, and Cultural Organization (UNESCO) EFA Global Monitoring Report (2020)*, revealing that children in conflict-affected countries are 40% less likely to enjoy inclusive education opportunities and that, thus, providing technological resources and access to education is of utmost importance in light of the COVID-19 pandemic,

*Deeply concerned* that the *UN Humanitarian Needs Overview report (2021)*, states that every 2 out of 3 infants in conflict-affected areas who need treatment for malnutrition will be left untreated, and is preoccupied by the spread of diseases such as COVID-19, as well as the difficulty to provide proper healthcare due to the lack of potable water and good hygiene habits,

*Fully alarmed* that violations against the rights of the child in conflict areas have tripled since 2010, yet remain severely underreported within the UN, understanding that the COVID-19 pandemic has exacerbated violations against children in the world,

*Noting* that international humanitarian law requires from all parties of a conflict to account for individuals reported missing,

1. *Strongly suggests* that Member States cooperate with UNICEF on the Water, Sanitation and Hygiene initiative to facilitate the access to basic necessities for conflict-affected children and youth such as:
  - a. Providing further access to new, cleaner, and safer water sources;
  - b. Promoting better hygiene habits such as using soap when washing to help prevent the propagation of diseases so that the children and youth in conflict-affected zones are not hindered by illness;
2. *Recommends*, in collaboration with UNICEF, the UN Office on Drugs and Crime and the UN High Commissioner for Refugees (UNHCR) the establishment of a database based upon the *Guidelines on the Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict*, aiming to inform and facilitate future decision-making by:
  - a. Creating a database for missing, displaced, refugee, and homeless children in conflict areas;
  - b. Initiating a data-sharing system between drug and trafficking law enforcement and child protection agencies within each Member State, Member States shall have the option to share this data, however, are allowed to retain it;

3. *Encourages* Member States to work within the framework set by the CRC as well as by the *Guidelines for Protection and Care* (1994) provided by UNHCR, in order to ensure appropriate protection and humanitarian assistance in the enjoyment of applicable rights, contributing to meaningful empowerment and integration;
4. *Recommends* Member States to operate within the framework established by the Global Coalition for Reintegration of Child Soldiers, to promote the reintegration of children and youth in conflict regions through training programs designed to establish employment and vocational opportunities and collaborating with local and national education systems;
5. *Recognizes the significance* of addressing the psychological needs of children and youth in conflict-affected regions through agencies of the World Health Organization and the continuation of their partnerships with organizations such as Defence for Children International and Development Assistance to Mental Health, with suggested funding provided by the partnership with the World Bank and encouraged by Member-States by the following steps:
  - a. Providing short- and long-term rehabilitation through psychological recovery programs to be administered by volunteers of Save the Children with the professional expertise in mental assessment counseling;
  - b. Expanding mental health services to conflict-affected children and youth with a focus on providing technology and specialists through the Inter-Agency Standing Committee Reference Group on Mental Health and Psychological Support in Emergency Setting;
  - c. Supporting mental health services for groups of children and youth, such as those provided by Save the Children, to recover as a community from specific trauma they have endured, for instance subjection to child labor, sexual violence, or military duties;
6. *Encourages* Member States to fund schooling in conflict-affected areas to implement and partner with UNICEF initiatives such as Education Cannot Wait, which provides educational support and learning opportunities for children and youth immediately and after sudden-onset or escalating crisis through 5 core objectives: increasing political support to education in crises, increasing financing for education in crises, improving joint planning and responses, strengthening capacity to respond, and improving accountability;
7. *Strongly encourages* integrating labor agencies in cooperation with national companies that support conflict-affected youth in finding jobs, and instructing youth with general job skills by:
  - a. Coordinating voluntary cooperation between international coordinated agencies, which are located in conflict-affected Member States, and national companies;
  - b. Functioning in offering an education and skills training for conflict-affected youth;
  - c. Engaging the children and youth in a vocational training on a wide range of skills to ensure they are guided away from violence, so they do not consider joining, but instead focus on diffusing the situation;
  - d. Being financed by the Youth Solidarity Fund within the framework of UNICEF;
8. *Recommends* to the UNESCO to expand and prolong the #LearningNeverStops campaign by:

- a. Providing technical devices for educational need, to ensure equal education for children and adolescents in conflicts;
  - b. Having the distribution coordinated by the UNESCO, and financed by the Global Fund for Children;
9. *Endorses* programs organized by respective Member States to empower children and youth, such as the UNRWA, supporting their character development and path to a life away from violence by:
  - a. Giving Member States the option to implement programs funded by the UN Capital Development Fund which would better certify the youth by extending the UNRWA programs to other conflict-affected areas;
  - b. Emphasizing that Member States have the autonomy to decide which qualifications to implement, which cannot be dictated by the UN however there will be on offer a broad range out of which each Member State can choose;
10. *Invites* Member States to incorporate key features in their national and local policies through the program From Victims to Peace Builders in order to provide a space for all children and youth survivors of conflict to participate in virtual or in person conferences, with the support of the *Global Social Protection Programme Framework (2019)* of UNICEF aimed to reintegrate child victims of conflict into society to find solutions to conflict around the world, and provide mentoring and internship opportunities for children and youth by:
  - a. Accessing to education for youth, including, but not limited to, vocational skills, provided by UNESCO, that will provide young people with the tools they need to contribute to sustainable communities and subsequently live prosperous lives;
  - b. Improving the Youth Delegation Program in order to adapt it to the current situation of COVID-19 in order to discuss the current situation of the countries in conflict in order to increase their participation in decision-making through conferences and forums held by General Assembly Third Committee in conjunction with UNICEF;
  - c. Promoting equality and inclusion of marginalized groups, including women, persons with disabilities, and indigenous communities caught in socioeconomically disadvantaged conflict areas by:
    - i. The creation of a website, with the assistance of the International Telecommunication Union where affected people can have a space to share their views and experiences;
    - ii. The organization of virtual and in-person conferences, as the COVID-19 situation allows, adapted to the needs of the groups in order to provide a space for them to tell their side of the story and to achieve more inclusive solutions;
11. *Further recommends* the extension of the pilot initiative of the UNDP NYS to be titled REPRESENT: Resilience Building, Economic Empowerment, Protection, Education, Safety, Engagement, National, Trust, which are to be realized by:
  - a. Resilience Building aiming to improve provision of resources to build resilience, to adapt to the trauma as a result of conflict, including but not limited to psychological care

programs along with; Economic empowerment, focusing opportunities to exercise skills gained in resilience building, including but not limited to vocational training as well as; Protection against further experiences of conflict with a particular focus on the protection of girls supplemented by;

- b. Educational programs achieved through the UNICEF program *From Victims to Peace Builders* as well; Safety measures that encourages the use of data collection as a means to share knowledge as well as provision of vaccination maps along with;
  - c. Engagement of children and youth achieved through the UNICEF program *Children for a Dream* to supplement;
  - d. National implementation in combination with trust in the importance of a peaceful and collaborative process of empowering conflicted affected children, to be funded by the United Nations Secretary-General's Peace Building Fund (PBF);
12. *Suggests* the conjunctions of public funds for UNICEF such as Give Nutrition, Education Cannot Wait, and Relief for Children and Conflict, with the World Food Programme's fund (WFP) for nutrition in conflict zones, and PBF under the name of Combined Children's Conflict Fund in order to combat malnutrition and lack of education in conflict-affected areas:
- a. Specifies the allocation of a portion of the conjoined fund to be dedicated to combating malnutrition in children involved in conflict- affected areas through UNICEF's Nutrition Strategy 2020-2030;
  - b. Specifies the allocation of a portion of the fund to be dedicated to the Acceleration Facility, which invests in existing actors to improve and accelerate the scope and quality of collective education responses and/or the Breakthrough Fund, which enables country-level response on a immediate, medium and long term basis;
  - c. Emphasizes that this fund is optional and can be funded by Member States as well as the public.



**Code:** GA3/1/5

**Committee:** General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Truly understanding* that the empowerment of the conflict-affected children and youth will never be achieved without multilateral cooperation with all Member States,

*Reaffirming the Optional Protocol to the Convention on the Rights of Child (CRC) on the involvement of children in armed conflict (2000),* which condemns the targeting of children in situations of armed conflict and direct attacks on objects protected under international law,

*Recognizing* that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms, without distinction of any kind as affirmed in the General Assembly resolution 71/177 (2017) and Human Rights Council resolution 22/32 (2013) on the rights of the child,

*Recalling* the Sustainable Development Goal 5, Achieve gender equality and empower all women and girls, which underlines the gender equality as a necessary foundation for a peaceful world,

*Recognizing* that female-aligned youth are the most affected in armed conflicts due to disproportionate physical and sexual violence, *concerned* by the separation of young women and girls from education and family, among other grave issues as in the report published by Economic and Social Council (ECOSOC) named *Education, human rights and conflict* (2011) states,

*Recalling* sexual violence as one of the six Grave Violations against children in conflict in accordance with UNICEF, and the fact that female-aligned youth are more often victims of this violation,

*Supporting* the World Health Organization that contributes to the psychological recovery of female-aligned youth who have experienced sexual abuse by creating programs of group therapy for youth victims to decrease their anxiety and regain control of their bodies,

*Fully aware* of the *UN Youth Strategy* (2018) that underlines the importance of encouraging youth empowerment in order to assure a more peaceful future, by promoting education and access to social services and security,

*Believing* all kinds of sanctions and blockade are depriving conflict affected children and youth's opportunities for their daily lives, as the section K in the *Protection of children affected by armed conflict Note by the Secretary General* (1998) states, *emphasizes* the need for the elimination of sanctions previously stated in the 1998 report,

*Reaffirming the Ministerial Declaration of the 44th Meeting of Ministers for Foreign Affairs of the Group of 77 (2020),* as significant documents to show the seriousness of sanctions and blockades, and to unite Member States towards elimination of all kinds of sanctions and blockade,

1. *Invites* Member States to encourage the presence of female-aligned employees throughout the process of the reintegration of female-aligned youth, in order to increase the number and appeal of income-generating opportunities and assure the empowerment of these young female-aligned persons who potentially had to migrate because of a conflict, by further developing programs that:

- a. Encourage further cooperation between Member States, the private sector, the International Labour Organization and ECOSOC to promote the creation of more occupations and opportunities for female-aligned persons and to keep them from harmful situations;
  - b. Promote the creation of jobs for female-aligned persons by increasing the amount of advertising that points out the benefits of doing so, including their protection and safety from the conflicts around them;
  - c. Recommend Member States to partner with the United Nations International Children's Emergency Fund (UNICEF) and their work to help female-aligned youth held by conflict with social and economic reintegration assistance in the forms of physical and mental health resources, access to basic needs, shelter for those who were/are displaced, among others;
  - d. Call upon Member States to facilitate the education of all ages to fight against female-aligned persons who face sexual violence and other complications;
2. *Encourages* Member States to empower and promote the voices of conflicted affected female-aligned youth by reaching out to the UN Development Program and UNICEF through:
- a. Building and restoring schools in affected areas and continuing to develop programs to educate and promote the voices of affected female-aligned youth so that they remain in school instead of being forced into conflict;
  - b. Supporting programs to aid young female-aligned persons and calling for special initiatives to address concerns of increasing Grave violations and mental health issues related to the potential trauma they have faced;
3. Encourages the further creation and celebration of the International Day of the Girl Child, beginning in 2021, and to encourage the addition of programs similar to this for the purpose of:
- a. Raising awareness to the violence that conflict affected female-aligned youth regularly experience;
  - b. Encouraging young female-aligned persons to recognize their worth and empower them to safely take actions recommended and approved by UNICEF and Member States against the violence they face;
4. *Recommends* the creation of the *Sheltered Children Development Program*, that would be funded by UNICEF with the collaboration of UNHCR for guidance, to provide endangered female-aligned children affected by conflicts more support and resources by:
- a. Encouraging the assistance teams composed mostly of NGOs to continue to work inside safety zones near conflict, providing affected youth with educational and emotional support from primary to secondary level, complying with Article 28 of the CRC;
  - b. Sponsoring additional vocational workshops for female-aligned children to research about direct contributions they can make to their societies during and after conflict concludes through developing their vocational aspirations and preventing any kind of physical and sexual violence;

- c. Elaborating on recreational activities with academic purposes that will enhance their daily life and increase their abilities in different areas to gather tools for decision making;
  - d. Elaborating with the general public on the COVID-19 response initiative, calling special attention to workers who are bringing forth new discoveries to the respect of current sanitary practices in order to help high-risk zones that do not have enough medical supplies;
- 5. *Suggests* all Member States to voluntarily reduce the use of sanctions as much as possible and bring attention to the potential restriction of resources that conflicted affected youth desperately need;
- 6. *Invites* the creation of the Transcendence of the Future Program (TFP), with the guidance and funding of UNICEF's post-conflict procedure, along with the Youth Initiative program to ensure the voices of female-aligned children and all youth are heard through their roles within their communities and to help them achieve resilience after disasters through action plans focusing on:
  - a. Creating a three-step procedure to ensure the recovery and acceptance of child proposals in further decision making, guaranteeing their perspectives of the future are considered, by:
    - i. Establishing a first step procedure that will regulate the state of children around the region, and enhancing institutional capabilities to respond to the issues they face from an educated and comprehensive point of view;
    - ii. Establishing a second step that will take youth groups to stable states to participate with adults in local and national decision-making summits and reunions;
    - iii. Establishing a third step that will take youth groups to collaborate with mentors and teachers in the implementation of recovery of lands and people;
  - b. Registering the progress made and submitting a gender inclusive annual report summarizing the achievements of children in each Member State and providing suggestions to further recovery of conflicts based on previous history, to both UNICEF and to the Representative of the Secretary General for Children in Armed Conflict;
- 7. *Recommends*, with the collaboration of the UN Department of Global Communications, the implementation of the Increasing Your Voice program, an online platform that aims to ensure proper communication between international entities and children who are victims of conflict, in order to understand their purposes and wishes during the conflict and their proposals on how to help them and other groups of children at risk, funded by UNICEF and with the technology provided by the International Telecommunication Union, put to work by:
  - a. Accessing it as a simple to use, multi-language website that behaves as an interactive portal where children communicate with artificial intelligence services that are presented as child-friendly figures with whom they can communicate without feeling unsafe;
  - b. Having an artificial intelligence service that asks questions about the children's social interactions and participation during conflict, allowing them to depict their experiences in

detail and provide the children instructions of aid to achieve a state of wellness physically and mentally, particularly engaging with female-aligned youth in order to address their most pressing concerns;

- c. Ensuring a place for children to maintain medical and psychological care while they can begin the process of diagnosing traumas and other health problems suffered by children, in particular female-aligned youth, during the conflict, in order to improve research and develop better and more relevant treatments for all to benefit from;
8. *Invites* the Implementation of Equal Education in Conflict program, established alongside the United Nations development program, with the purpose of enhancing means of providing education to female-aligned youth in need, to continue providing educational organizations that focus more heavily on advancing the level of education girls are receiving and addressing the gaps in their schooling by:
- a. Working alongside UNESCO to ensure proper education is received in shelters backed by the Shelter Development Program, ensuring that new means of education can be safely provided using platforms that are accessible to all;
  - b. Providing new means of ensuring that female-aligned youth without access to ICTs can still obtain access to proper education by using Chief Security Officer's prowess for facilitating new educational workshops through missions and interactions with female experts in their fields, ensuring those missions and interactions be established in safety zones close to conflict to reach the affected female-aligned youths.





**Code:** GA3/1/6

**Committee:** General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Acknowledging* the effectiveness of the Safe Schools Declaration in order to protect the schools, which children and youth in conflict-affected areas attend and seeks further participation from Member States in supporting this document,

*Noting* the efforts of the United Nations International Children's Emergency Fund's (UNICEF) Child-Friendly Cities Initiative, that works with municipal governments to globally aid in the recognition of the rights of children in rural and urban communities to provide greater access to basic social, education, and health services, in order to improve technical capacities in local governance,

*Guided by the Universal Declaration of Human Rights*, especially acknowledging Article 26 in the role of proper education in maintaining peace and security in the international community, and the *Convention On the Rights of the Child* specifically the need for action concerning the empowerment of conflict-affected children and youth,

*Acknowledging* the 2030 Agenda for Sustainable Development (SDG) (2016) and specifically SDG 4, concerned with the implementation of education for children and youth to enhance their skills in order to contribute to a peaceful society as well as SDG 10, which aims to reduce inequalities towards marginalized groups, especially conflict-affected children through access to educational empowerment opportunities,

*Applauding* the efforts of the Peacebuilding Commission in their country-specific engagements to support Member States in post-conflict recovery by developing peacebuilding education initiatives as well as recognizing the achievements of the Culture of Peace Programmes by United Nations Educational Scientific and Cultural Organization (UNESCO) and the Learning for Peace Programmes of UNICEF that help children and youth to develop the skills needed to avert involvement in conflict,

*Emphasizing* the importance of the psychosocial resilience of youth in order to facilitate a smoother reintegration into society, and educational systems, given that many conflict-affected youths still withhold trauma from their past experiences,

*Stressing* the fact that girls in conflict-affected areas have unique experiences due to their gender and position in society,

*Having considered* the work made by Save The Children who focus their attention on recovery and giving better opportunities of life to children who are in conflict-affected areas through educational programs and vocational training workshops,

1. *Requests* all Member States to join *The Safe School Declaration* (2015) which would help in guaranteeing the protection of children living in conflict-affected areas who are seeking an education by eliminating military use within school locations;
2. *Encourages* all Member States to partner with UNICEF's Child-Friendly Cities Initiative which creates a communication network between government stakeholders and children living in cities

and smaller communities in order to increase peace-oriented education through enhanced access to early childhood services;

3. *Suggests* a global expansion of Peace Education Programmes, that have already been developed and implemented successfully in a number of Member States by:
  - a. Enhancing cooperation between the Peace Education Working Group in UNICEF as well as other local and regional non-governmental organizations (NGOs) that focus on peace education to share their specific and regional-based knowledge;
  - b. Promoting schooling alternatives to ensure the access to those programs such as UNICEF's radio-based learning programs and UNESCO's television-based distance learning programs;
4. *Invites* all Member States to develop peace education curricula, that:
  - a. Include manuals as well as packs of teaching materials about peace education to guide teachers in using these curricula with children such as UNICEF's Learning for Peace program which provides conflict-sensitive material to educational institutions;
  - b. Contain educational materials such as cartoons and comics in order to teach children about the values of international humanitarian law and human rights;
  - c. Recognize disarmament education, which is generally perceived to be an element within peace education, as a key measure for children and adolescents in peace education to manage conflicts in a non-violent manner;
  - d. Work together with the United Nations Population Fund to provide initiatives to children and youth promoting inclusion and tolerance to prevent violent extremism;
5. *Calls upon* Member States to secure human resources in order to make education available for all individuals and provide children and youth with a perspective for their professional lives by collaborating with entities such as the Peacebuilding Commission, which could advise Member States to conduct evidence-based research programs to gain knowledge about reintegrating conflict-affected youth into the education system;
6. *Suggests* Member States to partner with UNICEF and the United Nations Entity for Gender Equality and the Empowerment of Women (UN WOMEN) in order to offer support to community programs who are involved in the reintegration of conflict-affected youth, which incorporate psychological support through:
  - a. Requesting long-term development assistance with a focus on sustainability, and calling upon Member States to support the modeling of the UNICEF supported childcare centers in conflict-affected regions in order to help children regain their psychosocial abilities before reintegration;
  - b. Recommending gender sensitive programs as modeled by UN WOMEN;

- c. Recommending that community programs promote the awareness and education on mental health and psychosocial resilience towards all age groups to reduce the stigma of mental health care;
- 7. *Proposes* the launch of the Children for a Dream program, which will bring together children from conflict-affected countries to organize educational workshops to seek solutions to increase the empowerment of children still living in those countries, with the support of UNESCO, to give children an opportunity for development by:
  - a. Counting training and educational workshops with NGOs to provide an educational and learning opportunity for children in conflict-affected areas to reduce the possibility of them becoming child soldiers, and get the training they need for their development;
  - b. Organizing an annual contest for training and workshop participants to propose solutions to reduce the recruitment of children as soldiers and empower young people living in these situations.



**Code:** GA3/1/7

**Committee:** General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Recognizing* the significance of section 2 of the General Assembly resolution 73/155 on the “Rights of the Child”, beginning with clause forty-seven, which affirms the needs of children in conflict areas including protection from conflict, the need for children to be treated as victims, and the need for Member States to provide reintegration programs for these children,

*Deeply concerned* by the 500 million children and youth that live in countries affected by conflict or disasters, and that less than 1% of those children and youth have access to tertiary education, especially when looking at the importance of the Sustainable Development Goals (SDG) 1, No Poverty; 10, Reduced Inequalities; and 16, Peace, Justice and Strong Institutions, which aim at providing children with a peaceful, safe and just environment,

*Alarmed* that children and youth have faced more than 170,000 grave violations from conflict-affected regions since 2010, equivalent to 45 violations each day, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO),

*Seeing* that illegal weapons cause damage affecting children disproportionately and concerned that over 35 million illegal weapons were detected by the European Union, causing potentially uncontrollable damage in many regions,

*Emphasizing* SDG 4, Providing Education for All, and specifically target 4.7, which stresses the need to provide children and youth with quality education focused on non-violence and peaceful development, and taking note of the essential role education has in the life of children and youth, especially during the COVID-19 pandemic,

*Acknowledging* the necessity of involving children and youth in the decision-making processes and stressing the importance of for conflict-affected youth to have a place in decision-making processes that directly affect them, as recognized in Security Council resolution 2250 titled “Youth, Peace and Security”, on incorporating the voices of youth in security and peacebuilding processes and applauding the work of similar domestic and international programs that seek to highlight the voices of youth in governance,

*Affirming* already existing co-operations such as the *CSO Global Partnership for Children and Youth in Peacebuilding*, of which the United Nations Children’s Fund (UNICEF) is a founding member, the United Nations Development Program’s (UNDP) *Youth Global Programme for Sustainable Development and Peace* (2016), and UNDP’s partnerships with youth centers in individual Member States, that aim to empower children to express their influence on political and social decisions and encourages Member States to further develop such organizations,

*Emphasizing concern* for the estimated 9.7 million children and youth with disabilities in conflict-affected areas who are disproportionately impacted by long-term trauma, loss of services, and the destruction of existing accessible infrastructure, as emphasized in the *Convention on the Rights of Persons with Disabilities* (2007) and the *Convention on the Rights of the Child* (1989) and its *Optional Protocol on the Involvement of Children in Armed Conflict* (2000),

*Expressing concern* that children living in conflict-affected areas experience are far more susceptible to human trafficking, where the trafficking of children are to serve as domestic servants, sexual exploitation or armed combatant,

*Expressing appreciation* for the work done by the International Committee of the Red Cross (ICRC) to provide aid in conflict-affected areas particularly with the mental health of those affected, including children, and stressing the importance of including families and other mentors for children and youth in aiding with post-conflict restoration and confidence building,

1. *Further invites* Member States to consider reexamining their national legislations in light of the *Convention on the Rights of the Child (1989)*, to protect of the rights of the children and youth in conflict-affected regions, and criminalize the use of children in war in order to make prosecution of the perpetrators possible;
2. *Encourages* Member States to ensure the continuity of quality educational opportunities for children and youth in conflict-affected areas, providing safe opportunities for children to learn, develop empowering skills, and further involve them in decision-making processes; these opportunities would:
  - a. Concentrate on empowering children and youth who often have not had equal opportunities, such as girls, disabled individuals, refugees and displaced children and youth within centers for asylum seekers and refugee camps by ensuring they have equal access to education and are involved in decision-making processes regarding their education;
  - b. Expand empowering vocational opportunities to those who are members of the conflict-affected communities by tailoring them to the needs of children and youth of the Member States;
  - c. Encourage Member States to work together with UNESCO and UNICEF for resources and funding for safe education programs that help empower children and youth, as well as possible curriculums that could be adopted which helps bolster children and youth education globally;
  - d. Encourage Member States to work with the Special Representative of the Secretary-General for Children and Armed Conflict to create an internationally portable system of certification and record-keeping that can be used to ensure the continuity of education for students displaced as a result of conflict, as these students may move between Member States, maintaining the protection of students' identities so that their information cannot be used for illegal purposes;
  - e. Be implemented on a regional level by having trained, independent, and high-quality staff to create relationships with children and youth in order to ensure their involvement in decision making, ensuring empowerment through education despite crises like the COVID-19 pandemic;
3. *Recommends* the increased implementation of events similar to UN WOMEN's "Promoting and supporting the leadership of young women within the United Nations" in 2019, an event where young professionals discussed the career advancement of young women, and focusing new events specifically on the empowerment of youth and women in conflict situations, on an annual

basis in the respective countries in order to underline the pivotal leadership role youth can have in shaping societies;

4. *Urges* individual Member States and multilateral regional organizations to develop programs for youth participation in the leadership, governance, and decision-making processes of bodies that focus on peacebuilding and post-conflict restoration, these programs should:
  - a. Highlight the voices and perspective of conflict-affected youth in domestic, regional, and global forums and assemblies;
  - b. Be modeled after the framework of youth participation, such as in the Committee on the Rights of the Child or the Youth, Peace and Security Agenda, which involve youth in decisions which affect both themselves and other youth in conflict situations;
  - c. Intentionally involve the representation of youth from vulnerable groups such as indigenous peoples and persons with disabilities;
  - d. Involve youth in raising awareness about small arms and violence as in the example of the UNDP's Illicit Small Arms Control project, thus engaging youth in the shaping of a more secure community;
  - e. Partner with local NGOs that already work alongside youth to improve participation, when applicable;
5. *Strongly advises* Member States that border other Member States containing conflict-affected areas to collaborate and communicate to provide and exchange information to repatriate trafficked children and convictions of human traffickers to:
  - a. Provide coordinated anti-trafficking training and information for trafficking children identification;
  - b. Acknowledge trafficked children are exploited by armed groups for food production, child soldiers, and other forms of forced labor;
  - c. Integrate anti-trafficking police units;
  - d. Improve anti-trafficking police unit cooperation and collection of stories from trafficking stories;
  - e. Work in unison with and follow the example of the Crime Prevention and Criminal Justice (CCPCJ), as its mandates and priorities in resolution 1992/22 include international action to combat national and international crime and offer a forum of exchanging expertise, information, and experience to develop national and international strategies and priorities;
6. *Stresses* a victim centered approach when Member States pursue judicial and legal action for trafficked children in hopes of prioritizing the well-being of the children and offer trafficked children a voluntary choice to enhance collaboration and communication with fellow Member States to increase information, statistics and human traffickers' convictions, without re-traumatizing the trafficked children that could:
  - a. Offer additional ways for trafficked children to testify while ensuring the safety of the victims and limits retraumatizing the victim;

- b. Ensure trafficked children temporary residency status regardless of cooperation with prosecutions or investigations;
  - c. Utilize justice and legal assistance from aid packages of the United Nations Voluntary Trust Fund for Victims of Trafficking in Persons, Especially Women and Children;
  - d. Allow conflict-affected trafficked children the opportunity to obtain legal status and/or temporary visas;
  - e. Advocate for victim restitution upon a trafficker's conviction;
7. *Advises* Member States involved in post-conflict reconstruction to prioritize the rebuilding of disability-accessible infrastructure and services, such that children and youth with disabilities can recover from living in conflict zones and regain access to basic accommodations that can ensure an improved quality of life;
8. *Encourages* Member States to partner with local programs which support and rehabilitate child victims of war by working with local communities to administer overseas aid, providing support to regain self-esteem and reconnections with friends and family, emphasizing a need to work with institutions and people who have an important role in the children's lives such as parents, teachers, mentors, community leaders, and governments;
9. *Further encourages* the international community to replicate the ICRC's Mental Health and Psychosocial Support by expanding the program to designate teams that prioritize conflict-affected children and youth and locally advocates for the destigmatization of mental illness, in partnership with UNICEF, UNDP, and the WHO;
10. *Urges* the UNDP to expand existing programs creating centers for conflict-affected youth beyond the Member States in which they already exist, maintaining their current focus on youth coming together and receiving mentorships and vocational training, while expanding to provide mental health support to combat trauma and celebrate resilience with specific assistance from social work professionals who can help children, youth, and their families move forward following conflict until the need is no longer relevant;
11. *Reiterates* a need for the international community to remain cognizant of this issue and for the body to continue discussion regarding the empowerment of children and youth in upcoming sessions.



**Code:** GA3/1/8

**Committee:** General Assembly Third Committee

**Topic:** Empowering Conflict-Affected Children and Youth

---

*The General Assembly Third Committee,*

*Believing in* increasing opportunities for educational attainment and the development of vocational skills to mitigate the intergenerational cycle of violence and social exclusion for the achievement of holistic and inclusive institutional policy formulation,

*Acknowledging* that a great number of conflict-affected children and youth face physical or mental health issues and/or are disabled,

*Affirming* the Education in Crisis and Conflict Network (2014) program by Education Development Center, which supports the improvement of educational opportunities in many conflicts,

*Reaffirming* Article 77 of the *First Additional Protocol to the Geneva Conventions* (1977),

*Noting with deep concern* that children are often left out of the debate concerning responses to armed conflict,

*Bearing in mind* the Office of the Special Representative of the Secretary General for Children and Armed Conflict's report *20 Years to Better Protect Children Affected by Conflict* (206), that recognizes the difficult situations that children living in conflict-affected areas faces, and aims to find solutions,

*Recalling* the *Convention on the Worst Forms of Child Labor* (1990), which acknowledges the necessity of employment opportunities for children and youth post conflict,

*Recognizing* the Security Council resolutions 2250 (1993) and 1961 (1999), that urges the need to protect children in conflict-affected areas and condemns the use of child soldiers,

*Further recognizes* that over 150 million children are forced into child labor, endangering the ability of children to access academic and vocational education opportunities,

*Aware of* the importance of sustainable opportunities, as provided through organizations such as the Youth Development Foundation,

*Emphasizing* the education and rehabilitation that organizations, such as Peace and Sport, provide through the development of sports opportunities that learn, teach and transmit peace to children and youth in conflict-affected areas,

*Taking into consideration* the increased difficulties obtaining employment opportunities due to the required trade skills and work experience necessary for conflict-affected adolescents through the Youth and United Nations Global Allegiance,

*Noting the importance* of expanding strategic, inclusive education opportunities to over 420 million children growing up in conflict-affected areas to empower youth for increased long-term engagement achievable through supportive mentorship programs such as the Youth Not in Education, Employment, or Training Program, that improves the probability of employment and social inclusion,



*Keeping in mind* that inclusive education for children and youth in conflict-affected areas can work as a preventative effort to curb children and youth involvement in direct conflict, similar to that of the National Strategic Framework for Technical Vocational Education and Training (TVET), via a framework system that provides comprehensive education efforts assisting in the development of vocational opportunities,

*Stressing* the need for more extensive efforts by the international community to facilitate greater data collection for invisible children in conflict zones worldwide to address gaps in data collection, reporting, and subsequent investigations,

1. *Recommends* Member States to comply with the principles set in the *Convention on the Rights of the Child* (1989) and the *Optional Protocol on the Involvement of Children in Armed Conflict* (2000), in cooperation with the Office of the Special Representative of the Secretary General for Children and Armed Conflict through responsive participation in voluntary national reviews;
2. *Urges* Member States to model their initiative based on the *Global Initiative on Decent Jobs for Youth*, a program adopted by the International Labor Organization (ILO), United Nations Development Program (UNDP), and United Nations High Commissioner for Refugees (UNHCR), focusing on youth employment to increase accessibility to employment in conflict-affected areas;
3. *Supports* the establishment of a United Nations Children's Fund (UNICEF) modeled framework focused on the empowerment of conflict-affected youths through sustainable education opportunities, with the foundation of the framework to collaborate with Member States' governments to create policies that uphold and maintain education policies in schools and increase in-school access to TVET workshops;
4. *Recommends* supportive inter-agency education and training services to achieve youth-focused, mentorship initiatives and develop employability skills through the expansion of second-chance education opportunities with consideration to unprecedented socio-economic changes resulting from conflict for increased student retention and attainment;
5. *Further recommends* that Member States establish social internships in cooperation with the Committee on the Rights of Persons with Disabilities and UNICEF for conflict-affected students who often, as a result of this, encounter health issues and/or disabilities, providing a more equitable environment where all youth work together building an inclusive foundation for greater accessibility, as well as improving employment opportunities by engaging students into inclusion work;
6. *Stresses* the need to implement an article on the *First Additional Protocol to the Geneva Conventions* (1977), which will state that children who have been used as soldiers be guided into either community programs where they can find a professional career, or an educational establishment to pursue their education;
7. *Calls upon* the Special Representative of the Secretary General for Children in Armed Conflict to draft a bi-annual report on the barriers that children living in areas of armed conflict face when pursuing education;
8. *Instructs* Member States to implement and support sports programs that are modeled after programs such as Team UNICEF, which works to connect conflict-affected children and youth to sports organizations to therefore ensure that they are supported, educated, rehabilitated, and advanced;

9. *Concurs* the need to model various youth groups organizations establishing collaborative local, regional and global networks through which Member States may modify educational policies and promote activities and distribute resources as substitutes that would qualify the youth for such opportunities;
10. *Suggests* Member States model pre-existing frameworks that are committed to TVET systems that provide youth with competence skills required for future employment providing youth with the sustainable tools for workforces that are in need of growth;
11. *Emphasizes* the possibility to increase resources on education available in conflict-areas through a collaboration between Member States and non-government organizations (NGOs), by providing increased access to schools, to allow children who come from affected areas to have free access to education;
12. *Further suggests* Member States to model policies based upon the “human development approach” as laid out in the Economic and Social Council’s (ECOSOC) *World Youth Report*, to empower youth through the creation of a framework that builds upon the importance of education and skills development, by including youth in policy creation for local education platforms and TVET workshops;
13. *Invites* Member States and NGOs to work collaboratively to implement an equal plan of action such as UNESCO’s *Humanitarian Action for Children 2021*, which aims to provide aid to children in conflict-affected areas by guaranteeing humanitarian action, and by protecting humanitarian workers;
14. *Encourages* Member States to voluntarily report to UNICEF and their Multiple Indicator Cluster Surveys Program, to collect statistically sound, internationally comparable data on more than 100 indicators used by countries to assess the situation of children in the areas of education, health, gender parity, rights and protections, ensuring conflict-affected children are recognized and included in rehabilitation efforts;
15. *Fully supports* UNICEF in their many campaigns which bring awareness to the importance of education and educational resources to children.