

Documentation of the Work of the General Assembly Third
Committee NMUN Simulation*



**National Model United Nations
Washington, DC
7 – 9 November 2025**

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General Assembly Third Committee (GA3)

Committee Staff

Director	Theodore Christopher Alberto
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Agenda

1. Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs
2. Realizing the Rights of Indigenous Peoples through the Implementation of UNDRIP

Resolutions adopted by the Committee

Code	Topic	Vote (For-Against-Abstain)
GA3//1/1	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	53 in favor, 7 against, 10 abstentions
GA3//1/2	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	51 in favor, 10 against, 11 abstentions
GA3//1/3	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	55 in favor, 11 against, 4 abstentions
GA3//1/4	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	49 in favor, 11 against, 10 abstentions
GA3//1/5	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	41 in favor, 19 against, 10 abstentions
GA3//1/6	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	46 in favor, 20 against, 4 abstentions
GA3//1/7	Combatting Racism, Xenophobia, and Related	48 in favor, 17 against, 5 abstentions

	Intolerance in the Achievement of the SDGs	
GA3//1/8	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	47 in favor, 16 against, 7 abstentions
GA3//1/9	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	43 in favor, 18 against, 9 abstentions
GA3//1/10	Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs	58 in favor, 8 against, 4 abstentions

Summary Report

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

- I. Realizing the Rights of Indigenous Peoples through the Implementation of UNDRIP
- II. Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The session was attended by representatives of 72 Member States and zero Observers. On Friday, the committee adopted the agenda of II, I, beginning discussion on the topic of “Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs.”

By Saturday, the Dais received a total of 12 proposals covering a wide range of sub-topics including; education, cultural exchange, improvement of employment opportunities for migrants and refugees, as well as combatting discrimination against women. Additional analysis led the delegates to also consider capacity-building measures, data collection and research, and financial implications of intolerance. The atmosphere of the committee was collaborative and inclusive, with Member States being eager to strengthen their negotiation, diplomacy, and communication skills—reflecting the core principles and spirit of the United Nations.

On Sunday, 10 draft resolutions had been approved by the Dais, 3 of which had friendly amendments. The committee adopted 10 resolutions following voting procedure, all by simple majority vote. The resolutions represented a wide range of issues, including various educational approaches such as curriculum reform for K-12 and anti-discrimination training for educators, hate crime prevention, youth involvement, and legal reforms. The body emphasized inclusivity, education, and equitable opportunity as central tools for achieving the Sustainable Development Goals and address both structural and social dimensions of racism and intolerance, showcasing a shared commitment to long-term, cooperative solutions rooted in empathy and awareness.

Code: GA3/1/1

Committee: General Assembly Third Committee

Topic: Combatting Racism, Xenophobia and Related intolerance in the Achievement of the SDGs

The General Assembly Third Committee,

Fully alarmed by the fact that, according to United Nations (UN) statistics, 1 in 6 people have experienced discrimination worldwide,

Reaffirming the provisions of the *Durban Declaration and Programme of Action* of 2001 and the policies of the *International Convention on the Elimination of All Forms of Racial Discrimination* (ICERD) of 1965 to address the effects of racism, xenophobia, and related intolerance towards minorities, with a focus on minority women, in pursuit of the Sustainable Development Goals (SDGs),

Recognizing the importance of training school leaders, providing teacher training programs on diversity, inclusion, and conflict-sensitive education,

Referring the education of individuals experiencing discrimination on the account of their nationality,

Expressing concern about the alarming spike in online hate speech and crimes as it ties back to the lack of educational spaces and support needed to achieve the SDGs,

Desiring to foster community through implementing after-school multicultural programs and clubs to encourage exposure to intercultural ideas,

Fully aware that racism has an impact on the mind which can affect how an individual thinks, behaves, and feels,

Acknowledging the limited history of many minority groups' culture that dilutes minority groups of their identity, and the racist and xenophobic ideals on the rise resurfacing from historic prejudices,

Keeping in mind the importance of combating inequality and racial discrimination while advocating for stronger and more inclusive educational institutions,

Underlining that racism, xenophobia, and related intolerances obstruct internally displaced persons' access to fair and inclusive education,

Concerned with how inequalities are deeply embedded in society, through social institutions and cultural beliefs,

Aware of how immigrants and their descendants compromise roughly 4% of the global population, and therefore are more susceptible to discrimination,

Taking into consideration the vital role of civil society in bridging communities and government by raising awareness, tracking accountability on the SDGs,

1. *Expresses its hope* that immediate action be taken to mindfully integrate those affected by humanitarian crises into the surrounding developing economies through investment in utilitarian infrastructure throughout global developing economies through:
 - a. By promoting consensus among the international community surrounding the nature of xenophobia as inherently anti-democratic;
 - b. By providing an international working framework for global development while acknowledging the apparent inequality of nations;

- i. Encouraging nations to sponsor one another by accommodating machinery and infrastructure in exchange for discounted or priority access to developing markets within the sponsored nation;
 - ii. Recommending that a minimum of thirty percent of a resulting emerging industry employ newly displaced refugees;
 - iii. Assigning an educational aspect to emerging industry job-training which employees would complete in order to continue their employment;
- 2. *Advises* Member States to implement multicultural clubs, after-school activities, and programs in public education through:
 - a. Encouraging public schools to promote diversity;
 - b. Incentivising students in universities to create multicultural clubs such as cultural dance classes, and language classes;
 - c. Exchange and study abroad programs;
- 3. *Welcomes* the implementation of anti-discrimination trainings for government employees and police forces to recognize and prevent discrimination against minorities through best practice sharing between groups such as the UN Anti-Racism Coalition (UNARC) and the Human Rights Council (HRC);
- 4. *Invites* Member States to the formation of programs dedicated to the creation and distribution of books and textbooks on the history and cultures of minority groups in schools of all levels:
 - a. Member States' education departments are encouraged to dedicate 15% of their budgets to these programs;
 - b. Member States are encouraged to monitor the progress of these programs, specifically its positive and negative impact on students, through conducting biyearly interviews and surveys;
- 5. *Proclaims* the importance of training educators in anti-racism to provide adequate programs for schools, through the model of the CARE Leadership Program, led by the Center of Racial Justice in Education (CRJE), which helps educators deepen their understanding of how racism shows up in schools, provides strategies and tools to create more racial equity in classrooms, and institutions by:
 - a. Training educators and equipping them with the capability to recognize and address racial bias or discrimination;
 - b. Promoting leadership workshops, training programs focused on inclusion and equity;
 - c. Ensuring equal education for all students;
- 6. *Further invites* all Member States to organize a national forum within their Member State on addressing hate crimes that have occurred, where they will:
 - a. Send two representatives from Member States, provinces, and/or cities to represent their community;
 - b. Have its regional leaders seek solutions in combating hate crimes in their communities;

- c. Decide where this national forum would occur;
- 7. *Suggests* the expansion of the Office of the High Commissioner for Human Rights' (OHCHR) existing monitoring and reporting program on racism and xenophobia by:
 - a. Standardizing data collection methods across Member States;
 - b. Creating a shared reporting portal for hate crimes and discrimination indicators;
 - c. Providing guidance and capacity-building for Member States that request assistance in data collection;
- 8. *Reaffirms* the establishment of a universal framework for anti-discriminatory cultural change in favor of refugee communities through the means of educating and equipping migrant communities with job opportunities in global developing economies:
 - a. Global leaders would invest in providing utilitarian solutions for potential industries within developing nations;
 - b. Refugees would participate in sponsored industry training with a focus on intracultural exchange;
 - c. Trained refugees would find work in newly-formed industries featuring discrimination-conscious practices;
 - d. Sponsored nations would provide privileged negotiations within the new markets formed;
- 9. *Calls upon* Member States and stakeholders to strengthen collaboration with civil society *organizations* to combat racism through services, education and data collection by:
 - a. Collecting disaggregated and privacy-protected data on hate crimes and discrimination cases in cooperation with statistical offices;
 - b. Training local officials and educators in partnership with NGOs and community leaders to recognize and report incidents of racial or ethnic discrimination;
 - c. Aiming to implement the findings into National Action Plans and SDG progress reports, ensuring migrants, and ethnic minorities are visible in policy evaluation;
 - d. Reporting annually to the OHCHR and regional mechanisms such as the European Commission against Racism and Intolerance (ECRI) on implementation progress;
- 10. *Encourages* building capacity with the Committee of the Elimination of Racial Discrimination (CERD) in partnership with the Minority Rights Group (MRG) and other like-minded non-governmental organizations (NGOs) through:
 - a. Expanding strategies with an emphasis on providing resources to achieve the SDGs both regionally and internationally;
 - b. Informing Member States with policy frameworks focusing on combating racism and discrimination with a gendered perspective;
- 11. *Emphasizes* a solution to humanitarian crises with empathy and concern for global welfare in response to Security Council Resolution 2772 (2025) by:
 - a. Fostering diplomatic relationships between rising global powers and developing

Member States;

- b. Educating and employ refugees within the countries they seek refuge in an effort to bolster economic prosperity;
 - c. Providing privileged negotiations such as priority consideration for international trade deals for global powers who invest in educational and job-training programs;
12. *Further Requests* the recognition of historic ethnic groups within legal frameworks for inclusive education to give space for representation and pushes for an educational initiative to recognize historical practices of racism and xenophobia in order to dismantle frameworks that continue to persist in today's society by:
- a. Inviting voluntary funding or partnership with interested Member States and organizations, with the utilization UNESCO's database of National Cultural Heritage Laws that was also financially supported by the US Department of State;
 - b. Suggesting partnering with the National Education Association (NEA) Foundation who strive to Envision Equity Grants to implement innovative methods of teaching that can work towards historical recognition;
13. *Implores* Member States to implement educational efforts, such as well-established and affordable educational institutions that include a framework for standards and competencies focused on diversity and tolerance, guided by:
- a. The standards for the teaching profession proposed by Education International and the United Nations Educational, Scientific and Cultural Organization (UNESCO);
 - b. The establishment of Integrated Education Management and Information System (EMIS);
 - c. The Integration of Children from Islamic Education Structures into the Formal Education System (SNIESIE);
 - d. The support of youth led groups like Dialogue Ambassadors, founded in the United Kingdom, to start meaningful conversations with the youth and educate them on the inequalities of marginalized groups by;
 - e. Encouraging dialogue grounded in diversity, empathy, and cultivating an environment where everyone feels safe no matter their background;
 - f. Ensuring that all opportunities are accessible and everyone's voices are heard, and that everyone is valued, heard, and supported;
 - g. Working to make a difference by enforcing a collaborative environment and leaving a positive impact on the youth;
 - h. Making the learning space an outside education system where we bring them to a factually historic site;
14. *Recommends* that Member States, in collaboration with the OHCHR, United Nations Educational, Scientific and Cultural Organization, and Games for Change, create a global gamified learning platform titled *Leave No One Behind*, where elementary to secondary school students will:
- a. Guide their avatars through scenarios of inequality;

- b. Gather knowledge about discrimination and the SDGs from interactive prompts;
 - c. Make ethical decisions to earn points and complete the game;
- 15. *Supports* Member States to consider the implementation of equitable education legislation such as the “Learners Equity Act” aimed at ensuring equitable access to education. This act would guarantee internally displaced youth enrollment rights in any public school within 60 days of reintegration, the Act would also:
 - a. Create a Transgovernmental Education Management Committee (TEMC) that would oversee supplementary laws adapting classroom capacity, language instruction, or instructional training requirements to local conditions. The committee would be composed of both national government officials and Indigenous representatives that meet yearly to mediate any conflicts and further deliberation;
 - b. Allocate a minimum of 0.7% of the national education budget aside for Indigenous-language programs including teacher training and new learning materials;
 - c. Permit the creation of Indigenous People’s committees and grants them legislative authority over language education laws— like instruction languages and mandated teacher training— in accordance with national standards;
 - d. Enact certification programs for multicultural leaders to lead programs that preserve their culture and language practices;
- 16. *Further Recommends* the creation of an educational initiative called the Global Initiative Against Racism and Discrimination (GIRAD) that would analyze current discrimination initiatives, develop knowledge resources and offer recommendation on how to create a stronger education system that aims to combat racism:
 - a. This study would be led by Member States analyzing all the current initiatives in practice across all regions. After this data is collected all Member States would take a survey and that data would be made into a report;
 - b. Suggests collaboration with the United Nations Development Programme (UNDP) considering that they have a history of giving support to education and social developmental efforts;
 - c. Suggests collaboration with UNESCO because they have experience in creating educational materials as well as creating curriculum materials;
- 17. *Endorses* the implementation of highly trained resources in centers of education to promote mental advocacy, specifically:
 - a. Classroom-Based Intervention (CBI) led by school counselors trained in CBI:
 - i. Hoping to increase self-esteem, foster community relationships, and increase safety;
 - ii. Aid in identifying existing coping resources in young adolescents;
 - b. Promotion of Psycho- Education with sessions to inform parents and educators:
 - i. Sessions to take place over the course of 5 weeks, would be measured through a series of tests, including standardized, observational, and social integration within groups;

- ii. Increase collaboration with the UN Refugee Agency (UNHCR) and World Health Organization (WHO).

Code: GA3/1/2

Committee: General Assembly Third Committee

Topic: Combating Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The General Assembly Third Committee,

Keeping in mind the foundational premises of the *Universal Declaration of Human Rights* (UDHR) (1948) and the *Durban Declaration and Programme of Action* (DDPA) (2001),

Recognizing the Global Citizenship Education Curriculum Development and Integration Project (GCED CDI) (2025),

Emphasizing that the spread of hate speech is a danger to democracy and global solidarity, according to the UN Strategy Plan of Action on Hate Speech (2019),

Acknowledging that xenophobia and racism often result in discriminatory policymaking against marginalized communities,

Fully aware that marginalized groups face higher rates of violence due to racism and xenophobia, and related intolerances,

Taking into account that racism and xenophobia creates educational-opportunity blocks for many migrant, immigrant, and marginalized communities,

Realizing that discrimination and hatred result in prejudice towards minority groups, which as a result further widens the gap between diverse communities in each nation,

Noting that the rates of discrimination are increasing rapidly based on the United Nations Statistics Division, which as a result produces hatred towards groups worldwide,

Fully alarmed by the increasing rates of racism and hate speech directed towards minority and Indigenous communities around the world,

Taking note that implicit bias can be instilled in individuals at a young age through their environment, upbringing, and cultural surroundings, as it can inevitably enable individuals to be complacent in prejudiced mindsets,

Believing that combating racism, xenophobia, and intolerance is not only a moral imperative but also a prerequisite for achieving the Sustainable Development Goal,

Further believing discrimination undermines the very foundation of sustainable progress by denying education, health, and opportunity to entire communities,

Commending the efforts and endeavors of the existing global programs and campaigns, such as the Master Class Series against Racism and Discrimination, OHCHR's Minorities Fellowship Programme (MFP), and so forth, to integrate youth and education, especially focused on minority groups, to empower learning and teaching others,

Reaffirming that the United Nations Educational, Scientific and Cultural Organization (UNESCO) Asian Pacific center for international understanding is limited and that SDG 4, 5, 16 are a good foundation for expansion,

Taking into consideration that many youth today are subject to the spread of online hate and misinformation,

Fully aware that according to the UNICEF, racism and discrimination create major disparities in educational outcomes, with students of color and many other marginalized groups facing bigger challenges globally,

Affirming the profound impacts of education, public awareness, and intercultural dialogue on promoting the dissolution of biases that impede progress towards the realisation of human rights and sustainable development,

Guided by the work and expertise of bodies such as UNESCO, United Nations Children's Fund (UNICEF), United Nations High Commissioner for Refugees (UNHCR), Commission on the Status of Women (CSW), and the Human Rights Council (HRC) in promoting equality, empathy, and inclusion,

Having considered the necessity of sustained collaboration between Member States, non-governmental organizations (NGOs), civil society, and more to address various forms of intolerance in data-driven, culturally contextual manners,

1. *Endorses* Member States to align their national educational policies with GCED CDI (2025) with the purpose of expanding intercultural education to build fully representative societies;
2. *Urges* Member States to work with DCN Global to train media representatives through community workshops to prevent hate speech and reduce social divisions that enable systematic racism by upholding the rights of victims of discrimination;
3. *Proposes* the International Community Project (ICP), a collaborative United Nations (UN) inter-agency initiative which promotes the ideas of unity and social cohesion via educational awareness, jointly coordinated amongst offices such as UNESCO, UNICEF, UNHCR, CSW, and the HRC to leverage expertise by:
 - a. Mandating the ICP to develop and offer culturally adaptable educational materials including digital media, school curricula recommendations, community murals, flyers, and more to highlight equality, empathy, and the idea of "One People, Shared Humanity";
 - b. Encouraging Member States to collaborate with NGOs, civil society organizations (CSOs), and national human rights organizations to localise ICP content for community contexts and needs, such as via language or intolerance niche;
 - c. Calling on UNESCO to develop a global database of successful anti-intolerance campaigns to enrich the knowledge space and facilitate peer learning;
 - d. Recommending a joint review of the ICP, as well as other intra-state educational and anti-intolerance initiatives via voluntary national reviews (VNRs), every two years between GA3 and the HRC, allowing for dialogue between Member States, NGOs, CSOs, and other relevant organizations;
 - e. Supporting ICP funding initiatives via the assistance of the United Nations Office for Partnerships, public-private partnerships (PPPs), and other private international education opportunities;
4. *Strongly advises* a Global Anti-Discrimination Framework; supporting countries in identifying and addressing racial biases through education, organizations and communities, Approaching these communities by:
 - a. Bringing awareness to obstacles many minorities are facing through educational facilities such as schools, clubs and organizations through partnerships with NGOs

such as the International Movement against all Forms of Discrimination and Racism (IAMDR) and the Minority Rights Group (MRG);

- b. Promoting inclusivity and representation in local governments by electing representatives from minority groups, and implementing outreach programs which will additionally encourage minorities to implement agency in the obstacles they are facing, as well as;
 - c. Celebrating and acknowledging minorities and their cultures, furthermore embracing their histories and ethnicity;
5. *Introducing* the collaboration with the Committee on the Elimination of Racial Discrimination (CERD) to collaborate with groups that face prejudice with the goal to measure the reports of discrimination, as well as other related intolerance into accounts through:
- a. Encouraging the reports of data and statistics annually;
 - b. Accommodating suggestions on improvement as it will promote the focus of reducing the rates of discrimination per country;
 - c. Directing the focus on combating racial discrimination in local government, communities and educational facilities through delegating solution based on reports and data;
 - d. Measuring the goals and the expectation for each nation as a means to reduce discrimination in minority communities;
6. *Further requests* the creation of a Global Youth Network led by Global Youth Action Network (GYAN) for Inclusion, providing an international platform for young students from around the world to collaborate and work together on combating racism and xenophobia; This platform will be not only a platform to connect but also a tool to share experiences and ideas through:
- a. Encouraging students from around the world;
 - b. Fully believing that the platform will let the young leaders represent their community issues to the world including Indigenous communities;
 - c. Expressing its hope that the platform will provide different meeting rooms that will hold regular meetings to not only discuss global issues including racism but also to suggest solutions and to take action locally and globally;
 - d. Believing that the platform will support girls and women through education by having free classes about different areas and topics including language classes and give official certificates after completing each class;
7. *Calls upon* the creation of a policy-focused educational framework that would function as the international standard countries are encouraged to follow when creating policy that may deal with bias through:
- a. Implementation by the NGO Amnesty International as they work with correcting institutional injustice and would aid in the campaign for reforms against policies that discriminate against marginalized groups;
 - b. Compiling historical and relevant examples of harmful policy that exacerbates racism, xenophobia, and related intolerances;

- c. Providing bias education for global policy makers with the purpose of re-evaluating pre-existing policy that maintains the status quo;
 - d. Providing a baseline to refer to when making policy to avoid more racist and xenophobic laws;
 - e. Holding policy-makers accountable to the international standard for law-making;
8. *Recommends* the creation of a unified global support network that functions as a streamlined communication platform to integrate into the social justice ecosystem, with the assistance of the UN Network and European Network Against Racism (ENAR), to assist victims of racism, xenophobia, and related intolerant-based violence with accessing:
- a. Legal counsel for victims of prosecutable crimes in collaboration with the HRC and Expert Mechanisms;
 - b. Virtual and in-person emotional and mental health support aided by certified professionals;
 - c. Community channels to build local connections to their communities;
 - d. Group therapy and support with other survivors of violence;
9. *Strongly encourages* member states to expand their collaboration with organizations like the International Rescue Committee (IRC), UNHCR, and International Organization for Migration (IOM) to aid in providing workshops and programs internationally to combat educational-opportunity blocks in immigrant and migrant communities for youths with the purpose of aiding in the transition to a new country, dismantling systematic educational oppression, providing community connections, and providing higher educational opportunities unhindered by immigrant status;
10. *Invites* Member States to coordinate with existing programmes and collaborate with UNESCO to develop a baseline academic curriculum rooted in comprehensive race, culture, and injustice studies and global citizenship, aligned with SDG target 4.7, by:
- a. Working through collaboration with scholars in related studies and backgrounds to curate inclusive courses and materials;
 - b. Including mandatory theoretical and practical learning without omitting or minimizing the true horrors of racial injustice history, using first-hand credible sources;
 - c. Encouraging Member States to introduce human rights and anti-racism education beginning from early educational levels;
 - d. Further developing class syllabi that cover underrepresented minority cultural and ethnic groups;
11. *Further encourages* that Member States work at their state level to develop internship programs to encourage youth to work in collaboration with the UN bodies, such as UNESCO, International Finance Facility for Education (IFFEd), similar goal-focused NGOs and organizations to:

- a. Ensure the creation of internships for students in similarly focused organizations with the purpose of encouraging more participation from diverse academic fields;
 - b. Encourage more apprenticeships with established scholars on an international scale through collaboration and funding;
 - c. Further support existing initiatives such as the UNESCO Master Class Series against Racism and Discriminations and OHCHR's Human Rights Minorities Fellowship Programme through a consistent push to promote respective programs;
12. *Condemns* the actions of those who continue to perpetuate an ignorant mindset against those who are educationally disadvantaged and marginalized through oppressive and restrictive educational systems by:
- a. Reiterating its call to action upon individuals who hold a position of power to be held responsible for the policymaking in regards to the tolerance of racism, xenophobia, and prejudices at the state level;
 - b. Underlining with concern the incorporation of diversity, equality, and inclusive practices to be set as a standard when it comes to policymaking involving educational institutions;
 - c. Considering the use of incentives within the DEI framework to prevent pushback within homogeneous countries;
13. *Discussing* diversity among Member States is essential for promoting sustainable development, guaranteeing human rights and creating peaceful coexistence, as difference is considered a resource rather than an obstacle through:
- a. Diminishing the structural inequalities and social stereotypes of other cultures ensures social cohesion and the vitality of civil society through inclusion and integration policies;
 - b. Endorsing a multilateral dialogue and a mutual peace, as intercultural dialogue is an essential tool for preventing conflicts, building bridges between cultures and strengthening the sense of community and global citizenship;
 - c. Supporting cultural exchange programs, given that diversity is recognised as a driver of creativity and innovation, enriching public life and strengthening intercultural dialogue;
14. *Advices* Member States to establish the Transparency, Research, Instruction and Guidance Oversight Committee to coordinate international education efforts which shall:
- a. Conduct periodic reviews on education curriculum, teaching materials and school policies to ensure inclusivity and non-discrimination;
 - b. Publish annual reports on xenophobia trends and learning outcomes;

- c. Establish a whistleblower program to provide confidential reporting channels to report incidents of xenophobia within educational programs and provide referral to support services;

15. *Suggests* the creation of The Global Equity and Inclusion Benchmark system (GEIBS). This system would track Member States progress on ensuring equal access to education. This system would:

- a. Analyze data on school enrollment, literacy rates, and equal access to higher education. The results would be made into annual reports that would be presented to the GA to encourage policy sharing and technical cooperation;
- b. Be funded by the International Education Funders Group (IEFG) due to their commitment to advancing policies and their focus on equity and strengthening learning systems;
- c. Be implemented by UNESCO due to its advocacy for inclusive education and support for national education plans;

16. *Draws attention* to, promoting digital literacy to fight online hate, speech, violence, and extremism, through:

- a. Addressing SDGs, 5 Gender Equality, SDG 10 Reduced Inequalities, and SDG 3 Good Health and Well-being, with the purpose on focusing on both a more informed and resilient online culture;
- b. Building resilience against harmful psychological and social impacts of online threats;
- c. Expanding on SDG 16 Peace, Justice, and Strong Institutions, to reinforce responsible communication, which would include combating the spread of misinformation and promoting digital literacy and inclusion without limiting one's freedom of expression;
- d. Furthering education for social media users to aid in identifying misinformation and misleading algorithms that instill further hate among minority groups;
- e. Establishing an international platform that uses AI-based systems to detect hate speech, misinformation, and online xenophobia in ways that uphold privacy and human rights;

17. *Fully supports* the collaboration of UNESCO with Member States through the promotion of tolerance, equality, and mutual respect for all by:

- a. Encouraging cooperation and dialogue through educational and cultural initiatives, in collaboration with organisations, aimed at promoting awareness of different identities and the use of respectful language;
- b. Ensuring equal opportunities and the creation of safe spaces in schools, communities, neighbourhoods, and organisations where individuals can express their identities without fear of being stereotyped or discriminated;

- c. Guaranteeing fundamental freedom through promoting freedom of expression, freedom of assembly and association, ensuring media pluralism and respect for all opinions.

Code: GA3/1/3

Committee: The General Assembly Third Committee

Topic: Combating Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The General Assembly Third Committee,

Acknowledging the growing issue of Racism, Xenophobia, and Related Intolerance in the international community, according to the *World Justice Project*, 70% of countries have seen discrimination worsen between 2021 and 2022,

Expressing concern over how the slow progress on addressing racism, xenophobia, and related intolerance has led to the issue being exacerbated, according to the World Justice Project, since 2015, discrimination has increased in three-fourths of surveyed countries,

Reaffirming all relevant resolutions, including A/RES/70/1 (Transforming our world: the 2030 Agenda for Sustainable Development), A/RES/78/234 (A call for concrete action for the elimination of racism, racial discrimination, xenophobia and related intolerance), and A/RES/49/146 (Third Decade to combat racism and racial discrimination),

Aware of the procedures of the *International Convention on the Elimination of All Forms of Racial Discrimination* (ICERD) (1965), which is used to take joint and separate action on the achievement of universal respect and observance of human rights for all, especially without distinction as to race,

Further recalling the definition of racial discrimination as outlined in the *Convention on the Rights of the Child* (CRC) (1989),

Considering previous anti-discrimination conferences and forums, including the first and second World Conference to Combat Racism and the Durban Declaration and Programme of Action's establishing international commitment to eliminating the rising levels of racism, racial discrimination, xenophobia, and related intolerance, but noting there is still much work to be done,

Noting further that educational efforts to remedy related to racism, xenophobia, and related intolerance have been successful in many countries,

Emphasizing the ongoing work of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) on anti-discrimination training and inclusive education to reduce intolerance, the United Nations International Children's Emergency Fund (UNICEF), the Office of the United Nations High Commissioner for Human Rights (OHCHR), and the United Nations Office of the Tech Envoy in advancing inclusive education and responsible technology considering,

Deeply concerned having heard black children are 3.6 times more likely to receive out of school suspension than white children, that discrimination often stems from lack of awareness, and cultural misunderstanding, and that education can prove vital in promoting mutual respect among all people,

Understanding the effects of how social media awareness portrays marginalized groups, along with the effectiveness of international cooperation in database of hate organizations, and youth education on minority groups through government programs that embrace the UN Charter and Durban Declaration,

Further remembering the importance of building the capacity of Member States, specifically Least Developed Countries (LDCs), to more effectively address issues of racism, xenophobia, and related

intolerances, working with UNESCO's Forum on Minority Issues and the Global Forum against Racism and Discrimination to uphold the protection of children's rights and promoting long-term well-being by bridging disparities in education, health care, and beyond as outlined by SRSG-VAC,

Affirming the Charter of United Nations to achieve international peace and security and foster global cooperation between Member States to address critical problems around the world with the relevant Sustainable Development Goals (SDGs) from 2030 Agenda for Sustainable Development such as SDG 4 (Quality Education), 10 (Reduced Inequalities), and 16 (Peace, Justice, and Strong Institution),

Bearing in mind the Universal Declaration of Human Rights and its establishment of the basic human rights held by everyone, The United Nations Charter, the Durban Declaration and Programme of Action's establishing international commitment to eliminating the rising levels of racism, racial discrimination, xenophobia, and related intolerance,

Reminding the international community of its commitments made to the *Universal Declaration of Human Rights*, with specific attention to Articles 1, 2, and 3 that state ideals of equality for all people, entitlement to rights and freedoms without distinction of demographic information, and the universal rights to life, liberty, and security,

Appreciating the importance of The Permanent Forum on People of African Descent in empowering individuals to combat the legacy effects of colonialism and slavery and to further rectify past injustices,

Taking note of the importance and lack of centralized coordination in compliance with ensuring equal opportunities and the diminishment of systemic discrimination with fellow Member States in working towards the protection of oppressed groups,

Taking into account and continuing recognition by Member States acknowledging past and previous systematic prejudices, on the bases of race, sex, religion, etc. that have affected and still continue to affect people, including both the physical and emotional damage caused by radical and hateful movements on vulnerable minority communities through means such as social media,

Mindful that minority communities continue to face barriers to quality education and representation on a global scale, including the need for cultural preservation by implementing programs that preserve language from minority groups,

Observing the need for land preservation of minority populations, supported by the United Nations Human Rights Office of the High Commissioner,

Guided by the effects of how social media awareness portrays marginalized groups, along with the effectiveness of international cooperation in identifying hate organizations, and education of the youth about minority groups through government programs that embrace the UN Charter,

Underlining the importance of appreciating and objectively teaching history to ensure an honest telling of the past, to effectively educate the young population for transparent education on discrimination,

1. *Suggests* the clarification of existing definitions for common terminology to avoid misconceptions and misuse in conversations of racial intolerance, while promoting action behind improving existing frameworks by:
 - a. Restating the definition of racial discrimination from ICERD, which says any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the

recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life;

- b. Strengthening current frameworks of ICERD by implementing and conducting systemic reviews of participating Member States with bi-annual scenario-based assessments (tabletop exercises, role-plays, and decision logs) with a minimum passing threshold of 80%; and the intention of ensuring the application of ICERD's common ideals in participating member states;
2. *Recognizes* the importance of training educators through the UNESCO Global Citizenship Education Program to attract participation from member states' educators, youth leaders, and NGOs worldwide, ensuring visibility and credibility by:
- a. Promoting leadership workshops for school administrators that emphasize equity, respect, and equal opportunities for every student;
 - b. Developing and implementing training initiatives focused on diversity, inclusion, and conflict-sensitive education by hiring able-bodied members through assessed contributions by UNESCO;
 - c. Providing educators with the necessary tools to identify and respond to racial bias and discrimination within the classroom with evidence-based methodologies for training that would encompass core DEI topics such as unconscious bias, cultural competence, inclusive pedagogy, equitable assessment practices, and conflict-sensitive education with measurable outcomes, accountability mechanisms, and cultural and contextual relevance to participating regions;
 - d. Securing sustainable funding through assessed contributions from member states, strategic public–private partnerships, and targeted grants towards eligibility-based applicants that prioritize projects advancing diversity, equity, and inclusion (DEI) in education around the world;
3. *Implementing* these clarificatory statements into new educational curricula and training programs worldwide as a suggestion for Member States with students facing racial intolerance and discrimination by:
- a. Encouraging the establishment of guiding principles into the core curriculum for willing Member States, where students who wish to pursue a career in medicine are taught comprehensive healthcare, including mental health;
 - b. Recommends the expansion of preexisting UNDP fellowships, such as the Youth Leadership Programme (YLP) and the Youth 4 Inclusion, Equality & Trust (Y4IET) Regional Youth Peacebuilding Fellowship, to include more countries and address a wider range of challenges, like fostering intercultural dialogue and the promotion of peace, aligning with the UN Guiding Principles on Business and Human Rights;
 - c. Calling upon the adherence by all willing States, including, but not limited to, public officials, police personnel, and the general willing population to prevent systemic discrimination within the institutions of participating Member States;

- d. Invites voluntary contributions (structured as an independent non-governmental organization) to fund scholarships for underrepresented students entering public service or teaching academies through UNESCO, and aiming to make all training materials open-access where feasible;
 - e. Recommends Member States to allocate government funding toward educational programs that promote understanding of racial intolerance, discrimination, and inequality, promote awareness and research by supporting schools to implement education policies that support racially integrated schools, and funding research that identifies where discrimination happens and how to fix it;
- 4. *Expresses support* for collaborating with fellow Member States to create an international framework through the collaboration between educational institutions with the intention of promoting new educational curricula and training programs which includes awareness against racial intolerance, hateful groups and ideas, minority language and multi-linguistic education, and historical education centering on racial injustices by:
 - a. Establishing community partnerships that train and support multilingual teachers, create local-language learning materials, and integrate traditional stories, literature and knowledge systems into the classroom curricula, ensuring that linguistic diversity becomes a living part of national education systems;
 - b. Recommending collaboration between educational institutions to create frameworks condemning neo-Nazism in line with the values of GA Resolution 78/190 (2023), including implementing national holidays with the intention of reaching as broad an audience as possible, with the goal of achieving awareness of the consequences of hatred and bigotry around the world;
 - c. Encouraging the establishment of guiding principles into the core curriculum for willing Member States, where students who wish to pursue a career in medicine are taught comprehensive healthcare, including mental health;
 - d. Recommending the expansion of preexisting UNDP fellowships, such as the Youth Leadership Programme (YLP) and the Youth 4 Inclusion, Equality & Trust (Y4IET) Regional Youth Peacebuilding Fellowship, to include more countries and address a wider range of challenges, like fostering intercultural dialogue, the promotion of peace, and promoting interventions that strengthen students critical thinking skills and democratic values, enabling them to uphold and defend democratic principles, aligning with the UN Guiding Principles on Business and Human Rights;
 - e. Inviting voluntary contributions (structured as an independent non-governmental organization) to fund scholarships for underrepresented students entering public service or teaching academies through UNESCO, and aiming to make all training materials open-access where feasible;
- 5. *Proposes* the implementation of mental health advocacy in public schools and the healthcare system for those affected by racism, xenophobia, and related intolerance by:
 - a. Recognizing that racism exists in healthcare and spreading awareness of this problem by collaborating with organizations such as the Committee on the Elimination of Racial Discrimination (CERD), the WHO, and the UN Network on Racial Discrimination and Protection of Minorities;

- b. Utilizing social media platforms and movements, such as #EqualHealth, as a means of educating individuals about the struggles faced by marginalized and vulnerable communities;
 - c. Motivating governmental agencies, community-based centers, and NGOs to provide support for these programs by acquiring additional sponsorships from the World Health Organization (WHO), the Global Fund for the UN, the Health4Life Fund, the United Nations Development Programme (UNDP), and the Organisation for Economic Co-operation and Development (OECD);
 - d. Advocating the need for funding for technological devices in educational institutions that could be used for telemedicine purposes, enabling vulnerable individuals to receive counseling services regardless of commuting distances and waiting time through virtual assistance;
6. *Recommends* the expansion of the CERD in collaboration with the UN Strategy and Plan of Action on Hate Speech to expand on digital initiatives while supporting UN Sustainable Development Goals 10 (Reduced Inequalities) and 16 (Peace, Justice, and Strong Institution) by:
- a. Creating an educational digital platform aimed at the promotion of international media campaigns such as the #NoToHate campaign to encourage digital literacy regarding biased or falsified racially charged media to combat xenophobia and elevate the voices of racial minorities across social media platforms;
 - b. Establishing international guidelines that assist member states in combating hate speech and misinformation on social media platforms through public-private partnerships with platforms such as Meta, as well as the International Telecommunication Union (ITU), and the Digital Public Infrastructure (DPI);
 - c. Advising that Member States provide equitable access to technology in order for proposed education programs to effectively reduce intolerances;
7. *Further proposes* UNESCO, co-organized with the UN Tech Envoy, includes an Annual Report on Digital Accountability and expansion of UN Framework of Analysis for Atrocity Crimes (FAAC) in order to integrate preventative screening for general forms of discrimination and anti-ethnic minority sentiment:
- a. Incorporating the use of AI-based systems for detecting hate speech, misinformation, and online xenophobia in ways that uphold privacy and human rights;
 - b. Aligning the Forum's mission with SDG 4, SDG 16, and SDG 10 by advancing a Global Curriculum on Intercultural Understanding;
 - c. Producing an Annual Report on Inclusive Education and Digital Accountability, monitoring data on racial and ethnic disparities in the progress on anti-discrimination efforts;
 - d. Calling for the development of criteria for organizations that deal in the actions of attacking minority groups, hate speech disguised under free speech, and displays of intolerant symbolism;

- e. Further requesting organizations that fit the criteria specified are put into an expanded UNESCO Hate on Display database that includes organization names and descriptions of how to identify them available to all Member States of the United Nations;
 - f. Welcoming Member States to sign an optional transparency agreement with the UN FAAC and UNESCO Hate on Display database in order to better facilitate the flow of information in building a worldwide database of hate organizations;
8. *Invites* participating Member States to utilize the mission of Special Representative of the Secretary-General on Violence Against Children (SRSG-VAC) to coordinate efforts with INTERPOL in combating the denial of education, a violation of the rights of marginalized children by:
- a. Combating threats to education from disasters caused by conflicts, poverty, including housing insecurity, through working with INTERPOLs I-24/7 Communications System, a detection network of monitoring terror, crime, and cyber attacks;
 - b. Further expanding this to include imminent or possible attacks on vulnerable people and places, particularly children, women, the elderly, and places of worship, academic institutions, and hospitals;
 - c. Setting up observable protection mechanisms, such as codes of conduct while in use and reviewed reporting systems, as well as fact-checking AI/algorithms for minors and fundamental rights online, such as individual protections, privacy, and access to information by using a form of digital services act to establish a framework;
9. *Further recommends* fair and responsible accessibility to information through INTERPOL to the SRSG-VAC, beginning with an emphasis in times of emergency through commitments to proactive planning and early warning intervention systems to threats to Member States' safety, security and sovereignty by:
- a. Developing protective, resilient and responsive academic safe havens for students and teachers during crisis, emergencies and disasters such as; safety shelter schools, distance learning, and mobile schools, feasible through the support of the Global Partnerships for Education and their accelerated grants for humanitarian crisis' and support for conflict affected areas;
 - b. Encouraging Member States to adopt children's rights into constitutional and regional protections to enshrine these promises as incontrovertible rights, such as outlined by the Convention of the Rights of the Child to enshrine comprehensive rights of children;
10. *Calls upon* these resolutions to inspire a framework that builds upon existing infrastructure to create collaborative, inclusive programs that address issues of intolerance by:
- a. Recalling Resolution 78/234 to follow up on the progress of the Durban Declaration;
 - b. Supporting Resolution 78/190 focusing on violence based on religion or belief;

- c. Drawing attention to ICERD, the potential eradication of racism through legal policy and societal reforms which recognizes human rights as fundamental freedom;
- 11. *Reaffirms* UN Framework of Analysis for Atrocity Crimes (FAAC) in order to integrate preventative screening for general forms of discrimination and anti-ethnic minority sentiment by:
 - a. Calling for the development of criteria for organizations that deal in the actions of attacking minority groups, hate speech disguised under free speech, and displays of intolerant symbolism;
 - b. Further requesting organizations that fit the criteria specified are put into an expanded UNESCO Hate on Display database that includes organization names and descriptions of how to identify them available to all Member States of the United Nations;
 - c. Welcoming Member States to sign an optional transparency agreement with the UN FAAC and UNESCO Hate on Display database in order to better facilitate the flow of information in building a worldwide database of hate organizations;
- 12. *Encourages* transnational and multilateral cooperation through discussion of the UNESCO Forum on Minority Issues and the Global Forum against Racism and Discrimination by:
 - a. Investigates for the identification of measures that can be taken by Member States and the international community to prevent actions against the fundamental right of no discrimination, while supporting UN Sustainable Development Goals 10 (Reduced Inequalities) and 16 (Peace, Justice, and Strong Institution);
 - b. Supporting voluntary multinational partnerships among Member States through sharing proven strategies, frameworks, and initiatives to reduce racism, xenophobia and related intolerances and promote transparency;
 - c. Incentivizing joint research operations focusing on finding root causes and sources of discrimination to optimize existing frameworks in addressing discrimination;
- 13. *Advises* the strengthening of grassroots movements and the expansion of legal outreach to achieve foundational change within existing intergovernmental frameworks by creating strong civil organizational networks and ensuring use of advocacy tools to their fullest capacity by:
 - a. Assisting Member State governments in fostering connections between civil organizations through local minority-led civil group advisory boards to improve coordination, communication, and effectiveness;
 - b. Supporting Member State governments adopting special measures such as providing government sponsored financial, legal, organizational and methodological support for minority-led civil organizations;
- 14. *Adopts* a UNESCO-led Global Education Initiative for Tolerance that:
 - a. Strongly urges organizing an inclusion of the topic of tolerance and equality into UNESCO conference procedures;

- b. Endorsing international cooperative respect for Human Rights regarding ethnicity, religion, gender, and language with respect to state's sovereignty;

15. *Further Requests* the Special Rapporteur on Discrimination, tasked with overseeing and ensuring compliance with all programs, to further work towards Sustainable Goal 10.1, 10.3, and 10.4 to:

- a. Working closely with government entities, overseeing cooperation with the Departments of Justice, Social Affairs, and Education, with the goal of mitigating multilateral, systemic racism;
- b. Coordinating and maintaining relationships with interest groups and advocacy groups such as local NGOs, leaders, governments, and push forward to maintain strict communication with grassroots oppressed communities;
- c. Assisting in the creation of and reviewing National Action Plans (NAPs) written by Member States outlining objective, measurable goals in combating discrimination in order to create accountability and effective progress that align with the specific goals of each Member State and continually renewed every 5 years.

Code: GA3/1/4

Committee: General Assembly Third Committee

Topic: Combating Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The United Nations General Assembly Third Committee,

Remembering the commitment of all Member States on the 2030 Agenda for Sustainable Development (SDG), particularly SDG 10 Reducing Inequality within and Amongst Countries,

Acknowledging the reports of the Office of the High Commissioner on Human Rights (OHCHR) that one in six people face discrimination,

Taking into account the lack of sustainable development data representative of race, gender, or migration status that makes it difficult for the international community to identify how drastic the problem of intolerance truly is,

Taking note of the lack of a global definition for hate crimes and discriminatory acts,

Alarmed by the pervasiveness of hate speech on the basis of race, ethnicity, gender, and other identities through social media, the importance of addressing internet-based discrimination, and the lack of action taken by social media companies on the reports of hate speech on their platforms,

Further acknowledging the upward trend of xenophobia prevents full implementation of SDG 16,

Aware of the lack of clarity and accessibility to report incidents of neo-extremist ideologies contributing to the intolerance of specific groups,

Recalling the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) Social Media 4 Peace initiative to monitor harmful content online in reference to discrimination,

Fully convinced that the digital promotion of human rights will move Member States' civil participation and push for equality forward,

Confident that technologies will be utilized to hold offenders of digital hate speech accountable in alignment with the UN Strategy and Plan of Action on Hate Speech,

Looking into a formal body being created within the United Nations that works closely with the concern of digital hate speech and misinformation,

Recognizing the lack of inclusivity among indigenous communities and other marginalized communities globally,

Noting the lack of regulation on Artificial Intelligence (AI) in hiring practices, that can negatively impact qualified people due to the unchecked biases of the models utilized,

Deeply concerned by the lack of international consensus on the dangers and benefits of the rapid development of novel digital technologies such as generative AI and the associated rise of hate speech, misinformation, and disinformation,

Viewing with apprehension the lack of comprehensive legislation to prevent and address inequalities against susceptible groups,

Further concerned with the lack of legal enforcement against racism, xenophobia, and other forms of intolerance, as well as for accountability measures for offenders,

Bearing in mind the absence of an official framework to report incidents of intolerance, hate crimes, and violence against discriminated groups,

Reminding the delegation that discrimination in education leads to further barriers for marginalized groups,

1. *Supports* the fulfillment of the 2030 Agenda for Sustainable Development, specifically aimed

to address SDGs 10 (reducing inequalities) and 16 (Peace, Justice and Strong Institutions) by:

- a. Establishing a system of efficient data collection system to better support communities living in dire circumstances due to intolerance;
 - b. Collaborating with the UN Statistics Division (UNSD) as well as the OHCHR to implement this system of data collection;
 - c. The establishment of a national initiative to ensure that data representative of marginalized groups are collected annually;
2. *Encourages* the implementation of annual regional workshops organized in cooperation with UNESCO and regional organizations, where teachers, Non-Governmental Organizations (NGOs) and public authorities are gathered to share the best practices on intercultural education and inclusion;
3. *Invites* the creation of the Countries Against Racism and Related Discrimination (CARRD) initiative to provide a global standardization for hate crimes and how they should be addressed in each Member State by:
 - a. Defining susceptible groups within Member States' borders and what discrimination looks like towards said groups;
 - b. Detailing the characteristics of different hate crimes and accountability measures while remaining cognizant of state sovereignty;
 - c. Allowing Member States to adapt the standard to their individual concerns;
 - d. Focusing on defining novel ideologies, such as neo-extremism and islamophobia, to identify them in communities;
4. *Strongly advises* Member States to partner with the OHCHR and further expand their monitoring to better understand inequalities and training programs to battle discrimination by:
 - a. Implementing data collection technology to identify which member states have higher rates of discrimination through:
 - i. the collection of data which will take place in full compliance with the protection of privacy based on General Data Protection Regulation;
 - ii. monitoring and evaluation mechanisms to measure this data must be held in a transparent manner to acknowledge the impact that public policies have while battling intolerance;
 - b. Providing assistance and training to reduce ignorance and promote accountability;
5. *Suggests* all Member States to strengthen their policies addressing online discrimination by:
 - a. Implementing a 'notice-and-takedown' system, that requires digital companies to remove content when notified by users if reported for hate speech, facing a monetary fine up to the discretion of Member States if digital platform companies fail to remove reported posts within 24 hours;
 - b. Developing an AI tool within the system to detect if the posts accurately contain hate speech and/or misinformation;
 - c. Having the system be human-based, meaning human users will be the ones reporting posts that include hateful rhetoric or false information;

- d. Holding accountable digital infringements on human rights;
 - e. Promoting social media campaign for peaceful narratives;
6. *Further encourages* the OHCHR to monitor Member States' commitment to regulations under the United Nations Department of Economic and Social Affairs (UNDESA) by calling upon Member States to submit reports on content moderation they have engaged in every 4 years;
 7. *Recommends* Member States to adopt legislation in line with the Durban Declaration and Programme of Action (DDPA) taking into account the new digital age by:
 - a. Expanding discrimination laws to include discriminatory acts committed using media and internet posts;
 - b. recommending Member States to draft legislation taking into account modern-day technology and the new space provided for hate speech and hateful ideology;
 8. *Further recommends* a framework of intervention for NGOs to utilize when confronting instances of neo-extremist ideologies that contribute to the intolerance of groups by:
 - a. Organizing a system where individuals can report incidents;
 - b. Developing procedures to support victims who experienced discrimination that was enabled by extremist beliefs and provide them with resources;
 - c. Providing training to members of organizations about how these ideologies evolve and have negative implications on minority groups;
 9. *Seeks* the creation of a universalized framework for reporting infringement of equality to the Office of the High Commissioner for Human Rights, including creation of a standardized strategy for hate crime data collection and the monitoring of extremist groups' activity;
 10. *Calls upon* all Member States to build local capacity against discrimination and intolerance through digital-media resilience;
 11. *Further suggests* a National Secretariat for Digital Policies, reporting to government officials, to combat online hate speech and/or misinformation by:
 - a. Mirroring Brazil's Secretariat for Digital Policies, an administrative body within an international organization, overseen by the UN Secretary-General's Envoy on Technology, that coordinates the development and implementation of policies related to digital technology, hate speech, and the detection of misinformation;
 - b. Creating a program that is based on tailoring annual reviews;
 - c. Bringing in data on the status of hate speech and misinformation on social media;
 - d. Calling on Member States to condemn individuals that are responsible for digital hate speech (xenophobic, racist, oppressive, and discriminatory);
 - e. Reporting to government officials on the status of hate speech, encouraging those officials to create legal resolutions that would be implemented to the fullest extent domestically;
 12. *Welcomes* the implementation of the National Action Plan Against Racism to cooperate with regional authorities and civil society;
 13. *Proposes* Member States to place greater attention on the SDGs, strongly focusing on the SDG 4 for quality education, SDG 10 on reducing inequalities and SDGs 16 on peace, justice

and strong educations;

14. *Promotes* stricter enforcement of human rights treaties and the promotion of human rights through the development of a compartmentalizing database built upon the existing Universal Human Rights Index (UHRI), co-managed by the Office of the High Commissioner for Human Rights(OHCHR), utilizing disaggregated data to monitor compliance with international human rights treaties and legislation;
15. *Strongly recommends* establishing a Joint Technical Assistance Mechanism between the United Nations, the Council of Europe and the European Union to strengthen the operational capacity, political independence and financial support of national anti-discrimination authorities and human rights institutions;
16. *Also calls for* the creation of a National Plan for Discrimination and inequalities that will focus on creating annual and multi-annual reviews on human rights and related inequalities;
17. *Endorses* Member States to recognize the potential ramifications of the rapid development of novel digital technologies, both positive and negative, by:
 - a. Requesting a joint report be submitted to GA3 from the UN AI Advisory Body and the Committee on the Elimination of Racial Discrimination (CERD) to identify the prevalence of AI in spreading racism, sexism, and other hateful rhetoric and advise on best practices for preventing and counteracting the use of generative AI to spread inaccurate and intolerant information;
 - b. Ensuring that the AI Member Countries utilize, are developed with ethical principles, and data sets that are available to the public for examination;
 - c. Establishing a common framework for the voluntary deployment of language-specific AI tools to assist in the detection and containment of hate speech, misinformation, and ideologies promoting hate in networked spaces and social platforms;
 - d. Creating a sustainable AI-driven data-sharing initiative to provide critical assistance in the containment of hate speech in online spaces;
 - e. Promoting accountability measures so that issues of bias can be reported and addressed and present the option for prospective applicants to exclude themselves from artificial judgment;
 - f. Encouraging Member States that are developing AI infrastructure to create common national regulatory bodies to promote the ethical regulation of AI screening and admissions services to ensure fair and adequate human involvement so that qualified individuals receive fair and unbiased consideration;
18. *Further Proclaims* that educational measures are important in combating racism, xenophobia, and other related intolerances through:
 - a. Stressing that there is more to the issue than making it so that people are aware of bigotry's existence;
 - b. Reminding that education is something that not all people have equal access to, as the United Nations, it is our responsibility to see to it that there be measures in place to ensure every person, regardless of their background, has the same starting point, discrimination in access to education leads to decreased opportunities later in life;

- c. Strongly advising that we specify a standard all Member States should be held to, establishing a baseline of what is considered an adequate education, that all Member Nations can strive for;
- 19. *Invites* Member States to put pressure on companies that foster discriminatory practices during hiring processes and in the workplace.

Code: GA3/1/5

Committee: General Assembly Third Committee

Topic: Combating Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The General Assembly Third Committee,

Keeping in Mind that the issue of access to women's health products disproportionately affects women of color detailed in the DDPA,

Acknowledging that menstruation is a naturally recurring biological process that requires hygiene products, however racial and xenophobic prejudices often perpetuate unequal access to resources in marginalized communities,

Reaffirming the protections established in the *Universal Declaration of Human Rights* (UDHR, Article 25) which states that everyone has the right to a standard of living adequate for their health and wellbeing,

Guided by the belief that access to menstrual products constitutes a fundamental human right, acknowledging that systemic racism disproportionately restricts access to women of color, as presented in Article 5 of the ICERD,

Referring to the Sustainable Development Goals, 3 (Good Health and Wellbeing), 5 (Gender inequality), and 10 (Reduced Inequalities),

Recognizing the intersectionality of period poverty and its disproportionate impact on women and girls of color as a result of systemic racism and prejudiced,

Observing the BMC women's health study states that black women (23%) and Latina women (24%) report experiencing period poverty at a higher rate than white women (8%),

Emphasizing how the classification of menstrual products as luxury goods reinforces systemic discrimination against women by blocking necessities behind financial barriers,

Bearing in mind that 74% of respondents within indigenous communities reported difficulty accessing menstrual products according to the Centre for Human Rights Research at the University of Manitoba,

Recognizing that insufficient attention to menstrual health research has left women, especially of color, in developing countries more susceptible to preventable medical conditions such as toxic shock syndrome,

Acknowledging the hardships of experiencing menstruation in rural areas lacking adequate sanitation and access to feminine hygiene products,

Noting with concern the preexisting stigma surrounding menstruation and its impact on women's health, research, and education,

Deeply concerned that women in impoverished countries often receive lower quality products containing harmful materials/substances not allowed in wealthier countries,

1. *Urges* member states to join the Pledge Preventing Period Poverty, recognizing that menstrual hygiene products are a human right supported by SDGs 3,5, & 10:
 - a. By ensuring affordable access to menstrual products by eliminating luxury taxes (taxes on non-essential items;
 - b. By Promoting education and awareness regarding menstrual health;
2. *Confident* Member States can combat the infection rates due to unsanitary menstrual products through:

- a. Increasing access to sanitary menstrual products through Menstruation Stations to provide menstrual products to historically marginalized communities such as the Nunavut whom 77% report difficulty accessing hygiene products;
 - b. Providing information for early diagnosis of infections;
3. *Recommends* greater awareness for women's health issues through the abolishing of excessive taxation on women's menstrual products by:
 - a. Implementing a system where women's health is of utmost concern;
 - b. By understanding that women of color are disproportionately impacted by this taxation;
4. Welcomes diversity in perspectives for implementation by setting a standard for care internationally, upon which sovereign nations may build upon:
 - a. Recognizing that minority groups experience vast disparity in access to care globally and the limitations by which governments can provide it;
 - b. Encouraging unique approaches to serving the purpose of women's hygiene including traditional practices and care;
 - c. Preserving cultural practices among indigenous communities upon which women may find comfort in;
5. *Encourages* the spread of awareness within culturally diverse communities through the promotion and development of inclusive international advocacy campaigns that promote the de stigmatization of menstruation by:
 - a. Encouraging the formation of programs on an institutional level to promote awareness for women's health issues;
 - b. Invites member states to establish a worldwide fund to extend menstrual healthcare to communities in need;
6. *Calls upon* member states to reclassify menstrual products as essential health items rather than luxury goods, ensuring their tax treatment reflects their medical and hygienic necessity:
 - a. Encourages the codification of health as a human right in local constitutions in the context of women's health;
 - b. Invites member states to compensate women through reimbursement programmes or local initiatives to combat the disproportionate burden of purchasing monthly menstrual products;
7. *Advises* greater awareness of economic hardship as an essential contributor to systemic harm to women:
 - a. By striving to bring accountability to the issue of systemic harm against women;
 - b. By endorsing the disbursement of aid to regions which statistically experience increased medical discrimination against women;
8. *Deplores* the committee to provide avenues by which women of color might access menstrual products at little to no cost in an effort to prevent uterine tract infections and related infectious disease:
 - a. By providing menstrual products to marginalized communities at little to no cost to women;
 - b. Through implementing safe, clean, standards in order to provide a hygienic alternative to women who otherwise might be vulnerable to infection;

9. *Calls upon* member states to implement “menstruation stations”, and health clinics, as well as working with Share the Dignity, a group devoted to ending period poverty in indigenous communities to place Dignity Vending Machines in rural and remote areas, ensuring that every girl has access to period products:
 - a. By ensuring portable vending areas for menstrual products that would provide:
 - i. Clean water;
 - ii. Menstrual products;
 - iii. Other sanitary products;
 - b. By handing out instructional pamphlets on puberty and proper use of menstrual products;
10. *Recommends* accessible sanitized facilities and health services to impoverished menstrual health and hygiene to help populations as there is a lack of access to basic sanitation in communities of color:
 - a. Invites collaboration with UNICEF considering that they have supplied menstrual hygiene products to girls and women, including cups, disposable and reusable pads, soap, and underwear;
 - b. *By establishing* sanitized restrooms will consist of menstrual item dispensers, clean water, and working latrine;
11. *Urges* member states to dedicate conducting research regarding the safety of menstrual products for marginalized communities and implementing educational initiatives among the most vulnerable that essentially promote appropriate hygienic menstrual practices with:
 - a. Research would be widely accessible to the general public through both physical and digital media;
 - b. Manufacturers would be held responsible for communicating transparently the composition of all feminine hygiene, including menstrual products;
12. *Emphasizes* the importance of period information pamphlets and support for programs which educate populations on feminine hygienic care by:
 - a. Responding to the demonstrated need for education by young women of color;
 - b. Encouraging sole participation by World Bank Member States;
13. *Supporting* community led initiatives, like female led workshops, and a mentorship program to help support young indigenous women through their lived experiences:
 - a. Women disproportionately affected by lack of sex education would participate in these programs in an effort to reduce the risk of infection among these vulnerable communities;
 - b. Methods would include weekly meetings at community centers and university campuses.

Code: GA/1/6

Committee: General Assembly Third Committee

Topic: Combating Racism, Xenophobia, and Related Intolerance through the Achievement of the SDGs

The General Assembly Third Committee,

Conscious of the 47% disparity faced by marginalized ethnic groups when it comes to education leading to opportunity gaps from lack of self-determined development, causing income, wealth, housing, and healthcare inequalities, of the disparities faced by marginalized ethnic groups when it comes to education,

Deeply disturbed by 40% de jure and de facto school segregation still affecting racial, ethnic, and migrant groups worldwide,

Recognizing that fostering self-identification, education, and visibility among marginalized groups is essential to dismantling structural racism and ensuring social cohesion, equity, and sustainable peace, as contained in the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) (1965),

Deeply concerned by the rate at which indigenous languages and history are dwindling, as 40% of global languages are at risk of extinction, and posing a threat to the loss of medicinal, ecological, cultural, and environmental knowledge,

Encourages the inclusion of self-identification modules in national censuses, educational curricula, and public awareness campaigns, to promote understanding, appreciation, and celebration of cultural diversity and heritage, thereby empowering communities to participate in national and local development,

Stressing the importance of prioritizing to provide quality education for all youth and to promote opportunities that last beyond just current generations,

Guided by a similar framework to the Indigenous Peoples' Foundation for Education and Environment to create culture-tolerant societies where indigenous peoples can successfully be incorporated into educational spaces,

Recognizing that digital hate speech is just as harmful as traditional hate speech, as contained in the Rabat Plan of Action (2012),

Cognizant that social minorities, especially women and refugees, often suffer economic isolation through unpaid labor and informalized employment,

Recognizing also that sharing best practices, such as UNESCO's (United Nations Educational, Scientific, and Cultural Organization) Global Citizenship Education, advances collective progress,

Noting that education remains the most effective long-term tool against any form of intolerance,

Noting further that each additional year in school reduces the number of intolerant views by nearly 20%,

Acknowledging the unique struggle and vulnerabilities of diaspora communities regarding discrimination and intolerance, through the UN document United Nations Declaration on the Rights of Indigenous Peoples, in addition to Training Against Hate Crimes (TAHCLE) and Strong Cities Network (SCN),

Emphasizing the sovereignty of Member States, the General Assembly wishes for more Member States to recognize existing legislation put forth by the United Nations,

Recalling further that the principle of “Leave No One Behind” requires States to take targeted, participatory, and rights-based measures to include historically marginalized populations in all aspects of sustainable development,

Noting with concern that systemic racism, discrimination, and lack of formal legal recognition continue to undermine Indigenous peoples’ participation in governance and access to justice,

Keeping in mind that Indigenous peoples and Afro-descendant communities continue to face systemic discrimination, exclusion, and underrepresentation in political, economic, and social life, hindering inclusion and equitable development,

Having considered what article 27 of the United Nations Declaration on Rights of Indigenous Peoples establishes, in conjunction with indigenous peoples, a fair, independent, impartial, open, and transparent process, giving due recognition to indigenous peoples’,

Cognizant of the importance of procedures such as Free Prior and Informed Consent to empower indigenous and afro-descendant communities to have power over decisions that affect their land, resources, and culture,

Convinced that FPIC provides a framework to develop respectful and meaningful engagement, protecting self-determination and ensuring equitable partnerships,

Appreciating the stated purpose of the International Organization for Migration (IOM) to promote the rights of migratory groups through the facilitation of pathways for regular migration,

Concerned by the prevalence of forceful refoulement programs which target forcibly displaced refugees in direct opposition to the 1951 Refugee Convention, potentially exposing refugee groups to torture, cruel, inhuman, or degrading punishment, and religious persecution,

Recognizing that digital hate speech is just as harmful as traditional hate speech,

Cognizant that social minorities, especially women and refugees, often suffer economic isolation through unpaid labor and informalized employment,

Advising the establishment of education programs as well as a system/database from willing member states,

Recognizing that racial and ethnic inequality in employment, education, and income remains one of the greatest barriers to achieving the Sustainable Development Goals (SDGs),

Emphasizing the importance of corporate accountability and pay transparency in dismantling systemic barriers to equality,

Deeply concerned by the persistence of global wage gaps between groups based on gender, race, ethnicity, and indigenous status,

Highlighting the value of job training and entrepreneurship programs in empowering marginalized communities and promoting sustainable livelihoods,

Affirming that diversity and inclusion policies within both public and private sectors are key to building equitable societies,

Recognizing further that ensuring equal access to housing, education, healthcare, and employment opportunities is essential to reducing discrimination and promoting social cohesion,

Reaffirming its commitment to the principles of equality, justice, and dignity enshrined in the *Universal Declaration of Human Rights* (UDHR) and the *Charter of the United Nations*, especially Articles 1 and 26 of the UDHR,

Recalling the International Convention on the Elimination of All Forms of Racial Discrimination,

Alarmed by epidemic levels of Islamophobia globally,

Bearing in mind that Islamophobia is the creation of the racist colonization and brutalization of the Islamic world in the past,

Supports the use of feedback and oversight from the United Nations Network on Migration to create more accessible transregional and interregional avenues for migration,

Aware of the global poverty rate, roughly 8.5%, and the quality of education provided to minority communities,

Expanding resettlement programs already in place under the HRC, which interview and place refugees, to include migrants,

Facilitating the creation of in-depth labor mobility programmes by the UNHCR to place migrants in need of work in countries to which they are migrating, thereby reducing the financial strain placed on these countries,

Taking into consideration the Indigenous Peoples' Foundation for Education and Environment, which promotes the participation and engagement of Indigenous peoples in creating an inclusive global curriculum,

Referring to SDG 18 that instills educational measures in grades as young as Kindergarten to address the systemic racism that plagues everyday life,

In light of the resolution calling for action and requesting the appointment of the United Nations Special Envoy to Combat Islamophobia,

1. *Desiring* the creation of an educational programme based on the Migrant Education Program (MEP) and the International Rescue Committee (IRC) to:
 - a. Combat xenophobia through education, such as language classes, to help migrants assimilate into a new host country;
 - b. Help migrants better understand their rights and protections in a new country;
2. *Encourages* the creation of educational programs through UNDRIP to safeguard indigenous languages by implementing native languages in the elementary school curriculum, and the threat of invaluable indigenous languages facing extinction would be marginally diminished;
3. *Declares* the need for an education reform plan to rebuild public trust in national education systems by ensuring transparency, inclusion, and access to quality education by:

- a. Encouraging the expansion of early childhood development programs with a globally inclusive curriculum guided by SDG 4 and implemented by local districts to begin reform at the earliest stages of education;
 - b. Utilizing technical and vocational education to ensure equal access for all regardless of gender, race, and religion;
 - c. Implementing grassroots education initiatives within younger and local communities that promote inclusion, intercultural dialogue;
 - d. Developing sensitivity training for teachers in acknowledgement that bias may translate not only via curriculum materials, but also through those teaching it;
4. *Proclaiming* the importance of promoting international learning, fostering cultural understanding, and implementing UNDRIP by:
 - a. Incorporating indigenous peoples' history into education to promote respect, equity, and self-identification;
 - b. Implementing fair school policies that recognize the traditions and cultures of ethnic groups globally to protect global indigenous groups;
5. *Encourages* the establishment of a law enforcement training program made to de-escalate and prevent hate crimes, such as Training Against Hate Crimes for Law Enforcement (TAHCLE), as well as using both government bodies and community groups to form more cohesive relationships with marginalized groups, in collaboration with the Strong Cities Network (SCN);
6. *Further requests* the creation of an international commission to address the distribution of educational resources among different ethnic groups:
 - a. Leveraging pre-existing national-level programs and initiatives to act as guides for implementation;
 - b. Providing additional oversight to foster continued integration and application of these resources;
7. *Calls upon* member states to implement DEI policies in line with UNESCO policies and programs dedicated to ensuring all educational institutions have an appropriate mix of different racial and cultural groups to allow for increased multicultural understanding;
8. *Requests* for cooperation with relevant bodies and mechanisms such as the Expert Mechanism on the Rights of Indigenous Peoples (EMRIP) to monitor discrimination and promote inclusive participation, by monitoring the facilitation of legal recognition of indigenous peoples and afro-descendant groups through legal legislation or constitutional reforms;
9. *Recommends* a legal framework for the incorporation into national constitutions, legislation, and administrative frameworks to ensure the legal recognition of Indigenous peoples as rights holders:
 - a. Considers establishing or strengthening national mechanisms to promote the recognition, protection, and advancement of Indigenous rights in line with UNDRIP;
 - b. Work in partnership with Indigenous leaders, communities, and representative institutions in drafting and reviewing laws related to land rights, cultural preservation, and self-governance;

- c. Collaboration with UNPFII and EMRIP, to develop a monitoring framework that tracks Member States' progress on implementing legal and policy commitments under UNDRIP, to be reported biennially on efforts to realize recognition of groups;
 - d. Proposes a legal framework that allows for land preservation and return to Indigenous peoples;
- 10. *Strongly advises* Member States, in partnership with Indigenous Peoples, Afro-descendant communities, and other marginalized groups, to strengthen and institutionalize Free, Prior and Informed Consent (FPIC):
 - a. Establishes procedures in all national and local development planning, environmental governance, and policy implementation, to ensure equitable participation in decision making and uphold the principles of equality, non-discrimination, and "Leave No One Behind";
 - b. Full Integration of FPIC standards into national legal frameworks, environmental, and social impact assessments;
 - c. Guarantee the rights, voices, and priorities of Indigenous and Afro-descendant Peoples are fully respected and protected in all policies and projects affecting their lands, territories, resources, and cultures;
- 11. *Recommending* that the International Organization of Migration (IOM) scales up the organization's Race and Equalities work from a regional focus to a global scale, by identifying areas where marginalized groups lack a voice and facilitating diplomatic relations with member states to promote a voice for women and minority ethnic groups in civil society;
- 12. *Calls upon* Member States to collaborate for the establishment of a Global Coalition, engaging in the exchange of data-driven strategies and policy models to combat intolerance, while:
 - a. Implementing an oversight framework through collaboration with the UN Office of the High Commissioner for Human Rights;
 - b. Building upon current initiatives, including France's 80-measure-wide Anti-racism national action plan;
 - c. Meeting at an annual conference to facilitate multilateral dialogue;
 - d. Creating a local forum to combat racism and promote intercultural dialogue between member states, sharing ideas, and including indigenous and marginalized people in policy making, and encouraging diverse voices;
 - e. Advising the allocation of funds to the United Nations Commissioner for Refugees as well as the United Nations Development Program;
 - f. Advising that the United Nations Board of Auditors create yearly audits through yearly efficacy reports regarding the progression of Sustainable Development Goals and progress towards anti-discrimination rates;
 - g. Establishing an international database and support program for diaspora communities;
- 13. *Invites* Member States to sign onto the *Global Compact for Orderly, Safe, and Regular Migration* to protect immigrants and other disenfranchised groups;

14. *Calls for* the IOM to condemn the politicization of migrant crises and develop regional strategies to resume peaceful border policies and discourage refoulement policies;
15. *Encourages* all Member States to empower minorities by legalizing cultural trades and domestic work as formal employment, which is worthy of respect and legal protection;
16. *Urges* UNESCO, co-organized with the United Nations Tech Envoy, to include an Annual Report on Digital Accountability that:
 - a. Establishes an international platform that uses AI-based systems to detect hate speech, misinformation, and online xenophobia in ways that uphold privacy and human rights;
 - b. Produces monitoring data on racial and ethnic disparities in the progress of anti-discrimination efforts, Aligns the Forum's mission with SDG 4, SDG 16, and SDG 10 by advancing a Global Curriculum on Intercultural Understanding;
 - c. Regulatory protection for minors and fundamental rights online (AGCOM), a communication authority with limited power;
 - d. This Annual Report on the data will be analyzed at the Tech Diplomacy Global Forum, a global event dedicated to the intersection of tech policy and international diplomacy;
17. *Directs* community and government bodies solely dedicated to the preservation of heritage and culture that make countries prosper, allowing these committees to hold space with public forums and dialogue within government spaces;
18. *Proposes the* creation of the inclusive global teacher training programme provided by UNESCO experts;
19. *Calls for* the creation of the "Faith and Dialogue" student exchange programme with support from the United Nations Alliance of Civilisations (UNAOC), in cooperation with UNESCO and UNDP, to foster mutual understanding and respect amongst youth of different faiths and cultures;
20. *Encourages* the creation of an Annual United Nations Forum on Racial Equality and Inclusion to:
 - a. Present voluntary reports on anti-racism initiative;
 - b. Share best practices with UNDP and UNESCO;
 - c. Engage youth in intercultural dialogue;
21. *Strongly encourages* the creation of an international hub for educational and cultural exchange under UNESCO's Intercultural Dialogue Programme;
22. *Suggests* the use of UNESCO for the implementation of bilingual education of minority communities to facilitate social mobility and to encourage communication between people.

Code: GA3/1/7

Committee: General Assembly Third Committee

Topic: Combating Racism, Xenophobia, and Related Intolerance in the Achievement of SDGs

The General Assembly Third Committee,

Deeply concerned about the limited progress towards achieving the *2030 Agenda* for sustainable development and the persistent barriers hindering effective SDG implementation,

Recognizing that racism, xenophobia, gender inequality, and related forms of intolerance undermine national unity, human rights, and inclusive economic development,

Acknowledging the significant gap between legal reforms and the lived realities of women and marginalized communities, particularly regarding discrimination, access to justice, and economic participation, emphasizing A/HRC/RES/59/18 “Accelerating efforts to achieve women’s economic empowerment”,

Aware that workplace discrimination perpetuates poverty cycles and constrains long-term national development, i.e., access to education, referring to A/RES/3018 “The problem of mass poverty and unemployment in developing countries” which emphasizes cooperation to address international concerns of economic disparities that result in systemic inequality in income, career advancement, and retirement savings,

Noting with concern that gender based wage disparities reduce women’s purchasing power, limit contributions to national tax revenues, weaken social protection systems, and increase poverty rates in the Member States’ economic development, as noted by the United Nations Equal Pay International Coalition,

Emphasizing that the underutilization of women and members of other marginalized communities in the workforce directly lowers national productivity and GDP growth, considering the global GDP could increase by \$12 trillion if the gender pay gap were closed,

Keeping in mind that lower salaries reported by the United Nations contribute to decreased tax and social initiative contributions, resulting in reduced economic participation for those facing workplace discrimination,

Recognizing the International Covenant on Economic, Social, and Cultural Rights (ICESCR) that calls attention to economic co-operation internationally to realize the importance of wealth and finance, specifically Article 7, wherein everyone enjoys equal pay and opportunity,

Acknowledging the need for a digital record of Member States that comply with initiatives to enhance economic growth and development for women and marginalized groups, and to expedite the process, as, at this rate, it is estimated to take 134 years to eradicate the pay gaps present today,

1. *Supports* reforms to enhance the efficiency of the implementation of the Sustainable Development Goals (SDGs), recognizing the value of the goals as a guiding framework for global development, while acknowledging that current mechanisms have proven ineffective in achieving certain objectives, particularly in combating intolerance and discrimination within the workplace, which could be more effectively addressed by:
 - a. Incentivizing Member States to reinforce the existing equality, anti-racism, and gender non-discrimination laws through national monitoring bodies and an independent women’s rights commission based on their preexisting constitutional framework;

- b. Collaborating with the United Nations Statistical Commission (UNSC) serviced by the United Nations Statistics Division (UNSD) to create a statistics gathering mechanism to evaluate the compliance of Member nations and companies operating within them;
 - c. Establishing tax breaks for companies that meet the goals of working towards eliminating inequity in pay;
 - d. Focusing on the implementation of awareness programs to ensure that marginalized individuals are aware of their rights;
- 2. *Calls upon* all Member States to incorporate plans similar to *Vision 2030* (Saudi Arabia) and the goals of this initiative to combat the adverse effects of discrimination based on race, gender, and other factors, and its effects on inclusive economic development, such as:
 - a. Having a vibrant society through valuing different cultural traditions in Member States, promoting national pride, and improving the quality of life for all citizens;
 - b. Having a thriving economy through ensuring opportunity for success for all, supporting the development of varying businesses, and enhancing education to better prepare all for opportunities in the workforce;
 - c. Increasing transparency and accountability in the government in handling these improvements;
- 3. *Support* bridging the gap between legal reforms and the lived realities of women and marginalized communities that face disproportionate workplace intolerance through:
 - a. The promotion of educational programs regarding current laws and practices of Member States by hosting workshops to educate corporations on the data-proven benefits of diverse workplaces and the effects of greater household income on national GDP, equipping women and marginalized groups with educational programs on current policy based on each Member State's constitutional framework, pertaining but not limited to employment rights, inheritance rights, economic rights, family and legal rights, and sexual and reproductive health;
 - b. Certifying corporations as “equal pay corporations” can be provided with grants for initiatives to improve employee awareness of rights;
 - c. Making legal aid accessible to marginalized communities, including but not limited to people experiencing poverty, to promote economic development by providing free educational workshops about personal finance, and calling upon non-profit organizations such as the Global Alliance for Legal Aid, to provide legal reforms for women and marginalized communities to ensure fair workplace tolerance internationally;
 - d. Encouraging corporations that meet a financial threshold to commit to giving a 5% minimum percentage towards social initiatives, incentivizing social responsibility by tax reductions, scholarships, and mentorship opportunities for women and marginalized groups;
- 4. *Calls upon* nations to encourage unbiased hiring practices to reduce discrimination of race and gender through implementing tax breaks and grants, for complying companies, to fund educational programs regarding the advancement of workplace rights and equity for women and marginalized communities;
- 5. *Encourages* the implementation of annual regional and targeted workshops in collaboration

with UNESCO and regional NGOs to address the long-standing economic barriers disproportionately affecting marginalized communities, particularly regarding sexism via:

- a. Improving unity within nations and corporations will emphasize the value of marginalized groups within the economy;
- b. Enhancing participation in the economy through the addition of more people spending;
- c. Detailing their hiring processes and candidate selection;

6. *Notes* that diversifying the workplace will increase GDP per capita by:

- a. Providing marginalized heads of households the ability to support their families and rise above the poverty line;
- b. Stimulating economic participation by providing opportunities for investment and the creation of retirement funds;
- c. Decreasing the need for social welfare programs, as these marginalized groups will be equipped to be self-sufficient;

7. *Calls for* corporations to increase transparency on wages being earned to ensure that equal work is receiving equal monetary compensation for all, regardless of background, gender, race, or any other factor, by providing reports outlining wage distributions and outlining detailed hiring processes and candidate selection through:

- a. Reporting pertinent statistics on wages between different races and between genders to the International Telecommunication Union (ITU) to contribute to an expanding database documenting companies' positions and progress in equitable practices and;
- b. Reporting the structure and methodology for hiring practices and preferences detailing how decisions are made regarding who is being hired for said companies and why they are being hired to the ITU to be added to the aforementioned database documenting the progress of different companies in this sphere;

8. *Encourages* the implementation of legislation to provide equal opportunities via employment and pay levels, ensuring rights of trade unions, and providing international protections for all groups using the International Covenant on Economic, Social, and Cultural Rights (ICESCR) as a core reference through:

- a. Calling upon the Organisation for Economic Co-operation and Development (OECD), which can ensure countries are effectively carrying out the (ICESCR);
- b. Furthering collaboration with the Equal Pay International Coalition (EPIC) for support through governmental institutions and stakeholder partnerships;

9. *Calls for* the creation of an online network to promote and connect Member States and corporations through utilizing the International Telecommunication Union (ITU) to promote integration of technology to close the global wage gap and increase collaboration amongst Member States concerned with the improvement of national economy by improving exchange with fellow Member States to strengthen global economic development and their global reputation.

Code: GA3/1/8

Committee: General Assembly Third Committee

Topic: Combating Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The General Assembly Third Committee,

Understanding that each Member State has committed to promoting the foundational respect for every human right and fundamental freedom through the encouragement of participation in programs that offer a more inclusive and humanizing environment,

Recognizing the *Universal Declaration of Human Rights* (UDHR) imperative promises of basic intrinsic rights for all humankind through economics, education, social cohesion, politics, and civic engagement,

Recalling the principle within the *International Covenant on Economic, Social and Cultural Rights* (ICESCR), which recognizes and guarantees rights related to work, social security, health, education, and culture, with an explicit mandatory obligation to realize these rights without discrimination of any kind as to race or language. (Article 2.2),

Recalling also the *International Convention on the Elimination of All Forms of Racial Discrimination* (ICERD), the legally binding treaty mandating the elimination of racial discrimination in all its forms, including the duty to take effective measures to review and abolish governmental policies that create or perpetuate discrimination (Article 2),

Noting the *Durban Declaration and Programme of Action* (DDPA), which provides a definitive roadmap for a comprehensive action-based plan regarding data collection and aid for victims of discrimination,

Recalling the *Vienna Declaration* of 1993, which reaffirms the indivisibility and interdependence of all human rights (civil, political, economic, social, and cultural), with an emphasis on non-discrimination and the Right to Development,

Highlighting that each Member State has a seasoned amount of experience and history with all forms of discrimination, it is imperative and only natural for us to conclude that sustainable yet significant and structural establishments in education and database introduction, as well as reform, must be incorporated to better align with the Charter of the United Nations,

Acknowledging there has been a record and measurement of institutional challenge in enforcing the values and standards to be upheld, which is the gap we would fill in order to eradicate the most prevalent root causes of racism, xenophobia, and related intolerances by making an institutionalized and monetarily funded solution to provide a tool to ensure we follow through on these decade-old promises,

Expressing the growing concern with the reality of growing hostility between groups of different backgrounds due to the lack of understanding and awareness of varying cultures, without the regulation of mandatory and quantifiable actions,

Recognizes the importance of taking intergenerational knowledge to learn from the past to work in the present and subsequently alter the future; such knowledgeable action should carry political, educational, social, cultural, humanitarian, and economic value applicable to any delegation and underrepresented group,

1. *Recommends* the establishment of a new Exchange and Auditing Programme (ENA), overseen by the Office of the United Nations High Commissioner for Human Rights (OHCHR) whose sole function is managing:
 - a. The creation of Ethnic, Cultural, and Linguistic exchange programs amongst underrepresented communities and future generations to combat the knowledge of discrimination, racism, and xenophobia gained through the index;
 - b. Identifiable representation, such as audits for tracking incidents by Member States to compile the main index across all marginalized groups by date, incident, response, and allocated resources used in the response, ultimately provides the mandatory, auditable data required to fulfill the non-discrimination obligations they have already legally and politically committed to under ICERD, ICESCR, the *Vienna Declaration*, and the *Durban Programme of Action*;
 - c. A sector specializing and referred to as the International Career Center, to create an online universal hub of information and resources for those marginalized and experiencing forms of intolerance to have palatable transitions into the workforce;
 - d. A sector specializing in providing linguistic translators to governments willing to incorporate them, in order to give underrepresented groups and groups systemically discriminated against a seat at the table in understanding and participating in civic duties;
 - e. A new official ENA Fund that will funnel from the Regular Budget (RB), alongside accepting Voluntary Contribution (VC);
2. *Calls upon* each Member State to integrate the newly created Ethnic, Cultural, and Linguistic exchange programs:
 - a. Ensuring staff in positions of public service, especially those leading children aged 4-17, are trained and using equitable curricula to address adequate education for all in shared spaces with various ethnicities;
 - b. Introducing a new “Buddy” system program that encourages the learning of new languages and teaches students and teachers alike about diverse cultures, ethnic groups, and minorities, and how to prevent discriminatory behaviors further;
 - c. Introducing also an online international high school-only volunteering program that specifically connects immigrants and migrants to high schoolers in the nation of their choice to teach and/or practice their native language with immigrants and migrants, with parental consent for those under the age of 18 years old, aiming to:
 - i. There will be a consent form for each recorded session, which the student, the individual immigrant, and a licensed third-party instructor will sign;
 - ii. All three parties previously mentioned will be present during the virtual meetings to ensure the safety and beneficial exchange between students and immigrants;
 - iii. With the consent of all parties, the recorded sessions will be released on a United Nations-sponsored platform to humanize and exchange cultures;
 - iv. The high school student volunteers are encouraged to be enrolled in a foreign language course, in order to teach their native tongue or engage in

conversation with the language they're also learning, to better foster the exchange of culture and connection;

- d. Encouraging a pipeline to an international collegiate internship program with volunteering and/or internships, shadowing those involved in the Ethnic, Cultural, and Linguistic exchange programs;
 - e. Halting racism, xenophobia, and intolerance through humanizing others and growing cultural competency, whilst encouraging the youth to actively participate in civic duties;
3. *Encourages* all Member States and existing interested agencies to implement a new system titled the Identifiable Representation Initiative:
- a. Each delegation would voluntarily invite officials in the program to come in and conduct a survey, or choose to independently submit a record annually;
 - b. Based on submissions and gathered data, Member States will be ranked by how many of incidents that occur and their effectiveness in diminishing them over time;
 - c. This initiative should allow tracking and then correcting challenges, targeting both global awareness and paving the next steps necessary to act on such an awareness;
4. *Invites* all Member States to voluntarily add to an official Exchange and Auditing Fund in addition to the regular budget:
- a. Notes that integrating the creation of the EA program is vital to establishing a norm where cultural competency and empathy are not a rarity in soft skills, but easily accessible and learned by all, especially those who inherit society and are the faces of our future;
 - b. Calls upon The United Nations Democracy Fund (UNDEF), United Nations Development Programme (UNDP), and United Nations Educational, Scientific and Cultural Organization (UNESCO) to assist with this program, considering these groups are mandated to address affairs related to strengthening the voice of society, civic engagement, education, literacy, and inclusive democratic institutions;
 - c. Assists participating countries and empowers them to assist their citizens in becoming active in civic affairs and involving them in communal betterment, seeing that future generations will be trained on inclusivity, cultural competency, and empathy for all;
 - d. Calls upon corporations and groups known for philanthropy and relevant expertise to assist in this endeavour, including the Gates Foundation, the Ford Foundation, Amnesty International, and Oxfam.

Code: GA3/1/9

Committee: General Assembly Third Committee

Topic: Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The General Assembly Third Committee,

Concerned with the lack of integration efforts made by host nations toward immigrants and refugees,

Recognizing the struggles faced by immigrant populations around the world,

Encouraging efforts towards the accessibility of educational opportunities in migrant groups through program development,

Taking into consideration The Charter of the United Nations establishment of equal opportunity and human rights,

Having devoted attention to the Universal Declaration of Human Rights (UDHR) articles 13, 14, 15, and 26, encouraging nations to tolerate immigrants and provide fair access to education,

Recognizing the importance The 2030 Agenda for Sustainable Development Goals including, but not limited to, SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities),

Recalling The 1951 Refugee Convention assisting immigrants to pursue success integrating in host countries,

Referring to the Global Compact for Safe, Orderly and Regular Migration ensuring safe procedures and practices of the movement of migrants,

Aware of the UNHCR Guidelines on International Legal Standards Relating to Decent Work for Refugees and its promotion for the access to sustainable labor for refugees through the assistance in policy making,

Having regarded the New York Declaration for Refugees and Migrants emphasis on upholding international human rights law, refugee law, and humanitarian principles for global solidarity and responsibility sharing,

Further recalling the *Durban Declaration and Programme of Action* affirming that combating racism requires comprehensive strategies that no society is entirely free from all of these challenges,

1. *Declares* the creation of the Youth Media Training Program (YMTP) for the betterment of respected immigrant and refugee populations focusing on raising awareness of Sustainability Development Goals (SDGs) 4,8, and 10 , as well as welfare and inclusionary programs to better transition to the host state by:
 - a. Applying the framework established by the Youth Empowerment Foundation (YEF), as well as ReFOCUS Media, successful in countries such as Greece, Germany, and Poland (Athens, Berlin, Krakow and Lesvos) which has provided an effective framework for training refugees in advocacy;
 - b. Adopting the following key points from the frameworks of YEF and ReFOCUS: media labs, partnership with local universities and schools, mentorship from professional journalists, community leadership, peer-to-peer training;

- c. Following the framework provided, the focus from the training will be on educating immigrants and refugees on the wellness programs, education opportunities, and pathways to inclusion;
 - d. By coordinating with UNHCR, UNESCO, UNICEF, and other organizations to provide logical and economic aid to ensure the success in Member States;
 - e. Supplying immigrants and refugees with certification, enabling them to equal opportunity in the work force, and furthering the achievement of SDG 8 (decent work and economic growth);
 - f. Through expanding the framework beyond the scope of social media to include community-based methods including print publication, radio, and word-of-mouth;
 - g. Providing an annual performance report along with testimonials from past refugees and their representatives to highlight the progress of those that have gone through the program and impacts in their respective communities;
 - h. Further invites voluntary funding from member states to fund the development, implementation, and infrastructure of the program;
2. *Fulfills* this aforementioned initiative-the betterment of migrant and refugees in their transition- by employing the youth of the migrant population through social media training awarded by certification that focused in social outreach, digital communication and media literacy, empowering migrants to become advocates;
 3. *Emphasizes* the promotion of migrant specific education opportunities including access to aid, scholarships, and housing at the discretion of the Member State of which:
 - a. Offering higher education scholarships for migrant students to assist with tuition costs, books, and other study materials and providing mentorship and academic support - following the Albert Einstein German Academic Refugee Initiative (DAFI) framework;
 - b. Subsidized housing specifically for immigrant families according to Member States' established programs;
 4. *Requests* Member States to de-stigmatize migrant education and promote awareness of their educational rights and protections through implementing coalitions as well as creating accessible materials that explain educational rights in a clear message through digital (videos, posts) and physical media (newspaper, flyers, radio and verbal communication);
 5. *Recommends* youth participation and development of their society through education and promotion of welfare programs as seen in UNHCR's deployment of scholarships to support the participation of refugees in member states educational programs;
 6. *Calls upon* Member States to promote public awareness of socioeconomic issues - including economic inequality, unemployment, and social mobility - through educational campaigns and academic initiatives;
 7. *Praises* outreach and accessibility of visa related programs directed towards migrants and refugees, entirely at the discretion of each member state, and their established programs, involving employment or educational enrollment leading to an extended stay potential citizenship;
 8. *Recognizes* specialized migrant entrepreneurship through opportunities:

- a.* By migrant specific seeding to fund refugee led endeavors similar to Refugee Micro-enterprise Development (MED);
 - b.* Through, non-hostile loans, requiring annual performance reporting to ensure preferred economic outcomes in refugee ventures;
- 9. *Urges* Member States to support all of the initiatives listed above through voluntary contributions, the non-required donation from Member States.

Code: GA3/1/10

Committee: General Assembly Third Committee

Topic: Combatting Racism, Xenophobia, and Related Intolerance in the Achievement of the SDGs

The General Assembly Third Committee,

Affirming the Universal Declaration of Human Rights (UDHR) as an important milestone in deterring discrimination based on race, gender, ethnicity, economic status, et cetera,

Desiring the dissolution of racist and xenophobic ideologies to promote greater world peace,

Recognizing that the development of our future generations is primarily established in the first five years of life, therefore creating more incentives for accessible educational opportunities to combat racism, xenophobia, and related intolerances,

Bearing in mind, A/HRC/RES/57/24 "Education as a tool to prevent racism, racial discrimination, and related" that emphasizes inclusion of all races and ethnic backgrounds in accessibility to education, A/HRC/RES/59/9 "The right to education" highlighting education as an universal humanitarian right, and A/HRC/RES/57/10 "World programme for Human Rights Education: the plan of action for the fifth phase" focusing on human rights education throughout different ages and years,

Noting that racism, xenophobia, and other forms of discrimination is a generational issue and begins at the start of one's life,

Acknowledging the Convention of the Rights of the Child, "States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods.",

Conscious of the impact and necessity the role of education plays in teaching underrepresented children how to recognize, combat, and prevent racism, xenophobia, and any and all kinds of related intolerance,

Recognizing the educational inaccessibility in oppressed and ostracized peoples that create disadvantages which persists throughout childhood into adulthood,

Reaffirming that educational disparity significantly impact equitable job creation and accessibility to employment opportunities particularly in developing regions,

Emphasizing, A/RES/73/328 (2019): Recognizes the importance of intercultural dialogue and its valuable contribution aiming to achieving peace, development, and social stability, aligned with the Sustainable Development Goals,

Having considered the Global Education Monitoring Report and UNESCO Institute for Statistics, the global number of out-of-school children has increased by 6 million since 2021, now totaling 250 million out-of-school children. In order to meet the 2030 Agenda for Sustainable Development, member states must take action to achieve their education objectives and commitments,

Referencing SDGs, and specifically the objective of reducing inequality within countries, SDG 10 represents taking action toward addressing the inequalities rooting from polar differences in societal wealth concentrations,

Having considered the racial income gaps Afro-Latin Americans and indigenous peoples experience wherein 37.8% earn less than their counterparts,

Alluding to the World Programme for Human Rights Education (2005-ongoing) that focuses on five different phases of human rights education efforts through a thorough timeline from childhood care all the way to careers in adulthood,

Observing that indigenous and Afro-descendant peoples in Latin American represent 40% of its total population where indigenous communities lack access to basic infrastructure,

1. *Invites* Member states to openly address racism, xenophobia, and other forms of discrimination through the use of innovative methods including but not limited to organization development, methods of communication, and local legislation;
2. *Strongly encourages* that UNESCO programs, such as the Global Partnership Strategy for Early Childhood (GPS), are promoted and implemented starting in early childhood education, the time at which minds are most susceptible to discriminatory ideology:
 - a. Implementing these programs in preschool, primary schools, secondary schools, and universities, alongside community centers, and summer education programs to broaden its reach;
 - b. Creating sustainable infrastructure using clean energy, green buildings, and climate resilient materials for programs to grow and develop, as well as adapt to the communities needs;
3. *Encourages* the implementation of ethno-conscious education, ethno-conscious referring to individuals' understanding of race and ethnicity and acknowledging the social basis of these issues as well as the impact and importance of awareness of historical systemic disparities experienced by minority groups:
 - a. Promoting diverse perspectives and addressing discriminatory and problematic rhetoric related to the development of the member states that is historically underrepresented;
 - b. Creating ethnic studies courses to promote analytical and critical thinking related to the subjects of racism, xenophobia, and other discrimination based inequalities;
4. *Appeals* to all Member States to financially support programs to accelerate the development and implementation of educational solutions within their countries:
 - a. Advocating for Voluntary Contributions from international bodies to bolster support for quality and longevity;
 - b. Upheld by ensuring appropriate financial distribution and usage by basing funds distribution on country GDP, allotting more funds to countries facing high rates of poverty with less economic resources, countries with a GDP below 2% qualify as beneficiaries;
5. *Urges* the further investment on and development of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), permitting the renovation and expansion of preexisting buildings for education, such as schools, libraries, community centers, and summer camps that provide equipment and adequate training for professionals, emphasizing healthcare and educational workers:
 - a. Funded by Member State donation initiatives, partnerships with NGOs and private sector donors, ensuring sustainability and shared responsibility;

- b. Expansion and renovation creates more space and accessibility for minority groups who have been historically disadvantaged or those vulnerable to discrimination;
 - c. Calling upon the International Energy Agency (IEA) to build sustainable buildings, the Council of Europe Development Bank and the European Investment Bank for investments, and the Buildings Performance Institute Europe (BPIE);
- 6. *Designates* these educational programs to include access to educational books and resources focused on history, systemic issues, and climate change;
- 7. *Recommends* an expansion of the United Nations Children's Fund (UNICEF) Early Childhood development ensuring children receive services while maintaining inclusion and acknowledgement of cultural traditions specific to minority groups;
- 8. *Encourages* Member States to engage with relevant stakeholders; including community leaders, local educators, civil society organizations, youth groups, religious and cultural organizations, and non-governmental organizations (NGOs) to facilitate intercultural dialogue;
- 9. *Further resolves* to address disparities in the workplace by calling upon Member States, in addition to cooperation with the International Labour Organization (ILO), to create job training and employment opportunities for members of minority communities, including, but not limited to:
 - a. Vocational and technical training programs;
 - b. Apprenticeship and internship partnerships;
 - c. Scholarship or wage subsidy programs;
- 10. *Proposes* the establishment of an education-centered network, implemented by the United Nations High Commissioner for Human Rights, building upon foundations established by The United Nations Network on Racial Discrimination and Protection of Minorities, through a Community-Based Anti-Racism Education and Early Intervention Network consisting of:
 - a. Local education units partnering with community organizations to implement early childhood anti-racism and diversity curricula aimed at fostering inclusion and empathy from a young age;
 - b. The expansion of Capacity Development for Education (CapED) to create regional hubs supporting educators and caregivers with culturally sensitive training materials, capacity building workshops, and best practice sharing to ensure consistent and effective anti-racism education;
 - c. Coordinating with the Institute of Electrical and Electronics Engineers (IEEE) to provide technology to access digital platforms for sharing educational content, monitoring progress, and gathering feedback from educators, parents, and children to continuously improve program effectiveness;
 - d. Collaboration with civil society groups to engage families and communities through awareness campaigns and participatory activities promoting respect for diversity and combatting stereotypes;
 - e. Partnerships with academic institutions to research and monitor the impact of early education programs on reducing racial biases and xenophobic attitudes in children and communities;

11. *Encourages* the development of assessment tools for use by UNESCO's Global Education Monitoring Report (GEM) to identify early signs of racial bias and exclusion in educational settings and community interactions, alongside strategies to address these through targeted interventions and conflict resolution programs;
12. *Calls for* the formation of Rapid Response Educational Support Teams under UNESCO, empowered to:
 - a. Provide immediate technical assistance and resource support to schools or communities experiencing emerging racial tensions or incidents;
 - b. Facilitate dialogues between educators, families, and local leaders to promote understanding, reconciliation, and cooperative solutions;
 - c. Organize workshops and campaigns to reinforce anti-discrimination values through interactive learning and community involvement;
13. *Establishes* a peer review mechanism, upheld by the Human Rights Council through the Universal Periodic Review (UPR), for member states to share innovations and lessons learned in early childhood anti-racism education initiatives, enabling exchange of resources, joint training programs, and coordinated efforts without punitive measures, but with technical and financial support;
14. *Encourages* Member States and local organizations to collaborate with UNESCO International Bureau of Education (IBE), in developing grassroots-based risk assessment tools for identifying early signs of racial bias and exclusion within educational and community environments, specifically by:
 - a. Training educators, counselors, and youth leaders to recognize and address microaggressions, discriminatory rhetoric, and exclusionary behaviors among children and youth;
 - b. Incorporating participatory assessments such as surveys, storytelling sessions, and group dialogues into early childhood and school settings to monitor evolving attitudes toward diversity and inclusion;
 - c. Using assessment findings to design targeted interventions, workshops, and curricula that proactively counteract stereotypes and xenophobic thought patterns before they escalate;
 - d. Partnering with families, community leaders, and civil society organizations to ensure that interventions reflect local cultures and address the unique needs of marginalized groups;
 - e. Sharing successful assessment methodologies and anti-racism education models through regional and international networks for collective learning and improvement.