



American Model United Nations
Third Committee

GA 3rd/I/7

SUBJECT OF RESOLUTION: The Right to Development

SUBMITTED TO: The Third Committee

SUBMITTED BY: Saudi Arabia, Bahrain, Bolivia, Japan, Namibia,
Portugal, Syrian Arab Republic

The Third Committee

1 *Guided by* its resolution 41/128 of 4 December 1986 “The Declaration on the
2 Right to Development,” which states that the right to development is an inalienable right,
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4 *Acknowledging* the long term benefits associated with promoting sustainable
5 development,
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7 *Noting with satisfaction* the eight Millennium Development Goals and their role
8 in mobilizing the international community in making this century the century for
9 development,
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11 *Acknowledging* the importance and effectiveness of south-to-south cooperation,
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13 *Alarmed by* the lack of effective education systems in place for children and
14 adults, who have limited resources in accessing educational opportunities,
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16 *Realizing* that increasing educational opportunities for women will improve not
17 only economic activity in states, but also health standards,
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19 *Understanding* that meeting basic needs is important for educational initiatives,
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21 *Commending* the World Education Forum and the Dakar Framework for Action in
22 creating awareness and implementation plans to achieve greater universal education,
23

24 *Welcoming* the work of United Nations Educational, Scientific and Cultural
25 Organization (UNESCO), other regional educational organizations, and the United
26 Nations Development Program in their efforts to support educational initiatives,
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28 *Emphasizing* national and international projects to develop infrastructure which
29 further enables states to provide for their people and to realize the full benefits
30 enumerated within the right to development,
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32 *Affirming* the commitments of developed states to meet official development
33 assistance targets of 0.7 % of their gross national product (GNP),

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35 1. *Calls for* greater respect by member states for the principles stated in the
36 “Declaration on the Right to Development,” especially Article 2, Clause 1 which
37 emphasizes that “the human person is the central subject of development;”

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39 2. *Urges* states to further commit to the Millennium Development Goals for the
40 continuation of improving worldwide development and aiding states which cannot fully
41 develop without outside assistance;

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43 3. *Encourages* donor and recipient states to assume a participatory responsibility,
44 and further regional cooperation in order to create better regional educational initiatives:

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46 (a) Requesting that donor and recipient states implement equal measures to
47 encourage transparency in the transfer of funds to create more sustainable initiatives;

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49 (b) Underlining that the use of transparency is an effective preventive measure
50 against corruption;

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52 4. *Calls upon* all member states to commit greater funds to educational endeavors
53 which possess a plan of action to incorporate the equal opportunity for the education of
54 all peoples, to reduce the number of illiterate people, who are incapable of fully achieving
55 their right to development:

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57 (a) Emphasizing the importance of incorporating a gender perspective to provide
58 equal learning opportunities for both genders;

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60 (b) Realizing that this incorporation will allow states to better utilize their human
61 resource capacity;

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63 5. *Stresses* the importance of vocational training in a state's progression towards
64 developing greater economic diversity and to better utilize human resource capacity,
65 encouraging states to assess the specific vocational needs of the citizens, whether basic or
66 economic, to further encourage diversification;

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68 6. *Implores* states to employ the Dakar Framework for Action collectively and
69 efficiently to better realize the right to development through increased educational
70 initiatives, which will connect educational institutions in developed states with schools in
71 the developing world;

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73 7. *Further encourages* public/private relationships between states and UNESCO
74 and regional educational organizations as well as non-governmental organizations to
75 collaborate and apply more expansive and realistic educational programs and
76 development initiatives;

78 8. *Further calls upon* all member states to implement national strategies and
79 create infrastructural projects to provide for the development of their people while
80 collaborating with development funds such as the United Nations Development Fund,
81 World Bank, International Monetary Fund, and other regional banks when additional
82 assistance in achieving those projects is necessary;

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84 9. *Commends* those member states which have dedicated 0.7 % of their GNP for
85 official development assistance and calls upon other developed states to meet the 0.7 %
86 goal for official development assistance and for developing states to commit 0.5 %, or the
87 amount they are able, of their GNP for development assistance by 2015 to provide more
88 resources to achieve the right to development globally.

Passed, Yes: 59 / No: 4 / Abstain: 20