



*American Model United Nations*  
**General Assembly Third Committee**

GA Third/II/8

SUBJECT OF RESOLUTION: Rights of the child

SUBMITTED TO: The General Assembly Third Committee

*The General Assembly Third Committee,*

1        *Recognizing* the actions being taken globally to ensure children have access to  
2 education,

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4        *Endorsing* the actions of non-governmental organizations (NGOs) protecting the  
5 rights of children around the world, including but not limited to Save the Children,  
6 ActionAid, One Laptop per Child, and the World Food Program, as well as local NGOs  
7 as per the preference of each individual Member State,

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9        *Noting with concern* the detrimental effects of the 2008 financial crisis around the  
10 world,

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12        *Recognizing* the Convention on the Rights of the Child and its two Optional  
13 Protocols and their continuing relevance,

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15        *Respectfully requesting* that all signatory Member States to the aforementioned  
16 convention remember their obligations,

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18        *Acknowledging* the Universal Declaration of Human Rights and its role in  
19 protecting children worldwide,

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21        *Guided* by the second Millennium Development Goal (MDG) and its Education  
22 for All Initiative,

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24        *Reaffirming* the importance of the sovereignty of States, particularly with regard  
25 to their children,

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27        1. *Invites* the creation of a Teachers Within Borders Program under the purview of  
28 UNESCO which will:

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30        (a) Connect “Master Teachers” from local regions and specific Member States  
31 with aspiring teachers or teachers new to the profession, so as to facilitate their  
32 education with regard to methods of educating children;

32

33        (b) Encourages that “Master Teachers” will be from the individual State that will  
34 be receiving the education or that the “Master Teachers” come from the local  
35 region;

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36        (c) Ensure that Member States can receive help from NGOs and other United  
Nations organizations, specifically Save the Children and United Nations Children's Fund

37 (UNICEF), and other States only when they request it;

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39 2. *Invites* States to consider the use of incentives to encourage education:

40 (a) With the help from NGOs, provide free lunches and food programs that target the  
41 child's household and thus encourage attendance to mutually benefit children and their  
42 families;

43 (b) Including media campaigns to help inform individuals of Member States about the  
44 economic benefits of children's education;

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46 3. *Recommends* that in order to ensure cultural sovereignty, governments will  
47 have the power to review the curricula being taught:

48 (a) With the understanding that not only the sovereignty but the cultural  
49 composition of a State must be taken into account when addressing the proliferation of  
50 child education;

51 (b) Also understanding the danger of "cultural imperialism" from other States and  
52 regions;

53

54 4. *Invites* all Member States to promote gender equality in their education systems  
55 through national policies as promoted by the United Nations Entity for Gender Equality  
56 and Empowerment of Women (UNWOMEN), including:

57 (a) The implementation of UNWOMEN's monitoring and evaluation mechanisms;

58 (b) Participation in the United Nations gender parity enrollment indicator which  
59 monitors the enrollment of children;

60 (c) Working within the national education institutions already in place;

61 (d) Empowerment of women through education to advance their place in society,  
62 recognizing and respecting all cultural differences;

63 (e) Reaching the goal of ten percent women teachers per country in ten years;

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65 5. *Strongly urges* Member States to incorporate migrant children and children in  
66 refugee camps within the education program in order to fulfill the second MDG in its  
67 education initiative;

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69 6. *Invites* the creation of Trafficking Education Program, in partnership with  
70 Teachers Within Borders, which will:

71 (a) Seek to educate children about methods by which they can protect themselves  
72 from child traffickers;

73 (i) With an emphasis on awareness and personal safety;

74 (ii) In a child-friendly manner, for example portraying traffickers as "dangerous"  
75 but not specifying the extent of their activity;

76 (b) Determining the curriculum to be used by these teachers on a regional basis by  
77 forming regional committees containing members from United Nations Organization for  
78 Education Science and Culture (UNESCO), experts from the regions themselves, and  
79 members of NGOs specific to that region and, if the committees request it, NGOs that  
80 operate on a broader scale, such as Save the Children.

Passed, Yes: 72 / No: 13 / Abstain: 11