



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

GA Third/II/3

SUBJECT OF RESOLUTION: Protection of and assistance to internally displaced persons

SUBMITTED TO: The General Assembly Third Committee

*The General Assembly Third Committee,*

*Bearing in mind* the importance of awareness of Internally Displaced Persons (IDPs) within local communities,

*Deeply conscious* of the unstable daily life of many IDPs, particularly families with children,

*Recalling* level four of Maslow's Hierarchy of Needs (Esteem within Psychological Needs),

*Noting further* the inalienable right to education as stated in the Universal Declaration of Human Rights Article 26,

*Fully aware* of the substantial impact that education has on the economic and social well-being of a sovereign State,

1. *Calls upon* individual nations to make statements about the importance of IDPs themselves in the form of:

- (a) Press releases;
- (b) Formal statements;
- (c) Domestic government-provided literature;

2. *Supports* initiatives to strengthen communities with large displaced populations through dialogue between:

- (a) Internally displaced persons;
- (b) Non-governmental organizations (NGOs);
- (c) Domestic governments;
- (d) Citizens;

3. *Urges* Member States to work with NGOs, academic institutions and citizens to educate community members on:

- (a) Human rights;
- (b) IDPs and causes of internal displacement;
- (c) Problems facing the displaced population in that particular community;

4. *Implores* that educational initiatives mentioned in clause 2:

- (a) Have access to the most up-to-date accurate figures and data;
- (b) Have a high standard of quality for all facts and figures used when raising awareness of IDPs;

5. *Notes* the relationship between aware citizens and educated IDPs has a positive impact on economic and financial wellness which the Member State will receive due to a greater feeling of national unity;

6. *Affirms* the need for all IDPs to have education that is:

- (a) Physically accessible;
- (b) Culturally relevant and sensitive to;
- (i) Community and religious values;

- 33 (ii) Domestic law;  
34 (iii) International agreements and treaties;  
35 (c) Separated into instructional categories such as;  
36 (i) Primary education;  
37 (ii) Higher education;  
38 (iii) Vocational training;

39 7. *Approves* of the partnerships between many local and international communities that provide services  
40 such as:

- 41 (a) Transportation to and from schools;  
42 (b) Construction of buildings in both present and future settlements intended for schooling;  
43 (c) Credible and experienced educators who teach a variety of local and international subjects  
44 relevant to today's global citizens;

45 8. *Affirms* the efforts of nation-States that participate in regional educational programs while reminding them  
46 that sovereignty is of the utmost importance and curriculums should reflect State and local norms, not necessarily  
47 their own;

48 9. *Emphasizes* the importance of locally-approved teaching practices which are not:

- 49 (a) Manipulated by foreign powers for their own benefit;  
50 (b) Conflicting with internationally recognized values;

51 10. *Draws attention* to reputed and successful NGOs to further education for IDPs where countries may not  
52 have the available funds to do so themselves which include, but are not limited to:

- 53 (a) SPARK;  
54 (b) Education without Borders;  
55 (c) Open Society Foundation;

56 11. *Encourages* the United Nations Educational, Scientific and Cultural Organization (UNESCO) to continue  
57 and heighten their efforts towards providing education for all citizens to further their individual rights and engage  
58 in civic life.

Passed, Yes: 56 / No: 34 / Abstain: 21