



American Model United Nations
General Assembly Plenary (Concurrent)

GA Plen/I/3

SUBJECT OF RESOLUTION: Education for Democracy

SUBMITTED TO: The General Assembly Plenary (Concurrent)

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1 *Recognizing* that an individual, tailored approach must be taken when addressing Education for Democracy
2 globally, and assistance given through the United Nations should be offered with an emphasis on the local culture,
3 norms and practices,

4 *Indicating* that promoting equity in education is inherently in the interests of Education for Democracy,

5 *Recalling* the General Assembly Plenary Resolution 69/268 of 5 March 2015, titled "Integrated and Coordi-
6 nated Implementation of and Follow-up to the Outcomes of the Major United Nations Conferences and Summits in
7 the Economic, Social and Related Fields," specifically its emphasis on Education for Democracy,

8 *Looks forward to* a potential cooperation between the United Nations Educational, Scientific, and Cultural
9 Organization (UNESCO) and specific nations' suggested guiding principles to reach mutually agreed-upon educational
10 ideals and foci within a specific country by suggestions,

11 *Declaring* that Education for Democracy goals cannot be achieved until equitable educational infrastructure
12 is available universally, to increase access for all individuals,

13 *Affirming* that educational infrastructure must be invested in, and developed, in order to provide educational
14 opportunities to those who lack access to them, through types of infrastructure including establishing mobile flexible
15 mediums of education, physical and long-term initiatives, human capital and digital infrastructure,

16 *Stressing* that Education for Democracy begins with basic education, specifically learning crucial skills, such
17 as reading, writing and critical thinking, but should also involve unconventional and more practical pre-professional
18 skills in order to incentivize participation in education,

19 *Emphasizing* that programs and initiatives need to be developed and implemented addressing education
20 specifically for the illiterate, women and marginalized groups to increase universal understanding of basic human,
21 social and political rights,

22 *Understanding* that digital infrastructure with a goal of innovation and technology should be harnessed in
23 order to reach certain groups to expand scope of education,

24 *Encouraging* partnerships between nations to facilitate the sharing of values of civic engagement, education
25 and democratic principles, as promoted by the committee,

26 *Affirming* that access to electricity is a fundamental aspect of digital infrastructure and is highly recom-
27 mended for countries to establish,

28 1. *Reaffirms* the focus on the flexibility of education principles created and implemented to be on a nation-
29 by-nation basis via types of infrastructure to be mentioned, overall focusing on democratic principles such as equal
30 rights and opportunities and more equitable political and economic citizen engagement, with a long term focus on
31 United Nations Sustainable Development Goals and similar international frameworks;

32 2. *Recommends* that Member States create dialogue with United Nations bodies on discussing a set of
33 guiding principles that promotes civil discourse and an implementation of the four sustainable development goals:

34 (a) Affirms the need for Member States to create a nation-specific individual curriculum to pro-
35 mote the literacy rates, civic engagement, institutional knowledge, participatory government, Science Technology
36 Engineering and Math (STEM) programs and access to higher education;

37 (b) Emphasizes the need for adult education such as job training, critical thinking and civic education
38 specific to all Member States;

39 (c) Differentiating responsibilities of established developed and developing countries as it relates to
40 promoting education;

41 3. *Requests* UNESCO develop a set of guiding principles focused primarily on educating illiterate populations
42 of their fundamental human rights by means of oral education:

43 (a) Further recommends that the United Nations Development Programme (UNDP) personnel be
44 made available to read ballots to illiterate individuals specifying;

45 (i) That access to this program be reliant on the advice and consent of the host Member-State;

46 (ii) That this measure is to accompany, but not replace existing literacy programs within the United
47 Nations International Children's Emergency Fund (UNICEF) and UNDP;

48 (b) Strongly encourages states to include local indigenous languages in their education curricula by
49 hiring and including local indigenous people in educational institutions;

50 (c) Further requests the creation or improvement of special needs education and affordable or public
51 education that have a strong focus on free and equal education for all;

52 4. *Suggests* Member States to empower women, children and minorities through providing education via
53 Non-Governmental Organizations (NGOs) and Intergovernmental Organizations, among others, reaffirming that
54 inclusion of these under represented and marginalized populations are essential in promoting democratic principles,
55 such as the following:

56 (a) Establishing tailored educational institutions or branches within an existing educational institute
57 specifically to cater to the needs of those who are below the poverty line and socially excluded from the majority of
58 society;

59 (b) Increasing social awareness through mass media, social events, targeted at educating the society
60 about these groups, to be decided by the communities themselves;

61 (c) Creating online opportunities for those socially excluded and because of personal reasons, such
62 as educating women and children through digital and electronic means such as radio and the internet;

63 (d) Increasing aid for UNICEF to continue accompanying children to school in high risk conflict
64 areas;

65 5. *Recommends* participation in education by involving non-discriminatory education ideals, particularly
66 related to gender, in ways including but not restricted to:

67 (a) Improving facilities and incentives for girls' education;

68 (b) Keeping in mind gender-sensitive approaches to teacher training;

69 (c) Facilitating cooperation between domestic organizations and international initiatives such as the
70 Global Partnership for Girls and Women's Education and Malala Fund for Girls' Education;

71 6. *Further suggests* the reformation of the medium and type of education is transmitted in classrooms
72 in order to cater more efficiently and effectively to those who do not respond well to the conventional method of
73 education, with the long-term goal of promoting democratic civic engagement and institutional knowledge, through:

74 (a) Facilitating mobilization of young civilians needing education, in consideration of geographic
75 characteristics, to be in the range of transportation to education facilities and proposed mobile schools;

76 (b) Including educational programs that focus on transmitting practical knowledge and professional
77 development skills such as agricultural and farming knowledge, fundamental technical and artisan skills such as
78 craftsmanship;

79 (c) Encouraging the domestic establishment of extensions to the current school system or to create
80 a separate body, in which the children who are not responding effectively and positively to traditional methods of
81 testing, grading, competition, et al, are able to grow in a more poverty-friendly and supportive environment;

82 7. *Strongly encourages* the establishment of mobile schools initiatives in developing and conflict regions,
83 with a pronounced focus on being low-cost, short-term, and able to overcome barriers, in the interest of increasing
84 the universality of equitable education, having characteristics such as:

85 (a) Being a temporary, immediate, highly implementable, creative, flexible method to provide edu-
86 cation, based on risk of exclusion and by application to UNESCO;

87 (b) Focusing on providing access to education for marginalized groups within society including
88 women, refugees, ethnic minorities and members of extreme poverty;

89 (c) Involving domestic education organizations, intergovernmental associations and NGOs in an
90 effort to support equal rights to education, to a certain degree as decided by the host country, such as providing
91 teachers who can connect with students via language affinity or cultural background;

92 (d) Recognizing the importance of distance and environmental burdens on the accessibility of edu-
93 cation to peoples distributed in all regions of countries;

94 8. *Encourages* Member States that currently have political, military and social conflicts to adopt an approach
95 for incorporating and spreading education that is centered around multiple central headquarters of coordination and
96 regional mobile education initiatives based out of regional and local headquarters, that will:

97 (a) Facilitate mobility of mobile schools to needed areas, protect civilians from conflict regions, and
98 redirect aid as needed;

99 (b) Perform maintenance on mobile educational facilities, particularly in the area of provision of
100 internet access;

101 (c) Redirect youth civilians into the support range of the infrastructure without disturbing demo-
102 graphic distribution;

103 (d) Attempt to ensure the security of facilities and personnel;

104 (e) Provide a means for local and regional governmental officials to oversee educational processes in
105 a centralized location;

106 9. *Strongly encourages* the construction of school buildings in developing, conflicted or lesser educated regions
107 with a focus on large classrooms long term sustainability:

108 (a) Creating schools and involving government bodies or organizations that can enable education;

109 (b) Stresses the need to provide assistance in providing physical materials as well as training and
110 compensation for those involved in construction;

111 10. *Recommends*, as a long term infrastructural investment with the goal of laying foundation and ground-
112 work to the education of democratic principles, the renovation of aged infrastructure, as renovating is more time
113 and cost-friendly, while increasing value and creating more employment opportunities, and outfit them with school's
114 equipment through means such as:

115 (a) Focusing on the educational facility standards, and being aware of the different standards each
116 states or districts recommend for renovations and strengthen them;

117 (b) Promoting the creation of public libraries, affordable bookstores, and dorms for students living
118 far from the different schools' locations, and providing transportation through renovated unused buses to lower the
119 cost of busing for those who require transportation, promoting access to educational opportunities, particularly those
120 that focus on social, political and cultural rights;

121 11. *Recommends* the implementation of a centralized network of transportation to support the distribution
122 of the educational system within a specific nation, including raising funds for construction and refurbishing of
123 transportation facilities that are critical to the access of civilians to education system, hence reaffirming the United
124 Nation's goals of the continuing development of nations;

125 12. *Suggests* the establishment of digital infrastructure that would increase the universal information intake
126 and education for developing countries, through ways such as but not restricted to:

127 (a) Recognizing that the implementation of basic structure such as electricity and the internet is the
128 strongest way to ensure access to education through information;

129 (b) Recommending countries to be aware of solutions that may exacerbate lack of electricity access
130 boosting supply and distribution technology of electricity within the country to stop power shortages;

131 13. *Suggests* that governments should encourage civic engagement in the classroom through a transparent
132 and inclusive process, hence acknowledging the importance of teachers and calling for the provision of favorable
133 working conditions for teachers:

134 (a) Opportunities of professional development through subsidizing college costs for teachers looking
135 to advance their education;

136 (b) Ensuring safety of teachers in areas where their safety could be compromised in areas, such as
137 but not limited to, where there have been precedents;

138 14. *Recommends* creating teacher training programs that provide relevant information on how they can
139 better understand and convey civic education within the classroom, specifically recommending that teachers and
140 education support personnel bring class to the forefront of policy dialogue, policy making and planning to provide a
141 bridge between policy and practice;

142 15. *Suggests* that Member States re-examine domestic policies, with the goal of prioritizing civic education
143 infrastructure and improving universality of access, in ways such as but not restricted to:

144 (a) Recommending the use of aid specifically for the purpose of boosting education, redistribution
145 of government funds through a self-established and self-regulated board of members, elected by the country;

146 (b) Aiding citizens in the form of subsidies or monetary aid, to incentivize families to send children
147 and familial members to education initiatives;

148 (c) Granting financial support contingent upon the number of children and level of culture-specific
149 non-gender discriminatory practices supported;

150 (d) Maintaining the temporary nature of this support, to boost education in poor regions, excluding
151 collegiate programs;

152 (e) Implementing nutrition programs such as Mid-day Meals, in schools in order to promote educa-
153 tion, provides an incentive for families to send their children to school;

154 16. *Encourages* the creation of an international joint commission mandated to advise on the topic of Educa-
155 tion for Democracy initiatives whilst open to dialogue established between public sector and private sectors, primarily
156 targeting the following areas for investment, including but not limited to the following:

157 (a) Basic primary education leading up to equitable education, facilitated through NGOs, when
158 possible, such as Teachers Without Borders;

159 (b) Physical, human, and digital infrastructure;

160 (c) Incentivising participation in the program from both developed and developing nations;

161 (d) Facilitating the collaboration between sectors such as through helping education and skills train-
162 ing planners understand the labor market trends and skill needs;

163 17. *Suggests* international organizations to contribute resources, such as monetary and humanitarian aid, to
164 promote civic education, such as teachers and educational personnel, in ways such as:

165 (a) Sending education workers and personnel that are compatible in terms of the language, cultural,
166 and background with the region they are sent to, where additional free or low-cost help in educational venture is
167 needed, to be distinguished and recognized by;

168 (i) Countries who are bringing these personnel across the border may communicate to ensure these
169 personnel possess non-colonial education ideals;

170 (ii) International organizations involved in international cooperation and maintaining the sovereignty
171 of countries in specific regions who would like to educate the personnel further or screen them may
172 do so, such as the Teachers Without Borders program;

173 (b) Advocating international organizations such as the Teachers Without Borders to extend their
174 reach further into rural communities;

175 (c) Providing necessary instruments such as books, stationary, and basic schooling infrastructure
176 and facilities, to those who cannot afford it;

177 (d) Expanding and creating scholarship programs targeted at providing children with the capacity
178 to receive higher level education, but are unable to enter college, universities, research facilities or other institutions,
179 due to financial reasons.

Passed, Yes: 33 / No: 25 / Abstain: 6