SUBJECT OF RESOLUTION: Education for Democracy

SUBMITTED TO: The General Assembly Plenary (Concurrent)

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1 *Emphasizing* the elaboration of democracy in the 2005 World Summit as being "based on the rule of law...
2 ultimately a means to achieve international peace and security, economic and social progress and development, and
3 respect for human rights," maintaining three pillars of the United Nations mission,

4 *Recognizing* that an educated population will inevitably lead to the formation of democratic ideals and
5 principles,

6 *Desiring* that states with strong educational systems support those states who do not have these resilient and
7 responsive systems while still recognizing the cultural, political and traditional values of these developing nations,

8 *Reminds* the general body of the Universal Declaration of Human Rights (UDHR), with particular regard to
9 Articles 26 and 27, which outlines that all people have the right to education and that education should strengthen
10 the respect for human rights and fundamental freedoms,

11 *Taking into consideration* that the perception of an ideal democracy in one part of the world may not be
12 ideal, probable or even possible in other regions,

13 *Noting with regret* that teachers and educators are emigrating from states where educational systems are not
14 strong, which contributes to educational gaps in literacy, inhibits the human right to health and other factors that
15 will contribute to participating in a democratic society,

16 1. *Considers* United Nations Resolution 71/8 of 16 November 2016, Education for democracy,operative
17 clause 6, which encourages Member States to integrate education for democracy, along with civic education, human
18 rights education and education for sustainable development into their education standards;

19 2. *Further considers* the positive intention of this goal, yet acknowledges shortcomings in:

20   (a) fulfilling basic needs of students;

21   (b) properly empowering educators;

22   (c) Inclusive and secure environments for all students in Member States that are unable to provide
23 due to;

24   (i) Civil unrest;

25   (ii) Economic strife;

26   (d) Improving quality of education for students with disabilities;

27 3. *Emphasizes* the United Nations definition of education for democracy as:

28   (a) Being a broad concept which can help to inculcate democratic values and principles in a society;

29   (b) Encouraging citizens to be informed of their rights and the existing laws and policies designed
30 to protect them, as well as training individuals to become democratic leaders in their societies;

31 4. *Encourages* the development of a non-mandatory system called the Shared Education System (SES) that
32 pairs developed and developing Member States based on:

33   (a) The Global Education Partnership, an existing network of developed nations that provides
34 financial and other resources to developing countries;

35   (b) Criteria founded on similarities of;

36   (i) Culture;

37   (ii) Religion;

38   (iii) Language;

39   (iv) Shared historical trends;

40   (v) Economic and Social Policies;

41   (vi) Any previous or current military alliance;

42   (vii) Educational need which is based on the Educational Index;

43   (c) A rolling application that will allow developing Member States to request up to three partners
44 based on the above criteria;

45   5. *Encourages* the creation of an annual summit called the Summit for Global Education Initiatives (SGEI)
46 with the purpose of:

47   (a) Collaborating and sharing ideas and solutions;

48   (i) Topics of discussion will include;

49   A. The sustainable growth of developed-developing partnerships;

50   B. Access to education resources;

51   C. Development of infrastructure to afford better access to education;

52   D. Health and wellness with an emphasis on sexual education, contraceptives, and HIV/AIDS re-
53   sponse;

54   (b) Bringing together experts in the field of education development;

55   (i) Invitees will include;

56   A. Member States active in the SES;

57   B. Education Policy experts;

58   C. Leaders of Non Profit Organizations and humanitarian groups that specialize in education devel-
59   opment;

60   (c) Producing a written report to describe the results of the conference;

61   (i) The report will be published in the International Social Science Journal;

62   (ii) Translated into various languages;

63   (d) Creating a regional panel of ad hoc experts partnering with the United Nations Educational,
64 Scientific and Cultural Organization (UNESCO) to assess local standards and outcomes for the SGEI;

65   (i) Measure literacy rates, gender disparities, poverty rates, democratic attitudes;

66   6. *Recommends* that Member States develop local teaching programs in developing nations with the goals
67 of:

68   (a) Training teachers to develop the necessary skills, such as;

69   (i) Properly organizing and running a classroom;

70   (ii) Effectively creating structured tests and lessons in a proper manner;

71   (iii) A basic understanding and use of technology such as laptops and mobile devices if such infras-
72   tructure is readily available in their country;

73   (iv) Remaining adaptable to different perspectives and backgrounds;

74   (b) Dividing the teacher training program into three sections;

75   (i) Those who want to become primary school educators who should focus on;

A. Dispelling gender binaries and stereotypes;

B. Develop social and organizational skills;

C. Adapt teaching methods to cultural and regional customs;

D. Develop holistic approaches to education;

(ii) Those who want to become secondary school educators should focus on;

A. Ensuring democratic values and attitudes are mirrored within the classroom;

B. Provide a framework for compulsory education in grades 1-9;

C. Improving the literacy rate of 12-14 year olds, especially girls;

D. Preparing students for the job market with vocational training;

E. Seeking partnerships with public and private entities for apprenticeships and internships;

F. Educating younger generations on their civic and human rights;

(iii) Those who want to become college professors should focus on;

A. Meeting national standards of education and training needed to teach at a collegiate level;

B. Allowing students to engage in civil and deliberative discourse;

C. Promote analytical and critical thinking skills for future democratic and civic participation;

(c) Emphasizing the need to promote equality and equity throughout the classroom and disrupt any disparities, regardless of;

(i) Gender;

(ii) Race/ethnicity;

(iii) Religion;

(iv) Sexuality;

(v) Age;

(vi) Social class;

(vii) Physical or mental disabilities;

7. *Strongly encourages* the need to reduce the number of potential/future teachers that emigrate from their respective countries and to more developed nations, also known as brain drain through methods such as:

(a) Developing loyal ties to their respective countries by participating in the established training programs;

(b) Providing teachers economic incentives to remain in their home country, such as increased salaries, which could be provided by;

(i) Non-governmental organizations (NGOs) or other third party members;

(ii) United Nations bodies;

(iii) Or the developed nation within the bilateral partnership;

(c) Providing academic incentives through accomplishment of degree funded by above organizations while teaching in country of origin;

8. *Recommends* the creation of an initiative by the International Monetary Fund (IMF) called Funds for Education with the purpose of:

(a) Conducting and administering an incentive program in accordance with criteria based on the Gender Development Index where;

(i) education systems will be rated on a five-star basis in which a lower amount of stars indicates a greater need for funds while a higher amount indicates a lower need for funds;

117 (ii) The rankings will be determined by the United Nations Women and other third-party NGOs,
118 along with the IMF;

119 A. Which was requested to oversee the funding of this program as they have explicit jurisdiction
120 over allocation of funds for humanitarian and educational purposes;

121 (b) Providing funding through a microloan program;

122 (i) Schools and Member States can apply to the program;

123 (ii) Funds will be provided to any teacher in need of salaries or economic aid as a means of incen-
124 tivizing them to remain in their respective nations;

125 (iii) Funds will be provided to developing nations in order to bolster infrastructure and increase
126 access to education;

127 (c) Ensuring that the funds are used to ensure equal opportunity for all students regardless of;

128 (i) Age;

129 (ii) Gender;

130 (iii) Sexuality;

131 (iv) Race;

132 (d) Providing a means to create new universities in developing nations with the intent to provide
133 better access to higher education as well as job opportunities for professors;

134 9. *Encourages* the expansion of the Transfer of Knowledge through Expatriate Nationals (TOKTEN) project
135 under the United Nations Development Project with the purpose of:

136 (a) Reinforcing national education development and self-sufficiency by asking expatriate professional
137 nationals to volunteer for short-term consultancy assignments specifically focusing on the development of civic edu-
138 cation and democratic process education in their home countries;

139 (b) Providing developing nations with the potential to absorb qualified volunteers while considering;

140 (i) The relevance of the TOKTEN assignments selected;

141 (ii) The existing constraints and challenges presently impeding the works and mobility in many
142 sectors;

143 (iii) The highest absorption capacity ensured;

144 (iv) The fair distribution of TOKTEN volunteers to reach the most needy areas;

145 10. *Emphasizes* the work of NGOs and other humanitarian organizations such as buildOn, UN Women,
146 United Nations Children's Emergency Fund (UNICEF), and the United Nations Development Programme (UNDP);

147 11. *Calls upon* the use of Universal Designs for Learning (UDLs) to aide in educating disabled citizens to:

148 (a) Become more politically engaged and knowledgeable of civic institutions;

149 (b) Promote continued education past primary levels;

150 12. *Confirms* that health care should be a basic human right and is one that is necessary to ensure a
151 democratically engaged citizen, but realizes that not all citizens are aware of this basic right and encourages the
152 following:

153 (a) Collaboration between NGOs and will include learning material and different educational tech-
154 niques;

155 (b) NGOs to work closely with willing educational institutions in their regions to implement learning
156 materials.

Passed, Yes: 47 / No: 18 / Abstain: 16