



*American Model United Nations*  
**General Assembly Plenary (Concurrent)**

GA Plen/I/5

SUBJECT OF RESOLUTION: Education for Democracy

SUBMITTED TO: The General Assembly Plenary (Concurrent)

*The General Assembly Plenary (Concurrent),*

1 *Recalling* the United Nations Resolution 69/268 of 5 March 2015, which encourages national, regional and  
2 local education authorities to integrate education for democracy, along with civil education, human rights education  
3 and education for sustainable development into the education standards,

4 *Recognising* that equitable access to education for all genders is an essential value central to educational  
5 curricula,

6 *Stressing* the importance of Articles 2 and 26 of the Universal Declaration of Human Rights emphasizing  
7 the right of all peoples regardless of their gender, ethnicity or religion to access education,

8 *Noting* that women's political involvement, which is a vital component in any democracy, is hindered by  
9 their lack of access to education,

10 *Understanding* the need for a permanent and sustainable educational infrastructure to be established in  
11 countries affected by immigration and emigration crises,

12 *Recognising* that different ethnic, religious and cultural groups are the core aspects within countries, and  
13 families are important in deciding the fate of their children,

14 *Noting with concern* the current gap that exists in regards to access for women in both developing and  
15 developed countries,

16 *Acknowledging* the important role that individual communities play in affirming and negating equitably  
17 accessible education,

18 *Aware of* the importance of education among refugees and migrants in order to promote a more inclusive  
19 system for all,

20 *Noting further* the significance of regional sensitivity in order to ensure that no cultural, religious or ethnic  
21 ties are harmed in the promotion of the democratisation of education,

22 *Recognizing* that that there should be no infringement on a Member State's right to provide an education  
23 to their citizens,

24 *Encouraging* all Member States to recognize importance of the security of students and their duty to protect  
25 them,

26 *Strongly encouraging* the guidelines of environmental sustainability to be expressed in primary education  
27 through the awareness and guidelines of the 2018 Intergovernmental Panel on Climate Change reports locally, na-  
28 tionally and globally,

29 1. *Recommends* that Member States prioritize the safety of students in at-risk zones by:

30 (a) Building schools or centres in communities through any relevant United Nations organ or state  
31 actor, stipulating that schools;

32 (i) Having built-in security measures in case of being recognised as a target by terrorist organisations;

33 (ii) Being built in areas recognised and protected by the local government;

34 (b) Advertising the idea of safe schooling to the local community and prioritise student safety through  
35 the distribution of pamphlets and other media;

36 (c) Creating organizations or committees for parents of students to express concerns and work  
37 alongside school leadership;

38 (d) Creating an environment of inclusivity that will prevent the spread of prejudice and undermine  
39 terrorism;

40 (e) Increasing aid for United Nations International Children's Emergency Fund (UNICEF) to con-  
41 tinue accompanying children to school in high risk conflict areas;

42 (i) By recommending to the Security Council to use the United Nations Police to ensure the safe  
43 transport of students to and from school, in accordance with the United Nations Manual for peace-  
44 keeping forces;

45 2. *Calls* upon existing forms of educational infrastructure to encourage accessible participation on behalf of  
46 all students through various measures, including:

47 (a) The building of schools in rural areas;

48 (b) The encouragement of public-private partnerships for the building of more schools;

49 (c) Further encouragement of the enforcement of inclusive educational policies that make all groups  
50 feel included within the school system;

51 3. *Recommends* that all Member States work within the framework established in United Nations Resolution  
52 69/268, "Education for Democracy;

53 4. *Strongly urges* governments to work with local community leaders and non-state actors for both local  
54 and regional awareness campaigns and guidance, delineating the clear benefits of equitably accessible education  
55 transcending the boundaries of gender by:

56 (a) Incentivising parents to send their children to schools;

57 (b) Focusing on reaching out inexpensively and broadly to different regions and groups;

58 5. *Encourages* countries to take into account the democratic education of refugees and displaced groups by:

59 (a) Identifying them within the host country;

60 (b) Offering them education at the needed level;

61 (c) Giving them the same rights to education as others;

62 (d) Ensuring that they have access to local education;

63 6. *Further encourages* the enforcement of inclusive educational policies that make all groups feel included  
64 within the school system by:

65 (a) Identifying specific gender and ethnic gaps and making an effort to incorporate underrepresented  
66 groups;

67 (b) Implementing democratic values into educational resources, such as textbooks, that are inclusive  
68 of education for underprivileged and indigenous populations through;

69 (i) Indigenous education that respects and preserves their languages, traditions, customs, environ-  
70 ment and their social community organisations;

71 (ii) The incorporation of indigenous languages into school curricula by hiring teachers that are fluent  
72 in native languages, in order to maintain the languages and cultures of indigenous populations;

73 7. *Further recommends* the creation of an online democratic education resources platform:

74 (a) For the following purposes;

75 (i) To give countries a resource to form their own curriculum if they so choose;

76 (ii) To create a curriculum that can be modified to match the democratic ideals and human rights  
77 history;

78 (iii) To encourage adoption of democratic education by giving an array of options for the formation  
79 of a curriculum;

- 80 (iv) To facilitate dialogue over the online platform and allow for easy and prompt updates to the  
81 curriculum, allowing exchange of ideas;
- 82 (b) With the following preliminary actions;
- 83 (i) Appoint UNESCO as the head designer of the online platform to make sure all countries are  
84 involved;
- 85 (ii) Create a committee with representatives from various Member States to contribute to the re-  
86 sources;
- 87 (iii) Appoint translators to make the online curriculum available in all languages;
- 88 (c) With the following specifications;
- 89 (i) To promote inclusivity of all Member States by creating various versions and options regarding  
90 school curricula so that each Member State can educate based on their own form of democracy;
- 91 (ii) To give states the option to use newer technologies or traditional teaching methods by allow-  
92 ing Member States to download and make available the resources on the platform in print to be  
93 distributed in the form of pamphlets, books and other forms of media;
- 94 A. States to download and make available the resources on the platform in print to be distributed  
95 in the form of pamphlets, books, and other forms or media;

96 8. *Encourages with zest* a strong collaboration between all nations to work together in order to promote the  
97 democratisation of education, including:

- 98 (a) The exchange of ideas regarding educational practices between different cultures;
- 99 (b) A solid, established infrastructure basis on which to expand and improve existing educational  
100 programs and building more permanent and sustainable programs for the future;
- 101 (c) The establishment of international education programs in countries affected by a refugee or  
102 immigration crisis to further assimilate refugees or expats wishing to have a similar education system;
- 103 (d) The development of programs in different languages to promote cultural understanding and  
104 competency;
- 105 (e) A focus on European, African, Asian, Middle Eastern and Latin American countries affected by  
106 ongoing immigration and emigration crises;
- 107 (f) Implementing a program where governments send representatives to participating states where  
108 they extract educational democratic practices that is most suitable and can be carried out in their country; For the  
109 purpose of spreading ideas and allowing for improvement of home democratic education where applicable;

110 9. *Further encourages* the creation of regional networks where local civil society organizations can work  
111 together, including:

- 112 (a) Sharing ideas about combating corruption;
- 113 (b) What can be successful in countries and what can not;
- 114 (c) What sorts of goals regional bodies have for education infrastructure;
- 115 (d) How non-governmental organisations (NGOs) and other organizations can join to incorporate  
116 joint goals about education into civic education outreaches which;
- 117 (i) Will be held by NGOs going from country to country;
- 118 (ii) Will focus on making sure that all members of the community get involved for the purpose of  
119 increasing overall school attendance especially in minority groups;

120 10. *Recommends* the creation of an ad-hoc group of experts subject to UNESCO and overseen by said organ  
121 that would evaluate all applied measures to assess their outcomes beyond mere institutional levels, through:

- 122 (a) The deployment of research agents with specialized knowledge in the visited regions so as to;

123 (i) Collect grassroots and community-obtained qualitative and quantitative data on what local com-  
124 munities are perceiving to be the result of the proposed educational solutions;

125 (ii) Re-assess the implemented programs based on the obtained data, after it has been evaluated;

126 (iii) Evaluate on-site measures that may be not working appropriately and then re-negotiate with  
127 local communities the approach of the taken institutional measures;

128 (b) A regional network of United Nations Representatives that, building upon what is obtained  
129 through the deployed agents, would further assess the results of their involvement, and would negotiate with the  
130 national education boards of said member states how to implement the obtained conclusions into their educational  
131 frameworks;

132 11. *Further calls* that funding for programs stated above should be based on need from nation to nation:

133 (a) Ensures that developing nations receive the resources necessary in order to maintain their edu-  
134 cational structures;

135 (b) Ensures that the playing field is even between nations so that developed nations do not yield  
136 more power than others.

Passed, Yes: 40 / No: 11 / Abstain: 30