



American Model United Nations
Economic and Social Council

ECOSOC/I/1

SUBJECT OF RESOLUTION: Strategies for eradicating poverty to achieve sustainable development for all

SUBMITTED TO: The Economic and Social Council

The Economic and Social Council,

1 *Noting* that the alleviation of poverty is regarded as a top priority, and should be given utmost attention by
2 all Member States,

3 *Recognizing* the sovereignty of Member States in administering educational policies,

4 *Reaffirming* the second United Nations Millennium Development Goal (MDG), which has been agreed to
5 by all members of the United Nations, that Member States that providing quality education is essential to the
6 eradication of poverty,

7 *Having considered* that the current strategies are not creating substantial change in the current global
8 climate, considering that 14 percent of the world's population above the age of 15 were unable to read and write as
9 recently as September 20, 2018, according to the Sustainable Development Goals Tracker,

10 *Calling upon* Member States to promote the implementation of poverty-alleviating strategies through the
11 development of their education systems,

12 *Further calling upon* Member States to continue supporting the work of international organizations focused
13 on addressing issues of poverty and education, including but not limited to the United Nations Children's Fund and
14 the United Nations Educational, Scientific, and Cultural Organization,

15 *Further noting* that collaboration within and across regions is essential to the successful implementation of
16 any measure,

17 1. *Encourages* Member States to implement policies to increase student attendance by:

18 (a) Giving caregivers options in terms of when they can send and pick up their children for school
19 to allow them better flexibility and thereby increasing student attendance;

20 (i) Establishing before and after school care programs to allow caregivers for greater flexibility;

21 (ii) Encouraging other support staff to be on hand to help with the daycare program;

22 (iii) Setting up transportation networks for students to get to school, including establishing pick up
23 and drop off points for students;

24 (b) Using incentives for low-income families including but not limited to;

25 (i) Providing breakfasts and/or mid-day meal programs;

26 (ii) Providing monthly allowance to caregivers who make a commitment to fulfill conditions in the
27 areas of health and education of their children;

28 (c) Minimizing the burden of educational expenses stemming from required school materials such as
29 uniforms and textbooks;

30 2. *Urges* countries to construct policies that focus on removing obstacles for the education of women and
31 minorities, as well as providing incentives for those groups to seek educational opportunities:

32 (a) Remove obstacles for the education of these groups;

33 (i) Founding and supporting campaigns to encourage women and minorities to access education and
34 employment;

- 35 (ii) Establishing women's restrooms in schools;
- 36 (iii) Provision of hygiene products as part of a comprehensive emphasis on hygiene and sanitation;
- 37 (b) Providing additional support for the education of minorities;
- 38 (i) Creating scholarships to help women and other minority groups;
- 39 (ii) Providing housing and/or stipends for particular groups such as, but not limited to parents with
- 40 dependent children and single parents;

41 3. *Appeals* to all Member States to implement policies to further incentivize teachers to more consistently
42 and effectively instruct their pupils, such as:

- 43 (a) Incentivize teachers with better pay and bonuses for higher attendance while accounting for any
- 44 emergencies such as health crises;
- 45 (b) Checking attendance by random official checks;
- 46 (c) Having teachers self-report their attendance and crosscheck that with the official checks to gather
- 47 data on teacher attendance;
- 48 (d) Recommends the implementation of better training for teachers and the further development of
- 49 their education through incentives such as but not limited to;
- 50 (i) Creating employee benefits such as better pay and employee housing to build educators that are
- 51 motivated to work;
- 52 (ii) Hiring support staff to assist teachers and allow them to direct their focus primarily to teaching;
- 53 (iii) Providing teacher training workshops through programs instructed by trained professionals;

54 4. *Recommends* that Member States increase the opportunities for vocational training such as:

- 55 (a) Priority for classes to be given to those in poverty, and rural areas;
- 56 (b) Establishment of incentives for women and other marginalized communities in vocational training
- 57 programs;
- 58 (c) Vocational training centers should be focused on jobs that are most in need within local com-
- 59 munities to ensure that trainees have access to job opportunities in the vicinity of their homes;
- 60 (d) The availability of affordable daycare will be provided for those in attendance of training, in
- 61 order to allow caregivers to receive training;
- 62 (e) Vocational training programs should include the following;
- 63 (i) Literacy and financial literacy courses for adults;
- 64 (ii) Courses on entrepreneurship and helping adults set up and grow their own businesses;
- 65 (iii) The availability of night-time courses for adults;

66 5. *Suggests* Member States finance these programs in the following ways:

- 67 (a) Increasing government spending on education to a minimum of 3 percent of GDP;
- 68 (b) Working with international and local Non-Governmental Organizations (NGO) to set up educa-
- 69 tional infrastructure, train teachers, and provide services;
- 70 (c) Work with the United Nations Educational, Scientific, and Cultural Organization and other
- 71 United Nations organizations for educational efforts within countries;
- 72 (d) Allowing educators access to online resources;

73 6. *Encourages* countries to work towards enabling internet access in remote areas by:

- 74 (a) Working with NGOs and sending government officials to work with low-income households in
- 75 remote areas to inform them about access to online educational opportunities;

- 76 (i) Educational websites that offer knowledge on core subjects that are comparable to traditional
77 physical school presence;
- 78 (ii) Educational opportunities and scholarships, especially for low-income students;
- 79 (b) Providing Internet and broadband access in schools in remote areas;
- 80 (i) Helping teachers implement online teaching methods and a holistic curriculum;
- 81 (ii) Offering online vocational education of similar quality and certification as in-person training;
- 82 (iii) Allow students to access online learning opportunities.

Passed, Yes: 32 / No: 1 / Abstain: 3