



*American Model United Nations*  
**General Assembly Plenary**

GA/3rd/I/1

SUBJECT OF RESOLUTION: Promotion and protection of the rights of children

SUBMITTED TO: The General Assembly Plenary

*The General Assembly Plenary,*

1 *Emphasizing* the importance of education for empowerment and improvement on children's quality of life,

2 *Reaffirming* the commitment to the 1959 Declaration of the Rights of the Child,

3 *Recognizing* that there are institutional differences in educational standards across the world,

4 *Recognizing* that there are strong limitations on disabled and special needs children in the current state of  
5 education,

6 *Bearing in mind* 2030 Sustainable Development Goal 4 ensures inclusive and equitable quality education  
7 and promote lifelong learning opportunities for all,

8 *Deeply Concerned* on children's traumas and their integration into society, and highlighting issues of child  
9 labor and child marriage practices and being conscious of the growing refugee population internationally,

10 *Respecting* each state's sovereign ability to address issues and provide active support with knowledge of  
11 unique cultural values and ideas,

12 *Acknowledging* geographical, cultural and economic barriers to accessible education across individuals of  
13 differing socioeconomic status and rural versus urban division,

14 1. *Urges* all nations to take adequate steps to increase educational equality and access to education for all  
15 children including, but not limited to:

16 (a) Increasing infrastructure to ensure all children have the ability to access schools;

17 (i) Increasing quality of physical school buildings in addition to ensuring safe roads and transporta-  
18 tion needs for children are addressed;

19 A. Advocating for the maintenance of both rural and urban roads and the establishment of educa-  
20 tional public transport to rural areas in order to eliminate physical barriers preventing both regular  
21 students and students with disabilities from attending school;

22 (ii) Implementing a standard ideal of mandatory elementary education, with the goal of all nations  
23 to eventually achieve K-12 education worldwide by 2030;

24 (iii) Encouraging nations to provide infrastructure and implement the use of flexible online education  
25 programs;

26 2. *Requests* that funding be provided through the United Nations International Children's Emergency Fund  
27 (UNICEF) in addition to engaging in partnership with non-governmental organizations (NGOs) to provide quality  
28 educational courses accessible to people of all backgrounds in order to eliminate obstacles in receiving an education  
29 such as:

30 (a) Barefoot College, which specifically travels to rural areas to train villagers as professionals in the  
31 fields of energy, and other useful jobs of the future;

32 (b) The Global Partnership For Education, which offers a broad array of services towards education,  
33 and specifically has resources available for children with disabilities and out-of-school children affected by extreme  
34 poverty;

35 (c) Room to Read, which encourages local authors and writers to compose literature in the native  
36 language of their community, therefore encouraging literacy and removing barriers to education;

37 (d) The Global Alliance of NGOs for Road Safety, which advocates for safer roads and has local  
38 and regional chapters which can better address the individual needs of each nation and provide standards for the  
39 building and maintenance of roads;

40 3. *Encourages* all nations to implement measures to facilitate special needs for children with disabilities in  
41 education including, but not limited to:

42 (a) Providing exclusive physical infrastructure for disabled children to facilitate their learning and  
43 cognitive development such as;

44 (i) Increasing access to studying facilities and personal hygiene areas;

45 (ii) Providing equitable access to facilities and providing physical accommodations when necessary;

46 (b) Encouraging the implementation of a sign language program for nonverbal children as an official  
47 language course in general education;

48 (i) Providing resources for parents of nonverbal children to receive courses in addition to materials;

49 4. *Encourages* nations to revitalize not only urban education, but also rural and indigenous education  
50 utilizing a variety of different mechanisms including:

51 (a) Flexible education plans including a reduced number of school days or host families sponsoring  
52 children for limited periods of time;

53 (b) Home-based school preparation programs for rural children before they enter formal schooling;

54 (c) Programs focused on helping to educate parents on how to assist their children with learning;

55 (d) Online access to education as a supplemental form of education, providing proper infrastructure  
56 is established;

57 (i) Work to ensure that internet access is extended to rural areas through building proper infras-  
58 tructure in developing and developed nations;

59 (e) Implementing native language and culture classes or programs to help educate children about  
60 their culture;

61 5. Providing special vocational training for children with disabilities to support them in future careers, where  
62 teachers are specially trained beforehand to work with children with disabilities:

63 (a) Providing vocational training for young parents to help provide stable incomes meant to discour-  
64 age entering child labor;

65 (i) Childcare is to be provided during training to allow for full commitment to educational training;

66 (b) Providing special vocational training for children with disabilities to support them in future  
67 careers, where teachers are specially trained beforehand to work with children with disabilities;

68 (c) Emphasizing the importance of technical training within technologically-capable nations to fur-  
69 ther a country's young population access;

70 6. *Promotes* the development of programs to keep low-income children in school by:

71 (a) Providing extracurricular and co-curricular activities to reduce the burden on parents for the  
72 provision of childcare;

73 (b) Including meal-aid programs in schools organized by the World Food Programme to provide  
74 breakfast and lunch to combat malnourishment of poor children while incentivizing them to continue their education;

75 7. *Strongly* suggests nations with a substantial population of displaced children create an educational cur-  
76 riculum for orphanages and situations where parents can no longer provide stable home lives in cooperation with the  
77 United Nations Educational, Scientific and Cultural Organization (UNESCO) by:

78 (a) Providing counseling for survivors of war, child soldiers and refugees who have faced significant  
79 trauma;

80 (b) Ensuring that adequate staff is provided in terms of teachers and nurses through the existing  
81 countries infrastructure or international cooperative organizations and that sensitivity training is provided for non-  
82 traditional orphans and those who experienced or are experiencing trauma;

83 (c) Requiring a basic, ongoing education on the rights of the child for all migrant children outlined  
84 in the Declaration of Human Rights and the Convention on the Rights of the Child;

85 8. *Emphasizes* a non-violent, high quality, and friendly educational environment which will encourage  
86 children not to abandon their education to go to work through measures such as:

87 (a) Minimizing the use of corporal punishment within schools;

88 (i) Encouraging teachers to utilize trauma sensitivity training and proper conflict resolution when  
89 engaging in disagreements or conflicts with students;

90 (b) Encouraging some form of recreational time during the school day for elementary age children;

91 (c) Emphasizing collaboration and outlets for creativity whether in school or after school programs  
92 to provide outlets for students to express themselves.

Passed, Yes: 45 / No: 34 / Abstain: 4