



American Model United Nations
General Assembly Plenary (Concurrent)

GA Plen/I/2

SUBJECT OF RESOLUTION: Education for democracy

SUBMITTED TO: The General Assembly Plenary (Concurrent)

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1 *Guided by* the fundamental and universal principles enshrined in the charter of the United Nations by the
2 Universal Declaration of Human Rights,

3 *Recalling* article 26 of the Universal Declaration of Human Rights, according to which “Everyone has the
4 right to education”, and “Education shall be directed to the full development of the human personality and to the
5 strengthening of respect for human rights and fundamental freedoms”,

6 *Believing* in the necessity of democratic education in the preservation of democratic values and norms, the
7 preservation and realization of fundamental rights and freedoms as laid out in the Universal Declaration of Human
8 Rights, the prevention of conflict, the promotion of tolerance and understanding and the enhancement and promotion
9 of participation in the democratic process,

10 *Bearing in mind* that there is still work to be done to further promote democratic and human rights educa-
11 tion, especially with the global setbacks to education as a result of the COVID-19 pandemic,

12 *Reaffirming* commitment to the fifth Sustainable Development Goal (SDG) of gender equality and women’s
13 empowerment,

14 Acknowledging that there is a gender disparity in education, as global male literacy rates are about 90%
15 where as female literacy rates are only about 83%,

16 *Believing* that educating and empowering women brings a Member State numerous benefits otherwise
17 unattainable,

18 *Calling* for accountability and collaboration between Member States as they work together to provide a
19 high-level education globally,

20 *Affirming* the SDGs, with a particular focus on SDG 4,

21 *Recognizing* that schools offer students - particularly women and girls - much more than an opportunity to
22 learn as they are a lifeline providing access to healthcare, nutritious meals and shelter from violence and exploitation,

23 *Recognizing* that the education of women influences and often increases their likelihood for civic engagement,

24 *Noting* that the effects of education programs are constantly changing and must be reassessed regularly to
25 achieve maximum effectiveness,

26 *Recognizing* that representation of varying life experiences in the creation process of critical education in-
27 frastructure and programs greatly influences the created programs,

28 1. *Establishes* Global Gender Disparity (GGD) goals that:

29 (a) Encourage Member States to invest financially and institutionally in female education in their
30 countries through stipends and special programs;

31 (b) Recommend the inclusion of more women in roles of teaching and school administration to create
32 an atmosphere of acknowledgement for the struggles of women and girls in the education system;

33 (c) Reaffirm the aim to increase levels of global female literacy to 85% worldwide by 2030 in accor-
34 dance with the goals of SDG 4;

35 2. *Emphasizes* the importance of including underrepresented women, including but not limited to indigenous
36 women, women of color, women with disabilities and refugees in the creation and evaluation of domestic educational
37 infrastructure and programs and as such:

38 (a) Urges Member States to include citizens of varying life experience regarding race, class, age and
39 sex;

40 (b) Urges the consideration of those with disabilities to have equal access and opportunities available
41 to them at the utmost highest standards of disability related services where services would include, but are not limited
42 to: private education, access to interpreters and assistive technology and support groups for said disabilities;

43 3. *Suggests* the creation of a fund under United Nations Educational, Scientific and Cultural Organization
44 (UNESCO) to help to build schools, fund education of teachers and promote women's civic engagement in accordance
45 with the Universal Declaration of Human Rights and the United Nations SDGs;

46 4. *Calls* for the expansion of existing programs for educational equality as well as the establishment of
47 new programs that will provide educational preparation, job training and mentorships to those lacking sufficient
48 opportunities, especially in rural or isolated areas of Member States so that:

49 (a) Member States can improve the access and retention rates of women and girls starting from
50 primary education to tertiary education;

51 (b) Emphasis can be placed on volunteering, mentorship and community-focused programs;

52 (c) Early identification systems to help at risk students improve academic success can be developed;

53 (d) Members States can work with communities with respect to their cultures and traditions;

54 (e) Programs designed to connect said rural or isolated areas to the wider education system can be
55 implemented;

56 5. *Urges* Member States to prioritize and assist other Member States with education in times of crisis such
57 as the COVID-19 pandemic, war and other national/international crises;

58 6. *Recommends* the establishment of a special envoy to complete optional external review of progress on
59 gender parity in education in exchange for funding from the United Nations Democracy Fund (UNDF).

Passed, Yes: 54 / No: 2 / Abstain: 4