



American Model United Nations
General Assembly Plenary (Concurrent)

GA Plen/I/3

SUBJECT OF RESOLUTION: Education for democracy

SUBMITTED TO: The General Assembly Plenary (Concurrent)

The General Assembly Plenary (Concurrent),

1 *Reaffirming* the 2016 resolutions 71/L.10 on “Education for Democracy” and 73/292 “Literacy for life:
2 shaping future agendas and education for democracy: report of the Secretary-General,’,

3 *Guided by* the fundamental and universal principles enshrined in the charter of the United Nations by the
4 Universal Declaration of Human Rights, including the values of free speech, basic human rights and free and fair
5 elections,

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

9 *Recognizing* the efforts of the Commission on Science and Technology for Development (CTSD),

10 *Recognizing further* the successes of the first four phases of the World Programme for Human Rights Edu-
11 cation,

12 *Believing* in the necessity of democratic education in the preservation of democratic education in the preser-
13 vation of democratic values and norms, the preservation and realization of fundamental rights and freedoms as
14 laid out in the Universal Declaration of Human Rights, the prevention of conflict, the promotion of tolerance and
15 understanding and the enhancement and promotion of participation in the democratic process,

16 *Affirming* that human rights education is firmly integrated within education for democracy and that the
17 culmination of a holistic approach to education results in a nation that promotes peace, security and inclusiveness,

18 *Recognizing* the multitudes of misinformation that persists online and recognizing further the need for gov-
19 ernance to promote critical thinking skills for combating misinformation,

20 *Noting* the establishment of the United Nations Democracy Fund, which is vital for both democracy infras-
21 tructure and peacekeeping,

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

24 *Deeply concerned* with the evolution of education in this era of technological globalization that has drastically
25 affected many students from low income backgrounds who may be facing difficulties accessing online learning during
26 the COVID-19 pandemic,

27 1. *Proclaims* that the World Programme for Human Rights Education should be continued into a fifth phase
28 that will be scheduled to begin on 1 January 2025, effective immediately following the conclusion of the fourth phase
29 of the Programme and whereas this new phase be focused on promoting the creation and maintenance of educational
30 infrastructure, as well as addressing educational setbacks that have occurred because of the COVID-19 pandemic;

31 2. *Affirms* the importance of education for democracy and believes that all efforts must be made to integrate,
32 promote and implement its usage in systems of local and national curriculum;

33 3. *Urges* Member States to consider a holistic approach to both Education for Democracy and Human
34 Rights Education, implementing a hybrid approach that allows for a more holistic education, providing educational
35 resources for students to be able to know the fundamental human rights be an active citizen that include:

36 (a) Promotion of democratic citizenship and human rights education and training in teacher training;

37 (b) Action plans and curricula that include human rights education and training;

- 38 (c) Programs focused on educating youth about democracy and human rights;
39 (d) Proper materials such as textbooks and proper teacher training and curricula for the facilitation
40 of a quality education, especially in regards to democratic education;

41 4. *Recommends* the establishment of an independent expert on development rates of Member States who
42 can examine aspects such as:

- 43 (a) Civic engagement of various demographics including age, gender, region and more;
44 (b) Access to technology on a regional basis;
45 (c) Access to physical education centers on a regional basis;

46 5. *Calls upon* the CSTD to prioritize education for democracy and implement technology infrastructure in
47 developing Member States in which:

- 48 (a) Infrastructure changes are made that address;
49 (i) Access to stable electricity;
50 (ii) Access to stable internet connection;
51 (iii) Access to technology which can provide use for electricity or a connection to the internet;
52 (b) The order of prioritization of said changes will be developed by the established independent
53 expert;
54 (c) The CSTD will offer guidance and technological assistance to Member States based on the order
55 of priority based on the list, but only if the States in question agree to collaboration;

56 6. *Further recommends* the establishment of the Special Rapporteur on Education for Democracy (SRED)
57 which:

- 58 (a) Will be comprised of independent education experts;
59 (b) Will meet annually to discuss further research regarding civic education, with topics including
60 but not limited to;
61 (i) Alternative ways of promoting civic engagement to citizens;
62 (ii) The benefits of civic education;
63 (iii) The regional basis for civic education;
64 (c) Will provide guidance and suggestions to United Nations organizations as well as Member States;

65 7. *Calls upon* the Secretary General to make a report to the General Assembly Plenary in a year's time on
66 the implementation of this resolution.

Passed, Yes: 40 / No: 3 / Abstain: 15