Third

SCH

1. Equalized Primary Education
2. Rights of Indigenous People
3. Rights of Persons with Disabilities
REALIZING that equalizing primary education is a vital beginning for human achievement that sets a foundation for later job opportunities, and

EMPHASIZING the importance of primary education to all civilians no matter what the fiscal status of the recipients may be, and

TAKING INTO ACCOUNT that the availability of widespread, mandated education is not a simple task to overcome, and

ACKNOWLEDGING that efforts have been made and have been successful in many parts of the world which have the financial means to do so, and

WELCOMING any and all nations supporting the movement of endorsing equalizing primary education;

1) INVITES member nations of the UN to pursue the betterment of their educational systems by means of improving the equalization of primary education;

2) APPLAUDS member nations who currently enforce equalizing educational opportunities that could aid their own economical futures;

3) REQUEST the approval of member nations to continue the practice of increasing the availability of education.
Mindful of the increasingly precarious standing of the international economy and its effect on those less fortunate in regards to affording proper education for their children, and

Stressing the importance of primary education in creating a better chance of an increased quality of life, and

Appalled by the staggering 42% of Roma children in Bulgaria who have not completed their primary education due to poverty as reported in 2002, and

Concerned that those affected by this lack of fundamental learning will only suffer, and

Realizing that to prevent the intellectual digression of today’s youth, equalized primary education must be available to enhance the technological world to battle the problems of the future, and

Adamant that if action is not taken soon, the future generations will not be educated enough to deal with the issues the future holds for the international community.

1) Implores nations to realize that discrimination against those who are not able to afford proper education should be helped rather than shunned, and

2) Requests that the Institute of International Education create a sect dedicated to help form schools that cater to children from all sides of the fiscal spectrum, and

3) Recommends that governments to be avidly involved in IIE’s involvement in forming and funding these schools, and

4) Beseeches nations to regulate the conditions and standards of the schools to ensure that the best quality of education is available to the future’s leaders.
Subject: Equalized Primary Education
Submitted To: 3rd SCH
Submitted By: China

EMPHASIZING that many children are not getting the education that they need to be successful because of their backgrounds and

AWARE that some areas of the world are in extreme poverty and cannot always afford a better education and

CONSCIOUS of the changes that need to be made to help countries update their ways of equal treatment of primary education and

ALARMED that in this world, the unemployment rate is very high, and without proper education, it will be even harder to find a job that is capable of supporting oneself and

TAKING INTO ACCOUNT that setting a priority in education in today’s China is not an easy task. There are many other problems that are taking the place of education, such as defense and infrastructure;

1) DECLARES that a child’s background will not be considered in what primary education they receive;

2) PROMOTES the acceptance of children of poor communities into schools with better education to offer;

3) RECOMMENDS that researchers of education need to alert policy makers and educators to the existence of this widespread educational neglect and discrimination;

4) CONSIDERS that some countries may not be willing to change because they have been doing things this way for hundreds of years;

5) SUGGESTS that a document be signed by the peoples’ representatives to show their cooperation of becoming more equalized if they wish to do so.
ALARMED by the fact that Israel citizens are approximately twelve to twenty-seven percent below the average level of academic achievement compared to other countries across the globe, and

STRESSING the fact that Israel spent only a meager twenty-seven point five billion on education in two-thousand-eight, while the United States of America generously donated three billion dollars to Israel only two years later to assist their military, and

CONSIDERING that the three billion dollars so selflessly handed to Israel could have been put towards an attempt at equalizing education especially at the primary level, seeing that only 828, 732 students were enrolled in primary school in 2008, and

BEARING IN MIND that Israel’s current population is 7,441,700 and noting that in previous years adult literacy rates in Israel were low at approximately three point nine percent while about two point one percent of these are men and only one point eight percent of these are women, and

EXPRESSING DEEP CONCERN for the fact that only eleven years of education, age five through age fifteen, are required by law, and quoting Babylonian Talmud, “The very world rests on the breath of a child in a schoolhouse” while knowing that nearly all schools in Israel focus on ministry rather than the subjects needed to make big differences in this world;

1) APPRECIATES the effort given by Israel to educate their people at all, while simultaneously recognizing that these percentages are too low and knowing Israel’s education budget is too low;

2) ACKNOWLEDGES that Israel is spending tremendous amounts of money on war rather than on education which is where it is truly needed to be spent;

3) EXPRESSES ITS APPRECIATION towards The States for their generous donation while also noting that education is where the money next donated to us should go;

4) DEMANDS laws requiring all minors, regardless of gender, race, and background, to go to school until officially reaching the age of eighteen where they may then proceed as they choose;

5) DRAWS ITS ATTENTION TO promoting religion or ministry in private or parochial schools only and focusing all schools mainly on sciences, mathematics, and literature.
DEEPLY DISTURBED by the lack of primary education in African countries, and

NOTING WITH CONCERN that less than 60% of children in Africa are receiving primary education, and

OBSERVING the small amount of basic facilities in African schools, and

NOTING the poor leadership in Africa, and

BELIEVING that the rate of children receiving primary education in Africa will continue to decline, and

AWARE of the efforts of organizations such as Humanity First and NEPAD to improve primary education in Africa;

1) SUGGESTS that the United Nations take control of the African government;

2) RECOGNIZES that poor African countries should have access to more modern technology;

3) FURTHER RECOMMENDS a new school system in Africa that will include both boys and girls.
Submitted To: 3rd SCH  
Topic: Equalized Primary Education  
Submitted By: Canada

DEEPLY CONCERNED that the illiteracy rate in developing countries is at an all-time high,

TAKING INTO CONSIDERATION how much education can be provided in third world countries,

DEEPLY DISTURBED that as much as 115 million of primary ages are not enrolled in a school,

NOTING WITH DEEP CONCERN that public education in developing countries is not free,

1. Recommends a raise in age for the end of primary education in countries;

2. Authorizes a subcommittee to provide help in developing countries support school systems;

3. Further requests a subcommittee to help support public education financially in developing countries;
UNDERSTANDING that all humans have the right to education, and

RECOGNIZING that there are inequalities in the educational systems, and

STRESSING that an educated population is a great asset to a nation in terms of its work force, ability to make informed decisions, and general well-being, and

NOTING that the world’s future rests in the hands of the young people being educated today, and

REALIZING that action must be taken to ensure that education is free and accessible to children, especially those who may not be able to afford it;

1) PROPOSES that free and public school systems as well as means of transportation to said schools should be set up, especially in areas that currently lack an educational environment;

2) REQUESTS that countries participating in these endeavors contribute funding for these projects as well as adequate and qualified teaching personnel.

3) STRESSES that these educational institutions are not exclusive of race, gender, ethnicity, economic background, or any other aspect;

4) SUGGESTS that periodic standardized tests are conducted to examine the effectiveness of these institutions;
EMPHASIZING that gender has greatly influenced choices made in everyday life although there has been an increase in education despite the fact gender differences have been largely unchanged in society, and

ACKNOWLEDGING the strategies made by teachers to reduce discrimination in the classroom environment and the different methods used to equalize rights in primary education, and

ENDORsing the Millennium Development Goals of 2015 which are helping to improve social and economic conditions in the world's poorest countries, and

STRESSES there are only about ninety-six female students globally for every one hundred male students in a primary school setting which leaves the female educational rate to plummet, and

CONCERNED with the fact that with uneducated children they will mature without knowledge of even everyday necessities or worse with proven knowledge that without proper education many children in poverty struck countries are more likely to conduct a serious or fatal illness that could have been prevented with proper information on the topic;

1. CONSIDERS combined educational classes this will not only change things up from the normal same gender school setting to a new surrounding that may or may not be more enjoyable or exciting to be learning in but also it can teach the children and adolescences to socialize with the opposite gender there for readying them for the future and situations they will have to encounter;

2. TAKES NOTE that many poverty stricken countries do not have proper learning facilities and although there are many charities that go towards education the United Nations should take control to provide better quality learning for children world wide;

3. INVITES all developed nation states to aid underdeveloped countries and their health and economic courses to prevent the deaths of adolescence and increase proper living conditions;

4. EMPHASIZES the need of a developmental program in 2012 to further the progress of the Millennium Development Goals of 2015 to help nation states reach their dead line.
ALARMED that teacher salaries are greatly lacking by international standards in many
poverty-stricken areas of all parts of the world; even within the confines in many of the
wealthiest nations, and

AWARE that low salaries are linked to inadequate and unenthusiastic teachers, even
those who have been previously educated, who will be unmotivated to fulfill their duties
in attempting to produce productive and well-informed students with basic knowledge
and skills, and

COGNIZENT that these unproductive and poorly educated students who dramatically fall
well behind global standards in education will in essence have great negative effects on
the nations whom have the unfortunate necessity of attempting to carry them through
society, and

GREATLY CONCERNED that the highly unproductive and inefficient students will
enter the workforce, with fewer than the necessary skills to become productive global
citizens, thus creating a job market that is far more underdeveloped than what is
necessary and attainable, and

STRESSES that if this trend continues, these students will look to productive members
in society for support, as they will be unable to fend and function for themselves or even
be able to attain the basic necessities such as food and shelter, and therefore become the
downfall of every nation which harbors them, and

EXPRESSES DEEP CONCERN FOR the future of education and all of humanity if the
aforementioned students somehow manage to become educators after they have gathered
all that is possible from their instructors, and

CONSCIOUS that these failures of teachers will one day be “educating” future students,
who will in turn one day become just as undereducated as the ones who originally taught
them; therefore completing this avoidable vicious cycle that consumes nearly every
nation on the globe, and

REALIZES that if this cycle is to continue in this manner, each and every country from
all corners of the globe will fold and crumble from the inside out due to their inability to
support an unimaginable number of uneducated individuals they possess;

1) DEMANDS that all schooling systems to become educators undergo greater
scrutiny in order to establish a greater level of education available;

2) CALLS UPON every school system within every country to encourage
stricter employee selections and educational backgrounds for new teachers.
BEARING IN MIND that many member states consider gender to be a very important factor in the opportunities offered to their citizens, and

TAKING INTO ACCOUNT that the second millennium goal, to be accomplished by the year 2015, is to achieve universal primary education regardless of gender to be indicated by the net enrollment ratio of students in primary education, the proportion of students who enroll in grade one and arrive at grade five, and the literacy rates of those ages fifteen through twenty-four, all to be measured by UNESCO, and

RECALLING that the twenty-sixth article of the Declaration of Human Rights states that, “Everyone has the right to education,” that education shall be free in the elementary stages, and education shall develop the human personality and respect regards for basic human rights while endorsing peace and tolerance, and

HAVING CONSIDERED that the twenty-sixth article of the Declaration of Human Rights also states that, “Parents have the prior right to choose the kind of education that shall be given to their children,” and

RECOGNIZING that parents in many member states exercise their prior rights especially in times of economic or social distress, and

REALIZING that in many member states social or economic status is considered a vital part of the education process either in the type of education received or the allowance of attending educational classes;

1) COMMENDS the actions of member states taking tremendous steps towards educating their young people regardless of gender or economic status;

2) INVITES member states to create educational opportunities that sever racial, social, economic, and gender boundaries to increase tolerance among peoples;

3) APPEALS to those member states with functioning educational systems to lend resources to those member states lacking the ability to break communal boundaries of race, social status, or gender;

4) SUGGESTS that the lending and beneficiary nations of these resources be determined by literacy rates of young adults and the ratio of students receiving a primary education spanning from grade one to grade five.
Emphasizing the fact that education is very important for all places in the world where humans live, and

Understanding that the world’s future depends upon providing an adequate level of education in both the developed and underdeveloped nations, and

Realizing that the nations of the world all have differing abilities to provide a basic education for children based on financial and political issues, and

Believing that a basic right to an equitable and appropriate education for all students must be a commitment of this body, and

Remembering the fact that there are many countries in the world, where more than a half of teachable people are illiterate and without basic understanding of those things that are essential to living:

1) Propose a commitment to free universal education in the entire world, to include universal standards of education of the same quality in all countries, developed and underdeveloped.

2) Recommend that the United Nations develop universal standards of education to be part of a worldwide commitment to providing basic education in all nations.

3) Call for a summit of educational and political leadership for the purpose of problem-solving regarding the need for school construction and to address transportation issues as well.
Endorsing the importance of the education of youth of all nations in order to ensure the
economical success of the future of the entire world, and

Fully acknowledging the efforts and successes of many nations in equalizing primary education
within their own state, as well as their aid in the establishment in the primary education systems
in other nations, and

Grieved by the lack of such aforementioned equality within certain regions and states for the
betterment of the globe as a whole and the preservation and restoration of the right born within
each and every human being to fair and equal treatment, including a qualitative education—as
much as a being of any ethnicity, social status, gender, orientation, or religious affiliation other
than their own, and

Determined to provide a means by which the progeny of all peoples may attain such an
education, that they may be allowed an equal opportunity to make a living and way of life of
their own and be independent of support from the government of their own nation or that of
another, and

1) Promotes the formation of educational groups and schools that will allow all peoples
an education that will provide them the proper knowledge and skills to continue on in
a secondary education, and a career of their choosing thereafter, without
discrimination or bias, and

2) Urges the countries of the United Nations to recognize the gravity of the issue; to
stand by while an estimated 68 million children around the globe are being deprived
of an education would be a misfortune of tremendous proportions.
NOTING WITH GRAVE CONCERN the number of children that do not receive primary education in many different countries,

KEEPING IN MIND the countries that cannot afford to give primary education,

REALIZING something needs to be done about the alarming amount of people who do not receive primary education,

BELIEVING every country has to deal with primary education in their own way,

a) REGRETS the amount of countries that have money problems and cannot provide primary education;

b) EXPRESSES ITS HOPE that countries will try to help raise the amount of people who receive primary education;

c) EXPRESSES IT APPRECIATION to countries that our raising the amount of people who receive primary education;

d) REPEATS that money is a huge issue for many countries.
STRESSING the positive impact that a primary education has on the intellect and behavior of students, and

RECOGNIZING that students of each gender and ethnicity deserve an equal education, and

MINDFUL that by providing a free education more students from underdeveloped areas will feel they are able to receive an education without being a burden to their household, and

BEARING IN MIND the influence an excellent teacher can have on the child’s ability and desire to learn, and

CONFIDENT that a more literate generation will bring many positive benefits to a country;

1) CALLS UPON all countries of the United Nations to provide an opportunity to receive a primary education;

2) DEMANDS that these opportunities be made available to children of all genders and ethnicities;

3) RECOMMENDS that the education should be free or as affordable as each country can afford it to be;

4) COMMENDS countries that spend extra money on improving their educational system including teachers and educational supplies.
RECOGNIZING that without a strong foundation at the primary level of education, individuals lack the essential skills to become productive and well-rounded individuals that will be able to succeed in the workforce and contribute to maintaining a stable and prosperous economy, and

STRESSING that nations cannot continue to meet the demands of the 21st century without productive citizens who can offer new ideas and solutions to solve many of the other issues in today’s society, and

NOTING WITH CONCERN that 46% of the girl’s in the world’s poorest countries do not even have access to primary education, and

EXPRESSING GREAT CONCERN that this is because some countries’ citizens are discriminated against from having primary education due to their gender, race, or religion and they are sometimes denied because they are not intelligent or rich enough which makes it nearly impossible for many rural and poor families to enrich their way of life, and

POINTING OUT that the number two 2015 Millennium Development goal states equalized education for all and believing that this goal can be reached by the current deadline, and

INSPIRED by UNICEF, United Nations Children’s Fund, and their efforts to improve the availability of primary education to all children throughout the world both through monetary assistance and by informing individuals of the problem;

1) URGES nations to inform their citizens of the benefits of having a primary education including economical, individual, and overall wellness;

2) SUGGESTS that nations do not deny primary education because of ethnicity, race, and gender;

3) CALLS UPON all UN member states to help financially support those nations where equalized primary education is not possible;

4) RECOMMENDS that the United Nations form a corps of volunteer teachers that can be sent into willing states, which will help reduce the cost of primary education.
According to the most recent data from the UNESCO Institute for Statistics (UIS), 67 million children remain out of school during the year of 2009, decreasing the percentage of children by 6% from data in the UNESCO Institute for Statistics (UIS) in 1990, but rate of decline slowed after the years 2000 to 2005 because of lack of effort from all countries, and

Noting efforts the United Nations has taken to decrease out of school children, such as the education-related targets developed in the Millennium Development Goals (MDG), creation of the Education for All (EFA) program, and developing the six Dakar goals established by the World Education Forum in 2000, and

Pointing out that, these goals include meeting the eight provisions of the Millennium Development Goals (MDG) by 2015, which requires equalized primary education for all boys and girls alike, and eliminating the separation between boys and girls within the primary and secondary education systems of all countries, and

Recalling that these goals can only be achieved if efforts of all countries are applied, including protecting rights of all children in the educational system and in order to protect these rights, efforts of eliminating disadvantages based on wealth, location, ethnicity, gender and other areas must be taken, so that a more equal opportunity is available for all children, and

Accepting the main concept of the United Nations efforts with the Millennium Development Goals (MDG) and the goals for the Education for All (EFA) program as benefiting the world goal to increase primary education, and

Realizing goals must be accomplished to achieve the worldwide development of equal primary education in all countries and in order to better the world as a whole, and

1.) Support the idea that each country agree to take efforts in order to achieve the goal of the Millennium Development Goals (MDG) emphasizing the importance of removing detriments from wealth, race, gender, and disabilities, and

2.) Suggest countries take actions to create programs similar to educational goals of the Education for All program (EFA) that emphasize equalities in primary education for all children, and

3.) Arrange financial budgets in order to allow for funding to maintenance educational programs to better educational development to support equalized primary education.
NOTING that the number of boys receive a primary education is disproportionate when compared to girls, and

ALARMED that the resources received by women in developing countries are uneven at best, and

AWARE that since 2001, 115 million children, mostly girls, do not attend school, because of poverty, disease, famine, ethnic tensions, civil war, and

MINDFUL of the plight of children of ethnic minorities that are excluded from education, and

CONCERNED by the U.N.'s ability to achieve the Millennium Development Goals by the year 2015;

1) DETERMINED that by the year 2015 all women and young men will be able to read or write;

2) ENCOURAGED by the strides made by developing countries to promote gender parity;

3) TAKING NOTE of the efforts made by UNICEF and other non-governmental organizations to achieve the Millennium Development goals;

4) URGES member nations to implement free universal primary education for children;

5) PROMOTES the use of gender equality training to improve the outcomes for women and ethnic minorities;

6) SUGGESTS that member nations increase funding levels for teachers and schools;

7) APPRECIATES the effort made by N.G.O.'s to promote primary education efforts.
NOTING WITH GREAT CONCERN that as of 2001, 115 million children worldwide do not receive primary education, and

ALARMED BY THE FACT that most of the children that do not receive equalized primary education are girls, and

FULLY ACKNOWLEDGING the fact that for every 100 males out of primary school there are still 117 females in the same situation, and

HAVING REVIEWED the 1989 Convention of the Rights of the Child, which states that free primary school for all children, both males and females, is a fundamental right, and

RECALLING the 2005 Millennium Development Goals which attempted to achieve gender equality, and

TAKING INTO ACCOUNT that the Millennium Development Goals’ action plan is to achieve equalized primary education by the year of 2015, and

EMPHASIZING the role the financial situation has played to make it difficult for developing countries to obtain equalized primary education;

1) SUPPORTS the improvements the non-governmental organizations are making to increase equalized primary education around the world;

2) REQUESTS the increased financial aid from member nations to help increase equalized primary education in developing countries;

3) RECOGNIZES the work of the Millennium Development Goals to increase equalized primary education around the world for boys and girls;

4) EXPRESSES THE BELIEF that increased work from non-governmental organizations and financial aid will help developing countries achieve primary education for all;

5) PROMOTES the improvement of educational policies to increase access to the quality of basic education to underserved groups;

6) CALLS FOR all member nations to implement free primary education for all.
EXPRESSING DEEP CONCERN that more than one hundred million children do not have access to primary schooling, and

ALARMED that girls represent the majority of students who do not receive primary education, and

GRIEVED that poor females from rural environments are more likely to drop out before reaching their final year of primary education, and

REALIZING that children born to a illiterate mothers have a fifty percent higher mortality rate within the first five years of life, and

NOTING WITH REGRET that since the financial crisis, government agencies, NGO’s, and the private sector have not been able to meet their expected levels of funding, and

TAKING INTO ACCOUNT that there is a shortage of teachers for children to receive their primary education in LDC’s, and

ENCOURAGED by the fact that enrollment rates have increased by forty percent in LDC’s, and

STRESSING that from 1999 to 2008, the enrollment rate for girls has gone up from eighty-two to ninety-two for every one hundred boys;

1) CALLS UPON all member nations to increase monetary assistance to the nations of the developing world to build infrastructure;

2) REQUESTS that member nations employ more teachers to increase literacy rates as outlined in the Millennium Development Goals;

3) URGES all member nations to implement educational initiatives to address the inequities faced by women and young children in rural environments;

4) NOTES WITH APPRECIATION the efforts made by member nations and NGO’s to promote literacy rates among women with young children;

5) DRAW ATTENTION FOR the need for member nations to implement free primary education for all women and children;

6) EXPRESS THE BELIEF that the attainment of a primary education will serve as the great equalizer for women to obtain the same political, social, and economic achievement levels as men.
RECALLING that the Universal Declaration of Human Rights states that everyone should have access to a primary education, and

RECOGNIZING that, according to the United Nations Declaration of Human Rights, education is a fundamental human right, and

TAking NOTE that the right to primary education was confirmed in 1960 at the Convention Against Discrimination in Education, and

MINDFUL that Article 28 of the Convention on the Rights of the Child required as an essential condition that State Parties recognize the specific right of all children to primary education, and

NOTING WITH GRAVE CONCERN that many of the benchmarks set by these documents have not been met by many countries, and

ALARMED that two-thirds of the world’s illiterate adults are women;

1) STRESSES that the goals set by the 1990 Conference on Education for All and the MDG be made a priority;

2) ENCOURAGES the establishment of resources to support those countries that need to address their barriers to education in order to meet their MDGs;

3) DEMANDS that sanctions be set up against countries that do not make significant progress toward closing the gender gap in their educational systems;

4) RECOMMENDS that an oversight committee be created to monitor progress toward equalizing primary education.
Submitted To: 3rd Social
Topic: Equalizing Primary Education
Submitted By: Iceland

APPALLED by the more than one billion people lacking basic education, and 72 million
children in the developing world who do not attend primary school, and

RECOGNIZING that 1 in 5 people in the 3rd world do not attend school past the 5th grade, and

ENCOURAGED by the success of free primary education in Tanzania that began in 2002,
resulting in the enrollment of 3.1 million students after only one year of implementation, and

BEARING IN MIND that increasing the average number of years spent in school by one year,
the gross domestic product of developing countries would see an estimated increase of twenty-
three percent, and

EMPHASIZING that the barriers to education that the 3rd world center around lack of funding
for teachers, supplies, or facilities, especially in rural areas, and

DETERMINED to fulfill the estimated cost of $10 billion per year to achieve universal primary
education;

1) AUTHORIZES the provision of incentives to willing nations that wish to provide
funding for primary education in less developed nations to raise $10 billion annually for
primary education;

2) CALLS UPON the construction of facilities in rural areas for universal access to
primary education, or the funding for transportation to the nearest school;

3) EXPRESSING THANKS to the many volunteer teachers though many more are
needed, and requesting additional funds to supplement volunteers through local hiring in
affected nations;

4) REQUESTS setting up Internet access in developing countries, so that teachers have
access to virtually limitless free lessons.
STRESSING the need for compulsory primary education for all people regardless of gender, social class, or financial status in every nation around the world, and

REFERRING to article twenty-six of the Universal Declaration of Human Rights which deems the opportunity to receive a free primary education a natural born right of any human being and that this service should be provided by a nation’s government to every citizen of that nation, and

EMPHASIZING the fact that such an education mentioned above is said, in the document, to be compulsory for all citizens to attend under the nation’s law, and

AWARE that providing a free, compulsory primary education to every citizen in the nation can be a true financial problem for a government, and for some governments nearly impossible, also the fact that a shortage of educators has been seen over the last few years, and

APPLAUDING that because of the efforts of many nations to achieve the goal of a free primary education for their citizens and their success with these attempts, children’s enrollment in primary education has increased to eighty-nine percent from the previous eighty-three percent eight years ago, and

ALARMED, though, to learn that approximately 69 million children around the world are still without a proper education, and that there are currently at least 774 million illiterate adults around the world, and

REALIZING that there are some issues that circulate the topic of females receiving official schooling in some regions because of religious and other cultural views; however, that does not mean that the opportunity should not be made possible for them if they choose to take advantage of it, and

AFFIRMING the idea that, if a way were discovered that would allow the youth of the nations to attend school and earn a proper education, the results would be astounding; educated citizens would not only help to stabilize and maintain a nation’s economy, but they will also improve their individual lives;

1) EXPRESSES THE BELIEF that the one obstacle holding back many nations from obtaining compulsory primary education for their citizens is simply funding, many nations struggle to find a way to pay for all the aspects of providing this service;

2) CONSIDERS the idea of creating a committee whose sole purpose would be to find ways that would help those struggling nations fund their educational programs;

3) STRESSES such a committee would consist of one representative only from the countries who wish to be a part of this board and that it would not be a requirement for any nation;

4) INVITES every nation to send a representative to join and help discover ways to fund education programs for children who not only need it but also deserve it.
TAKE NOTE that currently in the world children and adults receive little to no education due to the lack of funds, this creates an imbalance in educated people and through that jobs and economic stimulus, and

ENCOURAGING the push for improvement of schools on both a local and global scale, and the want to ensure that all citizens of every country receive a quality and unbiased education and that all people will be treated and taught fairly disregarding, but not limited to, race, physical appearance, social class, gender, and orientation, and

APPLAUDS all nations currently implementing school aid systems, developing or donating to schools or that simply desire a like system to be put into place so that their or other’s education systems can be equal and improved.

ACKNOWLEDGING that not all countries and nations have to join in on the programs but are encouraged to do so, even if school ratings are stable, so that other nations may be aided;

1.) CALLS APON all willing countries to take part in both a joint and separate program for donating supplies, time, and money to the development, upkeep, and improvement of schools;

2.) CONSIDERING a program in which private investors, governments, and anyone can donate money to the development of a program in which schools could be built or to improve existing learning establishments, and

3.) IMPORES all nations considering to join the programs, whether it be solely on a local or global scale, the money donated will not only be a donation but in a way an investment in the world, with more educated people, poverty rates will decline and people and settlements will prosper leading to a stronger global economy and generally better world.
ACKNOWLEDGING that 1 out of every 4 females in Zambia are not attending school with their male counterparts and;

BELIEVING girls are missing out on skills that will translate into success that revolve around employment and empowerment, and are left feeling secondary and;

NOTING WITH CONCERN that most females are lacking basic of skills such as arithmetic, reading and writing, and life skills;

EMPHASIZING that perhaps setting up workshops for girls to attend and get ideas on how they can build bigger, better, and brighter futures and;

PRMOTE skills such as reading and writing at said workshops, and touching on skills such as

a.) Adding, subtracting, multiplying, dividing, and other basic arithmetic rules;

b.) Reading, minor sentence structure, and grammar;

HOWEVER STRESSING that this is not enough, and we should not stop here as to how far females can go into education as it is a fundamental human right;

RECALLING on school attendance rates are rising higher over the world in five developing countries and that primary net attendance have increased ten percent from 2000 to 2006;

BELIEVING that these workshops or seminars can help in a substantial way in that that girls can get a basic understanding of the skills they are lacking on now, as we speak

WISHING we could all ban together to find some way to be able to set up these activities for young girls, because without it, no one is quite sure on how much things will change and how soon they will at that;

REAFFIRMING once again, that most females with not be able to attend skills and touching on the fact that educating them far under weights the cost of not, recalling that adults lacking basic skills have a much, much greater difficulty finding employment and escaping poverty.
Realizing that equal education worldwide is a difficult task and hard to accomplish, and
Understanding that many countries have culture beliefs and limited funding from their
government, and
Comprehending that a no demand from the people for more educated equal rights will provide no
morale for this task this, and
Noting that every citizen in all countries have the right to education or choice to be educated, and
Commending the efforts of organizations, such as the UNICEF in their involvement in collected
233 million dollars for primary education, and
Grateful for the UN millennium development goals to proceed to helping create a stable
universal education program by 2015, and
Feeling the efforts from these groups have lead our worldwide education program to a great deal
of success, these groups could use some more financial:

1.) Urges the UN to provide individual countries that are willing to further their primary
education some financial support:

2.) Suggests approaching the individual governments and come up with a stimulus
budget to improve their education funds.
Affirming that indigenous peoples are equal to all other peoples, and

Recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such, and

Affirming that all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust,

Realizing the need to respect and promote the rights of indigenous people which derive from their political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources, and

Welcoming the fact that indigenous people are organizing themselves in order to bring an end to discrimination, and

Convinced that control by indigenous peoples over developments affecting them, their lands, territories, and resources will enable them to maintain and strengthen their rights, and

Encouraging Countries to comply with and effectively implement all their obligations as they apply to indigenous peoples under international instruments, and

Believing that this declaration can protect, recognize, and promote the rights of all indigenous peoples.
Appreciating that there have been many steps taken by Countries within the UN to secure the
rights of indigenous people, and

Aware that the UN has shown its overwhelming support by endorsing the United Nations
Declaration on the Rights of Indigenous Peoples, and

Believes that indigenous people around the world are still suffering, and

Reaffirmed the statistics showing that, and

a. 5% of the world’s population is made up indigenous people, but 15% of the world’s
impoverished are indigenous people, and
b. 4,000 of the world’s 7000 languages are spoken by indigenous people, and 90% of the
world’s languages are on pace to become extinct within the next 100 years, and
c. Indigenous people are often discriminated against and excluded from political and
economic opportunities, and
d. Their ancestral lands have often been taken or used by the countries ruling over them in a
way that does not agree with the indigenous peoples beliefs, and
e. Many indigenous people’s cultures are marketed and patented without their consent;

1) Urges the UN to take action once again to more effectively secure the rights of
indigenous people throughout the world by

2) Reaffirming the United Nations Declaration on the Rights of Indigenous Peoples and

3) Supporting seeing that each nation within the UN
a. Creates policies in accordance with the United Nations Declaration on the Rights of
Indigenous Peoples
b. Actively enforces said policies by setting up practical arrangements near the homes of
the indigenous people
c. Sets up programs to educate the populace on the indigenous people so as to promote
understanding and peace among all people.
AWARE that not all member states have laws in place to equalize the rights of the indigenous people without discrimination or prejudice, and

EMPHASIZING the benefits linked to equality laws put into effect throughout the nations that do equalize the indigenous population, and

BEARING IN MIND that some religions and cultures do not allow women and men to live under complete equality; although some take too it far, and

CONSCIOUS that even different ethnicities are not always treated equally within some member states without laws put into place to prevent prejudice;

1) **STRESSES** the need for more equality throughout the member states for better understanding of what each individual requires or deserves;

2) **EXPRESSES THE HOPE** for equality to reach all corners of the world in forms of what is right to each religion and culture by the set example of these member states;

3) **RECOGNIZES** the positive feedback from nations that have put equality laws into effect but still uphold the nations religion;

4) **ENCOURAGES** that every member state take into account the numerous benefits of this action would account for in the world;

5) **SUGGESTS** the immediate forming of a council within the UN to oversee that governments are not over using their power to impose upon their people;

6) **INSTRUCTS** this council to construct laws insuring the equality of its people be upheld in each member state.
Knowing that indigenous people are simply natives to an area, but not necessarily citizens of the country, and

Bearing in mind that all people, no matter what nationality, background, race, or gender are human beings, and

Believing that all human beings deserve the same rights, including indigenous people, and

Acknowledging the fact that Norway has filled a strong role in the defense of indigenous people in the past, including the Sami people in Norway, and others beyond our borders, and

Recalling that the Norwegian authorities have continuously been working on the indigenous peoples declaration since 1984, and

Mindful that Norway has its own indigenous people, called the Sami, that inhabit parts of Sweden, Norway, Finland, Russia, and the Sweden-Norway border, and

Recognizing that the Sami people are consulted about matters that affect them as well as Norway, and

Realizing that many indigenous people around the world have poor health conditions, poor sanitation, and do not have the means to care for children, and

1) Calls upon other countries to give aid to indigenous people, including providing health care, better sanitation, clean water, and easier access to hospitals;

2) Emphasizes the fact that indigenous people could help support the economy by paying for health care or schooling they receive;

3) Regrets that it has taken so long for indigenous people to earn the rights they have in the last two decades;

4) Requests that the United Nations create an international committee to ensure that indigenous people receive the treatment that they deserve as human beings, so that the world can be more united in its quest for equal rights for all human beings.
STRESSING that people need to possess certain rights in order to maintain a quality of life including rights to land that rightfully belong to them, and

APPRECIATING the naturally given right to pursue happiness in regards to peoples cultural beliefs and cultural customs without being forced to practice another’s indigenous culture, and

RECALLING the failed attempt of Yugoslavia to merge the indigenous cultures of Bosniaks, Croats, and Serbs who forcefully merged together without any regard to their distinct and separate ways of life, and

REALIZING that a person who does not have these natural rights does not have the proper dignity that a human being rightfully deserves and morally required;

1) CALLS UPON all the nations of the world to congregate together to discuss the injustices of the world’s indigenous people, and the rights they deserve;

2) ACKNOWLEDGES the indigenous people’s right of return should be implemented in locations in which their indigenous rights have been taken advantage of and disregarded in countries such as Bosnia and Palestine;

3) CONFIRMS that the indigenous people are guaranteed the right to practice their cultural customs as they please without being confronted with any authoritative law trying to conceal their right which with they have been guaranteed;

4) DEMANDS that each indigenous group have borders guaranteed to them by their governing body which shall and ought to be respected by all neighboring governing bodies.
WISHING all nations to recognize the diversity of indigenous peoples and to maintain a sense of respect for it, and

BEARING IN MIND that sacred land should not be unjustly taken from indigenous people or land that has belonged to them for generations, and

STRESSING the lack of respect for values, traditions, and specific individual rights, and

ENDORsing an appreciation for the diversity of people within countries, and

NOTING WITH GRAVE CONCERN the pressure put on indigenous peoples to standardize into surrounding societies, and

HAVING CONSIDERED the lack of freedom to study native languages, the nonexistent preservation of their traditional way of life, and the unjust treatment of indigenous peoples,

1) URGES all countries to give representation to indigenous peoples in the decision making processes of matters that affect their rights;

2) INVITES all people to participate in cross-cultural communication, cooperation, and understanding of indigenous peoples;

3) INSISTS that countries take a focus on preserving and promoting the culture, language, land, and way of life of indigenous people;

4) REAFFIRMS the right and preservation to all resources, territories, and land that indigenous peoples have traditionally owned or occupied;

5) DIRECTS countries to support groups that help maintain the rights of indigenous peoples.
AWARE that the population of indigenous peoples in Australia is 2.5% of the entire Australian population with 32% of these living these people living in major cities, 43% of them living in regional areas and 25% of them living in remote areas, and

ACKNOWLEDGING that Australians record for treatment of aborigines has been poor in that aborigines have been removed from their land and the children have been removed from parents and given to white families in the past, and

EXAMINED FURTHER that aborigine families are higher in alcoholism, domestic violence, and imprisonment than others of the Australian population and live, on average, 17 years less than most others of the Australian population, and

NOTING WITH REGRET the previous acts against the aborigine tribes, and strives to help those in need, and hopefully reduces the previous stated statistics that affect so many aborigines in Australia;

1) Further invites talks with representatives of aborigine tribes to discuss the best way to right the wrongs committed;

2) Affirms that apologies will be issued to those who suffered the Stolen Generations incident that horrified many aborigine families;

3) Expresses the belief that if all countries suffering with this problem can find a way to compromise with their indigenous peoples divisions between peoples would cease to exist;

4) Confirms that other acts of discrimination in other countries should be dealt with accordingly and justly and not with extreme prejudice;
Submitted To: 3rd Social
Topic: Rights of Indigenous People
Submitted By: Sudan

CONCERNED by the violation of indigenous peoples’ rights, and

DISTRAUGHT by the atrocities that have occurred against citizens of a nation, and

HOPEFUL to find an answer to these issues based on the insights given by Human Rights Watch as well as other humanitarian organizations, and

RECOGNIZING the abuse, widespread killing, torture, robbery, assault, and recruitment of child soldiers as acts against human rights;

1) ENCOURAGES the aid of other nations to supervise and prevent further abuse of human rights;

2) STRESSES the need for a nation to be a safe environment for all citizens by:
   a. Having adequate conditions for the people,
   b. Ensuring the security of a citizen,
   c. Reinforcing the laws against violating basic human rights;

3) URGES other nations to promote effort to lower these violations by:
   a. Providing medical care for suffering citizens,
   b. Equip necessities such as food and supplies,
   c. Deploy peacekeeping resources in case of a violent outbreak;

4) SUPPORTS communication of the acts of negligence placed upon the people of a nation;

5) CALLS FOR immediate action to be taken to prevent further acts of abuse and disregard by:
   a. Having organizations monitor and protect citizens, such as Human Rights Watch, Amnesty International, African Commission on Human and People’s Rights, as well as others,
   b. Further educating people of peaceful resolutions to these violations and disputes;

6) REGRETS any nation that undergoes offenses against rights of indigenous people;

7) ANTICIPATES a beneficial outcome as a result of the efforts to alter the amount of violations against human rights.
Submitted To: 3rd SCH  
Topic: Rights of Persons with Disabilities  
Submitted By: Thailand

1 AWARE of the fact that 650 million people or about 10% of people worldwide live and cope with disabilities, while further noting that the percentage of the world’s population dealing with these handicaps are only increasing, and

2 NOTING WITH GREAT CONCERN that individuals with an expected life span of 70 years spend about of those years living with a disability, while 80% of disabled people are coming from developing countries, and

3 RECOGNIZING that the rates and incidents of disabilities are significantly higher when pertaining to the less educated, 19% on average, and

4 ACKNOWLEDGING the fact that 20% of the poorest people worldwide are disabled according to the World Bank, and

5 UNDERSTANDING that the mortality rate for children with disabilities is sometimes as high as 80%, though this changes depending on the country and it’s condition, yet 30% of all youth are disabled;

1) RECOMMENDS the monitoring of population growth seeing as though the percentage of disabled persons increases due to the increase of population;

2) ENCOURAGES developing countries to not only focus on population control, but also on current medical advances and aging processes within the country;

3) PROPOSES that education be further encouraged to help prevent disabilities and contribute to the prosperity of disabled persons and persons who are not yet disabled;

4) INVITES the passage of anti-discrimination and/or disability-specific laws by legislation to help prevent the disadvantages, abuse, etc. persons may face due to disabilities.
GUIDED BY the Convention on the Rights of Persons with Disabilities, which contains the World Programme of Action Concerning Disabled Persons (1982), the Standard Rules on Equalization of Opportunities for Persons with Disabilities (1994), and the Convention on the Rights of Persons with Disabilities (2006), and

TAKING NOTE that approximately ten percent of the world, about 650 million people live with disabilities and make up the largest minority, and

CONCERNED that women with disabilities are considered to be even more disadvantaged, due to gender discrimination in addition to their disability, and

NOTING WITH REGRET that persons with disabilities are more likely to be victims of violent crimes such as rape and less likely to receive legal or police protection, and

OBSERVING that ninety percent of children with disabilities in developing countries do not obtain an education, and

NOTING WITH SATISFACTION that people with disabilities as a group have a higher and more successful rate of owning and running small businesses and self-employment;

1) EMPHASIZES the importance (especially to nations where education is obligatory) of providing education to children with all types of disabilities, including the most severe;

2) PROMOTES the improvement for specific consideration to be given to groups sometimes neglected, including, but not limited to, very young children with disabilities and adults with disabilities, particularly girls and women;

3) IMPLORES nations that do not have guidelines for equal employment, rights, such as marriage and parenthood, and proper counseling for disabled persons and their families to do so in order to promote their right to personal integrity, and to make all public and places of recreation accessible to those with disabilities;

4) SUGGESTS that the United Nations sanction an International Summit to concentrate on discussing, amending, and improving the rights, opportunities, and privileges of those with disabilities globally.
1.) **Acknowledges** the importance of cooperation of all international counties in improving the life of people with disabilities, and

2.) **Aware** that despite medical instruments, persons with disabilities still face obstacles as being equal members of society and their rights are often violated

3.) **Conscious** that the persons should have a right in decision making matters including problems that are directed towards them

4.) **Taking Note** that the persons often live in poverty and they are at a higher risk for discrimination based on statuses

5.) **Supports** that children with disabilities are fully entitled to the joy of human rights and freedoms

6.) **Invites** that families of persons with disabilities should receive protection and necessary means to fulfill happiness

7.) **Supports** the training of professionals to help guarantee the rights of those people, and

8.) **Requesting** help from the United Nations to assure persons with disabilities their full deserved rights
SHOCKED that many countries do not give rights to people with disabilities, and

SURPRISED that even though it is encouraged, countries will not do what is needed to help people with disabilities, and

WORRIED that if action is not taken soon, the well being of many people could be at stake and

UNDERSTANDS that the United Nations has an international human rights instrument called the Convention of Human Rights, which resulted in 149 signatories and 103 parties, and

CONVINCED that now is the time to encourage countries to give rights to people with disabilities;

1) **Asks** all countries to accommodate facilities so people with disabilities will be able to go places without having obstacles in their ways;

2) **Encourages** that the United Nations takes more action so countries like Russia and the United States finally ratify the Convention of Human Rights;

3) **Urges** the United Nations to take more action with all countries on the rights of people with disabilities;

4) **Begs** that all countries that have not ratified the Convention of Human Rights please ratify as soon as possible;

5) **Proposes** that government officials give people with disabilities the right to vote when elections are taking place;

6) **Requests** that public learning facilities find ways to accommodate their schools so that people with disabilities have the ability to earn an education.
APPRECIATING the efforts of China to lower mass population increase and,
CONCERNED about the mistreatment of young innocent children and,
EXPRESSING WITH DEEP CONCERN the well being of disabled children that are unwanted
by families and sent to orphanages days after birth, sometimes just to be sent to a special room to
die in and,
ALARMED at the conditions the children are in with mass overcrowding, little to no medical
service, no education, and lack of food and,
TAKING INTO ACCOUNT that the current policy of one child per family is keeping over-
population at a minimum and,
CONSIDERING that families are only supporting and keeping one healthy male child to be their
one child limit;

1) DEMANDING that the U.N. puts forth effort to ensure the well being of the disabled
children sent to these orphanages to live a life of starvation and mistreatment.
2) SUGGESTING that the U.N. creates a standard of education and medical help for the
disabled children that are placed into the orphanages.
3) DRAWS ATTENTION to China as they must realize that possibly the one child per
family policy may do more harm than good.
4) EXPRESSES ITS BELIEF that every child should be treated equally and that families
should not rid themselves of the child they deem not good enough for their family.
5) CALLS UPON the U.N. to check into these orphanages regularly and support the
children that are growing up under these conditions.
6) RECCOMENDS more help is required in an orphanage to assure that each child gets
quality care.
7) DECLARES that there is a lower limit to the amount of children allowed in
orphanages so that overcrowding is no longer a problem.
DETERMINED to know more about why statistics show that in a year 690,000 deliveries are
cchildren born with disabilities in Italy, and

AWARE that around 2% of infants are diagnosed with jaundice and cannot be taken care of
due to lack of clinics and the knowledge, and

ALARMED that even though 80% of graduated citizens from Italy go into the medical field,
only 15% of all delivers go successful and without diagnosing illnesses, and

RECONIZING that Africa, Brazil, Bulgaria, Canada, China, Columbia, Europe, Korea, and
many more countries have successful and helpful ideas for the people with disabilities who face
challenges every day, and

REALIZING that a ridiculous amount of young adults going into the work field, are rejected
due to the social statues and or diagnosed disorders, and

WISHING that neighboring countries can all come together into forming a new and better way
of providing employment plans for people with any emotional, physical, or mental disability;

1) ACKNOWLEDGES all the career options available for the persons with disabilities all
around the world;

2) EMPHASIZES that Italy needs to confront the issue of employment for the people with
any of the wide variety of disabilities;

3) RECOMMENDS that not only helping the young and pregnant of harmful choices, but
stopping all dangerous acts all together;

4) EXPRESS the hope that all children who need special family care, will get it;

5) SUGGESTS that maybe instead of only letting certain occupations accept those with
mental, physical, or emotional disorders, they look at the background;

6) SUPPORTS the ideas that all the following countries may have.
CONCERNED about the fact that Iran's constitution has no reference to persons with disabilities, and persons are considered disabled by their social class, gender and their ability to fulfill their social role, and

RECOGNIZING that discrimination is prohibited by law, the law also provided for state-funded vocational education for persons with disabilities, but according to domestic news reports these facilities are confined in urban areas and unable to meet the needs of the entire population of people with disabilities, which still remains to be a widespread problem,

NOTING WITH GREAT CONCERN that in a marriage the male's role is to provide for his wife and kids, and if the female spouse has a physical or mental disability, then the male can claim a dissolution, or divorce, and a disabled man from a rich family can buy a wife, as long as he has money he can also purchase immunity against his stipulation;

AWARE of the fact that there are no public services, public transportation service, or telecommunications referenced in the law available to disabled persons; and, therefore,

1.) DEMANDS that the United Nations sanction cigarettes and cosmetics from the U.S. to Iran, until they change the constitution where their definition of disabled from gender and social classes are not disabled, to people who have both mental and physical disabilities, and

2.) RECOMMEND that the Human Rights Watch Organization allocate funds for these vocational facilities in rural and additional urban regions rather a exclusively in major receive public education have only in urban areas, and

3.) STRESSES that the women, and children of Iran and finally, receive public education is the is the key to this if you educate then people will learn, and rebel;

4.) DIRECTS that funding from Public Services International Fund the public services for the persons with disabilities in Iran to aid public transportation, telecommunications, and public services for this group.
AWARE that Afghanistan has signed the United Nations Convention on the Rights of Persons with Disabilities and tangible steps are yet to be taken in that regard, and

RECALLING The Development and Ability Organization (DAO) was founded in 2004 to develop advocacy and awareness activities and research for people with disability throughout Afghanistan, and

DETERMINED that the DAO will provide small-sized loans to persons with disabilities enabling them to support themselves and their families through the income they gained, and

REALIZING that Afghanistan has inadequate hospitals to provide for people with disabilities and existing hospitals provide lack of modern equipment, and

GRIEVED that hundreds of thousands of Afghans were disabled by war and landmines and many more have acquired impairments from birth, inadequate healthcare, congenital disabilities accidents, and

REAFFIRMING that thousands of people who were psychologically traumatized receives minimal services, if any, and

CONCERNED that there are many people with learning disabilities, mental impairments and multiple disabilities that are yet to receive adequate attention from the international community;

1) REQUESTS that the UN provides sufficient facilities, supplies and personal to care for disabled citizens of Afghanistan;

2) STRONGLY SUGGESTS removing society's barriers and on full integration, allowing disabled people full and equal participation in society.
RECALLING the decision made by the United Nations in 1975 that people with disabilities are entitled to the same fundamental rights as their fellow citizens, same civil and political rights as their fellow citizens, and most importantly, entitled to take measures designed to enable them to become as self-reliant as possible, and

BELIEVING that it is not only their right to be assisted by their own country to become as self-reliant as possible, but also to receive the assistance of other countries around them, to allow not only increasing the employment rate of disabled people, which would boost the economy of the country in which they reside, but also would increase the life-span of these people, which is ethically sound to take action towards for your country and others, and

HAVING SAID THAT the current unemployment rate for people with disabilities who are of working age in more economically stable and established countries is approximately 65 percent, and

REFERRING to Article 5 of The Universal Declaration of Human Rights, where it states that no one should be subjected to torture or cruel, degrading treatment or punishment, and to be allowing those with disabilities to live on with little to no help or assistance that allows them to cope with the daily troubles they face due to their disability could be considered as torture;

1) ASKS that aid be administered equally and appropriately for all the disabled to allow them to live lives equally with the other citizens that are non-disabled in their countries;

2) URGES that the steps that are taken to resolve this issue do not just stop at the initial aid but provide constant care for all those who are newly disabled or are in need of new equipment or other devices to ensure that their lives as disabled are less offset from those who are not;

3) REAFFIRMS that people with disabilities are entitled to live as equal as all other citizens; therefore, are deserving of the same education as non-disabled residents of their nation, and steps should be taken to ensure that education is provided.
Submitted To: Third Committee  
Topic: Rights of Persons with Disabilities  
Submitted By: Kazakhstan

1. RECOGNIZING that persons with disabilities are entitled to different treatment according specifically to their individual needs including but not limited to fair treatment, equal employment, and government assistance if applicable, and

2. REALIZING that many developing countries have a higher percentage of disabled persons who are not treated any differently, have sole custody of their well-being, receive no government assistance, and are forced to work in situations which do not fit their physical standards, and

3. ACTUALIZING that many disabled persons cases have absolutely no evidence and proof of disability so funds being recognized to the disabled might be illegal gaining of government assistance, and

4. NOTING WITH DEEP CONCERN that true disabled persons must go through a very hassled and timely process and must cope with their disability for many years before disability assistance goes through and is distributed to the disabled;

   1) ENDORSES that the disabled is given the utmost priority including a quick disability process, equalized employment and career searching, and an emergency transmitter that can be simply touched in case of severe accident or fall;

   2) FURTHER REQUESTS that the disabled are treated and processed at time of application and not a few years there afterward which prevents further law suits if applicable;

   3) RECOMMENDS that each disabled application is investigated thoroughly but in a timely manner insuring that fraudulence does not take place in the event of someone “faking” an illness or disability by engaging in monthly audits, precise medical examination and observations made by a licensed physician, and government assistance that is in equality and harmony to the money they absolutely need.
McKendree Invitational
MODEL UNITED NATIONS

Submitted To: 3rd Social
Topic: Rights of Persons with Disabilities
Submitted By: France

Aware that the Convention on the Rights of Persons with Disabilities & its Optional Protocol entered into force on May 3, 2008 with the most signatories in history (82 for the Convention, 44 for the Optional Protocol). It was also the fastest negotiated human rights treaty of the United Nations, and

Emphasizing that the purpose of the Convention was to change the thinking of the world that the disabled are people with all of the rights and freedoms that come with being full members of humanity, as opposed to "objects", like pets, that simply need to be taken care of by society, and

Taking into account that disabled individuals do not have the same capability to claim their rights and freedoms as the non-disabled, and

Mindful that around 10 percent of the world's population and 20 percent of the world's poorest people have a disability, 80 percent of the people are from developing countries, and

Anxious that the numbers of disabled will increase due to emerges of new diseases along with other causes of impairment by alcohol or malnutrition;

1. Calls Upon nations to continue to apply and enforce legislation that guaranties human rights to the physically and mentally impaired;

2. Recommends that members of the United Nations help undeveloped countries ensure human rights to disabled citizens by supplying monetary aid;
REALIZING in North Korea, the government controls the country strictly and seals the citizens at the same time making it hard for other counties to supervise the government behaviors of North Korea, and

CONCERNED that the human rights of people with disabilities in North Korea, is now becoming a popular social topic in the world, and

BELIEVING the people living in North Korea have a hard time, because they do not have freedom of speech, cannot leave their country, do not have basic liberties or the choice of joining the army, and their gangs are really over-powerful and not equal at all, and

WISHING the government of North Korea could be more powerful and dealing with the rights of persons with disabilities;

1) CONSIDERS all the attentions from all over the world to North Korea about rights of persons with disabilities, the government’s attitude should be more obvious and more powerful, because this is the problem about internal affairs of a country; the government needs to show enough high-handed measures;

2) REQUESTS local and other branches of governments to census the population of all the disabled of those areas and divided them into different levels depending on their different disability situations;

3) DEMANDS the lightly disabled people to join the army, and put all of them into a special formation, organize them completely; putting the high level disabilities into prison, and killing them by different time periods when allowed.
ACKNOWLEDGING the fact that approximately 15% of the world has a mental or physical
disability, and that a disability is described as, “a physical or mental handicap, especially one that
prevents a person from living a full, normal life or from holding a gainful job”, and

TAKING INTO ACCOUNT that in developing nations that number is nearly doubled due to
malnutrition, diseases, and other conditions, and about 80% of people who have some form of
disability live in a developing nation, and

UNDERSTANDING that the UN Convention on Rights of Person with Disabilities in 2007 says
that disabled persons have equal right not only to own or inherit property, but to have equal
access to mortgages and bank accounts, and

NOTING that this has still not been put into effect, and

OBSERVING that some nations see fit to have persons with disabilities be in control of their
personal affairs, including financial decisions and other aspects of their life, and

CONSCIOUS of the fact that the amount of responsibility a disabled person has depends on the
severity and type of disability;

1) STRESSES the fact that if some persons cannot even hold a job, they should not be able
to control their financial decisions;

2) SUGGESTS that nations provide a disabled person with a “financial guardian”, such as a
friend, family member, or, if a suitable person cannot be found, the government shall
appoint such a person;

3) FURTHER RECOMMENDS the United Nations form a treaty or convention to make
sure all nations abide by this law;

4) EXPRESSES the hope that persons with disabilities will not only be protected by this
law, but that all persons will benefit from the effects of this law;

5) CALLS UPON not only the United Nations, but on individual nations and their
governments to put this law into action, because it is their duty as a nation to protect the
safety of their citizens.
Realizing that more than a dozen countries have made $218 million in new pledges towards the humanitarian efforts in the Horn of Africa, and

Stressing that the Horn of Africa is filled with over 13 million people in Somalia, Kenya, Ethiopia, and Djibouti that have been affected by the drought and food shortages, and

Noting with Deep Concern the fact that approximately $500 million is still needed to handle the humanitarian issues in eastern Africa and

Bearing in mind, that this crisis has forced hundreds of thousands of Somalis to flee their homes in search of food and water, and

Reiterating, that $500 million needs to be raised to help these people;

1) Stresses the importance of helping those in their times of need in an efficient, and organized manner;

2) Promotes the use of organizations such as AAH, CARE, and FHI in order to get these poverty and hunger ridden countries back on their feet;

3) Implores more developed countries to contribute to the humanitarian relief of these less fortunate nations;

4) Suggests that we, as the United Nations, work quickly and efficiently to get the people that were affected by these food shortages the help that they need to survive.
ALARMED BY the obvious lack of respect and equality for women throughout the world, in both third and first world countries, and

DEEPLY CONCERNED with the violence suffered by women in their own homes, stemming from the belief of inferiority of the female sex, and

FULLY ACKNOWLEDGING the vast steps some countries have made towards gender equality, while others have made no attempts to equalize their societies, and

REMINDING the committee of the Universal Declaration of Human Rights, which states in the second article, “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status....”, and

DESIRING the full recognition and understanding of the value of women in both society and government;

1) URGES governments to create laws banning domestic violence, both physically and verbally abusive actions;

2) SUGGESTS young children are taught early in life to respect one another, regardless of their gender;

3) PROMOTES the involvement of women in the work force, without prejudice against her gender, and with equal pay of men in the same work environment;

4) STRESSES the importance of women to the continuation of society and the imperativeness of the equal rights they deserve.
Stressing, the fact that Kuwait's education has been decreasing over the years, education for young adults must be mandatory, through the resources that we will give them through technology, transportation, and scholarships, and

Emphasizing, the fact that most children do not have the resources to go to college and beyond, Kuwait needs to help those who do cannot afford schooling by setting up scholarships for those who are in the lower class, and

Considering using new technology, Kuwait believes using tax money to purchase the technology for classrooms all over the country will help ensure the schooling experiences and raise the enrollment of students, and

Recognizing, that not all children may have transportation to school, and/or activities, Kuwait believes a bus system is necessary for all students attending school, and

Noting with deep concern, that a lot of children in Kuwait go to bed hungry, food shelters should be provided for those needing assistance with their families, and

1) Suggests, that those of upper status should help those of lower status by higher tax prices, which will benefit not only those in need but will help the country with the resources they need;

2) Promotes that those who use or sell illegal drugs should be sent to a fair trial and jury, pay a fine, and be sent to jail;

3) Encourages strongly, the rights of people follow the Constitution, and given a fair trial and sent to jail if he/she does not follow the human rights of Kuwait.