



McKendree Invitational

MODEL UNITED NATIONS



Third SCH

1. Equalized Primary Education
2. Rights of Indigenous People
3. Rights of Persons with
Disabilities



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Gabon

1/1

1 REALIZING that equalizing primary education is a vital beginning for human achievement that
2 sets a foundation for later job opportunities, and

3
4 EMPHASIZING the importance of primary education to all civilians no matter what the fiscal
5 status of the recipients may be, and

6
7 TAKING INTO ACCOUNT that the availability of widespread, mandated education is not a
8 simple task to overcome, and

9
10 ACKNOWLEDGING that efforts have been made and have been successful in many parts of the
11 world which have the financial means to do so, and

12
13 WELCOMING any and all nations supporting the movement of endorsing equalizing primary
14 education;

- 15
16 1) INVITES member nations of the UN to pursue the betterment of their educational
17 systems by means of improving the equalization of primary education;
18
19 2) APPLAUDS member nations who currently enforce equalizing educational
20 opportunities that could aid their own economical futures;
21
22 3) REQUEST the approval of member nations to continue the practice of increasing the
23 availability of education.



McKendree Invitational

MODEL UNITED NATIONS



1/2

Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Bulgaria

1 Mindful of the increasingly precarious standing of the international economy and its effect on
2 those less fortunate in regards to affording proper education for their children, and

3
4 Stressing the importance of primary education in creating a better chance of an increased quality
5 of life, and

6
7 Appalled by the staggering 42% of Roma children in Bulgaria who have not completed their
8 primary education due to poverty as reported in 2002, and

9
10 Concerned that those affected by this lack of fundamental learning will only suffer, and

11
12 Realizing that to prevent the intellectual digression of today's youth, equalized primary
13 education must be available to enhance the technological world to battle the problems of the
14 future, and

15
16 Adamant that if action is not taken soon, the future generations will not be educated enough to
17 deal with the issues the future holds for the international community.

- 18
19 1) Implores nations to realize that discrimination against those who are not able to afford
20 proper education should be helped rather than shunned, and
21
22 2) Requests that the Institute of International Education create a sect dedicated to help
23 form schools that cater to children from all sides of the fiscal spectrum, and
24
25 3) Recommends that governments to be avidly involved in IIE's involvement in forming
26 and funding these schools, and
27
28 4) Beseeches nations to regulate the conditions and standards of the schools to ensure
29 that the best quality of education is available to the future's leaders.



McKendree Invitational

MODEL UNITED NATIONS



1/3

Subject: Equalized Primary Education

Submitted To: 3rd SCH

Submitted By: China

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

3
4 AWARE that some areas of the world are in extreme poverty and cannot always afford a better
5 education and

6
7 CONSCIOUS of the changes that need to be made to help countries update their ways of equal
8 treatment of primary education and

9
10 ALARMED that in this world, the unemployment rate is very high, and without proper
11 education, it will be even harder to find a job that is capable of supporting oneself and

12
13 TAKING INTO ACCOUNT that setting a priority in education in today's China is not an easy
14 task. There are many other problems that are taking the place of education, such as defense and
15 infrastructure;

16
17 1) DECLARES that a child's background will not be considered in what primary
18 education they receive;

19
20 2) PROMOTES the acceptance of children of poor communities into schools with
21 better education to offer;

22
23 3) RECOMMENDS that researchers of education need to alert policy makers and
24 educators to the existence of this widespread educational neglect and
25 discrimination;

26
27 4) CONSIDERS that some countries may not be willing to change because they have
28 been doing things this way for hundreds of years;

29
30 5) SUGGESTS that a document be signed by the peoples' representatives to show
31 their cooperation of becoming more equalized if they wish to do so.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Israel

1/4

1 ALARMED by the fact that Israel citizens are approximately twelve to twenty-seven percent
2 below the average level of academic achievement compared to other countries across the globe,
3 and

4
5 STRESSING the fact that Israel spent only a meager twenty-seven point five billion on education
6 in two-thousand-eight, while the United States of America generously donated three billion
7 dollars to Israel only two years later to assist their military, and

8
9 CONSIDERING that the three billion dollars so selflessly handed to Israel could have been put
10 towards an attempt at equalizing education especially at the primary level, seeing that only 828,
11 732 students were enrolled in primary school in 2008, and

12
13 BEARING IN MIND that Israel's current population is 7, 441, 700 and noting that in previous
14 years adult literacy rates in Israel were low at approximately three point nine percent while about
15 two point one percent of these are men and only one point eight percent of these are women, and

16
17 EXPRESSING DEEP CONCERN for the fact that only eleven years of education, age five
18 through age fifteen, are required by law, and quoting Babylonian Talmud, "The very world rests
19 on the breath of a child in a schoolhouse" while knowing that nearly all schools in Israel focus on
20 ministry rather than the subjects needed to make big differences in this world;

21
22 1) APPRECIATES the effort given by Israel to educate their people at all, while
23 simultaneously recognizing that these percentages are too low and knowing Israel's
24 education budget is too low;

25
26 2) ACKNOWLEDGES that Israel is spending tremendous amounts of money on war
27 rather than on education which is where it is truly needed to be spent;

28
29 3) EXPRESSES ITS APPRECIATION towards The States for their generous donation
30 while also noting that education is where the money next donated to us should go;

31
32 4) DEMANDS laws requiring all minors, regardless of gender, race, and background, to
33 go to school until officially reaching the age of eighteen where they may then
34 proceed as they choose;

35
36 5) DRAWS ITS ATTENTION TO promoting religion or ministry in private or parochial
37 schools only and focusing all schools mainly on sciences, mathematics, and literature.



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MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: ~~Norway~~ Djibouti

1/5

1 DEEPLY DISTURBED by the lack of primary education in African countries, and

2
3 NOTING WITH CONCERN that less than 60% of children in Africa are receiving primary
4 education, and

5
6 OBSERVING the small amount of basic facilities in African schools, and

7
8 NOTING the poor leadership in Africa, and

9
10 BELIEVING that the rate of children receiving primary education in Africa will continue to
11 decline, and

12
13 AWARE of the efforts of organizations such as Humanity First and NEPAD to improve primary
14 education in Africa;

15
16 1) SUGGESTS that the United Nations take control of the African government;

17
18 2) RECOGNIZES that poor African countries should have access to more modern
19 technology;

20
21 3) FURTHER RECOMMENDS a new school system in Africa that will include both
22 boys and girls.



McKendree Invitational

MODEL UNITED NATIONS



1/2

Submitted To: 3rd SCH

Topic: Equalized Primary Education

Submitted By: Canada

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

2
3 **TAKING INTO CONSIDERATION** how much education can be provided in third world
4 countries,

5
6 **DEEPLY DISTURBED** that as much as 115 million of primary ages are not enrolled in a
7 school,

8
9 **NOTING WITH DEEP CONCERN** that public education in developing countries is not free,

10
11 1. Recommends a raise in age for the end of primary education in countries;

12
13 2. Authorizes a subcommittee to provide help in developing countries support school
14 systems;

15
16 3. Further requests a subcommittee to help support public education financially in
17 developing countries;



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MODEL UNITED NATIONS



47

Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Republic of Korea

1 **UNDERSTANDING** that all humans have the right to education, and

2
3 **RECOGNIZING** that there are inequalities in the educational systems, and

4
5 **STRESSING** that an educated population is a great asset to a nation in terms of its work force,
6 ability to make informed decisions, and general well-being, and

7
8 **NOTING** that the world's future rests in the hands of the young people being educated today,
9 and

10
11 **REALIZING** that action must be taken to ensure that education is free and accessible to
12 children, especially those who may not be able to afford it;

- 13
14 1) **PROPOSES** that free and public school systems as well as means of transportation to
15 said schools should be set up, especially in areas that currently lack an educational
16 environment;
17
18 2) **REQUESTS** that countries participating in these endeavors contribute funding for
19 these projects as well as adequate and qualified teaching personnel.
20
21 3) **STRESSES** that these educational institutions are not exclusive of race, gender,
22 ethnicity, economic background, or any other aspect;
23
24 4) **SUGGESTS** that periodic standardized tests are conducted to examine the
25 effectiveness of these institutions;



McKendree Invitational

MODEL UNITED NATIONS



Submitted to: 3rd SCH
Topic: Equalized Primary Education
Submitted by: Iraq

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

ENDORISING 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.



McKendree Invitational

MODEL UNITED NATIONS



1/9

Submitted to: 3rd SCH
Subject: Equalized Primary Education
Sponsored By: Turkey

1 ALARMED that teacher salaries are greatly lacking by international standards in many
2 poverty-stricken areas of all parts of the world; even within the confines in many of the
3 wealthiest nations, and

4
5 AWARE that low salaries are linked to inadequate and unenthusiastic teachers, even
6 those who have been previously educated, who will be unmotivated to fulfill their duties
7 in attempting to produce productive and well-informed students with basic knowledge
8 and skills, and

9
10 COGNIZENT that these unproductive and poorly educated students who dramatically fall
11 well behind global standards in education will in essence have great negative effects on
12 the nations whom have the unfortunate necessity of attempting to carry them through
13 society, and

14
15 GREATLY CONCERNED that the highly unproductive and inefficient students will
16 enter the workforce, with fewer than the necessary skills to become productive global
17 citizens, thus creating a job market that is far more underdeveloped than what is
18 necessary and attainable, and

19
20 STRESSES that if this trend continues, these students will look to productive members
21 in society for support, as they will be unable to fend and function for themselves or even
22 be able to attain the basic necessities such as food and shelter, and therefore become the
23 downfall of every nation which harbors them, and

24
25 EXPRESSES DEEP CONCERN FOR the future of education and all of humanity if the
26 aforementioned students somehow manage to become educators after they have gathered
27 all that is possible from their instructors, and

28
29 CONSCIOUS that these failures of teachers will one day be “educating” future students,
30 who will in turn one day become just as undereducated as the ones who originally taught
31 them; therefore completing this avoidable vicious cycle that consumes nearly every
32 nation on the globe, and

33
34 REALIZES that if this cycle is to continue in this manner, each and every country from
35 all corners of the globe will fold and crumble from the inside out due to their inability to
36 support an unimaginable number of uneducated individuals they possess;

37
38 1) DEMANDS that all schooling systems to become educators undergo greater
39 scrutiny in order to establish a greater level of education available;

40
41 2) CALLS UPON every school system within every country to encourage
42 stricter employee selections and educational backgrounds for new teachers.



McKendree Invitational

MODEL UNITED NATIONS



1/10

Submitted To: 3rd SCH

Topic: Equalized Primary Education

Submitted By: The Democratic Republic of the Congo

1 BEARING IN MIND that many member states consider gender to be a very important factor in
2 the opportunities offered to their citizens, and
3

4 TAKING INTO ACCOUNT that the second millennium goal, to be accomplished by the year
5 2015, is to achieve universal primary education regardless of gender to be indicated by the net
6 enrollment ratio of students in primary education, the proportion of students who enroll in grade
7 one and arrive at grade five, and the literacy rates of those ages fifteen through twenty-four, all to
8 be measured by UNESCO, and
9

10 RECALLING that the twenty-sixth article of the Declaration of Human Rights states that,
11 "Everyone has the right to education," that education shall be free in the elementary stages, and
12 education shall develop the human personality and respect regards for basic human rights while
13 endorsing peace and tolerance, and
14

15 HAVING CONSIDERED that the twenty-sixth article of the Declaration of Human Rights also
16 states that, "Parents have the prior right to choose the kind of education that shall be given to
17 their children," and
18

19 RECOGNIZING that parents in many member states exercise their prior rights especially in
20 times of economic or social distress, and
21

22 REALIZING that in many member states social or economic status is considered a vital part of
23 the education process either in the type of education received or the allowance of attending
24 educational classes;
25

- 26 1) COMMENDS the actions of member states taking tremendous steps towards educating
27 their young people regardless of gender or economic status;
28
- 29 2) INVITES member states to create educational opportunities that sever racial, social,
30 economic, and gender boundaries to increase tolerance among peoples;
31
- 32 3) APPEALS to those member states with functioning educational systems to lend resources
33 to those member states lacking the ability to break communal boundaries of race, social
34 status, or gender;
35
- 36 4) SUGGETS that the lending and beneficiary nations of these resources be determined by
37 literacy rates of young adults and the ratio of students receiving a primary education
38 spanning from grade one to grade five.



McKendree Invitational

MODEL UNITED NATIONS



Topic: Equalized Primary Education

Submitted To: 3rd SCH

Submitted By: Costa Rica

1 Emphasizing the fact that education is very important for all places in the world where humans
2 live, and

3
4 Understanding that the world's future depends upon providing an adequate level of education in
5 both the developed and underdeveloped nations, and

6
7 Realizing that the nations of the world all have differing abilities to provide a basic education for
8 children based on financial and political issues, and

9
10 Believing that a basic right to an equitable and appropriate education for all students must be a
11 commitment of this body, and

12
13 Remembering the fact that there are many countries in the world, where more than a half of
14 teachable people are illiterate and without basic understanding of those things that are essential
15 to living:

16
17 1) Propose a commitment to free universal education in the entire world, to
18 include universal standards of education of the same quality in all countries,
19 developed and underdeveloped.

20
21 2) Recommend that the United Nations develop universal standards of education
22 to be part of a worldwide commitment to providing basic education in all nations.

23
24 3) Call for a summit of educational and political leadership for the purpose of
25 problem-solving regarding the need for school construction and to address
26 transportation issues as well.



McKendree Invitational

MODEL UNITED NATIONS



1/2

Topic: Equalized Primary Education

Submitted To: 3rd Social

Submitted By: Poland

1 Endorsing the importance of the education of youth of all nations in order to ensure the
2 economical success of the future of the entire world, and
3

4 Fully acknowledging the efforts and successes of many nations in equalizing primary education
5 within their own state, as well as their aid in the establishment in the primary education systems
6 in other nations, and
7

8 Grieved by the lack of such aforementioned equality within certain regions and states for the
9 betterment of the globe as a whole and the preservation and restoration of the right born within
10 each and every human being to fair and equal treatment, including a qualitative education—as
11 much as a being of any ethnicity, social status, gender, orientation, or religious affiliation other
12 than their own, and
13

14 Determined to provide a means by which the progeny of all peoples may attain such an
15 education, that they may be allowed an equal opportunity to make a living and way of life of
16 their own and be independent of support from the government of their own nation or that of
17 another, and
18

- 19 1) Promotes the formation of educational groups and schools that will allow all peoples
20 an education that will provide them the proper knowledge and skills to continue on in
21 a secondary education, and a career of their choosing thereafter, without
22 discrimination or bias, and
23
24 2) Urges the countries of the United Nations to recognize the gravity of the issue; to
25 stand by while an estimated 68 million children around the globe are being deprived
26 of an education would be a misfortune of tremendous proportions.



McKendree Invitational

MODEL UNITED NATIONS



1/13

Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Cote d'Ivoire

1 NOTING WITH GRAVE CONCERN the number of children that do not receive primary
2 education in many different countries,

3
4 KEEPING IN MIND the countries that cannot afford to give primary education,

5
6 REALIZING something needs to be done about the alarming amount of people who do not
7 receive primary education,

8
9 BELIEVING every country has to deal with primary education in their own way,

10
11 a) REGRETS the amount of countries that have money problems and cannot provide
12 primary education;

13
14 b) EXPRESSES ITS HOPE that countries will try to help raise the amount of people
15 who receive primary education;

16
17 c) EXPRESSES IT APPRECIATION to countries that our raising the amount of people
18 who receive primary education;

19
20 d) REPEATS that money is a huge issue for many countries.
21



McKendree Invitational

MODEL UNITED NATIONS



1/14

Submitted To: 3rd SCH
Topic: Equalization of Primary Education
Submitted By: Czech Republic

1 STRESSING the positive impact that a primary education has on the intellect and behavior of
2 students, and

3
4 RECOGNIZING that students of each gender and ethnicity deserve an equal education, and

5
6 MINDFUL that by providing a free education more students from underdeveloped areas will feel
7 they are able to receive an education without being a burden to their household, and

8
9 BEARING IN MIND the influence an excellent teacher can have on the child's ability and desire
10 to learn, and

11
12 CONFIDENT that a more literate generation will bring many positive benefits to a country;

- 13
14 1) CALLS UPON all countries of the united nations to provide an opportunity to receive
15 a primary education;
16
17 2) DEMANDS that these opportunities be made available to children of all genders and
18 ethnicities;
19
20 3) RECOMENDS that the education should be free or as affordable as each country can
21 afford it to be;
22
23 4) COMMENDS countries that spend extra money on improving their educational
24 system including teachers and educational supplies.



McKendree Invitational

MODEL UNITED NATIONS



1/15

Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: United States

1 **RECOGNIZING** that without a strong foundation at the primary level of education, individuals
2 lack the essential skills to become productive and well-rounded individuals that will be able to
3 succeed in the work force and contribute to maintaining a stable and prosperous economy, and
4

5 **STRESSING** that nations cannot continue to meet the demands of the 21st century without
6 productive citizens who can offer new ideas and solutions to solve many of the other issues in
7 today's society, and
8

9 **NOTING WITH CONCERN** that 46% of the girl's in the world's poorest countries do not
10 even have access to primary education, and
11

12 **EXPRESSING GREAT CONCERN** that this is because some countries' citizens are
13 discriminated against from having primary education due to their gender, race, or religion and
14 they are sometimes denied because they are not intelligent or rich enough which makes it nearly
15 impossible for many rural and poor families to enrich their way of life, and
16

17 **POINTING OUT** that the number two 2015 Millennium Development goal states equalized
18 education for all and believing that this goal can be reached by the current deadline, and
19

20 **INSPIRED** by UNICEF, United Nations Children's Fund, and their efforts to improve the
21 availability of primary education to all children throughout the world both through monetary
22 assistance and by informing individuals of the problem;
23

- 24 1) **URGES** nations to inform their citizens of the benefits of having a primary education
25 including economical, individual, and overall wellness;
26
- 27 2) **SUGGESTS** that nations do not deny primary education because of ethnicity, race,
28 and gender;
29
- 30 3) **CALLS UPON** all UN member states to help financially support those nations where
31 equalized primary education is not possible;
32
- 33 4) **RECOMMENDS** that the United Nations form a corps of volunteer teachers that can
34 be sent into willing states, which will help reduce the cost of primary education.



McKendree Invitational

MODEL UNITED NATIONS



1/16

Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Portugal

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 benefitting 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.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Equalized Primary Education
Submitted By: Croatia

1/17

1 NOTING that the number of boys receive a primary education is disproportionate when
2 compared to girls, and

3
4 ALARMED that the resources received by women in developing countries are uneven at best,
5 and

6
7 AWARE that since 2001, 115 million children, mostly girls, do not attend school, because of
8 poverty, disease, famine, ethnic tensions, civil war, and

9
10 MINDEFUL of the plight of children of ethnic minorities that are excluded from education, and

11
12 CONCERNED by the U.N.'s ability to achieve the Millennium Development Goals by the year
13 2015;

14
15 1) DETERMINED that by the year 2015 all women and young men will be able to read
16 or write;

17
18 2) ENCOURAGED by the strides made by developing countries to promote gender
19 parity;

20
21 3) TAKING NOTE of the efforts made by UNICEF and other non-governmental
22 organizations to achieve the Millennium Development goals;

23
24 4) URGES member nations to implement free universal primary education for children;

25
26 5) PROMOTES the use of gender equality training to improve the outcomes for women
27 and ethnic minorities;

28
29 6) SUGGESTS that member nations increase funding levels for teachers and schools;

30
31 7) APPRECIATES the effort made by N.G.O's to promote primary education efforts.
32



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Germany

1/13

1 NOTING WITH GREAT CONCERN that as of 2001, 115 million children worldwide do not
2 receive primary education, and

3
4 ALARMED BY THE FACT that most of the children that do not receive equalized primary
5 education are girls, and

6
7 FULLY ACKNOWLEDGING the fact that for every 100 males out of primary school there are
8 still 117 females in the same situation, and

9
10 HAVING REVIEWED the 1989 Convention of the Rights of the Child, which states that free
11 primary school for all children, both males and females, is a fundamental right, and

12
13 RECALLING the 2005 Millennium Development Goals which attempted to achieve gender
14 equality, and

15
16 TAKING INTO ACCOUNT that the Millennium Development Goals' action plan is to achieve
17 equalized primary education by the year of 2015, and

18
19 EMPHASIZING the role the financial situation has played to make it difficult for developing
20 countries to obtain equalized primary education;

21
22
23 1) SUPPORTS the improvements the non governmental organizations are making to
24 increase equalized primary education around the world;

25
26 2) REQUESTS the increased financial aid from member nations to help increase
27 equalized primary education in developing countries;

28
29 3) RECOGNIZES the work of the Millennium Development Goals to increase equalized
30 primary education around the world for boys and girls;

31
32 4) EXPRESSES THE BELIEF that increased work from non governmental organizations
33 and financial aid will help developing countries achieve primary education for all;

34
35 5) PROMOTES the improvement of educational policies to increase access to the quality
36 of basic education to underserved groups;

37
38 6) CALLS FOR all member nations to implement free primary education for all.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Uganda

4/19

1 EXPRESSING DEEP CONCERN that more than one hundred million children do not have access to
2 primary schooling, and

3
4 ALARMED that girls represent the majority of students who do not receive primary education, and

5
6 GRIEVED that poor females from rural environments are more likely to drop out before reaching their
7 final year of primary education, and

8
9 REALIZING that children born to a illiterate mothers have a fifty percent higher mortality rate within
10 the first five years of life, and

11
12 NOTING WITH REGRET that since the financial crisis, government agencies, NGO's, and the private
13 sector have not been able to meet their expected levels of funding, and

14
15 TAKING INTO ACCOUNT that there is a shortage of teachers for children to receive their primary
16 education in LDC's, and

17
18 ENCOURAGED by the fact that enrollment rates have increased by forty percent in LDC's, and

19
20 STRESSING that from 1999 to 2008, the enrollment rate for girls has gone up from eighty-two to ninety-
21 two for every one hundred boys;

- 22
- 23 1) CALLS UPON all member nations to increase monetary assistance to the nations of the
24 developing world to build infrastructure;
 - 25
 - 26 2) REQUESTS that member nations employ more teachers to increase literacy rates as outlined
27 in the Millennium Development Goals;
 - 28
 - 29 3) URGES all member nations to implement educational initiatives to address the inequities
30 faced by women and young children in rural environments;
 - 31
 - 32 4) NOTES WITH APPRECIATION the efforts made by member nations and NGO's to
33 promote literacy rates among women with young children;
 - 34
 - 35 5) DRAWS ATTENTION FOR the need for member nations to implement free primary
36 education for all women and children;
 - 37
 - 38 6) EXPRESSES THE BELIEF that the attainment of a primary education will serve as the
39 great equalizer for women to obtain the same political, social, and economic achievement
40 levels as men.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Equalized Primary Education
Submitted By: Colombia

1/20

1 **RECALLING** that the Universal Declaration of Human Rights states that everyone should have
2 access to a primary education, and

3
4 **RECOGNIZING** that, according to the United Nations Declaration of Human Rights, education
5 is a fundamental human right, and

6
7 **TAKING NOTE** that the right to primary education was confirmed in 1960 at the Convention
8 Against Discrimination in Education, and

9
10 **MINDFUL** that Article 28 of the Convention on the Rights of the Child required as an essential
11 condition that State Parties recognize the specific right of all children to primary education, and

12
13 **NOTING WITH GRAVE CONCERN** that many of the benchmarks set by these documents
14 have not been met by many countries, and

15
16 **ALARMED** that two-thirds of the world's illiterate adults are women;

17
18 1) **STRESSES** that the goals set by the 1990 Conference on Education for All and the
19 MDG be made a priority;

20
21 2) **ENCOURAGES** the establishment of resources to support those countries that need
22 to address their barriers to education in order to meet their MDGs;

23
24 3) **DEMANDS** that sanctions be set up against countries that do not make significant
25 progress toward closing the gender gap in their educational systems;

26
27 4) **RECOMMENDS** that an oversight committee be created to monitor progress toward
28 equalizing primary education.



McKendree Invitational

MODEL UNITED NATIONS



1/21

Submitted To: 3rd Social
Topic: Equalizing Primary Education
Submitted By: Iceland

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

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

5
6 ENCOURAGED by the success of free primary education in Tanzania that began in 2002,
7 resulting in the enrollment of 3.1 million students after only one year of implementation, and

8
9 BEARING IN MIND that increasing the average number of years spent in school by one year,
10 the gross domestic product of developing countries would see an estimated increase of twenty-
11 three percent, and

12
13 EMPHASIZING that the barriers to education that the 3rd world center around lack of funding
14 for teachers, supplies, or facilities, especially in rural areas, and

15
16 DETERMINED to fulfill the estimated cost of \$10 billion per year to achieve universal primary
17 education;

18
19 1) AUTHORIZES the provision of incentives to willing nations that wish to provide
20 funding for primary education in less developed nations to raise \$10 billion annually for
21 primary education;

22
23 2) CALLS UPON the construction of facilities in rural areas for universal access to
24 primary education, or the funding for transportation to the nearest school;

25
26 3) EXPRESSING THANKS to the many volunteer teachers though many more are
27 needed, and requesting additional funds to supplement volunteers through local hiring in
28 affected nations;

29
30 4) REQUESTS setting up Internet access in developing countries, so that teachers have
31 access to virtually limitless free lessons.



McKendree Invitational

MODEL UNITED NATIONS



1/22

Submitted To: 3rd SCH

Topic: Equalized Primary Education

Submitted By: United Kingdom of Great Britain and Northern Ireland

1 STRESSING the need for compulsory primary education for all people regardless of gender, social class,
2 or financial status in every nation around the world, and

3
4 REFERRING to article twenty-six of the Universal Declaration of Human Rights which deems the
5 opportunity to receive a free primary education a natural born right of any human being and that this
6 service should be provided by a nation's government to every citizen of that nation, and

7
8 EMPHASIZING the fact that such an education mentioned above is said, in the document, to be
9 compulsory for all citizens to attend under the nation's law, and

10
11 AWARE that providing a free, compulsory primary education to every citizen in the nation can be a true
12 financial problem for a government, and for some governments nearly impossible, also the fact that a
13 shortage of educators has been seen over the last few years, and

14
15 APPLAUDING that because of the efforts of many nations to achieve the goal of a free primary
16 education for their citizens and their success with these attempts, children's enrollment in primary
17 education has increased to eighty-nine percent from the previous eighty-three percent eight years ago, and

18
19 ALARMED, though, to learn that approximately 69 million children around the world are still without a
20 proper education, and that there are currently at least 774 million illiterate adults around the world, and

21
22 REALIZING that there are some issues that circulate the topic of females receiving official schooling in
23 some regions because of religious and other cultural views; however, that does not mean that the
24 opportunity should not be made possible for them if they choose to take advantage of it, and

25
26 AFFIRMING the idea that, if a way were discovered that would allow the youth of the nations to attend
27 school and earn a proper education, the results would be astounding; educated citizens would not only
28 help to stabilize and maintain a nation's economy, but they will also improve their individual lives;

- 29
30 1) EXPRESSES THE BELIEF that the one obstacle holding back many nations from obtaining
31 compulsory primary education for their citizens is simply funding, many nations struggle to
32 find a way to pay for all the aspects of providing this service;
33
34 2) CONSIDERS the idea of creating a committee whose sole purpose would be to find ways that
35 would help those struggling nations fund their educational programs;
36
37 3) STRESSES such a committee would consist of one representative only from the countries
38 who wish to be a part of this board and that it would not be a requirement for any nation;
39
40 4) INVITES every nation to send a representative to join and help discover ways to fund
41 education programs for children who not only need it but also deserve it.

1/23

Submitted To: 3rd social
Topic: Equalized Primary Education
Submitted by: the kingdom of Sweden

1 TAKE NOTE that currently in the world children and adults receive little to no education due to
2 the lack of funds, this creates an imbalance in educated people and through that jobs and
3 economic stimulus, and
4

5 ENCOURAGING the push for improvement of schools on both a local and global scale, and the
6 want to ensure that all citizens of every country receive a quality and unbiased education and that
7 all people will be treated and taught fairly disregarding, but not limited to, race, physical
8 appearance, social class, gender, and orientation, and
9

10 APPLAUDS all nations currently implementing school aid systems, developing or donating to
11 schools or that simply desire a like system to be put into place so that their or other's education
12 systems can be equal and improved.
13

14 ACKNOWLEDGING that not all countries and nations have to join in on the programs but are
15 encouraged to do so, even if school ratings are stable, so that other nations may be aided;
16

17 1.) CALLS APON all willing countries to take part in both a joint and separate program for
18 donating supplies, time, and money to the development, upkeep, and improvement of
19 schools;
20

21 2.) CONSIDERING a program in which private investors, governments, and anyone can
22 donate money to the development of a program in which schools could be built or to
23 improve existing learning establishments, and
24

25
26 3.) IMPLORES all nations considering to join the programs, whether it be solely on a local or
27 global scale, the money donated will not only be a donation but in a way an investment in
28 the world, with more educated people, poverty rates will decline and people and
29 settlements will prosper leading to a stronger global economy and generally better world.

1/24

Submitted To: 3rd Social
Topic: Primary Equalized Primary Education
Submitted By: Zambia

1 **ACKNOWLEDGING** that 1 out of every 4 females in Zambia are not attending school with
2 their male counterparts and;

3
4 **BELIEVING** girls are missing out on skills that will translate into success that revolve around
5 employment and empowerment, and are left feeling secondary and;

6
7 **NOTING WITH CONCERN** that most females are lacking basic of skills such as arithmetic,
8 reading and writing, and life skills;

9
10 **EMPHASIZING** that perhaps setting up workshops for girls to attend and get ideas on how they
11 can build bigger, better, and brighter futures and;

12
13 **PRMOTE** skills such as reading and writing at said workshops, and touching on skills such as

14
15 a.) Adding, subtracting, multiplying, dividing, and other basic arithmetic rules;

16
17 b.) Reading, minor sentence structure, and grammar;

18
19 **HOWEVER STRESSING** that this is not enough, and we should not stop here as to how far
20 females can go into education as it is a fundamental human right;

21
22 **RECALLING** on school attendance rates are rising higher over the world in five developing
23 countries and that primary net attendance have increased ten percent from 2000 to 2006;

24
25 **BELIEVING** that these workshops or seminars can help in a substantial way in that that girls
26 can get a basic understanding of the skills they are lacking on now, as we speak

27
28 **WISHING** we could all ban together to find some way to be able to set up these activities for
29 young girls, because without it, no one is quite sure on how much things will change and how
30 soon they will at that;

31
32 **REAFFIRMING**, once again, that most females with not be able to attend skills and touching
33 on the fact that educating them far under weights the cost of *not*, recalling that adults lacking
34 basic skills have a much, much greater difficulty finding employment and escaping poverty.



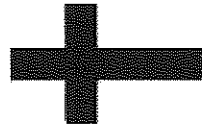
McKendree Invitational

MODEL UNITED NATIONS



1/25

Submitted To: 3RD Sch.
Topic: Equalized Primary Education
Submitted By: Finland



1 Realizing that equal education worldwide is a difficult task and hard to accomplish, and

2
3 Understanding that many countries have culture beliefs and limited funding from their
4 government, and

5
6 Comprehending that a no demand from the people for more educated equal rights will provide no
7 morale for this task this, and

8
9 Noting that every citizen in all countries have the right to education or choice to be educated, and

10
11 Commending the efforts of organizations, such as the UNICEF in their involvement in collected
12 233 million dollars for primary education, and

13
14 Grateful for the UN millennium development goals to proceed to helping create a stable
15 universal education program by 2015, and

16
17 Feeling the efforts from these groups have lead our worldwide education program to a great deal
18 of success, these groups could use some more financial:

19
20 1.) Urges the UN to provide individual countries that are willing to further their primary
21 education some financial support:

22
23 2.) Suggests approaching the individual governments and come up with a stimulus
24 budget to improve their education funds.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Rights of Indigenous People
Submitted By: Peru

2/1

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.



2/2

Subject: The Rights of Indigenous People

Sponsored By: Nigeria

Submitted To: Third Committee

Date: November 8, 2011

1 **Appreciating** that there have been many steps taken by Countries within the UN to secure the
2 rights of indigenous people, and
3

4 **Aware** that the UN has shown its overwhelming support by endorsing the United Nations
5 Declaration on the Rights of Indigenous Peoples, and
6

7 **Believes** that indigenous people around the world are still suffering, and
8

9 **Reaffirmed** the statistics showing that, and
10

- 11 a. 5% of the world's population is made up indigenous people, but 15% of the world's
12 impoverished are indigenous people, and
 - 13 b. 4,000 of the world's 7000 languages are spoken by indigenous people, and 90% of the
14 world's languages are on pace to become extinct within the next 100 years, and
 - 15 c. Indigenous people are often discriminated against and excluded from political and
16 economic opportunities, and
 - 17 d. Their ancestral lands have often been taken or used by the countries ruling over them in a
18 way that does not agree with the indigenous peoples beliefs, and
 - 19 e. Many indigenous people's cultures are marketed and patented without their consent;
20
- 21 1) **Urges** the UN to take action once again to more effectively secure the rights of
22 indigenous people throughout the world by
23
 - 24 2) **Reaffirming** the United Nations Declaration on the Rights of Indigenous Peoples and
25
 - 26 3) **Supporting** seeing that each nation within the UN
27 a. Creates policies in accordance with the United Nations Declaration on the Rights of
28 Indigenous Peoples
29 b. Actively enforces said policies by setting up practical arrangements near the homes of
30 the indigenous people
31 c. Sets up programs to educate the populace on the indigenous people so as to promote
32 understanding and peace among all people.
33



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Rights of
Submitted By: Netherlands

2/3

1 **AWARE** that not all member states have laws in place to equalize the rights of the indigenous
2 people without discrimination or prejudice, and
3

4 **EMPHASIZING** the benefits linked to equality laws put into effect throughout the nations that
5 do equalize the indigenous population, and
6

7 **BEARING IN MIND** that some religions and cultures do not allow women and men to live
8 under complete equality; although some take too it far, and
9

10 **CONSCIOUS** that even different ethnicities are not always treated equally within some member
11 states without laws put into place to prevent prejudice;
12

13 1) **STRESSES** the need for more equality throughout the member states for better
14 understanding of what each individual requires or deserves;
15

16 2) **EXPRESSES THE HOPE** for equality to reach all corners of the world in forms
17 of what is right to each religion and culture by the set example of these member
18 states;
19

20 3) **RECOGNIZES** the positive feedback from nations that have put equality laws into
21 effect but still uphold the nations religion;
22

23 4) **ENCOURAGES** that every member state take into account the numerous benefits
24 of this action would account for in the world;
25

26 5) **SUGGESTS** the immediate forming of a council within the UN to oversee that
27 governments are not over using their power to impose upon their people;
28

29 6) **INSTRUCTS** this council to construct laws insuring the equality of its people be
30 upheld in each member state.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Rights of Indigenous Peoples
Submitted By: Norway

2/4

1 Knowing that indigenous people are simply natives to an area, but not necessarily citizens of the
2 country, and

3
4 Bearing in mind that all people, no matter what nationality, background, race, or gender are
5 human beings, and

6
7 Believing that all human beings deserve the same rights, including indigenous people, and

8
9 Acknowledging the fact that Norway has filled a strong role in the defense of indigenous people
10 in the past, including the Sami people in Norway, and others beyond our borders, and

11
12 Recalling that the Norwegian authorities have continuously been working on the indigenous
13 peoples declaration since 1984, and

14
15 Mindful that Norway has its own indigenous people, called the Sami, that inhabit parts of
16 Sweden, Norway, Finland, Russia, and the Sweden-Norway border, and

17
18 Recognizing that the Sami people are consulted about matters that affect them as well as
19 Norway, and

20
21 Realizing that many indigenous people around the world have poor health conditions, poor
22 sanitation, and do not have the means to care for children, and

- 23
24 1) Calls upon other countries to give aid to indigenous people, including providing
25 health care, better sanitation, clean water, and easier access to hospitals;
26
27 2) Emphasizes the fact that indigenous people could help support the economy by
28 paying for health care or schooling they receive;
29
30 3) Regrets that it has taken so long for indigenous people to earn the rights they have in
31 the last two decades;
32
33 4) Requests that the United Nations create an international committee to ensure that
34 indigenous people receive the treatment that they deserve as human beings, so that the
35 world can be more united in its quest for equal rights for all human beings.



McKendree Invitational

MODEL UNITED NATIONS



2/5

Submitted To: 3rd Social
Topic: Rights of Indigenous People
Submitted By: Bosnia and Herzegovina

1 STRESSING that people need to possess certain rights in order to maintain a quality of life
2 including rights to land that rightfully belong to them, and
3

4 APPRECIATING the naturally given right to pursue happiness in regards to peoples cultural
5 beliefs and cultural customs without being forced to practice another's indigenous culture, and
6

7 RECALLING the failed attempt of Yugoslavia to merge the indigenous cultures of Bosniaks,
8 Croats, and Serbs who forcefully merged together without any regard to their distinct and
9 separate ways of life, and
10

11 REALIZING that a person who does not have these natural rights does not have the proper
12 dignity that a human being rightfully deserves and morally required;
13

14 1) CALLS UPON all the nations of the world to congregate together to discuss the
15 injustices of the worlds indigenous people, and the rights they deserve;
16

17 2) ACKNOWLEDGES the indigenous people's right of return should be implemented
18 in locations in which their indigenous rights have been take advantage of and
19 disregarded in countries such as Bosnia and Palestine;
20

21 3) CONFIRMS that the indigenous people are guaranteed the right to practice their
22 cultural customs as they please without being confronted with any authoritative law
23 trying to conceal their right which with they have been guaranteed;
24

25 4) DEMANDS that each indigenous group have borders guaranteed to them by their
26 governing body which shall and ought to be respected by all neighboring governing
27 bodies.
28



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH

Topic: The Rights of Indigenous Peoples

Submitted By: Lebanon

2/6

1 WISHING all nations to recognize the diversity of indigenous peoples and to maintain a sense of
2 respect for it, and

3
4 BEARING IN MIND that sacred land should not be unjustly taken from indigenous people or
5 land that has belonged to them for generations, and

6
7 STRESSING the lack of respect for values, traditions, and specific individual rights, and

8
9 ENDORISING an appreciation for the diversity of people within countries, and

10
11 NOTING WITH GRAVE CONCERN the pressure put on indigenous peoples to standardize into
12 surrounding societies, and

13
14 HAVING CONSIDERED the lack of freedom to study native languages, the nonexistent
15 preservation of their traditional way of life, and the unjust treatment of indigenous peoples,

16
17 1) URGES all countries to give representation to indigenous peoples in the decision
18 making processes of matters that affect their rights;

19
20 2) INVITES all people to participate in cross-cultural communication, cooperation, and
21 understanding of indigenous peoples;

22
23 3) INSISTS that countries take a focus on preserving and promoting the culture,
24 language, land, and way of life of indigenous people;

25
26 4) REAFFIRMS the right and preservation to all resources, territories, and land that
27 indigenous peoples have traditionally owned or occupied;

28
29 5) DIRECTS countries to support groups that help maintain the rights of indigenous
30 peoples.



McKendree Invitational

MODEL UNITED NATIONS



2/7

Submitted To: 3rd SCH

Topic: Indigenous peoples

Submitted By: The Commonwealth of Australia

1 AWARE that the population of indigenous peoples in Australia is 2.5% of the entire Australian
2 population with 32% of these living these people living in major cities, 43% of them living in
3 regional areas and 25% of them living in remote areas, and
4

5 ACKNOWLEDGING that Australians record for treatment of aborigines has been poor in that
6 aborigines have been removed from their land and the children have been removed from parents
7 and given to white families in the past, and
8

9 EXAMINED FURTHER that aborigine families are higher in alcoholism, domestic violence,
10 and imprisonment than others of the Australian population and live, on average, 17 years less
11 than most others of the Australian population, and
12

13 NOTING WITH REGRET the previous acts against the aborigine tribes, and strives to help
14 those in need, and hopefully reduces the previous stated statistics that affect so many aborigines
15 in Australia;
16

17 1) Further invites talks with representatives of aborigine tribes to discuss the best way to
18 right the wrongs committed;
19

20 2) Affirms that apologies will be issued to those who suffered the Stolen Generations
21 incident that horrified many aborigine families;
22

23 3) Expresses the belief that if all countries suffering with this problem can find a way to
24 compromise with their indigenous peoples divisions between peoples would cease to
25 exist;
26

27 4) Confirms that other acts of discrimination in other countries should be dealt with
28 accordingly and justly and not with extreme prejudice;

2/3

Submitted To: 3rd Social
Topic: Rights of Indigenous People
Submitted By: Sudan

1
2
3 **CONCERNED** by the violation of indigenous peoples' rights, and

4
5 **DISTRAUGHT** by the atrocities that have occurred against citizens of a nation, and

6
7 **HOPEFUL** to find an answer to these issues based on the insights given by Human Rights
8 Watch as well as other humanitarian organizations, and

9
10 **RECOGNIZING** the abuse, widespread killing, torture, robbery, assault, and recruitment of
11 child soldiers as acts against human rights;

12
13 1) **ENCOURAGES** the aid of other nations to supervise and prevent further abuse of
14 human rights;

15
16 2) **STRESSES** the need for a nation to be a safe environment for all citizens by:
17 a. Having adequate conditions for the people,
18 b. Ensuring the security of a citizen,
19 c. Reinforcing the laws against violating basic human rights;

20
21 3) **URGES** other nations to promote effort to lower these violations by:
22 a. Providing medical care for suffering citizens,
23 b. Equip necessities such as food and supplies,
24 c. Deploy peacekeeping resources in case of a violent outbreak;

25
26 4) **SUPPORTS** communication of the acts of negligence placed upon the people of a
27 nation;

28
29 5) **CALLS FOR** immediate action to be taken to prevent further acts of abuse and
30 disregard by:
31 a. Having organizations monitor and protect citizens, such as Human Rights
32 Watch, Amnesty International, African Commission on Human and People's
33 Rights, as well as others,
34 b. Further educating people of peaceful resolutions to these violations and
35 disputes;

36
37 6) **REGRETS** any nation that undergoes offenses against rights of indigenous people;

38
39 7) **ANTICIPATES** a beneficial outcome as a result of the efforts to alter the amount of
40 violations against human rights.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Rights of Persons with Disabilities
Submitted By: Thailand

3/1

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

4
5 NOTING WITH GREAT CONCERN that individuals with an expected life span of 70 years spend about
6 of those years living with a disability, while 80% of disabled people are coming from developing
7 countries, and

8
9 RECOGNIZING that the rates and incidents of disabilities are significantly higher when pertaining to the
10 less educated, 19% on average, and

11
12 ACKNOWLEDGING the fact that 20% of the poorest people worldwide are disabled according to the
13 World Bank, and

14
15 UNDERSTANDING that the mortality rate for children with disabilities is sometimes as high as 80%,
16 though this changes depending on the country and it's condition, yet 30% of all youth are disabled;

- 17
18 1) RECOMMENDS the monitoring of population growth seeing as though the percentage of
19 disabled persons increases due to the increase of population;
20
21 2) ENCOURAGES developing countries to not only focus on population control, but also on
22 current medical advances and aging processes within the country;
23
24 3) PROPOSES that education be further encouraged to help prevent disabilities and contribute
25 to the prosperity of disabled persons and persons who are not yet disabled;
26
27 4) INVITES the passage of anti-discrimination and/or disability-specific laws by legislation to
28 help prevent the disadvantages, abuse, etc. persons may face due to disabilities.



McKendree Invitational

MODEL UNITED NATIONS



3/2

Submitted To: 3RD Social
Topic: Rights of Persons with Disabilities
Submitted By: Mexico

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.



McKendree Invitational

MODEL UNITED NATIONS



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

3/3

1. **Acknowledges** the importance of cooperation of all international countries 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



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Rights of Persons With Disabilities
Submitted By: Russian Federation

3/4

1 **SHOCKED** that many countries do not give rights to people with disabilities, and

2
3 **SURPRISED** that even though it is encouraged, countries will not do what is needed to help
4 people with disabilities, and

5
6 **WORRIED** that if action is not taken soon, the well being of many people could be at stake and

7
8 **UNDERSTANDS** that the United Nations has an international human rights instrument called
9 the Convention of Human Rights, which resulted in 149 signatories and 103 parties, and

10
11 **CONVINCED** that now is the time to encourage countries to give rights to people with
12 disabilities;

- 13
14 1) **Asks** all countries to accommodate facilities so people with disabilities will be
15 able to go places without having obstacles in their ways;
- 16
17 2) **Encourages** that the United Nations takes more action so countries like Russia
18 and the United States finally ratify the Convention of Human Rights;
- 19
20 3) **Urges** the United Nations to take more action with all countries on the rights of
21 people with disabilities;
- 22
23 4) **Begs** that all countries that have not ratified the Convention of Human Rights
24 please ratify as soon as possible;
- 25
26 5) **Proposes** that government officials give people with disabilities the right to vote
27 when elections are taking place;
- 28
29 6) **Requests** that public learning facilities find ways to accommodate their schools
30 so that people with disabilities have the ability to earn an education.



McKendree Invitational

MODEL UNITED NATIONS



3/5

Subject: Rights of the Disabled

Sponsored By: 3rd Social

Submitted To: India

1 APPRECIATING the efforts of China to lower mass population increase and,
2 CONCERNED about the mistreatment of young innocent children and,
3 EXPRESSING WITH DEEP CONCERN the well being of disabled children that are unwanted
4 by families and sent to orphanages days after birth, sometimes just to be sent to a special room to
5 die in and,
6 ALARMED at the conditions the children are in with mass overcrowding, little to no medical
7 service, no education, and lack of food and,
8 TAKING INTO ACCOUNT that the current policy of one child per family is keeping over-
9 population at a minimum and,
10 CONSIDERING that families are only supporting and keeping one healthy male child to be their
11 one child limit;
12 1) DEMANDING that the U.N. puts forth effort to ensure the well being of the disabled
13 children sent to these orphanages to live a life of starvation and mistreatment.
14 2) SUGGESTING that the U.N. creates a standard of education and medical help for the
15 disabled children that are placed into the orphanages.
16 3) DRAWS ATTENTION to China as they must realize that possibly the one child per
17 family policy may do more harm than good.
18 4) EXPRESSES ITS BELIEF that every child should be treated equally and that families
19 should not rid themselves of the child they deem not good enough for their family.
20 5) CALLS UPON the U.N. to check into these orphanages regularly and support the
21 children that are growing up under these conditions.
22 6) RECCOMENDS more help is required in an orphanage to assure that each child gets
23 quality care.
24 7) DECLARES that there is a lower limit to the amount of children allowed in
25 orphanages so that overcrowding is no longer a problem.



McKendree Invitational

MODEL UNITED NATIONS



3/6

Subject: Rights of Persons with Disabilities

Sponsored By: Italy

Submitted To: 3rd SCH

Date: November 6, 2008

1 **DETERMINED** to know more about why statistics show that in a year 690,000 deliveries are
2 children born with disabilities in Italy, and

3
4 **AWARE** that around 2% of infants are diagnosed with jaundice and cannot be taken care of
5 due to lack of clinics and the knowledge, and

6
7 **ALARMED** that even though 80% of graduated citizens from Italy go into the medical field,
8 only 15% of all delivers go successful and without diagnosing illnesses, and

9
10 **RECONIZING** that Africa, Brazil, Bulgaria, Canada, China, Columbia, Europe, Korea, and
11 many more countries have successful and helpful ideas for the people with disabilities who face
12 challenges every day, and

13
14 **REALIZING** that a ridiculous amount of young adults going into the work field, are rejected
15 due to the social statues and or diagnosed disorders, and

16
17 **WISHING** that neighboring countries can all come together into forming a new and better way
18 of providing employment plans for people with any emotional, physical, or mental disability;

19
20 1) **ACKNOWLEDGES** all the career options available for the persons with disabilities all
21 around the world;

22
23 2) **EMPHASIZES** that Italy needs to confront the issue of employment for the people with
24 any of the wide variety of disabilities;

25
26 3) **RECOMMENDS** that not only helping the young and pregnant of harmful choices, but
27 stopping all dangerous acts all together;

28
29 4) **EXPRESSES** the hope that all children who need special family care, will get it;

30
31 5) **SUGGESTS** that maybe instead of only letting certain occupations accept those with
32 mental, physical, or emotional disorders, they look at the background;

33
34 6) **SUPPORTS** the ideas that all the following countries may have.
35



McKendree Invitational

MODEL UNITED NATIONS



3/7

Submitted To: 3rd SCH

Topic: Rights of Persons with Disabilities

Submitted By: Iran

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.



McKendree Invitational

MODEL UNITED NATIONS



3/8

Submitted To: 3rd SCH
Topic: Rights of Persons with Disabilities
Submitted By: Afghanistan

1 AWARE that Afghanistan has signed the United Nations Convention on the Rights of Persons
2 with Disabilities and tangible steps are yet to be taken in that regard, and
3

4 RECALLING The Development and Ability Organization (DAO) was founded in 2004 to
5 develop advocacy and awareness activities and research for people with disability throughout
6 Afghanistan, and
7

8 DETERMINED that the DAO will provide small-sized loans to persons with disabilities
9 enabling them to support themselves and their families through the income they gained, and
10

11 REALIZING that Afghanistan has inadequate hospitals to provide for people with disabilities
12 and existing hospitals provide lack of modern equipment, and
13

14 GRIEVED that hundreds of thousands of Afghans were disabled by war and landmines and
15 many more have acquired impairments from birth, inadequate healthcare, congenital disabilities
16 accidents, and
17

18 REAFFIRMING that thousands of people who were psychologically traumatized receives
19 minimal services, if any, and
20

21 CONCERNED that there are many people with learning disabilities, mental impairments and
22 multiple disabilities that are yet to receive adequate attention from the international community;
23

- 24
- 25 1) REQUESTS that the UN provides sufficient facilities, supplies
26 and personal to care for disabled citizens of Afghanistan;
27
 - 28 2) STRONGLY SUGGESTS removing society's barriers and on
29 full integration, allowing disabled people full and equal
30 participation in society.



McKendree Invitational

MODEL UNITED NATIONS



3/1

Submitted To: 3rd SCH
Topic: Rights of Persons with Disabilities
Submitted By: Syrian Arab Republic

1 **RECALLING** the decision made by the United Nations in 1975 that people with disabilities are
2 entitled to the same fundamental rights as their fellow citizens, same civil and political rights as
3 their fellow citizens, and most importantly, entitled to take measures designed to enable them to
4 become as self reliant as possible, and
5

6 **BELIEVING** that it is not only their right to be assisted by their own country to become as self
7 reliant as possible, but also to receive the assistance of other countries around them, to allow not
8 only increasing the employment rate of disabled people, which would boost the economy of the
9 country in which they reside, but also would increase the life-span of these people, which is
10 ethically sound to take action towards for your country and others, and
11

12 **HAVING SAID THAT** the current unemployment rate for people with disabilities who are of
13 working age in more economically stable and established countries is approximately 65 percent,
14 and
15

16 **REFERRING** to Article 5 of The Universal Declaration of Human Rights, where it states that
17 no one should be subjected to torture or cruel, degrading treatment or punishment, and to be
18 allowing those with disabilities to live on with little to no help or assistance that allows them to
19 cope with the daily troubles they face due to their disability could be considered as torture;
20
21

- 22 1) **ASKS** that aid be administered equally and appropriately for all the disabled to allow
23 them to live lives equally with the other citizens that are non-disabled in their
24 countries;
25
26 2) **URGES** that the steps that are taken to resolve this issue do not just stop at the initial
27 aid but provide constant care for all those who are newly disabled or are in need of
28 new equipment or other devices to ensure that their lives as disabled are less offset
29 from those who are not;
30
31 3) **REAFFIRMS** That people with disabilities are entitled to live as equal as all other
32 citizens; therefore, are deserving of the same education as non-disabled residents of
33 their nation, and steps should be taken to ensure that education is provided.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: Third Committee
Topic: Rights of Persons with Disabilities
Submitted By: Kazakhstan

3/10

1 RECOGNIZING that persons with disabilities are entitled to different treatment according
2 specifically to their individual needs including but not limited to fair treatment, equal
3 employment, and government assistance if applicable, and
4

5 REALIZING that many developing countries have a higher percentage of disabled persons
6 who are not treated any differently, have sole custody of their well-being, receive no
7 government assistance, and are forced to work in situations which do not fit their physical
8 standards, and
9

10 ACTUALIZING that many disabled persons cases have absolutely no evidence and proof
11 of disability so funds being recognized to the disabled might be illegal gaining of
12 government assistance, and
13

14 NOTING WITH DEEP CONCERN that true disabled persons must go through a very
15 hassled and timely process and must cope with their disability for many years before
16 disability assistance goes through and is distributed to the disabled;
17

18 1) ENDORSES that the disabled is given the utmost priority including a quick
19 disability process, equalized employment and career searching, and an emergency
20 transmitter that can be simply touched in case of severe accident or fall;
21

22 2) FURTHER REQUESTS that the disabled are treated and processed at time of
23 application and not a few years there afterward which prevents further law suits if
24 applicable;
25

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



McKendree Invitational

MODEL UNITED NATIONS



34

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

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

5
6 Emphasizing that the purpose of the Convention was to change the thinking of the world that the
7 disabled are people with all of the rights and freedoms that come with being full members of
8 humanity, as opposed to "objects", like pets, that simply need to be taken care of by society,
9 and

10
11 Taking into account that disabled individuals do not have the same capability to claim their
12 rights and freedoms as the non-disabled, and

13
14 Mindful that around 10 percent of the world's population and 20 percent of the world's poorest
15 people have a disability, 80 percent of the people are from developing countries, and

16
17 Anxious that the numbers of disabled will increase due to emerges of new diseases along with
18 other causes of impairment by alcohol or malnutrition;

19
20
21
22
23 1. Calls Upon nations to continue to apply and enforce legislation that guaranties human
24 rights to the physically and mentally impaired;

25
26 2. Recommends that members of the United Nations help undeveloped countries
27 ensure human rights to disabled citizens by supplying monetary aid;



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH

Topic: Rights for Persons with Disabilities

Submitted By: Democratic People's Republic of Korea

3/n

1 REALIZING in North Korea, the government controls the country strictly and seals the citizens
2 at the same time making it hard for other countries to supervise the government behaviors of
3 North Korea, and

4
5 CONCERNED that the human rights of people with disabilities in North Korea, is now
6 becoming a popular social topic in the world, and

7
8 BELIEVING the people living in North Korea have a hard time, because they do not have
9 freedom of speech, cannot leave their country, do not have basic liberties or the choice of joining
10 the army, and their gangs are really over-powerful and not equal at all, and

11
12 WISHING the government of North Korea could be more powerful and dealing with the rights
13 of persons with disabilities;

14
15 1) CONSIDERS all the attentions from all over the world to North Korea about rights
16 of persons with disabilities, the government's attitude should be more obvious and
17 more powerful, because this is the problem about internal affairs of a country; the
18 government needs to show enough high-handed measures;

19
20 2) REQUESTS local and other branches of governments to census the population of
21 all the disabled of those areas and divided them into different levels depending on
22 their different disability situations;

23
24 3) DEMANDS the lightly disabled people to join the army, and put all of them into a
25 special formation, organize them completely; putting the high level disabilities into
26 prison, and killing them by different time periods when allowed.

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McKendree Invitational

MODEL UNITED NATIONS



3/13

Submitted To: 3rd SCH
Topic: Rights of Persons with Disabilities
Submitted By: Ireland

1 ACKNOWLEDGING the fact that approximately 15% of the world has a mental or physical
2 disability, and that a disability is described as, “a physical or mental handicap, especially one that
3 prevents a person from living a full, normal life or from holding a gainful job”, and
4

5 TAKING INTO ACCOUNT that in developing nations that number is nearly doubled due to
6 malnutrition, diseases, and other conditions, and about 80% of people who have some form of
7 disability live in a developing nation, and
8

9 UNDERSTANDING that the UN Convention on Rights of Person with Disabilities in 2007 says
10 that disabled persons have equal right not only to own or inherit property, but to have equal
11 access to mortgages and bank accounts, and
12

13 NOTING that this has still not been put into effect, and
14

15 OBSERVING that some nations see fit to have persons with disabilities be in control of their
16 personal affairs, including financial decisions and other aspects of their life, and
17

18 CONSCIOUS of the fact that the amount of responsibility a disabled person has depends on the
19 severity and type of disability;
20

- 21
- 22 1) STRESSES the fact that if some persons cannot even hold a job, they should not be able
23 to control their financial decisions;
24
 - 25 2) SUGGESTS that nations provide a disabled person with a “financial guardian”, such as a
26 friend, family member, or, if a suitable person cannot be found, the government shall
27 appoint such a person;
28
 - 29 3) FURTHER RECOMMENDS the United Nations form a treaty or convention to make
30 sure all nations abide by this law;
31
 - 32 4) EXPRESSES the hope that persons with disabilities will not only be protected by this
33 law, but that all persons will benefit from the effects of this law;
34
 - 35 5) CALLS UPON not only the United Nations, but on individual nations and their
36 governments to put this law into action, because it is their duty as a nation to protect the
37 safety of their citizens.



McKendree Invitational

MODEL UNITED NATIONS



4/1

Submitted To: 3rd SCH

Topic: Humanitarian relief efforts

Submitted By: Greece

1 Realizing that more than a dozen countries have made \$218 million in new pledges towards the
2 humanitarian efforts in the Horn of Africa ,and

3
4 Stressing that the Horn of Africa is filled with over 13 million people in Somalia, Kenya,
5 Ethiopia, and Djibouti that have been affected by the drought and food shortages, and

6
7 Noting with Deep Concern the fact that approximately \$500 million is still needed to handle the
8 humanitarian issues in eastern Africa and

9
10 Bearing in mind, that this crisis has forced hundreds of thousands of Somalis to flee their homes
11 in search of food and water, and

12
13 Reiterating, that \$500 million needs to be raised to help these people;

- 14
15 1) Stresses the importance of helping those in their times of need in an efficient, and
16 organized manner;
17
18 2) Promotes the use of organizations such as AAH, CARE, and FHI in order to get these
19 poverty and hunger ridden countries back on their feet;
20
21 3) Implores more developed countries to contribute to the humanitarian relief of these
22 less fortunate nations;
23
24
25 4) Suggests that we, as the United Nations, work quickly and efficiently to get the
26 people that were affected by these food shortages the help that they need to survive.
27



McKendree Invitational

MODEL UNITED NATIONS



4/2

Submitted To: 3rd Social
Topic: Gender Equality
Submitted By: Brazil

1 ALARMED BY the obvious lack of respect and equality for women throughout the world, in
2 both third and first world countries, and

3
4 DEEPLY CONCERNED with the violence suffered by women in their own homes, stemming
5 from the belief of inferiority of the female sex, and

6
7 FULLY ACKNOWLEDGING the vast steps some countries have made towards gender equality,
8 while others have made no attempts to equalize their societies, and

9
10 REMINDING the committee of the Universal Declaration of Human Rights, which states in the
11 second article, "Everyone is entitled to all the rights and freedoms set forth in this Declaration,
12 without distinction of any kind, such as race, colour, sex, language, religion, political or other
13 opinion, national or social origin, property, birth or other status....", and

14
15 DESIRING the full recognition and understanding of the value of women in both society and
16 government;

- 17
18 1) URGES governments to create laws banning domestic violence, both physically and
19 verbally abusive actions;
20
21 2) SUGGESTS young children are taught early in life to respect one another, regardless
22 of their gender;
23
24 3) PROMOTES the involvement of women in the work force, without prejudice against
25 her gender, and with equal pay of men in the same work environment;
26
27 4) STRESSES the importance of women to the continuation of society and the
28 imperativeness of the equal rights they deserve.



McKendree Invitational

MODEL UNITED NATIONS



7/3

Topic: Social, Cultural and Humanitarian

Submitted to: 3rd Third Committee

Submitted by: Kuwait

1 Stressing, the fact that Kuwait's education has been decreasing over the years, education for
2 young adults must be mandatory, through the resources that we will give them through
3 technology, transportation, and scholarships, and
4

5 Emphasizing, the fact that most children do not have the resources to go to college and beyond,
6 Kuwait needs to help those who do cannot afford schooling by setting up scholarships for those
7 who are in the lower class, and
8

9 Considering using new technology, Kuwait believes using tax money to purchase the technology
10 for classrooms all over the country will help ensure the schooling experiences and raise the
11 enrollment of students, and
12

13 Recognizing, that not all children may have transportation to school, and/or activities, Kuwait
14 believes a bus system is necessary for all students attending school, and
15

16 Noting with deep concern, that a lot of children in Kuwait go to bed hungry, food shelters
17 should be provided for those needing assistance with their families, and
18

- 19 1) Suggests, that those of upper status should help those of lower status by higher tax
20 prices, which will benefit not only those in need but will help the country with the
21 resources they need;
22
- 23 2) Promotes that those who use or sell illegal drugs should be sent to a fair trial and jury,
24 pay a fine, and be sent to jail;
25
- 26 3) Encourages strongly, the rights of people follow the Constitution, and given a fair
27 trial and sent to jail if he/she does not follow the human rights of Kuwait.