



McKendree Invitational

MODEL UNITED NATIONS



Third SCH

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



McKendree Invitational

MODEL UNITED NATIONS



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

1/1

1 DEEPLY CONCERNED with the amount of education presented to children and young adults
2 in developing countries,

3
4 FULLY ALARMED by the lack of teachers available in many countries to instill knowledge on
5 these children in these countries,

6
7 KEEPING IN MIND the average child in countries without the same level of primary are
8 usually forced into labor to help support their families due to lack of education,

9
10 TAKING INTO CONSIDERATION that most countries divert funds away from education and
11 into other categories,

12
13 1)CONSIDERS the addition of an even lesson plan for all countries to follow to help
14 regulate the amount of education provided to children and young adults;

15
16 2)FURTHER RECOMMENDS an organization be put in charge to aid in the possibility
17 of training teachers to be deployed willingly to countries to further teach children;

18
19 3)EMPHASIZES that while most kids do need to help support their families at a young
20 age, with proper benefits and education provided to these kids the possibility of the next
21 generation having to leave school early due to this would be retarded and eventually
22 become nonexistent;

23
24 4)AUTHORIZES that a subcommittee be set up to police government spending on trivial
25 things in these countries and to redirect the money back into the education system to help
26 educate children.



McKendree Invitational

MODEL UNITED NATIONS



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

1/2

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 and teachers in African schools, and

7
8 NOTING the poor leadership of the government in African countries, and

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

12
13 RECOGNIZING that African countries have little to no access to modern technology, and

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

17
18 1) SUGGESTS that the United Nations take control of the African government;

19
20 2) REQUESTS that the United Nations find ways to get better technology to primary
21 students in Africa;

22
23 3) ENCOURAGES that the United Nations step in and remove the current teachers and
24 replace them with teachers from other countries;

25
26 4) FURTHER RECOMMENDS that a complete new school system in Africa be created
27 that will include both boys and girls.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH

Topic: Equalized Primary Education

Submitted By: United Kingdom of Great Britain and Northern Ireland

1/3

1 WELCOMING the information that enrollment in primary education has increased to eighty-nine percent
2 from the previous eighty-three percent eight years ago, due to the remarkable efforts of many nations, and
3

4 STRESSING, nonetheless, the need for compulsory primary education for all people regardless of gender,
5 social class, or financial status in every nation around the world, and
6

7 ALARMED to learn that approximately 69 million children around the world are still without a proper
8 education, and that there are currently at least 774 million illiterate adults around the world, and
9

10 EMPHASIZING that in article twenty-six of the Universal Declaration of Human Rights it is stated that a
11 free primary education shall be offered to every citizen of a nation by that nation's government; and that,
12 in the case in which this opportunity is not provided, the specific government that is denying this
13 education is in fact infringing upon those citizens' natural rights as human beings, and
14

15 RECOGNIZING that, more commonly, the problem is not a government's disinclination to provide such
16 an education to their citizens; it is instead their struggle with the obstacles facing them is too great, and
17

18 AWARE that providing a free, compulsory primary education to every citizen in the nation can be a true
19 fiscal problem for a government, and for some governments nearly impossible; also cognizant of the fact
20 that a shortage of educators has been seen over the last few years, and
21

22 REALIZING that, in some countries, there are multiple issues with the idea of females receiving any sort
23 of education because of certain religious or cultural views; however, the opportunity to attend official
24 schooling should be presented to women as it is to men and said individuals should choose if they wish to
25 take advantage of it, and
26

27 AFFIRMING the idea that, if a way were discovered that would allow the youth of the nations to attend
28 school and earn a proper education, the results would be astounding: educated citizens would not only
29 improve their individual lives but also help to stabilize and maintain a nation's economy;
30

31 1) EXPRESSES THE BELIEF that the one obstacle holding back many nations from obtaining
32 compulsory primary education for their citizens is simply funding, many nations struggle to
33 find a way to pay for all the aspects of providing this service;
34

35 2) CONSIDERS the idea of creating a committee whose primary goal would be to provide
36 struggling nations with supplies needed to support their free education programs;
37

38 3) INSTRUCTS that these supplies will be materials to build educational facilities, items
39 required to properly run these facilities safely and cleanly, and other essentials; monetary aid
40 will not be given unless completely necessary.



McKendree Invitational

MODEL UNITED NATIONS



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

1/4

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



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

1/5

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

3
4 **EMPHASIZING** that gender has greatly influenced choices made in everyday life, and

5
6 **AWARE** although there has been an increase in education despite the fact gender differences
7 have been largely unchanged in society, and

8
9 **ACKNOWLEDGING** the strategies made by teachers to reduce discrimination in the classroom
10 environment and the different methods used to equalize standards in primary education, and

11
12 **STRESSES** there are only about ninety-six female students globally for every one hundred male
13 students in a primary school setting which leaves the female educational rate to plummet, and

14
15 **CONCERNED** with the fact that with uneducated children they will mature without knowledge
16 of even everyday necessities, and

17
18 **GRIEVED** with proven knowledge that without proper education many children in poverty
19 struck countries are more likely to conduct a serious or fatal illness that could have been
20 prevented with proper information on the topic;

- 21
22
23 1. **TAKES NOTE** that many poverty stricken countries do not have proper learning
24 facilities and although there are many charities that support education the United
25 Nations should take control to provide better quality learning for children world
26 wide;
- 27
28 2. **INVITES** all developed nation states to aid underdeveloped countries with their
29 health and economic courses to prevent the deaths of adolescence and increase
30 proper living conditions;
- 31
32 3. **EMPHASIZES** the need of a developmental program in 2012 to further the
33 progress of the Millennium Development Goals of 2015 to help nation states
34 reach their dead line;
- 35
36 4. **SUGGESTS** the United Nations create a program that monitors the amount of
37 time the children in nation states that do not have education laws go to school or
38 some kind of education program.



McKendree Invitational

MODEL UNITED NATIONS



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

1/6

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 MINDFUL that the Article 2 of the Universal Declaration of Human Rights states that,
16 "Everyone is entitled to all the rights and freedoms set forth in this declaration, without
17 distinction of any kind, such as race, colour, sex, language, religion, political or other opinion,
18 national or social origin, property, birth, or other status," and

19
20 HAVING CONSIDERED that the twenty-sixth article of the Declaration of Human Rights also
21 states that, "Parents have the prior right to choose the kind of education that shall be given to
22 their children," and

23
24 RECOGNIZING that parents in many member states exercise their prior rights especially in
25 times of economic or social distress, and

26
27 REALIZING that in many member states social or economic status is considered a vital part of
28 the education process either in the type of education received or the allowance of attending
29 educational classes;

- 30
31 1) APPEALS to those member states with functioning educational systems to lend resources
32 to those member states lacking the ability to break communal boundaries of race, social
33 status, or gender;
34
35 2) SUGGETS that the lending and beneficiary nations of these resources be determined by
36 literacy rates of young adults and the ratio of students receiving a primary education
37 spanning from grade one to grade five.



McKendree Invitational

MODEL UNITED NATIONS



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

1/2

1 **UNDERSTANDING** that all humans have the right to education according to Article 26 of the
2 Universal Declaration of Human Rights, and

3
4 **RECOGNIZING** that there are inequalities in the educational systems especially in regards to
5 social or economic status, as well as race, ethnicity, location, or gender, and

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

9
10 **NOTING** that the world's future rests in the hands of the young people being educated today, as
11 they will be the ones entering, and

12
13 **FEARING** that some children may not be receiving a quality education based on their social or
14 economic status, race, ethnicity, location, or gender, and

15
16 **REALIZING** that action must be taken to ensure that education is free and accessible to
17 children, especially those who may not be able to afford it;

- 18
19 1) **PROPOSES** that free and public school systems as well as means of transportation to
20 said schools should be set up, especially in areas that currently lack an educational
21 environment;
22
23 2) **REQUESTS** that countries participating in these endeavors contribute funding for the
24 aforementioned projects as well as adequate and qualified teaching personnel.
25
26 3) **STRESSES** that these educational institutions are not exclusive of race, gender,
27 ethnicity, economic background, or any other aspect;
28
29 4) **SUGGESTS** that periodic standardized tests are conducted to examine the
30 effectiveness and efficiency of these institutions;



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Primary Education
Submitted By: Poland

1/8

1 MINDFUL that every single human being has an inherent right to an education, therefore
2 extending this inborn right to every child, globally, and
3

4 EXPRESSING WITH GRAVE CONCERN that without education, the global economic system
5 in its entirety would collapse without further ado, and
6

7 GRIEVED that—should children be left void of opportunities in learning—they would never
8 have the assets to not only transcend any level of poverty or lesser quality of life by lacking the
9 basic skill sets and knowledge given in the primary center classrooms, and
10

11 DEPLORING that without primary education, these children are deprived of these skills and
12 knowledge that allow them to continue on to education at any advanced level (i.e. secondary,
13 collegiate, university, etc.), but they would also be unable to fill many a necessary niche within
14 the international economic system, therefore becoming a depreciation in the potential of
15 productivity, proactivity, and progression in the world, and
16

17 NOTING WITH REGRET that upwards of 75 million children around the world do not receive
18 any kind of primary education, and that 121 million children of primary-school age are kept from
19 school to work in their family's agricultural businesses of various sorts;
20

21 1) DIRECTS attention to the importance of spreading primary education beyond the
22 limits of what seems achievable, but rather to aim toward an end goal of sharing primary
23 education with all 75 million whom lack the opportunity and all 121 million whom are
24 drawn away by their family's, community's, or nation's poverty level necessitating the
25 work of under-aged children in the fields, and
26

27 2) RECOMMENDS that all UN nations pool their resources moreover into the United
28 Nations Educational Scientific and Cultural Organization (UNESCO) in order to fund
29 and endorse the improvement of primary education on a global level, reaching to each
30 and every less fortunate child in any less economically sound nation, and
31

32 3) EXPRESSES THE HOPE for the need of global endorsement and participation in the
33 pursuit of better and more readily available primary education around the world to be felt
34 heavily by each and every UN nation, lacking any hesitation to engage in a call to
35 recognition of the problem posed by so many under-educated children in the world or the
36 call to the action required to quench this raging problem.



McKendree Invitational

MODEL UNITED NATIONS



Subject: Equalized Primary Education
Sponsored By: Lebanon
Submitted To: 3rd Social, Cultural, Humanitarian

1/9

1 BELIEVING in the need for primary education for all, and

2
3 CONSIDERING the importance of educated citizens to every nation as a whole, and

4
5 GRIEVED by the fact that not all individuals receive even the most basic education, and

6
7 DETERMINED to see that all citizens receive a primary education no matter their station in
8 society,
9 gender, or income, and

10
11 CONFIDENT that a solution can be found to ensure that public education be instituted in every
12 country;

- 13
14 1) CALLS UPON all countries to allow all individuals the right to a primary education;
15
16 2) URGES every nation to realize the need for educated citizens in order to ensure the
17 success of their country;
18
19 3) STRESSES the need for a public education system in all countries;
20
21 4) APPLAUDS the many countries that have already done so.



McKendree Invitational

MODEL UNITED NATIONS



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

1/10

1 **Expressing deep concern** that providing a dynamic and functional primary education to every individual
2 of a nation can be a vast financial burden on a government, and for many it is an impossible circumstance,
3 but

4
5 **Noting** that in order for anyone to become a well-rounded and productive individual that can contribute
6 positively to sustaining a stable and prosperous economy, a strong foundation at the primary level of
7 education is necessary, and

8
9 **Appalled by the fact** that in the world's poorest countries 46% of girls have no access to primary
10 education and 72 million children still lack the educational resources they need, and

11
12 **Recalling** the establishment of the Education for All (EFA) program, which has a goal of providing
13 primary education access by 2015 along with the second Millennium Development Goal (MDG),
14 established in 2000 by the United Nations Summit, which states equalized education for all, regardless of
15 gender, ethnicities, religion, class, or intelligence by the year 2015, and

16
17 **Stressing** that these goals can only be achieved through the cooperation of every nation working together
18 for the common good of achieving worldwide development of equal primary education in all countries,
19 and

20
21 **Inspired** by organizations such as UNICEF, United Nations Children's Fund, and their efforts to further
22 develop the availability and quality of primary education for children in every nation through both
23 monetary resources and through educating other groups and individuals on the issue, and

- 24
25 1.) **Invites** nations to join UNICEF in their work towards universal education through both
26 monetary assistance and through informing their citizens of how they can contribute to the
27 cause;
28
29 2.) **Urges** nations to stop denying their citizens primary education based on race, gender, ethnicity,
30 religion, class, or intelligence;
31
32 3.) **Calls Upon** all nations to exert all efforts possible in order to achieve both the educational goals
33 of Education for All (EFA) and those of the 2015 Millennium Development Goals (MDG);
34
35 4.) **Considers** that the United Nations create an international foundation that will control financial
36 aid, set primary education standards, and all other things associated with reaching this goal;
37
38 5.) **Suggests** that within that foundation the United Nations create a committee of volunteer
39 teachers to be sent into willing nations, therefore significantly reducing the cost of primary
40 education.



McKendree Invitational

MODEL UNITED NATIONS



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

1/11

1 **RECOGNIZING** that the United Nations goal remains to help nations work together in order to
2 improve education and eliminate illiteracy for all humans disregarding gender, social class, race,
3 and religion in order to create productive citizens of society, and
4

5 **ALARMED** that near 67 million children are denied education throughout the world, while 759
6 million adults do not have basic education in mathematics, reading and writing, and
7

8 **EMPHASIZING** the efforts previously taken by the United Nations to assist in achieving these
9 goals in the Millennium Development Goals (MDG), calling for equalized primary education for
10 both genders, and
11

12 **REALIZING** that educational improvements lead to improvements in health and nutrition,
13 increases productivity, and decreases inequality to benefit individuals in society, and
14

15 **POINTING OUT** that along with individual benefits, education for all benefit society by
16 encouraging economic competitiveness, participation in government, raises an awareness for
17 environment, and promotes peace and tranquility, and
18

19 **STRESSING** that importance that improvement in one goal of the Millennium Development
20 Goals (MDG) promotes and results in improvement in other goals of the Millennium
21 Development Goals (MDG), and
22

23 **NOTING** the efforts of programs such as the Education for All (EFA) program, and the Dakar
24 goals created by the World Education Forum in 2000 that reflect the idea of the education goals
25 in the Millennium Development Goals (MDG), and
26

27 **INSPIRED** by the Millennium Development Goals (MDG) efforts to improve equalized primary
28 education;
29

30 1) **URGES** nations to emphasize importance of efforts to reach the Millennium
31 Development Goals by promoting the benefits of equalized primary education;
32

33 2) **SUGGESTS** equality for all citizens in the availability of equalized primary education
34 in order to educate the maximum amount of citizens for the greatest results;
35

36 3) **INVITES** countries to participate in efforts to provide willing countries with volunteer
37 and support in developing education programs within all areas of the world.



McKendree Invitational

MODEL UNITED NATIONS



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

1/12

1 NOTING that the lack of primary education throughout the developing world needs to be
2 addressed, and

3
4 GRIEVED that 69 million children are not in school, and

5
6 CONCERNED that a disproportionate number of children do not receive any education at an
7 early age, and

8
9 TAKING NOTE that children are often deprived of education because their parents cannot
10 afford school the costs associated with obtaining a quality education

11
12 AWARE that obtaining the 2015 MDG primary education goals will be very difficult, and

13
14 NOTE the role that UNICEF and other NGO's have played to increase the levels of primary
15 education for women and children in developing countries;

- 16
17 1.) ENCOURAGES member nations to increase the number of children attending
18 primary education;
19
20 2.) REQUESTS that member nations recommit and reallocate funding levels to past
21 levels to promote universal literacy goals;
22
23 3.) REITERATES the need for equalization of women and children for primary
24 education;
25
26 4.) URGES that member nations allocate sufficient resources to implement a free
27 equalized primary education;
28
29 5.) CALLS UPON member nations to increase multi-lateral cooperation with non-
30 governmental organizations to increase literacy rates throughout the world;
31
32 6.) EXPRESSES THE BELIEF that achieving the goal of universal primary education
33 will serve as the precursor to eradicating poverty and hunger, while creating gender
34 parity, and reducing child mortality rate.
35
36
37
38



McKendree Invitational

MODEL UNITED NATIONS



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

1/13

1 ALARMED by the fact that 72 million children do not attend primary school, and

2
3 CONCERNED that 54 percent of the 72 million children out of school are females, and

4
5 NOTING WITH GRAVE CONCERN that much of the inequality in education is due to gender
6 inequity, and

7
8 CONSCIOUS of the fact that the Millennium Development Goals' commitment to education has
9 not yet been attained, and

10
11 EXPRESSING DEEP CONCERN that one out of six children of secondary school age attend
12 primary school because they started school late or had to repeat grades, and

13
14 ENCOURAGED by the fact that the primary education rates in Sub-Saharan Africa went from
15 58 percent in 1998 to 76 percent in 2008, and

16
17 DEPLORING the fact that the lack of financial help to developing countries is a contributing
18 factor to unequalized primary education;

- 19
20 1) STRESSES the importance of achieving universal primary education in order to
21 promote a more gender equalized society;
22
23 2) ENCOURAGES financial aid to any developing countries who might need more
24 resources to increase the role in primary school;
25
26 3) APPRECIATES the work of nongovernmental organizations to equalize primary
27 education in developing countries;
28
29 4) DRAWS ATTENTION to the need for more teachers and infrastructure in developing
30 countries to aid in the achievement of the Millennium Development Goals;
31
32 5) URGES member nations:
33
34 a) To reaffirm commitment to achieving universal primary education,
35 particularly for women, children, and underserved population;
36 b) To maintain and increase their financial commitments to funding levels set for
37 the 2015 Millennium Development goals;
38 c) To require free universal primary education for all.



McKendree Invitational

MODEL UNITED NATIONS



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

1/14

1
2
3 **AKNOWLEDGING** the use of political and religious customs as a basis for governing a
4 nation despite their impact on equality, and
5

6 **AWARE OF** the benefits existing in equalized primary education such as reduced poverty,
7 increased productivity, and lower infant mortality according to UNICEF, and
8

9 **RECOGNIZING** that enrollment rates in primary education are nearly double in wealthy,
10 industrialized nations in comparison to other developing nations, and
11

12 **KEEPING IN MIND** that elements of customary laws determine the rights of females and their
13 opportunities;
14

- 15 1) **APPROVES** efforts to accommodate students seeking primary education by:
16 a. utilizing donations from willing nations to construct accessible school
17 buildings,
18 b. seeking higher experienced educators for these schools;
19

20 2) **PROMOTES** improved transportation for students to educational facilities and ways to
21 infuse local culture with curriculum;
22

23 2) **REQUESTS** that customary law shall not be disregarded despite possible changes
24 educational structure;
25

26 3) **REMINDS** that ignoring customary law will result in an upset from a nation's
27 community, counteracting any economic benefits.



McKendree Invitational

MODEL UNITED NATIONS



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

1/15

1 **AFFIRMING** that the education children receive today will set the foundation for the leaders
2 of tomorrow. In order to better all societies from around the world it is important to take
3 affirmative action where it will matter in the long run, and
4

5 **EMPHASIZING** that depriving anyone, regardless of sex, race, religion, or ethnicity, from a
6 full and well-grounded education dampers the potential, not only of that individual, but of your
7 individual country as a whole. Education should always be a basic fundamental human right to
8 all those who wish to receive it, and
9

10 **TAKING INTO ACCOUNT** the efforts and attempts put forth by many developing countries to
11 address and resolve the problem at hand, and
12

13 **EXPRESSING DEEP CONCERN** for those people in 3rd world countries who go a lifetime
14 without receiving a single day of education. People in some countries are being deprived of
15 essential education due to their sex and/or race;
16

- 17 1) **CONFIRMS** that all countries currently lacking a standardized education system
18 adopt/create one that must be approved by 2/3 majority of the United Nations;
19
- 20 2) **DEMANDS** that all countries, no matter their social status, guarantee all their
21 citizens, regardless of sex/race, a minimum of ten years primary public education;
22
- 23 3) **RECOGNIZES** that not all countries have the funds necessary for public education.
24 Countries in need of financial aid shall be helped and assisted by fellow countries of
25 the United Nations as needed;
26
- 27 4) **URGES** representatives from each country to display an annual presentation showing
28 progress/decline of students academically. If decline is shown further action shall be
29 taken;
30
- 31 5) **DECLARES** if any country is found depriving anyone of their education, or if they
32 have not followed the previous rules an immediate response will be made by the
33 United Nations and moderate military action can and will be taken if necessary.



McKendree Invitational

MODEL UNITED NATIONS



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

1/16

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

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

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

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

13
14 EMPHASIZING that the barriers to education that the Third World center lack funding for
15 teachers, supplies, or facilities, especially in rural areas, and

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

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

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

26
27 3) EXPRESSING ITS THANKS to the volunteer teachers though many more are needed;

28
29 4) REQUESTS funding for teachers volunteering time to primary education and for
30 necessary school supplies instrumental in learning;

31
32 5) FURTHER REQUESTS setting up Internet access in developing countries, so that
33 teachers have access to virtually limitless free lessons.



McKendree Invitational

MODEL UNITED NATIONS



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

1/12

1 APPAULED 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 DISTURBED by the violence suffered by women in their own homes, stemming from
5 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 REITERATING the ideas brought forth by the Universal Declaration of Human Rights, which
11 states in the second article, "Everyone is entitled to all the rights and freedoms set forth in this
12 Declaration, without distinction of any kind, such as race, colour, sex, language, religion,
13 political or other 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) CALLS for harsher punishments for those who disobey newly established and past
22 laws enforcing safe domestic environments;

23
24 3) SUGGESTS young children are taught early in life to respect one another, regardless
25 of their gender;

26
27 4) PROMOTES the involvement of women in the work force, without prejudice against
28 gender and with equal pay of men in the same work environment;

29
30 5) STRESSES the importance of women to the continuation of society and the
31 imperativeness of the equal rights they deserve.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Equalized Primary Education
Submitted By: Nigeria
Date: February 11, 2012

1/13

1 **Recognizing** the enormous bounds made towards equalized primary education in the last
2 century, and

3
4 **Realizing** that there is still work to do on education systems around the world, since around 26%
5 of adults in the world are illiterate, and

6
7 **Noting with regret** that 2/3rds of those adults are women, and

8
9 **Expressing deep concern** that in some countries, such as Ethiopia, the literacy rate in rural areas
10 can be as much as 60% lower than in urban areas,

11
12 **Cognizant** that the average income of people living in an area with 55% literacy rate is \$600
13 while areas above 96% literacy make \$12,600 on average, and

14
15 **Acknowledging** that having an education is an improvement to the lives of people across the
16 world;

17
18 1. **Urges** the UN to begin to follow through with all prior plans made to equalize primary
19 education such as the World Declaration on Education for All and the Amman
20 Agreement, but prioritizing:

- 21
22 a. The encouragement of education of Women of children, and enforcement of it if need
23 be, and
24 b. Providing education to children in rural areas;

25
26 2. **Reaffirming** our dedication to the world's illiteracy problem;

27
28 3. **Recommends** that we reach the goal of providing exemplary education to all people
29 before ultimately raising the quality of education to optimal levels



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Rights of Indigenous people
Submitted By: Spain

2/1

1 Emphasizing the fact that there are reports of torture and ill treatment of the Basque people who
2 are indigenous to Spain, and that they have been arrested under the anti-terrorist legislation, and
3

4 Appreciating that to improve the safeguards of these detainees, the European Committee for the
5 Prevention of Torture (CPT) has visited Spain and published recommendations. However, the
6 Spanish Government has not implemented these recommendations and,
7

8 Realizing that becoming their own country will be nearly impossible because half of the Basque
9 people wish to stay in Spain to enjoy both heritages, while the other half are terrorizing the
10 Spanish government, this
11

12 1.Confirms that the Basque people are divided on the subject and are not sure on the issue
13 of creating their own country, or staying with Spain, and
14

15 2.Expresses its appreciation of allowing a home rule that allows them to have some
16 government freedoms, although there is a
17

18 3.Note with interest that the Basque people should join together at a non-violent, united
19 standpoint and find a successful way to become their own country through an
20 International Summit focusing solely on the communication of the Indigenous people of
21 Spain.



McKendree Invitational

MODEL UNITED NATIONS



**Submitted To: Third Social
Topic: Rights of Indigenous People
Submitted By: Japan**

2/2

1 REALIZING that Japanese native peoples' traditional livelihoods are being threatened by
2 extractive industries and huge development projects, and
3

4 DEEPLY DISTURBED that in some cases, indigenous peoples have been forced off their lands
5 for the establishment of natural parks, and
6

7 EXPRESSING DEEP APPRECIATION that in June 2008, Japan's parliament passed a
8 resolution that recognized the native Ainu people as having a distinct language, religion and
9 culture, and that the Ainu today have their own cultural institutions and are collaborating with
10 the Japanese government to preserve their unique heritage
11
12

13 1. EMPHASIZES that Japanese and all indigenous people in the world should have the
14 right to determine their political status and freely pursue their economic, social, and
15 cultural development, and
16

17 2. DECLARES that indigenous groups and individuals should be equal to all other
18 peoples and individuals and be free from any kind of discrimination, and



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Rights of Indigenous Peoples
Submitted By: South Africa

2/3

1 RECOGNIZING the fact that, under the Universal Declaration of Human Rights of December
2 10, 1948, Indigenous people have the right to have any property, that was rightfully theirs and
3 taken from them, returned, and
4

5 AWARE of the fact that, Indigenous people's artifacts have been removed from their lands and
6 used by museums and universities for their personal gain without Indigenous people's
7 authorization, and
8

9 ACKNOWLEDGING the efforts of some countries involved in the United Nations to repatriate
10 artifacts by returning them to their primary owners, and
11

12 NOTING WITH GRAVE CONCERN, however, that these countries only have returned artifacts
13 that were taken most recently, and fail to return all of the property of the Indigenous people, and
14

15 RECOGNIZING FURTHER, under the Universal Declaration on the Rights of Indigenous
16 People of September 2007, these people have the right to maintain their culture without being
17 deprived of any benefits that other citizens have:
18

- 19 1) DRAWS ATTENTION TO the importance of Indigenous people's right to their artifacts,
20 as well as the importance for museums and universities to have the ability to access them
21 for the sake of research and further development;
22
- 23 2) URGES members of the United Nations to acknowledge these historical artifacts as the
24 rightful property of Indigenous people, and have any pieces that they request, be restored
25 to them;
26
- 27 3) REQUESTS Indigenous people to take into account the significance of their historical
28 items, and the impact that the inability of researchers to study them will have on society
29 as a whole;
30
- 31 4) EMPHASIZES the need for cooperation between countries of the United Nations as well
32 as their Indigenous People in forming a system where both can benefit from ancient
33 relics, while coinciding peacefully;
34
- 35 5) SUGGESTS that the United Nations form a committee to discuss possible agreements to
36 be made between countries and their Indigenous People, so permission may be granted for
37 the shared rights of artifacts, as well as the promise of their safe return, so the conflict
38 over ownership of these historic items may be brought to an end.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Rights of Persons with Disabilities
Submitted By: The Commonwealth of Australia

3/1

1 REALIZING the issues persons with disabilities face from day to day life and the challenges
2 they face when work and productivity are the case, depending on their disability and severity,
3 and
4

5 ACKNOWLEDGING that over 20% of Australians have a disability (3.96million) and that
6 20.1% of families have a disability in them, and that 86% of those with disabilities experience a
7 limitation in core activities such as work, school, or care for themselves; and 6.3% of those have
8 severe condition, and
9

10 AWARE that persons with disabilities that are employed have fallen since 2003 from 50.02%
11 but points out that the rate of persons without disabilities has risen, and
12

13 AFFIRMING Australia's participation in the Convention act ensuring that all persons with
14 disabilities have the right to enjoy the freedoms and opportunities that persons without
15 disabilities enjoy from day to day, and
16

17 CONCERNED at the treatment of persons with disabilities on a global scale is not up to code
18 with today's tolerance;
19

- 20 1) APPROVES of the growing rights and equal opportunities of persons with disabilities
21 regarding jobs and work places;
22
- 23 2) SUGGESTS the cooperation of other countries in the possibility of giving persons
24 with disabilities the same rights as persons without disabilities;
25
- 26 3) CONFIRMS that watch will be placed upon responsible Airlines for second rate
27 treatment of persons with disabilities on said airlines and will act accordingly;
28
- 29 4) DRAWS ATTENTION TO the fact that 20% of the worlds disabled are at a low
30 income situation and should be given help financially;
31
- 32 5) EXPRESSES ITS REGRET to hear that only 42 countries have legislation regarding
33 anti-discrimination laws;
34
- 35 6) EXPRESSES ITS BELIEF that previously mentioned countries should take into
36 consideration the rights and lives of persons with disabilities regarding
37 discrimination.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Subject: Rights of Persons with Disabilities
Sponsored By: Kazakhstan

3/2

1 **OBSERVING THAT** the total number of disabled persons in Kazakhstan is 390,800
2 people, including 47,400 children that is 3.5% of the population, and
3

4 **RECOGNIZING** many countries would like equal opportunities for life and integration
5 to the society for the disabled people to live and feel equal as everyone else, and
6

7 **FULLY AWARE** of many actions the countries have taken in the past two decades,
8

9 A.)The 1991 law "On Social Protection of Disabled Persons in the Republic of
10 Kazakhstan" protecting all the people and the rights of the disabled,
11

12 B.)The Adopted Program of Rehabilitation of Disabled Persons in 2002-2005
13 to Rehabilitate the common people disabled or not, and
14

15 **TAKING INTO ACCOUNT** the Rights of People with Disabilities bill that India
16 mandated in 2011 which states that every person with a disability who fulfills the
17 requirements would be entitled to be registered as a voter and not be disqualified from his
18 or her right to vote on the grounds of disabilities, and
19

20 **NOTING** that there are many laws which address unfair treatment of disabled people,
21

22 A.) The Disability Discrimination Act 1995-2005 which has now been repealed
23 and replaced by the Equality Act 2010, when used it stated it is unlawful to
24 discriminate against people with disabilities,
25

26 B.) The Equality Act 2010 replaced most of the (DDA) Disability
27 Discrimination Act, This act aims to protect many of the disabled people
28 struggling with employment, education, access to goods, services, buying and
29 renting land, and functions in public facilities;
30

31 1.) **RECOMMENDS** holding a convention that should state basic human rights
32 and freedoms and economic and social protection to disabled persons;
33

34 2.) **REQUESTS** all countries take into account how many people this is
35 affecting in many countries;
36

37 3.) **SUPPORTS** nation-states that have enacted laws against unfair treatment of
38 disabled peoples;
39

40 4.) **INVITES** nation-states/ member-states to take a stand against the unfair
41 treatment of the disabled persons in many of the nation-states, and understand
42 the feelings of many disabled.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Rights of People with Disabilities
Submitted By: Austria

3/3

1 Acknowledging recent efforts made by many countries to give disabled individuals rights and
2 opportunities they would have if they did not have disabilities, and
3

4 Noting that this issue is growing in importance as the numbers of people with disabilities has
5 been increasing and definitions of disabled are always changing and often differentiate from one
6 country to the next, and
7

8 1) Suggests a clear global definition be given to the term disabilities so that it allows
9 countries to equally classify said people with disabilities and ways to insure they are
10 given equal right to people without them.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Rights of People with Disabilities.
Submitted By: Norway

3/4

Believing, the need for guidelines and an overall plan to ensure that developmental assistance for persons with disabilities with principle human rights, and

Recalling, a change that was largely a result of lobbying done by Norwegian Disabled People Organizations, and

Taking into account, The committee has noted that development of assistance for persons be given priority, and

1) Notes with approval, a concrete follow up of the Ministry of Foreign Affairs with multilateral agencies its humanitarian aid ;

2) Recognizes, that the disabled persons organization in the preparation of both the MFA plan and NORAD guidelines;

3) Notes with satisfaction, A change in attitude shown by some of the most important players in this field.



McKendree Invitational

MODEL UNITED NATIONS



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

3/5

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 a
6 lengthy proportion of those years living with a disability, while 80% of disabled people are coming from
7 developing countries, and
8

9 RECOGNIZING that the rates and incidents of disabilities are significantly higher when pertaining to the
10 lesser 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 increasing rate 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 pertaining to that particular 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, but likely to develop
26 disabilities;
27
- 28 4) INVITES the passage of anti-discrimination and/or disability-specific laws by legislation to
29 help prevent the disadvantages, abuse, etc. persons may face due to disabilities.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: SCH

Topic: Rights of Persons With Disabilities

Submitted By: Czech Republic

3/6

1 TAKING INTO ACCOUNT 10% of the world's population are person's with disabilities (over
2 650 million person's), and about 80% are living in developing countries, and

3
4 NOTING WITH REGRET that previous human rights conventions do not properly promote and
5 protect the rights of persons with disabilities, and

6
7 REALIZING that persons with disabilities are pushed to the margins of society in all parts of the
8 world,

9
10 MINDFUL that 80% of the world's person's with disabilities live in low-income countries, and
11 do not have access to education, employment, healthcare, an adequate standard of living, and/or
12 participation in political and social life;

- 13
14 1) CALLS UPON the right to take part in public affairs, such as voting;
15
16 2) STRESSES the need for accommodation adjustments, where needed in a particular case,
17 to ensure persons with disabilities enjoyment or exercise on an equal basis with able
18 individuals;
19
20 3) URGES developments in construction for persons with disabilities to gain access to
21 schools, courts, hospitals, the workplace, transportation ect;
22
23 4) SUGGESTS increased accessibility to information, for example the internet, but also
24 accessibility to documentation (Braille) or to aural information (sign language)
25
26 5) SUPPORTS funding special education in developing countries;
27
28 6) CONDEMS both direct and indirect discrimination of people with disabilities;
29
30 7) CONSIDERS an international healthcare program for persons with disabilities with low
31 income.
32
33
34
35
36
37



McKendree Invitational

MODEL UNITED NATIONS



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

3/7

1 NOTING WITH DEEP CONCERN the fact that many disabled persons around the globe are
2 denied basic rights such as equal opportunity employment, marriage, property ownership, and
3 access to courts, and
4

5 ACKNOWLEDGING that no matter if an individual is disabled mentally or physically, that him
6 or her is still a human being, and
7

8 TAKING INTO CONSIDERATION the words of the Convention on the Rights of Persons with
9 Disabilities—the first major international treaty to address the rights of people with disabilities;
10 whose purpose is to “promote, protect and ensure the full and equal enjoyment of all human
11 rights and fundamental freedoms by all persons with disabilities, and to promote respect for their
12 inherent dignity,” and
13

14 POINTING OUT the fact that this document was ratified by 20 different nations and that it was
15 the first human rights treaty adopted in the twenty-first century and the most quickly negotiated
16 international human rights treaty in history, and
17

18 REALIZING the fact that our society could be greatly improved and contributed to by the
19 abilities of those with disabilities, as well as the fact that during tough times, we must use every
20 resource at our disposal, and
21

22 STRESSING the fact that more jobs would be beneficial to our hurting economies, especially in
23 European countries where the most disabilities related hate-crimes have occurred and where the
24 economy is falling apart, and
25

26 RECOGNIZING that some disabilities prevent the individual from being able to perform certain
27 tasks;
28

- 29 1) STRESS that all nations create programs to help create and maintain jobs for those
30 with disabilities, as well as training programs to aid those disabled individuals
31 entering the work force;
32
- 33 2) ADVISE that those nations monitor the progress of these individuals as to make sure
34 that advances are being made in the skills of these persons;
35
- 36 3) IMPLORE nations to continue to make strides towards greater equality overall for
37 those disabled either mentally or physically.



McKendree Invitational

MODEL UNITED NATIONS



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

3/8

1 EMPHASIZING the fact that, in order to achieve the goal of effective social integration and full
2 realization of the rights of persons with disabilities, we must have the support of the international
3 community, and

4
5 NOTING WITH GRAVE CONCERN that only 45 countries have anti-discrimination and other
6 disability-specific laws, and

7
8 MINDFUL of the success achieved by persons with disabilities in the areas of self-employment and
9 small businesses, and

10
11 EXPRESSING DEEP CONCERN that as little as 35 percent of working-age people with
12 disabilities are employed, compared to 78 percent of those without disabilities, and

13
14 GRIEVED that an estimated 386 million of the working-age people worldwide are disabled and the
15 unemployment rate is as high as 80 percent in some countries due to employers' belief that persons
16 with disabilities cannot carry out tasks as well as those who are not disabled, and

17
18 AWARE that the United Nations Convention on the Rights of Persons with Disabilities has enabled
19 thousands of disenfranchised people throughout the world to obtain equal opportunity in many
20 aspects of their life, including the workforce, and

21
22 EMPHASIZING FURTHER that greater employment of persons with disabilities will not only
23 improve life for those people but also be a significant step towards equal opportunity and self-
24 determination;

- 25
26 1) REQUEST that member nations adopt policies that create awareness for the need to
27 integrate persons with disabilities into society effectively;
28
29 2) URGES nations to ensure that their disabled citizens have the same employment rights,
30 etc., as their non-disabled counterparts;
31
32 3) CALLS FOR the creation of an incentive and disincentive system for employers who
33 hire persons with disabilities or discriminate against these employees, respectively;
34
35 4) REITERATES the importance of inclusion of persons with disabilities into the
36 workforce so as to not only improve life for these people but to also improve the world's
37 economy;
38
39 5) EXPRESSES THE BELIEF if persons with disabilities are integrated into society
40 effectively, many more will be able to obtain equal opportunity.



McKendree Invitational

MODEL UNITED NATIONS



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

3/9

1 ACKNOWLEDGING the fact that people whose prospects of achieving and maintaining well
2 paid employment are reduced due to any severe mental or physical impairments are still human-
3 beings, they should be treated as such everywhere in the world, and

4
5 EMPHASIZING the fact that according to a poll administered in Iran, mental disabilities are
6 considered to be more severe, more expensive, and difficult to handle than physical disabilities
7 by 45% of the people of Iran, and

8
9 STRESSING that a person's attitude toward the disabled are determined by significant factors
10 such as a person's religion, education, parent's attitude toward the disabled, date of birth,
11 parent's date of birth, and the degree of severity in the disability;

- 12
13 1) INSISTS that the UN provides sufficient funding for both physical and mental
14 rehabilitation by establishing rehabilitation centers for both the mentally and
15 physically disabled people around the world;
16
17 2) CONCLUDES that if a disability is noticed at a young age, that these actions
18 should be taken place as a form of early intervention to help prevent the
19 disabilities from getting worse as the disabled individual advances in age;
20
21 3) RECOMENDS that the UN raises awareness for the disabled by making
22 government funded programs to utilize public speakers to talk to all people at
23 places of employment, schools and public areas, and help to remove all obstacles
24 that prevent the disabled from becoming productive members of society.



McKendree Invitational

MODEL UNITED NATIONS



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

3/10

1 **RECOGNIZING** that disability is an evolving concept and that disability results from the
2 persons with impairments and environmental barriers that hinder their full and effective
3 participation in society on an equal basis with others, and
4

5 **REALIZING** that any person with disabilities (regardless of age, gender, ethnicity, etc.) is
6 entitled to a certificate of disability, based on which he receives a number of indemnities,
7 facilities or gratuities, and
8

9 **NOTING** that 650 million/10% of people worldwide live with disabilities and that these
10 numbers are increasing, and
11

12 **ACKNOWLEDGING** that besides a whole series of associations, foundations and
13 nongovernmental organizations (NGOs) for supporting people with disabilities, also state
14 institutions that pursue the same objective, and
15

16 **UNDERSTANDING** that 30% of youth are disabled, and
17

18 **WISHING** that surrounding countries could come together and form a new or better way in
19 providing employment for people with disabilities and caring for them;
20

21 1) **RECOMMENDS** that the government finds fitting job options for the disabled;
22

23 2) **SUGGESTS** that all children who need family care, will receive it;
24

25 3) **REQUESTS** that they provide facilities and supplies for the disabled;
26

27 4) **URGES** that steps are taken to care for and to ensure safety for the disabled



McKendree Invitational

MODEL UNITED NATIONS



3/11

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

1 **Deeply concerned** that persons with disabilities have been deprived of opportunities
2 and freedom afforded to individuals without disabilities,

3
4 **Concerned** with the conditions of persons with disabilities who are subject to
5 multiple forms of discriminations such as race, language, sex, religion, age or other
6 status,

7
8 **Recognizing** that women and girls are at a higher risk of violence, injury, abuse,
9 maltreatment or exploitation,

10
11 **Highlighting** the fact that the majority of people with disabilities live in poverty
12 stricken areas and

13
14 **Recognizing** the critical need to address the negative effect of poverty on the persons
15 with disabilities,

16
17 **Urging** the international cooperation for improving the living accommodations of the
18 persons in every country especially in developing countries,

19
20 **Emphasizing** the importance of independence of persons with disabilities to make
21 their own personal decisions if able,

22
23 **Considering** that the persons should have the opportunity to be actively involved in
24 decision making processes about programs especially directly concerning them,

25 **Aware** of the need to promote and protect the persons with disabilities,

- 26
27 1.) **Suggests** all nations to adopt appropriate legislative and administrative
28 implementation of the rights,
29
30 2.) **Encourages** to eliminate the discrimination of persons with disabilities through the
31 abolishment of laws, customs, and practices,
32
33
34 3.) **Promote** the training of professionals and staff in order to give assistance to the
35 persons with rights,



McKendree Invitational

MODEL UNITED NATIONS



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

3/12

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 a
6 lengthy proportion of those years living with a disability, while 80% of disabled people are coming from
7 developing countries, and

8
9 RECOGNIZING that the rates and incidents of disabilities are significantly higher when pertaining to the
10 lesser 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 increasing rate 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 pertaining to that particular 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, but likely to develop
26 disabilities;
27
28 4) INVITES the passage of anti-discrimination and/or disability-specific laws by legislation to
29 help prevent the disadvantages, abuse, etc. persons may face due to disabilities.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Capital Punishment
Submitted By: Ireland

4/1

1 CONCERNED about the fact that capital punishment is abolished in only 96 of the world's
2 countries, leaving many nations that actively practice it, and
3

4 AWARE that some countries do not actively practice capital punishment, but instead reserve it
5 for extreme use, such as wartime or special criminal cases, with less than 10 executions per
6 country per year, and
7

8 ACKNOWLEDGING that although methods have been taken to provide more humane
9 executions, such as lethal injection and electrocution, no execution can technically be called
10 humane, and
11

12 EMPHASIZING that no human should be publicly executed, no matter how morally or
13 physically damaging their crime, and
14

15 REALIZING that many nations have been abiding by the same capital punishment laws for
16 hundreds of years, and may be reluctant to change said laws, and
17

18 STRESSING that capital punishment must be abolished by the United Nations as soon as
19 possible, in order to aid the progressive movement of the world as a whole;
20

21 1) CALLS UPON the UN to convince the remaining nations to sign off on the resolution,
22 officially outlawing capital punishment once and for all;
23

24 2) FURTHER REQUESTS that the UN hold an annual international summit, attended by
25 all nations who wish to attend to help educate the remaining nations on the cons of capital
26 punishment;
27

28 3) URGES all other countries outlaw capital punishment
29

30 4) STRESSES the fact that capital punishment is wrong, and should be completely
31 abolished.
32



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Capital Punishment
Submitted By: The Syrian Arab Republic

4/2

1 EMPHASIZING the need for a greater control over a country's population by it's
2 government to eliminate rising crime rates, such as drug trafficking on the border
3 between the U.S and Mexico, similar problems in Colombia, terrorism throughout the
4 world, and opposition of the government, and
5

6 STATING that in order to create a safer world, capital punishment should be put into
7 effect to help stop the criminals wreaking havoc in the world we live in, and
8

9 NOTING WITH DEEP CONCERN that even though passing this law would take the
10 lives of criminals, it saves the rest of the population by ensuring that first time
11 offenders are just first time offenders, deterring terrorism, preventing riots, violent
12 opposition of their government so a more peaceful solution can be reached, and
13 cleansing the population of drug trafficking, and
14

15 EMPHASIZING FURTHER that capital punishment not only helps with all of the
16 above, but will also eliminate the cost of imprisoning criminals to help the countries
17 whom aren't blessed monetarily, creating a safer world to live in;
18

19 1)PROMOTES the adoption of capital punishment into a country's arsenal of
20 punishment;
21

22 2)DEMANDS that along with the adoption of capital punishment, laws limiting the
23 use of this punishment to more serious crimes, such as terrorism, violent
24 opposition of the government, murder, rape, etc;
25

26 3)ENCOURAGES STRONGLY that a organization named the CPCO (the Capital
27 Punishment Control Organization) come into existence to help oversee the use of
28 this punishment, to help make sure that only the people deserving of this
29 punishment (murderers, rapists, terrorists, drug runners, etc) are targeted, so
30 criminals who have committed crimes of little severity aren't charged with the
31 same punishment as those whom have committed more severe crimes, which shall
32 be made up of a representative from each country in favor of this, and shall be
33 funded by the IMF (International Monetary Fund) or private organizations whom
34 are pro capital punishment.
35



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: Social, Cultural, and Humanitarian

Topic: Capital Punishment

Submitted By: Afghanistan

4/3

1 AWARE that capital punishment is defined as punishment by death for a crime, and

2
3 REALIZING that the Universal Declaration of Human Rights, Article 3, states, "Everyone has
4 the right to life, liberty, and security of person," and Article 2 of the same declaration states that,
5 "Everyone is entitled to all the rights and freedoms set forth in this declaration, without
6 distinction of any kind, such as race, colour, sex, language, religion, political or other opinion,
7 national or social origin, property, birth, or other status," and

8
9 TAKING INTO ACCOUNT That Article 5 of the Universal Declaration of Human Rights states
10 that, "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or
11 punishment," and

12
13 HAVING CONSIDERED that in some member states, capital punishment includes death by
14 stoning, firing squad, beheading, or hanging which can be incredibly painful and may be
15 considered by some to be cruel and degrading, and are by definition inhuman, and

16
17 BEARING IN MIND that fifty-eight nations worldwide still retain capital punishment for either
18 law or practice, yet only ninety-six have abolished capital punishment for all crimes within their
19 legal documents, with nineteen nations having removed capital punishment in practice, and

20
21 MINDFUL that in 2010, twenty-three nations carried out executions, killing approximately five
22 hundred and twenty-seven prisoners, and sixty-seven nations bestowed death sentences upon
23 roughly two thousand twenty people, and nearly seventeen thousand eight hundred thirty-three
24 people are sentenced to death throughout the world;

- 25
26 1) COMMENDS those member states that have eliminated capital punishment through
27 their legal systems;
28
29 2) STRESSES that those nations who have shown their support for the elimination of capital
30 punishment through practice should integrate its elimination into their legal system by
31 pardoning those inmates sentenced to death and rewriting legal documents to include the
32 subsequent eradication of capital punishment;
33
34 3) INVITES those member states who have not considered revoking capital punishment to
35 delay executions of those sentenced until a thorough review of the practice's authenticity
36 can be reviewed and the humanitarian consequences can be considered.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd Social
Topic: Capital Punishment
Submitted By: Netherlands

4/4

1 AWARE that capital punishment is defined as the legally authorized killing of someone as
2 punishment for a crime, and

3
4 TAKING NOTE of the Netherlands' crime rate is less than ten percent of the United States'
5 crime rate, and

6
7 MINDFUL of the fact that the Netherlands has one of the smallest prison populations in the
8 world, and

9
10 ALARMED by the numerous member states that currently have laws that allow capital
11 punishment to be carried out within their nation, and

12
13 BEARING IN MIND that capital punishment, while painless in some cases, can also be seen as
14 barbaric or extreme, and

15
16 BELIEVING that member states will agree that capital punishment is unacceptable for any type
17 of offense, and

18
19 CONFIDENT that life in prison without parole is much more effective for preventing persons
20 from committing a crime more than the threat of death with a possibility of parole, and

21
22 EXPRESSING DEEP CONCERN that there is a possibility of a wrongful conviction in some
23 cases concerning capital punishment, and

24
25 AFFIRMING that even the possibility of killing someone innocent in a wrongful conviction is
26 an enormous mistake on the nation's part;

- 27
28 1.) APPLAUDS the member states that have already abolished capital punishment
29 within their region;
30
31 2.) AUTHORIZES the petition of capital punishment in all member states to
32 strengthen the nation as a whole;
33
34 3.) ENCOURAGES the member states to develop an alternative form of
35 punishment in place of capital punishment.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH

Topic: International Humanitarian Advancement

Submitted By: Chile

4/5

1 ACKNOWLEDGING that the world has been gradually slipping into turmoil and violence over
2 the past decade, it is not in the best interest for the world's nations to further complicate matters
3 of violence and willingly put its people to death, often on highly controversial terms, and
4

5 RECOGNIZING the fact that all of the nations of the world wish for peace and prosperity,
6 humanitarian advancement must be made in every corner of the globe, which includes
7 eliminating useless punishments and finding more humane solutions to the problem of dangerous
8 criminals that are clogging prison systems as opposed to serving them with death, and
9

10 CONSIDERING the fact that capital punishment procedure is not uniform throughout the
11 countries, many a grievance can pass between two nations if it were the case that one country's
12 national was convicted and tried in a second country where that individual was sentenced to
13 death, and
14

15 MINDFUL of the fact that Chile is not at a complete lack of administering capital punishment,
16 we strongly suggest that other nations at least follow in our stead, and administer capital justice
17 under certain circumstances such as a time of war, where a nation cannot ignore crimes of war,
18 and
19

20 FULLY ACKNOWLEDGEING past efforts of the United Nations, for example, the resolution on
21 death penalty moratorium voted on in 2008, it is obvious that nations across the globe have
22 chosen to resist the moratorium and continue unabridged use of the death penalty, and
23

24 REALIZING the will of the nations of this world to end the practice of these needless killings,
25 as it will ensure humane behavior from all States;
26

27 1) URGES countries that still partake in administering capital justice to
28 cease their active executions or heavily restrict the use of such
29 methods of punishment;
30

31 2) REQUESTS that nations that don't partake in these activities place pressure
32 on nations that do in with intent of the pressured upon nation
33 abolishing its use of capital punishment;
34

35 3) SUGGESTS that the United Nations hold an annual Summit that would focus
36 on this problem of the death penalty, solutions therein, and other humanitarian
37 issues so solutions and/or compromises can be reached on those issues as well.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Capital Punishment
Submitted By: Algeria

4/6

1 NOTING WITH REGRET that 29% of all the worlds' countries still maintain and frequently use
2 capital punishment in both law and practice, and

3
4 VIEWING WITH APPRECIATION that 50% of all nations have completely abolished the death
5 penalty and 17% have not used it for at least ten years or have placed it under a moratorium, and

6
7 URGING the countries that use capital punishment to reconsider their actions and to contemplate
8 establishing a policy that abolishes the act under all circumstances, and

9
10 FULLY ALARMED at the 57 countries that are "Retentionist Countries", meaning the
11 government retains the death penalty for ordinary crimes, which are countries including but not
12 limited to: Afghanistan, China, Congo, Iraq, and Vietnam, and

13
14 DEEPLY DISTURBED by the actions of the member-states of Iran and Saudi Arabia of carrying
15 out capital punishment on minors in the year 2011, and

16
17 EMPHASIZING FURTHER the need for worldwide abolition of capital punishment in order to
18 prevent injustice and work towards peace in the world;

- 19
20 1) RECOGNIZING that capital punishment is a violent and ineffective means of
21 reducing crime in all nations, and
22
23 2) REALIZING that in many countries capital punishment is a waste of taxpayer money
24 that could be used for better purposes such as charity, and
25
26 3) ENCOURAGES United Nations member states to work together in order to reach an
27 agreement concerning capital punishment across the globe, and
28
29 4) URGES Capital punishment is abolished worldwide, whether it is an immediate
30 action or a long-term process.
31
32



McKendree Invitational

MODEL UNITED NATIONS



Submitted to: 3rd Social
Topic: Capital Punishment
Submitted by: the kingdom of Sweden

4/7

NOTING WITH GRAVE CONCERN that many countries still practice capital punishment in various ways, that it is commonly accepted, and

RECOGNIZES the legitimacy practicing country's sovereignty and right to practice capital punishment despite its dire consequences and negligence towards life, and

UNDERSTANDS that countries may feel that certain individuals deserve or must receive capital punishment, and

BELIEVING that capital punishment violates basic human rights laws and;

- 1.) CALLS APON all U.N countries to abolish capital punishment on the grounds that it violates basic human rights, is often inhumane, misused, unregulated, and
- 2.) COMMENDS U.N countries to reevaluate current punishment systems in place, and to repair them so that they may punish individuals in a humane way that still fits said individual's crime and or crimes, and
- 3.) APPROVES of economic sanctions on all U.N countries practicing capital punishment, for the entire time of practice and an additional one month period of time after the country ceases all capital punishment programs depending on the level of extremity the program was used on, and
- 4.) DIRECTS ATTENTION to the formation of a program to offer aid in the building and maintaining of prisons, to help U.N countries that do not use capital punishment but cannot afford safe prisons.



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3 SCH
Topic: Capital Punishment
Submitted By: Qatar

4/8

1 **EMPHASIZING** the fact that even though the progress of Qatar's government toward torture
2 and cruelty, many reports have still been reported, there are no systems set in place towards
3 investigations at these reports, Qatar's legislation to prohibit torture still pursuits, in article 36 of
4 the constitution "...No one shall be subjected to torture or degrading treatment. Torture shall be
5 considered a crime publishable by law," though in Qatar's Penal Code of 2004 it does not
6 specifically mention torture and therefore fails, and

7
8 **RECOGNIZING** that there is a death penalty for persons caught doing homosexual acts, there
9 is no social support for homosexuals in Qatar, homosexuality is illegal, and the Islamic laws are
10 applied in this topic, and in 1996 an American was sentenced to six months imprisonment and 90
11 lashes for homosexuality activity, this is a form of torture and cruelty against human rights, there
12 are even cases where they are imprisoned for just being homosexual and not caught doing
13 homosexual acts, and

14
15 **NOTING WITH DEEP CONCERN** that Qatar still uses the death penalty for espionage, or
16 threats to national security, or they get life imprisonment, the trials are usually unfair and unfit
17 for the person(s), and they cause much controversy;

- 18
19 1) **ACKNOWLEDGES** that there are no systems set up to investigate these reports of
20 torture, systems need to be set in place to investigate reports of torture and cruelty;
21 this system would have to be part of the government, Qatar suggests that this system
22 would be funded by the country of Qatar and be able to investigate the cases;
23
24 2) **DEMANDS** the government of Qatar to add an article to Qatar's constitution, stating
25 that the discrimination of homosexuals should be prohibited, such discrimination can
26 be punishment by law; also the country of Qatar should separate church with the
27 government, for it is uncivil, and unfit for the country;
28
29 3) **STRESSES** that Qatar's government seizes the death penalty for any person(s) who
30 have been convicted of espionage, that Qatar only imprisons the person(s), and to also
31 set up a system to investigate the case, also to set up a fair and fit trial for the
32 person(s).



McKendree Invitational

MODEL UNITED NATIONS



Subject: Capital Punishment
Submitted to: 3rd SCH
Sponsored by: Russian Federation
Date: April 11-13

4/9

1 APPALLED that during 2010, 23 countries executed 527 prisoners and more than 17,833 people
2 are currently under sentence of death around the world, and
3

4 NOTING that most prisoners are put under the death penalty have committed outrageous crimes
5 such as murder, genocide, terrorism, or encroachment on the life of any professional or employee
6 engaged in the criminal justice system, and
7

8 CONCERNED that wrongful execution, occurring when an innocent person is put to death by
9 execution, still occurs in many countries worldwide,
10

11 EMPHASIZING that wrongful execution of an innocent person is an injustice that can never be
12 rectified, and at least 15 people worldwide have been put to death that were later found innocent
13 of the crime they were executed for, and
14

15 RECOGNIZES that some countries may not have the funds or knowledge necessary to properly
16 collect, test and determine results of evidence from crimes well enough to enforce capital
17 punishment and,
18

19 BEARING IN MIND that 139 countries have already abolished the death penalty, and
20

21 WELCOMING the countries from the European Union that put into effect a ban on capital
22 punishment for each member country, and
23

24 STRESSING that unless the death penalty is dealt with many more wrongfully accused people
25 will be put to death, resulting in taking an innocent persons life, hereby;
26

27 1) INVITES all countries to apply a moratorium against the death penalty:
28

29 2) URGES those countries that have abolished the death penalty to not reinstate it;
30

31 3) CALLS UPON countries that have not abolished the death penalty, to start over time,
32 reducing policies and laws that are for the death penalty, as well as establishing a moratorium
33 against executions until able to abolish the death penalty
34

35 4) RECOMMENDS that all countries support and contribute to demolishing capital punishment
36 as well as wrongful execution in countries corrupt with an excessive amount of executions and
37 capital punishment laws, and help support countries that are unknowingly sentencing innocent
38 people because of lack of knowledge or resources needed in order to rightfully prosecute a
criminal.



McKendree Invitational

MODEL UNITED NATIONS



4/10

Submitted To: 3rd Social
Topic: Capital Punishment
Submitted By: Peru

1 Aware that capital punishment is a rising problem in our world today and,

2
3 Expressing deep concern for those who are punished with the death penalty and,

4
5 Considers that further efforts should be made to ensure safety for all citizens in the
6 world and,

7
8 Requests that capital punishment may only be carried out by a pursuant to a final
9 judgment rendered by a competent court after legal process and,

10
11 Demands that capital punishment shall not be carried out pending any appeal or
12 other recourse procedure or other proceeding relating to pardon or commutation
13 and,

14
15 Urges that if capital punishment occurs, it shall be carried out so as to inflict the
16 minimum possible suffering and,

17
18 Deeply concerned that several countries impose the death penalty in disregard
19 of the limitations set out in the Covenant and the Convention on the
20 Rights of the Child and,

21
22 Stresses to stop capital punishment everywhere.
23
24



McKendree Invitational

MODEL UNITED NATIONS



Submitted To: 3rd SCH
Topic: Capital Punishment
Submitted By: Mexico

4/11

1 **CONTEMPLATING** the historical use of cruel capital punishments for severe crimes, and

2
3 **AWARE** of the call to restore the penalty in some countries where it has been abolished, and

4
5 **RECALLING** the American Convention on Human Rights, which states its purpose as “to
6 consolidate in this hemisphere, within the framework of democratic institutions, a system of
7 personal liberty and social justice based on respect for the essential rights of man.”, and

8 a) **BELIEVING** that life and the opportunity to correct and rehabilitate one’s actions
9 and behaviours are included in this, and

10 b) **TAKING NOTE** that once a member state has abolished capital punishment it has
11 agreed also that it will not be restored, and

12
13 **RECOGNIZING** certain factors that keep nations undecided about this issue, such as religion,
14 human rights groups, and previous government decisions, and

15
16 **MINDFUL** of the Universal Declaration of Human Rights, which states “Everyone has the right
17 to life, liberty and security of person”, and “No one shall be subjected to torture or to cruel,
18 inhuman or degrading treatment or punishment” (Articles 3 and 5, respectively);

19
20 1) **AFFIRMS** its belief in banning capital punishment in peacetime situations,

21
22 2) **URGES** nations to ratify the American Convention on Human Rights (or a similar
23 pact) and its additional protocols if they have not,

24
25 3) **RECOMMENDS** a summit to further discuss this and other related subjects in a
26 hope of creating better communication on such issues,

27
28 4) **WELCOMES** and encourages ideas and questions from other nations.
29
30
31
32