



American Model United Nations
Economic and Social Council

ECOSOC/1/5

SUBJECT OF RESOLUTION: Empowering people and ensuring inclusiveness and equality

SUBMITTED TO: The Economic and Social Council

The Economic and Social Council,

1 *Firmly convinced* that education reform goes beyond the classroom and that Member States
2 must support the lives and welfare of students to ensure academic success through multifaceted re-
3 form initiatives, ,

4 *Guided by* the recognition of education as a fundamental tool for empowering individuals, pro-
5 moting inclusiveness and achieving equality by breaking cycles of poverty, reducing social disparities
6 and fostering economic and social mobility for marginalized populations, ,

7 *Acknowledging* that systemic barriers such as cultural stigmas and safety concerns dispro-
8 tionately affect girls' access to education,

9 *Recognizing* the importance of regional collaboration to address educational inequities and
10 the transformative impact of education on economic growth, gender equality and social cohesion,

11 *Reaffirming* the commitment made under the United Nations Sustainable Development Goal 4
12 (SDG 4) to ensure inclusive and equitable quality education and promote lifelong learning opportuni-
13 ties for all,

14 *Emphasizing* the need for partnerships with international organizations such as the United Na-
15 tions Educational, Scientific and Cultural Organization (UNESCO), United Nations Women and the United
16 Nations International Children's Emergency Fund (UNICEF) to provide technical assistance and funding
17 for education initiatives in the region,

18 *Noting* that digital connectivity and technological advancements, when made accessible, can
19 overcome physical barriers to education and expand opportunities for marginalized populations,

20 *Highlighting* the urgency of integrating refugee children into national education systems to fos-
21 ter inclusion and reduce barriers to their long-term development,,

22 *Affirming* that vocational training and Science, Technology, Engineering and Math (STEM) ed-
23 ucation for women and girls can enhance economic empowerment and reduce gender disparities in
24 the workforce,

25 *Mindful of* the vital role of indigenous peoples as stewards of traditional knowledge and inno-
26 vation, whose inclusion in educational policies and development initiatives enhances cultural preser-
27 vation, promotes sustainable practices and ensures inclusiveness and equality for marginalized com-
28 munities,

29 1. *Encourages* Member States to address cultural barriers of girls' educations by:

30 (a) Launching awareness campaigns to promote the value of education for girls;

31 (b) Engaging community and religious leaders to advocate for girls' education;

32 (c) Offering financial incentives, such as cash transfers or food assistance, to families
33 who ensure girls remain in school;

34 (d) Encouraging the implementation of extracurricular activities or otherwise commu-
35 nity engagement for girls in rural areas;

36 2. *Calls for* the establishment of a regional framework to ensure universal access to primary
37 and secondary education for all children, prioritizing girls and marginalized groups with the following
38 conditions:

39 (a) These regional frameworks, along with all curricula proposed in this resolution, should
40 be primarily driven by the Member States themselves under advisement from existing international ed-
41 ucation standards;

42 (b) Promoting education access to STEM topics, both through new curricula and through
43 internet-accessible initiatives;

44 3. *Recommends* the creation of a regional teacher training program to improve teaching qual-
45 ity and incorporate gender-sensitive methods, ensuring that educators are equipped to meet the di-
46 verse needs of their students and establishing the following:

47 (a) A biannual conference, hosted in cities within certain groups of Member States with
48 regional interests and similarities, to accomplish the following;

49 (i) Discuss curriculum initiatives and certain problems facing the region;

50 (ii) Train teachers on both curriculum and also technological proficiency to ensure that
51 teachers are able to work electronically;

52 4. *Calls for* the expansion of the UNICEF Giga Initiative to connect schools in rural and under-
53 served areas to the internet, enabling digital learning and providing affordable devices and educa-
54 tional software;

55 5. *Encouraging* the expansion of internet access globally to educational institutes and families
56 by providing free subsidized internet access;

57 6. *Desiring* a program to deliver millions of laptops, tablets and smartphones to children across
58 the globe for the purpose of education and free access to information;

59 7. *Calls for* the establishment of a coalition among Member States to develop and implement
60 policies that safeguard and promote women's right to education, focusing on:

61 (a) Ensuring universal access to primary and secondary education for girls, particularly
62 in rural and underserved areas;

63 (b) Addressing systemic barriers, such as cultural stigmas and safety concerns, which
64 prevents girls from attending school;

65 (c) Supporting regional initiatives to provide vocational and STEM education opportuni-
66 ties for women and girls;

67 (d) Collaborating with international organizations like UNESCO, United Nations Women
68 and UNICEF to secure funding, technical assistance and capacity-building programs to enhance ed-
69 ucational infrastructure and teacher training;

70 8. *Requests* that other regional bodies implement the aforementioned goals under Clause 4 by
71 either:

72 (a) Improving existing educational standards to fit the enumerated goals;

73 9. *Calls for* the establishment of a coalition among Member States to promote, develop and
74 implement policies that encourage and protect women's rights to education; this coalition would focus
75 on:

76 (a) Addressing the importance of creating safe educational environments for women
77 and creating safeguards and programs for violence prevention;

78 (b) Expanding coverage and access of primary and secondary education to women;

79 (i) Ensure universal access to primary and secondary education to women by 2040;

80 (ii) Improving the quality of existing educational programs, and ensuring that new pro-
81 grams maintain quality;

82 10. *Recommends* that Member States adopt policies to address plans of reasonable adjust-
83 ments to support individuals with disabilities and to ensure equitable access to education by collabor-
84 ating with existing international organizations such as UNESCO and United Nations Women to provide
85 resources and funding to affected areas;

86 11. *Supports* the establishment of a Regional Refugee Education Fund, in collaboration with UN-
87 HCR, to provide targeted resources for integrating refugee children into national education systems,
88 including language training and psychosocial support;

89 12. *Further requests* that the UNESCO's Institute for Statistics (UIS) and UNICEF support Member
90 States in:

91 (a) Collecting and analyzing data to monitor progress toward these benchmarks;

92 (b) Providing technical assistance to develop localized education plans tailored to re-
93 gional challenges;

94 (c) Publishing annual progress reports on enrollment, retention and literacy rates to en-
95 sure accountability and transparency;

96 (d) Member States with exceptionally low literacy rates through economic aid and leav-
97 ing decisions regarding curriculum to these Member States;

98 13. *Encourages* Member States to adopt measurable benchmarks for education progress, in
99 alignment with Sustainable Development Goal 4, such as:

100 (a) Increasing school enrollment rates by 10% within five years in rural and underserved
101 areas;

102 (b) Reducing the gender gap in primary and secondary education enrollment by 50%
103 by 2035;

104 (c) Achieving 95% literacy rates among children under 15 by 2035;

105 14. *Recommends* the establishment of a Global Education Incentive Program (GEIP) under UN-
106 ESCO, UNICEF and the Global Partnership for Education to provide financial incentives to Member States
107 that demonstrate significant progress in improving education access, equity and quality by:

108 (a) Awarding additional grants to Member States that achieve measurable benchmarks,
109 such as increasing school enrollment by 15% or reducing the gender gap in education by 10% within a
110 defined period;

111 (b) Providing technical and financial resources to expand proven education initiatives
112 in Member States that meet or exceed SDG 4 targets;

113 (c) Offering performance-based subsidies to support programs addressing specific chal-
114 lenges, such as rural education, digital inclusion, or refugee integration;

115 15. *Encourages* Member States to integrate these incentives into national education plans by
116 aligning their progress metrics with SDG 4 and the annual reporting requirements of UNESCO and
117 UNICEF;

118 16. *Requests* that international donors, private sector partners and multilateral organizations
119 collaborate to expand the funding pool for education and ensure inclusiveness and equality such as
120 the Global Partnership for Education (GPE), UNESCO and the World Bank and ensure donors are aligned
121 with Sustainable Development Goals (SDGs) 4 and 10;

122 17. *Encourages* Member States to collaborate with indigenous peoples to:

123 (a) Integrate traditional knowledge and cultural heritage into national curricula, ensur-
124 ing representation and inclusivity;

125 (b) Provide targeted educational programs and scholarships for indigenous youth to
126 promote access to primary, secondary and higher education;

127 (c) Support the development of multilingual education systems that respect and pre-
128 serve indigenous languages while providing access to broader opportunities;

129 (d) Establish consultative bodies within national education ministries to ensure indige-
130 nous peoples have a voice in the creation and implementation of education policies;

131 (e) Ensure indigenous peoples preserve their autonomy and culture as an aspect of the
132 curriculum created by;

133 (i) Granting them the right to supervise any curriculum given;

134 (ii) Deciding future expansions on or developments in said curriculum.

Passed, Yes: 30 / No: 0 / Abstain: 3