



ANNUAL CONFERENCE “STUDENTS AS DIPLOMATS 2020”

COMMITTEE ON THE RIGHTS OF THE CHILD

TOPIC: THE RIGHT OF THE CHILD TO EDUCATION

December 12th, 2020

Rapporteur: SOUTH AFRICA

Signatory Countries: AUSTRALIA, AUSTRIA, BAHRAIN, BELGIUM, BULGARIA, DENMARK, EGYPT, GREECE, HUNGARY, JAPAN, MOROCCO, NORWAY, RUSSIAN FEDERATION, SOUTH AFRICA, SPAIN, TURKEY, UNITED KINGDOM, VENEZUELA

Observer: UNICEF

The Committee on the Rights of the Child, with the topic: The Right of the Child to Education,

Reaffirming the Universal Declaration of Human Rights, which proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set out therein, without distinction of any kind, including that everyone has the right to freedom of movement and residence within the borders of each State and the right to leave any country, including his or her own, and to return to his or her country,

Reinforcing the Committee’s respect and contractual obligations to the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of Persons with Disabilities, the International Convention for the Protection of All Persons from Enforced Disappearance, the 1951 Convention relating to the Status of Refugees and the Convention on the Elimination of All Forms of Discrimination against Women

Recalling the general principles of the Convention on the Rights of the Child, including the best interests of the child, non-discrimination, participation and survival and development, provide the framework for actions concerning children,

Concerned that the situation of children in many parts of the world remains negatively affected by the prolonged effects of the world financial and economic crisis, poverty and inequality,

Re-establishing its goals to eradicate poverty in all its forms and dimensions, including extreme poverty, as the greatest global challenge and as an indispensable requirement for sustainable development,

Respecting the purposes of the United Nations as enshrined in Article (1) of the Charter, among which is the “promotion and encouragement of respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion”, according to paragraph (3) of the said Article,

1. **Urges** the collaboration between Member-States and Non-Governmental Organizations (NGOs) that promote multiculturalism, allowing minorities such as immigrants, LGBTQ and Roma pupils to have a more accessible and comfortable education and humanitarian work Sending experts from each country to share the values of knowledge and cultural respect send qualified teachers that embrace the values of respect and equality, the sufficient funds shall be allocated to this matter as part of the annual GDP (approximately 17 percent) such funds can be used for the development of infrastructure which can better the condition of minority groups for the future;
2. **Strongly recommends** that Member-States abide by their obligations made by the Covenant to ensure the access of all children to primary education regardless of where they live, nationality, race, sex, religion and economic status;
3. **Recommends** that countries give allowances and funding to families with children that face economic problems in order to help them with the fulfillment

of their essential needs, provide the opportunity to continue their education, and guarantee the best interest of the child and to prevent child labor;

4. **Requests** that the passive learning style be removed from the educational system and be replaced by more cooperative and elective methods of teaching, and the inclusion of modern disciplines such as social sciences, technology, engineering or entrepreneurship in the school curriculum, thus improving the skill of learning which is fundamental to the creation of a career;
5. **Encourages** the foundation and creation of multicultural schools, with workshops and seminars educating guardians and inclusive programs for Disabled Children and LGBTQ+ awareness, aiding in the national campaign against discrimination with subjects about discrimination which prevent discrimination against minority groups;
6. **Promotes** the establishment of a friendly an accessible-to-all environment in schools so as to help Roma children and other minorities feel welcome and accepted in the learning process by opening educational centers with free internet, available technical support and volunteers that help them in completing their homework, working towards the realization of the idea that immigrants should have the same rights to education as students born in the countries;
7. **Urges** the respect of the obligations of the Member-States as made by the Covenant so as to ensure that minorities have the same opportunities as native students in classes, education and skills acquisition, and minorities should have additional help in school than native students in order for them into adapt into the new environment and not be discriminated;
8. **Encourages** increasing accessibility to tertiary education through the implementation of beneficiary financial measures, student loans and allocation of state funds to provide free higher education for all;
9. **Recommends** that all Member-States devote a part of their annual GDP in order to ameliorate the conditions of the educational sector and thus succeed in reducing unemployment rates and poverty in the future generations;
10. **Encourages** that developed countries provide the basic infrastructure as well as technological equipment by allocating funds to the enhancement of Less

Economically Developed Member-States (LDCs) and by starting campaigns to promote a universally accepted minimum standard of education and quality of infrastructure;

11. **Suggests** the realization of a specific curriculum and professional guidance about employment and orientation by the educational sector of the Member-States in order to allow freedom of choice in studies and ensure a higher standard of education;
12. **Promotes** the development of emotional, cultural and racial awareness in schools by introducing subjects of multicultural character and improving children's understanding of cultural differences and equality;
13. **Encourages** the implementation of governmental initiatives for discussions between students and teachers about the issues arising between teenagers such as inequality, bullying and racism and the organization of seminars that will increase awareness about the gender gap in education and the ways to reduce it;
14. **Stresses** the importance of providing access to education in remote areas by increasing the number of available teaching staff, by improving transportation systems and by increasing government spending for better school infrastructure, highlighting that all transportation will be free for students;
15. **Advises** the formation of governmental projects on the reduction of the significance of tests and examinations, using them as a way to ensure better understanding of the material and encourage learning, rather than pure memorization and passive learning techniques;
16. **Encourages** the establishment of advocacy in schools through the creation of students councils where students will be able to vote and actively participate in discussions about changes in the education system and then share these ideas with the national education representatives;
17. **Suggests** that Member-States and their respective ministries initiate the hiring of professor-advisors, that will advise each pupil individually on determining what they will do with their future working career;

18. **Urges** that students have the opportunity to take economics as a separate lesson so they can face taxes and other economical obstacles that will come in the future;
19. **Focuses** on improving overall accessibility for students with visual disabilities because in many countries there are financial and practical issues on this topic and as a result many students with such disabilities are forced to pay for their personal special education which requires a good financial state;
20. **Strongly suggests** that despite the Covid-19 Pandemic outbreak and most of the countries turning to remote education methods of learning, educational facilities should be improved, thus the government shall invest in the architecture of school, by making elevators and stairs suitable for physically disabled persons;
21. **Wishes** to remain actively seized on the matter.